The Abridged Curriculum for Primary Two

Introduction: The Abridged Primary Two Curriculum follows the competences and content of both the Primary One and Primary Two Thematic Curriculum for Uganda. It teases out the key competences that learners need to progress to Primary Three within one academic year. The curriculum has both the matrix and specific guidance to teaching the different learning areas.

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Theme 1- Our school and neighbourhood

Learning outcome: The learner understands and appreciates the relationship between the school and the neighbourhood.

	Sub-theme/ content	Mathematics competences	Literacy competences	English competences
1	**People, things and activities in our school.** • **Names and titles of people** **Titles** Sir, madam, teacher, nurse, Mr., Mrs., Miss **Names** Sylvia, Wambi, Akello, Musa • **Things in our school** Buildings, classroom objects, play objects, sign posts, flag, gate. • **Activities in our school** sweeping, gardening, reading, writing in our school.	The learner: • counts 1-20 • reads number symbols 1-20 • writes number symbols 1-20 • Sorting /sorts • Ordering / orders • classifies • forms sets • draws sets • /compares sets	**The learner:** -names and signs people, things and activities in the school, -discusses benefits and conflicts between school and neighbourhood. - reads /signs letters, words and sentences related to people, things and activities found in the school. - writes/ brailles letters and words related to the school.	**Structures** What is your name? My name is… What is his/her name? His/her name is… What is this/that? This/That is a…. What is he/she doing? He/ Ṣhe is …
2	**Location and symbols of our school** Things that show where our	• counts numbers 1-40 • reads number symbols 1-40 • writes number symbols 1-40	-identifies location and symbols of our school. -discusses benefits of the school	Vocabulary • The learner: reads words with correct

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	school is **Location:** Trees, signpost, village, zone. **Symbols:** Uniform, signpost, badge. **Benefits to the school from neighbourhood** Labour, security, food, medicine, land, water, friends, children, money, building materials and instructional materials	• sorts, orders and classifies objects. • forms, draws and compares sets • reads / signs number names 1-20 • writes/ brailles number names 1-20	from the neighbourhood. - reads/signs letters and words related to location and symbols of the school writes/brailles letters and words related to location and symbols of the school	pronunciation. • uses the given words and structures correctly. • writes and brailles words flag, tree, red, yellow, black, uniform, badge, signpost food, water, child, broom, medicine, money, in, on, under, near, **Structures** What is this/that? This/that is a… Is this/that a…? Yes, it is. / No, it is not. What colour is this/that? it's… Are these/those…? Yes, they are. / No, they are not. Where is the …? The…is (in/ on/ under/ near) the (tree/table).
3	**Benefits to the neighbourhood from the school:** Providing education, meeting place, recreation centre, role model e.g. behaviour and cleanliness, facilities e.g. furniture, carrying out community activities, employment of school **Causes of problems between the school and neighbourhood**	• counts numbers 1-60 • sorts out objects • /forms sets • compares sets • identifies empty sets • recognises symbols "Ø", "{}" • reads number names 1_60. • writes number names 1__60.	Discusses benefits of the school to the neighbourhood. -Identifies causes of problems between school and neighbourhood. -Suggests ways of preventing problems between school and neighbourhood. -reads/signs and writes /brailles letters and words related benefits of the school to the neighbourhood.	Vocabulary: uses the given words correctly; constructs and writes the sentences using the given words. Ball, hall, library, blackboard, chalkboard, desk, table, chair, near, in, on, cupboard, books, compound Structures uses the given structures correctly: What is this/that? This/that is … Show me a…

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	Theft, quarrels, fights, breakages and damages, use of bad language, trespassing **Ways of preventing** Need for respect, observing rules and regulations, need to cooperate			This/that is a … It is a … Where is the …? The … is…. (in/on) the… It is …

Theme 2. Our Home and community

Learning outcome: The learner understands and appreciates the cultural practices, values and norms in the community

	Sub-theme/ content	Mathematics competences	Literacy competences	English competences
1	**People in our home and what they do.** Family relations **Nuclear family** mother, father, son, daughter, brother, sister **Extended family** grandmother, grandfather, granddaughter, grandson, paternal aunt, paternal uncle, maternal aunt, maternal uncle	• counts numbers1-80 • adds 1 digit numbers horizontally whose sum is less than 20 • adds 1 digit numbers vertically without carrying • recognizes according to place values: tens, ones, 0 (zero) as a place holder • reads and signs number symbols 1-80 • writes number symbols 1-80	- names /signs people in the home. -identifies responsibilities of different people in the home. -reads/signs and writes/brailles letters and words related to people in the home.	The learner: • uses vocabulary and structures related to people in the home and their responsibilities. • identifies people in our home. • Matches people at home to their work. • Uses the given structures correctly.

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				Vocabulary: grandmother, grandfather, father, mother, daughter, son, uncle, aunt, sister, brother Structures Show me your… This is my … She/he is my… These/those are my … They are my/our/their… How many… have you got? I have…
2	**Important people and places:** **Important people** Doctor, teacher, nurse, shopkeeper, carpenter, driver, policeman, barber, religious leaders, LC leaders **Important places** School, hospital, post office, post office, radio stations, market, church, mosque, bank, police station	• counts numbers 1-100 • adds 2 digit numbers horizontally, no carrying • adds 2 digit numbers vertically, no carrying • reads / signs number symbols 1-100 • writes/ brailles number symbols 1-100	- identifies important people in the community. -identifies important places in the community. -reads/signs and writes/brailles letters and words related to important places and people in the community	• uses vocabulary and structures related to important people and places in the community. • reads and writes words and short sentences related to important people and places in the community. • draws important people and places in the community. **Vocabulary:**

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				doctor, teacher, nurse, shopkeeper, carpenter, policeman, policewoman, patient, shoe maker, driver, near, in, on, under, between, inside, outside, bed **Structures** Show me a/the… This/that is a… (nurse/teacher) Where is the…? The…(doctor/nurse) is …(in/under) the… (hospital/house/ car) The … (doctor/nurse) is … between the…(carpenter/patient). He/she is …. (in/inside/outside) the… (class/shop) What does a …do? A … (treats/builds) Where are the…? They are… (inside/outside) the…
3	**Cultural practices and values**	• counts numbers 1-150	-Identifies different cultural	

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	in the community Acceptable behaviour according to different cultures Greeting, praying, cooking, serving and eating, singing and dancing, celebrating cultivating, dressing, addressing different people	• adds numbers up to 2 digits without carrying • reads/ signs number symbols 1-150 • writes/ brailles number symbols 1-150	practices in the community -reads/signs words and sentences related to the community -writes/brailles letters and words related to cultural practices	The learner: • uses vocabulary and structures related to cultural practices and values in the community. • reads and writes words related to cultural practices and values in the community. • Constructs sentences using the vocabulary given. **Vocabulary** walk, read, wrote, sweep, play, clean, eat, sing, comb, wash, brush, dance, cook, pray, run, present **Structures** What do you do every day? I/we…every day. What does she/he do every day? She/he… every day.

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Theme 3. Human body and health

Learning outcome: The learner understands and appreciates the value of taking care of his/her body and surroundings.

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	**Parts of the body and their uses** **Parts** hand, tongue, lips, mouth, eyes, knee, stomach, breast, neck **Functions** Working, playing, caring for others, writing, reading, walking, tasting, seeing, touching	• counts numbers 1-200 • measures heights, widths, and breadths using non-standard units • compares heights • writes /brailles number names 1-40 • reads / signs number names 1-40 • recognizes shapes	-names different parts of the body -identifies functions of the different parts of the body -reads/signs and writes /brailles letters and words related to body parts and their function.	The learner: • uses vocabulary and structures related to parts of the body and their functions. • reads and writes letters and words related to parts of the body. • draws parts of the body. **Vocabulary** head, eye, nose leg, stomach, lips, mouth, knee, finger, toe, hand, ear, see, hear, touch, smell, kneel **Structures** Show me your… This/that is/are my… How many… has/have you/he/she got? I/he/she have/has…

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				What do you use your … for? I use my …(hand) to (touch). Has he/she got two … (eyes/ ears/ toes/hands)? Yes, he/she has… No, she/he doesn't … What are you doing? I am…(kneeling) What is he/ she doing? He/she is…
2	**Personal hygiene and sanitation** **Personal hygiene:** **Skills for keeping clean** Brushing, bathing, washing regularly, cutting finger nails, drinking boiled water, trimming hair **Sanitation** **Areas that need to be kept clean** Bathroom, house, pit latrine, compound, kitchen **How to clean those areas** Slashing, digging around the	• counts numbers 200-300 • reads / signs number names1-60 • writes / brailles number names • 1-60 • adds numbers vertically whose sum is less than 60 • subtracts 1-digit number from a 2 digit number up to 30, no borrowing,	-identifies areas that need to be kept clean -suggests ways of keeping our environment clean. -names/signs tools used to keep clean. - demonstrates personal hygiene and sanitation. -read/signs letters, words and sentences related to personal hygiene and sanitation. - writes /brailles letters and words related to how to keep clean.	The learner: • uses vocabulary and structures related to personal hygiene and sanitation in simple meaningful expression. • reads and writes letters and words related to personal hygiene and sanitation. • Draws and names materials used for

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	compound, sweeping, scrubbing, mopping **Tools/materials used** Water, panga, brush, slasher, broom, soap, hoe			proper hygiene and sanitation. **Vocabulary** throw, boil, brush, wash, clean, sweep, burn, collect, cover, cut, slash, dig, cook, water **Structures** What are you doing? I am… We are… What is he/she doing? He/she is… What are they doing? They are … Did you …(clean) your room? Yes, I did. / No, I did not. What did you/he/she do (yesterday/last Monday/this morning)? I/he/she … the … What did we/they do…? We/they... (covered the food).

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3	**Common diseases** Cough, diarrhoea, influenza, measles, trachoma, tuberculosis, malaria, mumps, COVID 19, HIV/AIDS, **Causes and spread of diseases** Mosquitoes, houseflies, worms, cockroaches, dirty food and water, sharing sharp objects **Preventive measures** Avoiding sharing sharp objects, sleeping under mosquito nets, avoid smoking, clearing bushes around, immunising against diseases, washing hands, guarding against harmful insects	• counts numbers 300-400 • reads/ signs number names 60-100 • writes / brailles number names 60-100 • subtracts 1digit number from a 2-digit number using a number line • counts numbers in 2s • multiplies numbers by 2	-names/signs common diseases -identifies causes of common diseases. Reads and writes words and sentences related to preventing diseases.	The learner: • uses vocabulary and structure related to common diseases. • reads and writes words related to common diseases. • constructs sentences using words related to common diseases. **Vocabulary related to Common diseases** cough, diarrhoea, influenza, measles, trachoma, tuberculosis, malaria, mumps, COVID 19, HIV/AIDS, **vocabulary related to causes and spread of diseases** mosquitoes, houseflies, worms, cockroaches, dirty food and water, sharing sharp objects **Structures** What are you doing?

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				I am… We are… What is he/she doing? He/she is… What are they doing? They are … Did you …(clean) your room? Yes, I did. / No, I did not. What is /he/she suffering from? What did we/they do…?

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Theme 4: Food and Nutrition

Learning outcome: The learner identifies sources, appreciates different types and knows ways of keeping food safe.

	Sub theme/content	**Mathematics competences**	**Literacy competences**	**English (non-medium) competences**
1	**Names and classes of food** Energy giving foods e.g. cassava, potatoes, rice, yams Body building foods e.g. milk, eggs, fish, beans, groundnuts Protective foods e.g. fruit(orange, guava, mango) vegetables (carrot, dodo, cabbage)	• counts numbers 400-500 • collects data on people's food preferences • reports data collected • measures weights using non-standard units • counts numbers in 3s • multiplies by 2 and 3 • reads /signs number symbols 150-200 • writes / brailles number symbols 150-200	-Names/signs the classes of food. -Identifies examples of food for each class. -Reads/signs words and sentences related to common foods in the community. - Writes/brailles letters and words related to classes of food.	The learner: • uses vocabulary and structures related to names of food and their sources. • reads and writes words, sentences and texts related to food and their sources. • uses vocabulary and structures in singular and plural forms. • uses vocabulary and structures related to colours . • matches food to their classes. **Vocabulary related to (singular and plural, colours, countable and uncountable)**

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				Food, cassava, rice, pea, egg, fish, potato, yam, milk, pawpaw, bean, groundnut, mango, orange, meat, cabbage, brown, orange(colour) **Structures** What are these/those? These/those are…(mangoes). They are… (mangoes) Do you like…? Yes, I do. No, I don't. What colour is /are the …? It is… /They are … What is this? This is a/an… It is a/an…
2	**Good feeding and effects of poor feeding** **Balanced diet** Meaning of a balanced diet Food combinations for different meal times **Importance of a balanced diet** Good health, strength, growth **Effects of poor feeding** Malnutrition, death, blindness, poor body shape **Signs of malnutrition**	• counts 400-500 • reads/ signs number symbols 200-300 • writes / brailles number symbols 200-300 • counts in 4s • multiplies numbers by 4	-Describes a balanced diet. -Identifies the importance of a balanced diet. -Reads/signs and writes/brailles letters and words related to a balanced diet -Discusses effects of poor feeding -Names/signs, signs of malnutrition. -Reads/signs words and sentences related to feeding practices. writes/ brailles letters and words related to effects of poor feeding.	The learner: • uses vocabulary and structure related to good feeding and bad feeding practices. • reads and writes words, sentences and texts related to good feeding practices. • gives the

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	Loss of weight, swollen body, change of hair colour and texture, loss of appetite, body weakness, dullness			opposites of the words related to good and poor feeding practices. **Vocabulary related to food** eat, drink, bananas, potatoes, meat, fish, beans, fruit, vegetables, egg, millet fat, thin, well, happy, sad, small, sick, pain, weak, strong, dull **structures** What are you eating? I am eating… What is he/she eating? She/he is eating…
3	**Keeping food safe** **Methods of keeping** -sun drying -roasting -salting -refrigeration -cooking -covering **Reasons why we keep food safe** - avoid contamination	• counts numbers 500-600 • reads / signs number symbols 300-400 • writes/ brailles number symbols 300-400 • counts in 5s • multiplies by 5	Names common ways of keeping food safe Discusses common dangers resulting from not keeping food safe. Reads words and sentences related to keeping food safe. Writes words and sentences	The learner: • uses vocabulary and structure related to food preservation . • reads and writes words related to food preservation.

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	- Avoid diseases - Last long - Save money/ time - Future use		related to keeping food safe.	• arranges the given words in alphabetical order. • Constructs sentences using the given words. **Vocabulary related to keeping food safe** covering, salting, -sun drying, roasting, salting, refrigeration, cooking **Structures** What is he/she doing? He/ She is … (roasting) … (fish). What are we/ you/they doing? I am/ We / You They are …

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Theme 5. Our environment

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Learning outcome: **The learner is able to explore, observe, appreciate and identify ways of conserving the environment.**

	Sub-theme/ content	Mathematics competences	Literacy competences	English Competences
1	**Things in our environment** people, rivers, lakes, mountains, plants, land, hills, animals **Importance** Shelter, transport, food, medicine, building materials, pet, protection	• counts numbers from 600-700 • subtracts 2 digit numbers vertically, no borrowing • reads / signs number names 100-130 • writes/ brailles number names 100-130	-names/signs different components of our environment -identifies the importance of different components of the environment - reads / signs and writes/brailles letters and words related to components of the environment	The learner: • uses vocabulary and structure related to animals and their young ones. • Uses vocabulary and structures related to animal homes and sounds. • Uses vocabulary related to birds and insects in our environment. **Vocabulary** people, rivers, lakes, mountains, plants, land, hills, cow, bird, dog, rabbit, hen, sheep, zebra, monkey, lion, elephant, snake, flower **Structures** Show me a/an/the… This is a/an/the… What are these/those? These are… Those are… How many … are there?

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				There are…
2	**Weather** **Elements and types weather** sun, rain, clouds, wind **Types** Rainy, sunny, cloudy, windy **Seasons** Wet season Dry season **Activities for different seasons** • Preparing land • Planting • Watering plants • Weeding • Harvesting • Drying seeds and crops • Marketing **Tools** • Axe , hoe, slasher, panga, watering can, spade, knife, basket, wheel barrow, rake.	• counts from 600 to 700 • subtracts 2 digit numbers vertically, no borrowing • reads / signs number names 120-130 • / writes / brailles number names 120-130 • measures liquids (non-standard units)	-identifies the elements of weather. -names/signs the different types of weather. - identifies activities done in different seasons. -reads/signs words and sentences related to activities carried out in different weather. -writes/ brailes letters and words related to elements and types of weather - draws and labels different tools.	The learner: • uses vocabulary and structure related to elements and types of weather. • reads and writes words related to elements and types of weather. • uses vocabulary related to different seasons. • Uses vocabulary and structure related to weather management. **Vocabulary** sun, rain, clouds, wind rainy, sunny, cloudy, windy **structures** Is it…? Yes, it is… / No, it is not… What is the weather like? It is … What do you do in the … season?

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				I/we (plant beans) in the season. What do you use a ... (hoe) for? I /we use a ...(hoe) for ... (weeding).
3	**Human activities that damage the environment** cutting down trees, over grazing, bush burning, pollution, poor waste disposal e.g. polythene bags, building in wetlands, over harvesting of sand, brick making, leaving uncovered holes Management Mulching, watering, planting trees, water harvesting, wind breakers.	• counts from 700-800 • reads / signs number names 120-140 • writes/ brailles number names 120-140 • subtracts 2 digit numbers vertically, no borrowing • divides 2 digit numbers by 2 without a remainder	-names/ signs human activities that damage the environment - identifies ways of conserving the environment. -reads/signs letters and words related to human activities that damage the environment. - writes/ brailles letters and words related to human activities that damage the environment.	The learner: • uses vocabulary and structure related to dangers in the environment. • reads and writes letters and words related to the environment. • Uses vocabulary and structure related to things that damage the environment. **Vocabulary** tree, cut, rain, axe, grass, fire, graze, land, sand, ground, cow, goat, wind, leaf **structures** What is this/that? It is a...

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				What are these/those? These /those are… What is he/she doing? He/she is … What are you/ they doing? I am/they are…

Theme 6. Things we make

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

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	**Things we make at home, at school and in the community** mats, baskets, pots, doors, toys, balls, ropes, hats, winnowers	The learner: • reads/ signs number names 200-300. • writes / brailles number names 200-300 • matches number names to number symbols. • Subtracts 3 single digit numbers from 3single digit numbers without borrowing.	The Learner: -names/signs common things made at home, school and in the community -describes the process of how common items are made -reads/signs and writes /brailles words and short sentences related to things made at home, school and in the community	The learner: • uses vocabulary and structure related to things made at home, school and in the community. • reads and writes letters and words related to things made at home, school and in the community. • draws and names the things we make at home, school and in the

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				community. **Vocabulary** mat, pot, basket, toy, ball, rope, in, on, under, hand bag, shaker, necklace, skirt **USING STRUCTURES** **Prepositions** - This is a …. - The ball is (on) the (chair). - That is a …. - These are …. - Those are … - Where is / are the …? - It is/they are …(on/in)
2	**Materials we use and their sources** Sisal, banana fibres, seeds, clay, palm leaves, papyrus reeds, raffia, grass, needles, threads, straws, mad. **Sources**: Forest, sisal plant, trees, garden, swamp, factory, shop	The learner: • reads/ signs number names 300-400. • writes / brailles number names 300-400. • matches number names with number symbols. • divides 2 digit numbers by 2 with no remainder. • divides 2 digit numbers by 3 with no remainder.	The learner: -Describes materials we use to make things. - identifies sources of materials we use to make things -reads/signs words related to sources of materials writes/brailles words and short sentences related to things made at home, school and in the community	The learner: • uses vocabulary and structure related to materials used in making different things. • reads and writes letters and words related to materials used in making different things. • uses vocabulary

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		• Divides 2 digit numbers by 4 with no remainder..		and structure related to sources of materials we use to make different things. Vocabulary paper, palm, leaf, sisal, seeds, soil, clay, banana, fibre, stick, raffia Structures - What do you use to make …? "I use … to make …." - What are you doing? "I am making …." - What is he/she doing? - She/he is making …. - What are they/we doing? "They/We are …. - What colour is …? "It is …."
3	**Importance of things we**	The learner:	-suggests the use of different	The learner:

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	make - For domestic use, play, income generating , decoration, teaching and learning, promotion of cultural heritage and skills, identification of cultural settings	• Multiplies / recites multiplication tables of 2,3,4,5,6 and 10	things made at home, school and in the community. -reads/signs words and short sentences related to things made at home, school and in the community. writes/brailles words and short sentences related to things made at home, school and in the community	• uses vocabulary and structure related to plural forms of the things we make. • reads and writes letters and words related to plural forms of the things we make. • constructs sentences using the plural forms of the given words. Vocabulary Giving the plurals of things we make e.g. - ball - balls - bag - bags - pot - pots - basket - baskets - toy - toys - doll - dolls

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				USING STRUCTURES - What is this/that? "This is ...." "That is ..." - What are these/those? "These/those are ...." - How many ... can you see? "I can see ...." - How many ... do you have? "I have ..."

Theme 7: Transport in our community

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

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	**Types and means of transport** **Types** Road, rail, water, air **Means** Train, aeroplane, helicopter, bus, bicycle, boat, ferry, donkey, horse, camel, car, lorry, motorcycle, ship, canoe **Uses of transport**	• counts 800-999 • groups and sorts items • reads and signs number symbols 400-500 • writes / brailles number symbols 400-500 • divides 2 digit numbers by 3, no remainder	-identifies the types of transport used in the community. -names/ signs different means of transport used in the community. - Suggests different uses of transport to the community. - reads/signs words and sentences related to types and means of transport. writes/ brailles letters, words	The learner: • uses vocabulary and structure related to types and means of transport. • reads and writes words and sentences related to types and means of transport.

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	Carrying; people, food, water, animals, cement, charcoal		and sentences related to means and types of transport	• constructs simple meaningful sentences using structure s related to types and means of transport. **Vocabulary related to types and means of transport** train, aeroplane, helicopter, bus, bicycle, boat, ferry, donkey, horse, camel, car, lorry, lake, air, water, motorcycle, ship, canoe black, grey, green, red, blue, foot, food, cement, people, animals **Structures** Where is the …? The … (bus) is on the … (road). Where are the/an…? The/an … (bananas/animal) are/is on the lorry. Who is… (flying/driving) the… (aeroplane/car)? The (driver/pilot) is…the… Musa is… What colour is the …? The… is… It is…

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2	**Road safety** **Safe ways of using the road** -Observing traffic rules e.g. road/traffic rules, -stop, look right, left and right again then cross, -walk in a single line, -don't play on the road, -find a safe place to cross the road e.g. at the zebra crossing, -use foot path **Unsafe ways of using the road** -playing on the road -crossing where roads meet/ near a bend -throwing objects at moving cars	• counts 800-999 • reads / signs number symbols 500-600 • writes / brailles number symbols 500-600 • names fractions ½, ¼, 1/8 • draws fractions ½, ¼, 1/8 • shades fractions ½, ¼, 1/8 • writes fractions ½, ¼, 1/8 •	-identifies different dangers on the road -discusses road safety measures. - demonstrates safe ways of crossing the road. - reads/signs words and short sentences related to road safety - writes/brailles letters and words related to road safety measures - interprets simple road signs like zebra, crossing, traffic lights	The learner: • uses vocabulary and structure related to plural forms of means of transport. • reads and writes words and sentences related to plural forms of means of transport. • constructs simple sentences using structures related to plural forms of means of transport **Vocabulary** road, left, bicycle, walk, car, motorcycle, right, ride, drive, driver, look, carry, stop, run, signpost, path, cross **structures** -Stop -Cross the road -Look right, look left, look right -Don't run -Don't play
3	**Dangerous things on the road** Landslides, falling rocks, water	• counts up to 999 • reads / signs number	-names/signs dangerous things found on roads.	The learner: • uses vocabulary and

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	passages, broken bottles, broken electric wire and poles, landmines, waste disposal, nails, water **People who help in traffic** Policemen/police women, parents, teachers, older children, wardens, lollipop men and women	symbols 600-700 • writes / brails number symbols 600-700 • adds 3 digit numbers vertically without carrying • names / signs fractions • reads / signs fractions • draws fractions • writes / brailles fractions 1/3, 1/6, 1/5, 1/10	-identifies people who give help on the road. -reads/signs and writes/brailles letters and words related to road safety - - writes/brailles letters and words related to road safety	structure related to comparing measures related to transport. • reads and writes words and sentences related to transport. • gives the opposites of the words given to compare measures related to transport. **Vocabulary** danger, rock, pothole, bottles, electric wires, nails, landmines, rubbish, policeman, police woman, wardens, lollipop (person) stone, throw **structures** What's wrong? There is/there are… on the road. Are you… (careful/ready)? Yes, I am. / No, I am not. Be careful of … Avoid… Who helps you to cross the road? The … (policeman/police woman/ lollipop) helps me to cross

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				the road.

Theme 8: Accidents and safety

Expected learning outcome: The child shows awareness of things that cause common accidents and ways of managing them

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	**Accidents and safety at home and school** **Accidents:** burns, falling, cutting, poisoning, snake or dog bite, drowning, electric shock **Safety:** Avoid playing near fire and water, keeping medicine away from children, avoid playing with sharp objects	• reads / signs number names 200- 300 • writes / brailles number names 200- 300 • matches number names to number symbols • subtracts 3 digit numbers from 3 digit numbers without borrowing	The learner i) states common accidents at home ii) states possible safety precautions iii) reads/signs words and sentences related to common accidents at home writes words related to common accidents at home	The learner: • uses vocabulary and structure related to common accidents at home, and school. • names different accidents at home and school. • reads and writes words and sentences related to accidents at home and school. Vocabulary Naming accidents and safety at home e.g. pin, knife, thorn, fire, razor blade, broken glass,

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				needle, sharp, hurt, fall, burn, cut. USING STRUCTURES -Don't play with …. - Show me a …. "This is a …." "That is a …." - Are you … (hurt, burnt)? "Yes, I am...." "No, I am not ...."
2	**Accidents and safety in the community** Causes of common accidents in the community Poor housing, fire, poisoning, medicine, water, animals, electricity, vehicles, sharp objects, violence, irresponsible behaviour. Safety: Proper storage of medicine, playing in safe places.	• reads / signs number names 300- 400 • writes / brailles number names 300- 400 • matches number names to number symbols • Divides 2 digit numbers by 2 and 3 digit numbers without remainders	The learner - Describes causes of common accidents in the community - Identifies ways of preventing common accidents - Reads/signs words and sentences related to common accidents in the community - Writes/brailles words and sentences related to common accidents in the community -	The learner: • names different accidents on the way and in the community. • reads and writes words and sentences related to different accidents on the way and in the community. • Matches pictures to words related to different accidents on the way and in the

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				community. **VOCABULARY** burn, bite, play, drown, knock, fire, medicine, sharp objects **USING STRUCTURES** -Don't …(play) -Be careful with … (dogs/snakes). -Never …. - Are they …. Yes, they are ….” No, they are not ….”
3	**Management of accidents and first aid** **Management**: reporting, rushing to hospital, good feeding, using bandage, taking of medicine, daily cleaning, making an alarm **a) First Aid:** First aid concept Examples of first aid Applying cold pad, cold water for burns, - electric shock: disconnect circuit - nose bleeding: cold pad on forehead, pinch the	- multiplies, recites / signs multiplication tables of 2,3,4,5,6,8 and 10 - divides 2 digits by 2,3 and 4 with no remainders	The learner: - Describes ways of managing accidents. - Identifies components in the first aid box and their usage - Reads/signs words and sentences related to management of accidents and first aid - Writes/brailles words and sentences related to management of accidents and first aid -	The learner: • uses vocabulary and structure related to different ways of managing accidents and first aid. • reads and writes words and sentences related to different ways of managing accidents and

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	nose and breathe through the mouth **b) First Aid kit/box** - content e.g. soap, cotton wool, bandage - usage			first aid. • tells a story related to different ways of managing accidents and first aid. **Vocabulary related to management of accidents** cut, prick, hurt, ill, well, glass, knife (knives), stone(s), drown, fractures, fall, latrine. **USING STRUCTURES** - Be careful with …. - It can … you. - Are you … (hurt, cut, alright)? "No, I am not."

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Theme 9. Peace and security

Learning outcome: The child understands and participates harmoniously in promoting purposeful development in the society

	Sub-theme/ content	Mathematics competences	Literacy competences	English

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1	**Ways of promoting peace and security in the home** Factors that promote peace and security in our home -good relationship in a home -good health -love, protection, obedience, respect **Causes of insecurity in our home** Poor relationships in the home, poverty, diseases, lack of food, violence, defilement, isolation, child neglect,	• counts up to 999 reads / signs names/signs 160 - 170 • writes / brailles number names/signs 160 – 170 • tells / signs time	The learner: -discusses factors that promote peace and security in the home -outlines causes of insecurity in the home -reads/signs words and sentences related to peace and security in the home -writes/brailles words related to peace and security in the home	**VOCABULARY:** Using vocabulary e.g. fire, fight, spear, gun, knife, needle, stick, stone, share, help, pray, play **USING STRUCTURES** - Who has … (gun)? "Tom/She/he has a … (gun) -Who is your friend? " "… (name) is my friend." "He/She is my friend. " **READING** -Reading five simple common words from the vocabulary
2	**Ways of promoting peace and security in a school.** Observing school rules and regulations, observation of children rights and responsibilities, interacting positively, caring for one another **Causes of insecurity in our school** Taking other people's things, beating others, not following school rules and regulations, failure to show respect, teasing	• reads / signs number names 170 - 180 • writes / brailles number names 170 - 180 • divides up to 2 digit numbers by 3 with no remainders	The learner: -discusses factors that promote peace and security in the home -outlines causes of insecurity in the school -reads/signs words and sentences related to peace and security in the school -writes/brailling words related to peace and security in the school	**VOCABULARY related to activities that promote peace and security e.g.** sharing, helping, praying, playing, friends **USING STRUCTURES** - What do you like? - I like …" - I don't like …" -What are they doing…? "They are…." - What is he/she doing? "He/She is …." "They are …"

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				READING - Reading five simple common words from the Vocabulary
3	**Ways of promoting peace and security in the community.** Practicing religious societal norms, praying, following rules and regulations, obeying, thanking, sharing, helping, forgiving, and guiding others. **People who keep peace and security in our community** Elders, men and women, youths, LCs, Security personnel, LDU, Police, army, parents, teachers, religious leaders,	• divides up to 2 digit numbers by 4 with no remainders • uses money to buy and sell (USh 500 and 1000)	The learner: -discusses activities that promote peace and security in the community - identifies people who keep peace and security in the community and their roles -reads/signs words and sentences related to peace and security in the community -writes/brailles words related to peace and security in the community	**10.3. VOCABULARY: Related to people who keep peace and security in our community e.g.**: policeman / policewoman, girl elder, religious leader, child(ren), man / woman, boy, imam nun, matron **USING STRUCTURES** - Who is she/he? "She/He is …. - What does he/she do? "She/ He …." - What can you see? "I can see …" - Who are they? "They are…." - What are they doing? "They are …ing." **READING** - Reading five simple common words from the vocabulary

Theme 10. Child protection

Learning outcome: The learner appreciates work and understands ways and effects of child abuse.

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	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	**Child work in the home and in the community:** **Child work** **Helping with house work** e.g. washing utensils, sweeping the compound, fetching water, mopping the house, gardening **Participating in community work e.g** cleaning the water sources, roads, health centres, markets **Basic needs** Food, shelter, clothing,	• counts up to 999 • counts in 6s • multiplies by 6 • reads / signs number names 140-150 • writes / brailles number names 140-150 • identifies missing numbers in a mathematical statement in addition e.g. + 2 = 5 3 + = 10	-names/signs child rights and responsibilities -identifies different forms of child abuse - reads /signs words and sentences related to child work and responsibilities at home and in the community - writes/brailles letters and words related to forms of children work at home and in the community.	**Vocabulary** Touch, fight, hunger, beat, stranger, heavy, work, walk, abuse, bad, night, late, burn, report, dark, rest, clean, wash, fetch, sweep, mop **Structures** It is good/bad to… I don't like… It is bad to … others. It is good to…
2	**Child abuse** **Forms of child abuse** Child labour, defilement, bad touches, bad language, child neglect, child abduction, child sacrifice, rape, denial of basic needs **Child labour** Giving children very hard tasks e.g. carrying heavy load, stone quarrying, charcoal burning **Effects of child abuse** Anger, sadness, loneliness, pain, hatred, lameness, worry, blindness, deafness, fear, shame, death, isolation	• counts up to 999 • reads / signs number names 150-160 • writes / brailles number names 150-160 • multiplies by 8 • interprets information from bar graph	the learner - describes different forms of child abuse. -Identifies effects of child abuse. - reads/signs and writes/brailles letters and words related to effects of child abuse	**Vocabulary** fear, worry, pain, lame, blind, deaf, run, angry, cry **Structures** It is bad to… I don't like… It is bad to … others. It is good to…

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3	**Ways of child protection** Child to child monitoring, reporting incidents, using educational messages e.g. straight talk, young talk, PIASCY messages, parental guidance	• counts up to 999 • f reads / signs number names 140-160 • f writes / brailles number names 140-160 • f multiplies by 10 • f/ multiplies using commutative concepts e.g. 10 × 5 = 5 × 10 • draws bar graphs	-discusses various ways of child protection - reads/signs and writes/brailles letters and words related to ways of child protection	**Vocabulary** parent, advise, guide, help, friend, gift, get, listen **Structure**s It is good to… You should always… (help/ guide/ advise) others

Theme 11. Measures

Learning outcome: The child understands and appreciates the importance of different measures in day to day life

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	**Measures related to time** Times of the day Time in hours and half hours **Calendar** Days of the week, days in the month, months of the year,	• makes a calendar • interprets the calendar • tells / signs days of the week • tells / signs time in hours and half hours	The learner: - identifies different measures related to time -reads/signs words and sentences related to times of the day -writes /brailles words and sentences related to months of the year	**Vocabulary related to time** e.g. time, day, week, hours, 1st, 2nd , 3rd, 4th, calendar, year, quarter, past, month, flower, daily, diary, days of the week, number names 1- 31 **Structures** What time is it? It is (ten) o'clock. It's …past/to… What day is it? It is … What day of the week is it? It is the … day of the week. What is the …month of the year. …..is the …month of year.

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2	**Units of measure** a) Standard units of measure - Metres - Litres - Half litres - Kilogram - Half kilogram b) Money - Ugandan shillings(different denominations Shs 50 – Shs 1000 - Money calculations in simple business	- measures length and height in metres - measures capacity in litres and half litres - records measures in metres, litres and half litres -	-discusses the use of different units of measure -identifies money in different denominations Plays a shopping game to demonstrate use of words related to units of measure. -reads words and sentences related to standard units of measure -writes/brailles words and sentences related to standard units of measure	**Vocabulary related to standard units of measure** **e.g.** coin, shillings, note, money, litre, half litre, mitre, kilogram, long, high, wide, cost, packet **Structures** May I have a kilogram/litre of …. please? Yes, you may. How much is a (kilogramme/litre/packet) of …? It is … It costs…. How many litres/ metres of … do you have? I have … Show me a long/short rope …
3	**Shapes and solids** **a) Shapes** e.g. square, circle, triangle, rectangle - **Measuring** lengths, width, height, center, sides and corners - Weighing scale, weights **b)** Solids eg boxes, boards, stones, tins, bottles, cups and plates bags models, shapes.	• identifies shapes and solids • names / signs shapes and solids • draws shapes • shades and cuts shapes	The learner: - describes different shapes. - Talks about solid objects and their shapes - Reads/signs words and sentences related to standard units of measure - -writes/brailles words and sentences related to standard units of measure	**Vocabulary related to shapes and solids** circle, square, rectangle, triangle, ball, box, centre, corner, shape comparison long-longer, short-shorter **structures** What shape is this? It is … How many sides/corners does a … have? It has …corners. Which side is

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				longer/shorter? This/That side is longer/shorter than …. What is heavier/ lighter than?

Theme 12: Recreation, festivals and holiday

Learning outcome: The learner appreciates

	Sub-theme/ content	Mathematics competences	Literacy competences	English
1	a) Recreational activities at home and at school **Eg** picnics, resting, listening to music, telling and listening to stories visiting reading for pleasure, playing and watching games b) Importance of recreation. Learning, amusement, enjoyment, fun, exercise, rest, sport, entertainment,	• counts up to 999 • reads / signs number names/signs 160 - 170 • / writes / brailles number names/signs 160 - 17Telling/signing / tells / signs time	The learner: -discusses common recreational activities at home and at school - discusses the use of recreational activities at home and at school - read/signs words, sentences and texts related to activities at home and at school - writes/brailles words, sentences and texts related to activities at home and at school	**Vocabulary related to recreation activities at home and school** e.g. clean, care, cook, rest play, visit, watch, read, picnic, pray, ride **Structures** What did you do last …Sunday? I/We… last (Sunday). What did he/she do last …? He /She ….last ….
2	Recreation activities in the community **Cultural festivals**: naming initiation e.g. music festivals, sports, twin ceremonies, wrestling, board games, music	• Reading/signing number names 170 - 180 • writes / brailles number names 170 - 180 • divides up to 2 digit numbers by 3 with no remainders	-Identifies different recreation activities in the community -Suggests importance of recreation activities -read/signs and writes/brailles words, sentences and texts related	**Vocabulary related to cultural festivals** e.g. twin, name(v) sing, dance, father, mother, uncle, brother, grandmother **Structures**

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	concerts,		to activities in the community	What did uncle do …? Uncle … Who named…? …. (Sam) named …. What did (Musa/ Mary) do? Musa/Mary ….
3	Holidays a) Types of holidays - School holidays - National and public holidays - Religious days b) Importance of holidays Rest when not at school Help parents at home celebrate Visiting friends and relatives Praying Merrymaking	• divides up to 2 digit numbers by 4 with no remainders uses money to buy and sell (USh 500 and 1000)	The learner: - Identifies the different types of holidays - Describes importance of holidays - Read/signs and - words, sentences and texts related to activities in the community - - writes/brailles words, sentences and texts related to activities in the community	**Vocabulary related t types of holidays** e.g. sing, act, dance, pray, match eat, drink, play, visit **Structures** What did you do during the last holidays? I /We … What did you (eat/drink) during holidays I/We (ate/drank) ... during holidays.

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PRIMARY TWO ABRIGDED CURRICULUM

TEACHER'S GUIDANCE TO LITERACY INSTRUCTION

Term 1

Theme 1: Our School and neighbourhood

Overview

This topic is curved out of two themes P1 Our School and P2 Our School and neighbourhood. As learners report back to school, they need to familiarise with it by recognising the people and things in it. They also need to tell its location and its unique symbols. In addition, they need to discover how their school is useful to the community and the challenges it faces.

Sub-theme 1.1: People, things and activities in our school

Duration: 6 Periods

Overview

This sub-theme introduces the learner to the school community. The learner should identify the people around him/her by name, title and discuss the different responsibilities they hold in the school community. The learner should also appreciate school and classroom objects and their uses. You will need to use labels and name tags to support the learner develop literacy skills.

Competences	Content	Teaching/learning activities

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Competences	Content	Teaching/learning activities
The learner: i) Names/signs people at school by name and title ii) discusses roles and responsibilities of different people at school iii) names/signs and identifies different objects at school and their uses iv) reads/signs words related to different activities carried out at school v) writes/brailles words related to different activities carried out at school	**Names** - Musa - Sylvia - Amina **People in our school** - Sir/Madam -Mr./Mrs/Miss, teacher, nurse, guard **Responsibilities of people at school** -A teacher teaches -A nurse treats us - Askari keeps us **Things at school** - buildings - chair - duster - chalkboard **Activities in our school** - sweeping - reading - playing	• Encourage the learner tell his/her name confidently. • Using oral pieces such as poems, rhymes, riddles, songs, tongue twisters, let learner name people in the class. • Support the learner identify his/her names using name tags. • Support learners to name people different people in the school by title • Using role play, support the learner tell responsibilities of different people in the school. • Using picture cards, let learners match different people at school and their responsibilities • Using real objects, pictures and models let learners name the different objects in school. • Let learners discuss the use of different objects at school. • Guide learners to work in groups and interpret pictures related to different activities in the school. • Support learners to interpret pictures related to school activities and make simple sentences, for example: *A girl is reading a book. The teacher is teaching. They are playing.* • Using letter and syllable cards, support learners build words related to people, things and activities in the school. • Using writing guiding lines, help learner write letters, and words related to the subtheme and their own name.

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Competences	Content	Teaching/learning activities
	- teaching	

Extra guidance on assessment

- Assess learner's ability to express him/herself orally by telling/signing his/her name.
- Assess correct articulation of words in reciting/signing oral pieces.
- Pay attention to interpretation of pictures
- Focus on proper handling of the writing /brailling tool and sitting posture in writing./brailling

Sub-theme 1.2: Location and Symbols of our School

Duration: 6 Periods

Overview

The learner needs to identify him/herself with the school by recognizing its special symbols its location. In addition, s/he needs to recognise the importance of each of the symbols of the school.

Competences	Content	Teaching/learning activities
The learner: describes the location of his/her school by village/zone, road /street i) describes the special features that can be used to locate his/her school ii) identifies the symbols of	**My school** -Name -location: things that show where my school is: -village/zone - road -trees	• Support the learner learn the name of his/her school • Using the physical environment support learner to locate his/her school, the village /zone/ road where it is found • Let him/her name the specific features that help to locate the school for example, play ground

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Competences	Content	Teaching/learning activities
his/her school and their importance iii) reads/signs words related to location and symbols	-play ground -signpost **School symbols:** - school uniform - school badge, - school flag -school sign post **Importance of school symbols** For location security identification	• Take the learner around the school and let him/her name the symbols of their school. Let them talk about their school badge, signpost, flag and uniform • Support learners to sing songs, recite poems/ rhymes or chants related to their school symbols. • Guide learners to draw and label the different symbols of their school. • Support learners to find out the importance of the different school symbols. • Using picture and word cards support learners to match words to the pictures showing different symbols. • Using handwriting guiding lines, help learner write letters, and words related to the symbols and their own name.

Extra guidance on classroom based assessment

- Assess learner's ability to express him/herself orally by boldly stating the name of his/her school and where it is found.
- Assess correct articulation of words in reciting poems rhymes, tongue twisters related to school symbols.
- Focus on proper handling of the writing tool and sitting posture in writing.

Sub-theme 1. 3: Benefits and conflicts between school and neighbourhood

Duration: 6 Periods

Overview

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This subtheme is intended to help the learner focus on different ways how the school benefits the community s/he lives in. Additionally, the learner needs to reflect on various causes of conflicts between the school and the community.

Competences	Content	Teaching/learning activities
The learner: states various ways his/her school benefits the community explores causes of conflicts between school and its neighbours reads/signs words related to benefits and conflicts between school and neighbours writes/brailles letters and words related to school and neighbours	**Benefits of school to neighbourhood** Community uses school: -furniture -playground -utensils -vans -buildings for various communal gatherings like: -weddings -elections -immunisations -funerals **Causes of conflicts between school and neighbours** Community: -trespasses on school land - destroys school property -animals eat school garden, flowers	• Let learners discuss the importance of school to the community • Guide learners to perform oral pieces: rhymes, poems, riddles, tongue twisters, songs related to benefits of school to neighbours. • Using letter and syllable cards, support learners build words related to benefits of school to neighbours. • Using pictures, let learners discover various ways how school benefits the community. • Support learners to draw pictures showing benefits of school to neighbours. • Support learners to role play at least one conflict scenario between school and community. • Guide them to discover how the conflicts can be settled peacefully. • Using letter and syllable cards, support learners build words related to causes of conflicts between school and community. • Support learners to interpret picture stories related to causes of conflict between school and neighbourhood. • Using picture and word cards guide learners to match pictures showing different activities to words. • Using picture cards guide learners to compose story sequences in small groups and pairs • Using writing guiding lines, help learner write letters, and words related

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Competences	Content	Teaching/learning activities
		to the subtheme and their own name.

Extra guidance on assessment

- Assess learner's ability to express him/herself confidently in oral language activities
- Assess correct articulation of words in reciting poems rhymes, tongue twisters related to school benefits.
- Focus on proper handling of the writing/brailling tool and sitting posture in writing/brailling.
- When the learner writes his/her name, assess proper formation of letters.

Theme 2: Our home and community

Overview

This theme is aimed at supporting the learner appreciate the immediate community where s/he lives. It is intended to enable him/her develop basic literacy skills by focusing on the people, activities and objects at home and in the community.

Expected Learning Outcome

The learner should be able to communicate, appreciate, relate and participate harmoniously with people in the community.

Sub-theme 2.1: People at home and what they do

Duration: 6 Periods

Overview

This sub-theme introduces the learner to the home as basic unit of the society. It is meant to help him/her recognise the members of the immediate family and their roles and responsibilities.

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Competences	Content	Teaching/learning activities
The learner: Names/signs people at home and their responsibilities Names/signs and identifies different objects at home and their uses Reads/signs words related to people and activities at home Writes/signs words related to people at home and what they do	**People at home (nuclear family)** - father - mother - sister - brother (Extended Family) - uncle - aunt - grandmother -grandfather **Roles of people at home** - cooking - cleaning - herding - digging **Things at home** animals utensils birds tools	• Using writing/brailling guiding lines, help learner write/braille letters, and words related to the subtheme and their own name. Using oral pieces such as poems, rhymes, riddles, songs, tongue twisters, let learner name people at home. • With support of pictures help learners to get the difference between nuclear and extended family • Support the learner interpret pictures related to people at home. • Using letter and syllable cards support the learner build and read words related to people at home. • Support learner match words to pictures • Using role play, support the learner tell responsibilities of different people in the home. • Using picture cards, let learners discuss roles and responsibilities of different people at home say, *Father milks the cow. Mother cooks food.* • Read/tell/sign a story related to roles of different people and ask comprehension questions. • Guide learners to work in groups and interpret picture stories related to different activities at home. • Using real objects, pictures and models let learners name the different objects found at home. • Let learners state uses of different objects found at home. • Support learners to match pictures of objects to words. • Using letter and syllable cards, support learners build words related to

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Competences	Content	Teaching/learning activities
		things at home and their uses. • Using writing/brailling guiding lines, help learner write letters, and words related to the subtheme and their own name.

Extra guidance on assessment

- Assess learner's ability to express him/herself freely and confidently in oral activities.
- Assess correct articulation of words in reciting oral pieces.
- Pay attention to pencil grip, sitting posture and correct formation of letters in oral activities.

Sub-theme 2.2. Important people and places in the community

Duration: 6 Periods

Overview

This subtheme is intended to help the learner appreciate the role different people play in the community. In addition, the learner needs to recognise important places in his/her community and how they are beneficial to the community.

Competences	Content	Teaching/learning activities
The learner: i) Names/signs various members of the community ii) explores ways how different people contribute	**People in our community** -teacher -doctor -carpenter - nurse -shopkeeper	• Using pictures, support learners to name/signs/finger spells important people in the community. • Guide learners to perform oral pieces: rhymes, poems, riddles, tongue twisters, songs related to different people in the community. • Using letter and syllable cards, support learners build words

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Competences	Content	Teaching/learning activities
to community wellbeing iii) names/signs different places in the community iv) reads/signs and writes/brailles words related to people and places in the community	-barber -police officer - barber -farmer **Roles of different people in the community** A teacher teaches. A doctor treats patients. A carpenter makes furniture A barber cuts hair. A farmer grows food. **Important places in the community** -school -hospital -places of worship - market	related to people in the community. • Guide learners to draw pictures showing different people in the community. • Support learners to role play various people in the community. • Using letter and syllable cards, support learners build words related to different people in the community. • Support learners to interpret picture stories related to roles of people. • Using picture and word cards guide learners to match pictures with words related to people. • Using pictures /models let learners name important places in the community. • Guide learners to state the importance of different places to the community • In small groups support learners to match pictures of different places to the people say, *teacher – school* *doctor – hospital* • Using writing guiding lines, help learner write letters, and words related to the subtheme and their own name.

Extra guidance on assessment

- Assess learner's ability to express him/herself confidently in oral language activities
- Assess correct articulation of words in reciting/signing poems rhymes, tongue twisters related to school benefits.

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- Focus on learner's ability to work with others in group activities.
- When the learner writes his/her name, assess proper formation of letters.

Sub-theme 2.3. Cultural practices and values in the community

Duration: 6 Periods

Overview

This sub-theme introduces the learner to his/her cultural setting by singling out various aspects that identify his/her community as being unique. If time allows, get one lesson to demonstrate culture. Encourage learners from different settings to portray their culture by dressing and performing a cultural activity for example, song, dance or greeting.

Competences	Content	Teaching/learning activities
The learner: i) Talks/signs about cultural practices and values in the community ii) Performs various oral texts related to a particular culture iii) Reads/signs and writes/brailles words related to cultural practices	**Cultural practices and values in the community** -greeting -praying -cooking - singing -dancing - celebrating -cultivating - herding - dressing -addressing people	• Through acting a dialogue let learners demonstrate acceptable ways of greeting according to their culture. • Tells /signs traditional stories related to various cultural practices and ask learners comprehension questions related to them. • Using syllable cards, support learners to build words related to cultural practices and read them. • Guide learners to recite a traditional oral text reflecting given cultural practices • In groups and pairs support learners to compose picture stories related to a common cultural practices in their community. • Guide learners to interpret picture stories related to culture.

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Competences	Content	Teaching/learning activities
		• Guide learners to write/braille words related to cultural practices

Extra guidance on assessment

- Assess learner's ability to express him/herself fluently in oral language /signing/finger spelling activities
- Assess correct articulation of words in reciting/signing poems rhymes, tongue twisters related to culture.
- In all group activities pay attention to how the learner related peacefully with others.
- When the learner performs writing tasks, assess proper formation of letters, slant and word spacing.

Theme 3: The Human body and health

Overview

This theme introduces to the learner to the concept of the human body and health by paying special attention to parts of the body and its uses, personal hygiene and sanitation, common diseases and how to control them. For this reason, you must make use of the rich learner's immediate environment in order to support them develop basic literacy skills using this theme.

Expected Learning Outcome

The learner understands and appreciates the value of taking care of his/her body and the surroundings.

Sub-theme 3.1: Parts of the body and their functions

Duration: 6 Periods

Competences	Content	Teaching/learning activities
The learner:	• **Parts of the body:** eyes, ears, nose, tongue, skin, lips, hands, legs, head mouth, knee, stomach, breast, neck, toes,	• Guide learners to recite/sign rhymes and riddles related to different parts of the body and their uses. • Using pictures and jig-saws, guide learners to identify different missing parts of pictures.

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Competences	Content	Teaching/learning activities
i) Names/signs the different parts of the body ii) describes the functions of different parts of the body iii) reads/signs and writes/braille words related to parts of the body	fingers, hair • **Uses of parts of the body** -eyes to see, -nose to smell, -ears to hear, -tongue to taste, -fingers for feeling -skin for feeling. **How different parts of the body work together** Eating – hands, mouth, nose**,**	• Using letter and syllable cards, guide learners to build and read/sign words related to parts of the body • Guide learners to match words to pictures of different parts of the body • Using word and picture cards guide learners to attempt matching exercises especially parts of the body and their uses. • Group learners and assign them tasks related to how the different parts of the body work together. • Guide learners to interpret picture stories related to parts of the body and their uses. • Support learners to answer oral comprehension questions related to a story you have told. • Using guide lines, support learners to write/braille words and letter patterns • Let learners draw and label different parts of the body

Extra guidance on assessment

- Assess correct articulation of words in reciting/signing poems rhymes, tongue twisters related to parts of the body
- In all group activities pay attention to how the learner related peacefully with others.
- When the learner performs writing tasks, assess proper formation of letters, slant and word spacing.
- Keenly observe interpersonal skills in doing all group tasks.

Sub-theme 3.2: Personal Hygiene and Sanitation

Duration: 6 Periods

Overview

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This sub-theme is meant to arouse learner's awareness in matters regarding keeping him/herself clean and looking after the environment to foster healthy living. Make use of the school environment to teach basic literacy skills.

Competences	Content	Teaching/learning activities
i) Names/signs ways of taking care of his body ii) suggests ways of keeping different parts of the environment clean iii) identifies materials used to keep clean iv) reads/signs and writes/brailles letters and words related to hygiene and sanitation	**Personal Hygiene** Skills of keeping clean -brushing - washing - bathing - cutting finger nails -drinking boiled water **Materials used for cleaning the body** brush, soap, water, sponge, Importance of keeping our bodies clean **Sanitation:** Areas that need to be kept clean: -house, latrine, compound, kitchen **Tools/ materials used to keep places clean** - broom - slasher	• Let learners in groups role play good body care practices • Guide learners to describe picture stories related to personal hygiene • Demonstrate appropriate rhythm as you guide learners to recite/sign rhymes/poems related to personal hygiene and sanitation • Let learners tell personal stories related to hygiene • Support learners to work in groups to interpret pictures related to hygiene. • Support learners to build words related to materials used in cleaning the body using letter cards and syllable cards. • Support learners in groups to demonstrate correct ways of cleaning the body using different materials. • Guide learners to draw and label items related to hygiene • Support learners to write/braille words related to sanitation. • Support learners name places that need to be cleaned regularly • Let learners suggest ways of keeping different areas clean • Using role play, let learners demonstrate good ways of keeping different places clean. • Let learners name different materials and tools used in sanitation • Using word and picture cards, support learners match words to pictures

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Competences	Content	Teaching/learning activities
	- hoe - brush - soap water	• Using syllable card and letter grids support learners to build words related to sanitation. • Let learners draw and label pictures of different materials and tools used in keeping places clean.

Extra guidance on assessment

- Assess correct articulation of words in reciting poems rhymes, tongue twisters related to parts of the body.
- When the learner performs writing tasks, assess proper formation of letters, slant and word spacing.
- When reading check whether learners are pointing to the right word.

Sub-theme 3.3: Common diseases

Duration 6 Periods

Overview

The sub-theme introduces the concept of common diseases to the learner. Support the learner demonstrate basic literacy competences by communicating in both oral and written forms using the language related to diseases and their control.

Competences	Content	Teaching/learning activities
The learner: i) names common diseases in his/her community ii) discusses common causes of diseases	**Common diseases** - malaria - HIV/AIDS - diarrhea - COVID 19 - cough	• Let learners name common diseases in their locality. • In small groups let learners role play scenarios reflecting common diseases. • Using common oral pieces which include riddles, proverbs, rhymes and songs related to common diseases, support learners to gain basic information related to common diseases. • Guide learners to read and write words related to diseases

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Competences	Content	Teaching/learning activities
iii) identifies preventive measures to common diseases iv) reads and writes letters and words related to diseases.	- influenza - skin diseases **Causes and spread of diseases**: - Mosquitoes - House flies - Worms - Dirty hands - Dirty food - Dirty water **Ways of preventing diseases** -Washing hands Immunization -Avoid sharing sharp instruments sleeping under a treated mosquito net -Keeping clean	• Guide learners to interpret picture stories related to causes of common diseases • Support learners to build words related to spread of diseases using letter and syllable cards. • Using pictures, support learners to name common disease vectors in the community • Using role-plays, let learners demonstrate ways how diseases spread from one person to another. • Guide learners in groups to role play good practices that help to prevent diseases. • Let learners work in pairs or small groups to compose picture stories related to ways of preventing diseases. • Guide learners to build and read words related to ways of preventing diseases. • Support learners to draw pictures related to prevention of common diseases.

Extra guidance on assessment

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- Assess learner's ability to express him/herself orally when talking about diseases.
- Assess correct articulation of words in reciting oral pieces.
- Assess interpersonal skills as the learner works in groups and pairs.
- Assess correctness of spelling and letter formation in all writing tasks.

Theme 4: Food and nutrition

Overview

This theme introduces the learner to food and nutrition as key aspects of healthy living. You may find it relevant to use the food items in your locality or their models to support learners develop literacy skills.

Sub-theme 4. 1: Names and classes of food

Duration: 6 Periods

Overview: The sub-theme introduces the concept of common foods in the learner's environment and their classes. You will find it useful to encourage learners bring common food items to the class nature table. You can also use one of the lessons to model different food items. These will be good learning aids for all the lessons.

Competences	Content	Teaching/learning activities
i) names common food in his/her community ii) names common sources of food iii) classifies food according to their nutrients iv) reads and writes letters and words related to food.	**Names of food** Cassava, millet, rice, beans, sim sim, potatoes, banana, fish, maize meat, eggs, ground nuts **Sources of food** Garden market, river, animals, birds, shops **Classification of foods**	• Guide learners to recite poems, rhymes or sing songs related to food. • Support learners to use words to match words to words. • Support learners to build words out of letter cards and syllable matrices. • Guide learners to write words related to different foods. • Let learners read words related to names of food. • Guide learners to discuss different sources of food • Support learners to match food and its sources • Help learners role play different situations in food preparation. • Support learners interpret picture stories related to food. • Assign learners a task of classifying foods in the locality

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Competences	Content	Teaching/learning activities
	Body building foods Energy giving food Healthy giving food	according to their sources • Using different food items help learner classify different food items according to their values. • Read stories related to food and let learners answer comprehension questions orally. • Let learners in groups model different food items in the community.

Extra guidance for assessment

- Assess correct articulation of words in reciting poems rhymes, tongue twisters related to parts of the body.
- When the learner performs writing tasks, assess proper formation of letters, slant and word spacing.
- As learners read, check whether learners are pointing to the right word.

Sub-theme 4. 2: Good feeding and effects of poor feeding

Duration: 6 Periods

Overview

The learner in this sub-theme is introduced the concept of good feeding using the food in the environment. The learner is also introduced to bad feeding and its effects

Competences	Content	Teaching/learning activities
i) discusses uses of food to the body ii) demonstrates good feeding practices iii) discusses effects of bad	**Uses of food in the body** Food: -gives us energy	• Guide learners to recite poems, rhymes or sing songs related to uses of food in the body. • Support learners to use role play different scenarios to demonstrate uses of food in the body. • Support learners to build words related to uses of food using

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Competences	Content	Teaching/learning activities
feeding iv) reads and writes letters and words related to good feeding.	- helps us to grow well -makes us healthy -protects us from diseases **good feeding** when we eat a balanced diet with -protein foods -carbohydrates -Vitamins **effects of bad feeding** -laziness -lameness -blindness	letter cards and syllable matrices. • Guide learners to draw pictures related to use of foods and label them with words. • Let learners read words related to uses of food in the body. • Guide learners to discuss different good use of food • Let learners sing songs, recite chants, poems, rhymes, connected to good feeding practices. • Help learners role play different situations of good feeding practices. • Using food stuffs or models, encourage learners in groups to make different food heap that suggest a balanced diet. • Let learners draw and label pictures showing balanced diet. • Tell stories related to bad feeding and let learners answer comprehension questions orally. • Let learners in groups role play effects of bad feeding. • Support learners to read words related to effects of bad feeding.

Extra guidance for assessment

- Be keen on interpersonal skills as learners work on group tasks.
- Assess correct intonation and pronunciation of words in reciting oral pieces
- When the learner performs writing tasks, assess proper word spacing.
- As learners read, check whether they are pointing to the right word.

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Sub-theme 4. 3: Keeping food safe

Duration: 6 Periods

Overview

The learner in this sub-theme is introduced the concept of food preservation. You will need to pay attention to the practices in the community to help learners appreciate them.

Competences	Content	Teaching/learning activities
i) discusses appropriate food preservation practices ii) suggest reasons why food is preserved reads words and short sentences related to food preservation writes letters and words related to good feeding	**Methods of food preservation** -sun drying -roasting -salting -refrigeration -cooking **Reasons for food preservation** Keeping food free from germs Keeping food for a long time Keeping food safe	• Let learners to discuss ways how food is preserved in their community. • Support learners to recite poems, rhymes, riddles or sing songs related to food safety. • Guide learners to build and read words related to food safety using letter cards and syllable matrices. • Guide learners to draw pictures related to use of foods and label them with words. • Let learners group food according to the way it can be preserved. • Guide learners to discuss different reasons why food is preserved. • Encourage learners to tell stories related to food uses of preservation • Using syllable and letter matrices, support learners to build words related to food preservation • Let learners draw and label pictures showing food preservation • Assign learners tasks of collecting information related to food preservation in their homes and present it to class.

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Extra guidance for assessment

- Assess clarity in communication as learners work on group tasks.
- Assess correct intonation and pronunciation of words in reciting oral pieces
- When the learner performs writing tasks, assess proper word spacing.
- As learners read, check whether they are pointing to the right word

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Theme 5: Our Environment

Overview

Learners are oriented to various ways of management of their physical environment. They are expected to discuss the importance of various aspects of the environment which include plants and animals in addition to weather. They will also be made aware of the various challenges facing the environment and discuss possible ways of overcoming them.

Expected Learning Outcome

The learner should be able to understand and practice ways of managing his/her environment.

5.1 Things in our environment

Duration: 6 Periods

This sub-theme is intended to arouse learner interest in this that surround him/her which include animals, insects, plants and birds. Support the learner to discover their uses and how to care about them.

Competences	Content	Teaching/learning activities
The learner:	**Common animals -**	• Through storytelling, guide learner to discover different ways how animals are useful to them.

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Competences	Content	Teaching/learning activities
names common animals, insects, plants and birds Suggests the uses of different animals, insects, plants and birds discusses how some animals, insects, plants and birds can be dangerous and how to avoid them reads and writes words and short sentences related to animals, insects, plants and birds	**domestic animals**: dog, cat, pig, sheep, goat, cow, **wild animals** lion, zebra, leopard, monkey, kob **Common insects:** **good insects** ant, grasshopper bee **bad insects** mosquito, house fly, cockroach, wasp **Common plants** mango, jack fruit passion fruit, **Common birds** -domestic birds: hen, duck, turkey -Wild birds: Crested crane, dove, crow,	• Support learners recite rhymes, poems, proverbs and riddles related to common animals in their environment. • Let learners discuss dangerous some animals are and find ways of avoiding them. • Help learners draw both wild and domestic animals and label them using words or short sentences. • Support learners to use syllable and letter cards to build words and short sentences related to insects. • Tell stories about common insects and ask questions • Guide learners to discover how dangers of some insects. • Let learners match insects with the disease they bring. • Let learners draw pictures of insects and label them. • Through songs, riddles and poems support learners to discover the importance of plants • Support learners in groups to discuss the parts which are useful on given plants. • Support learners to use syllable and letter cards to build words and short sentences related to plants. • Read short texts with learners and guide them answer comprehension questions. • Let learners use syllable matrices and letter cards to build words related to birds. • Support learners to draw pictures of common birds and label them using words or short sentences.

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Extra guidance on assessment

- Assess correct articulation of words in reciting poems rhymes, tongue twisters related to animals, insects, plants and birds
- In all group activities pay attention to how the learner related peacefully with others.
- When the learner performs writing tasks, assess proper formation of letters, slant and word spacing.
- Keenly observe interpersonal skills in doing all group tasks.

Sub-theme 5.2: Elements and Types of Weather

Duration: 6 Periods

This sub-theme introduces the concept of weather to the learner. You shall encourage learners to be observant and take records. In addition, you will need to use the weather chart to facilitate teaching and learning.

Competences	Content	Teaching/learning activities
The learner: i) names the elements of weather ii) names the types of weather iii) discusses challenges associated with extreme weather conditions iv) discusses activities in different seasons v) reads and writes words and sentences related to types and elements of weather.	**Elements of Weather:** sun, rain, clouds, wind **Types of weather**: rainy cloudy, sunny	• Support learners recite rhymes, poems, proverbs and riddles related to weather • Using a simple weather encourage learners to observe and record daily weather conditions. • Allow them work in small groups and pairs to draw and label a weather chart. • Support learners to interpret weather charts using the different symbols • Guide learners to build words, sentences related to weather using letter cards, word cards and strip sentences • Support learners to read words and simple sentences related to elements and types of weather • Tell or read stories related to elements and types of weather and support learners answer oral comprehension questions using full sentences.

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Competences	Content	Teaching/learning activities
	windy **challenges associated with weather and their management** - floods drought, storms, **Activities in different seasons** preparing land planting, weeding, harvesting	• Support learners to discuss challenges associated with extreme weather conditions • Support learners read short texts related to challenges of weather and answer comprehension questions. • support learners to construct meaningful sentences using vocabulary related to weather. • Support learners in groups to construct simple picture stories related to activities in different seasons. • Guide learners write words and short sentences related to seasonal activities using good handwriting practices.

Extra guidance on assessment

- Assess correct articulation of words in performing oral pieces related to animals, insects, plants and birds
- In all group activities pay attention to how the learner related peacefully with others.
- In all writing tasks, assess proper formation of letters and word spacing.
- Keenly observe whether the learner points to the word he/she is reading.

Sub-theme 5. 3: Our environment: Damage and conservation

Duration: 6 Periods

Overview

Learners are oriented to various ways of management of their environment. Besides doing the usual classroom activities involving listening, speaking reading and writing exercises for the literacy lesson, them to choose a practical activity they can do to impraaaaove the environment and possibly draw pictures, write words or f sentences to consolidate learning.

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Competences	Content	Teaching/learning activities
The learner: discusses dangers facing the environment suggest possible ways how the environment can be conserved reads words and short sentences related to conservation writes letters, words and sentences related to good feeding.	**Dangers facing the environment** -overgrazing -bush burning -cutting down trees -bad farming **Ways of conserving the environment:** watering, planting trees, proper waste disposal, water harvesting, proper use of available resources (land, forests, mulching, terracing, adding manure	• Through storytelling, guide learner to discover different ways how the environment has been degraded • Allow learners recite rhymes, poems, proverbs and riddles related to damaging the environment • Tell oral stories related to damaging the environment and ask comprehension questions • Support learners build and read words and sentences related to dangers facing the environment. • Support learners write words and sentences related to dangers to the environment • Using oral texts, support learners express themselves in matters related to conservation. • Display picture stories related to conservation measures and let learners answer related questions. • Using word/picture cards, support learners build words related to conservation and read them, • Support learners write • Guide learners to complete given stories using pictures • Let learners practise a conservation activity at home or at school and write or draw a picture about it. • Support write words and short sentences related to conservation of the environment.

Extra guidance on assessment

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- Assess clarity in communication as learners work on group tasks.
- Assess correct intonation and pronunciation of words in reciting oral pieces
- When the learner performs writing tasks, assess proper word spacing.
- As learners read, check whether they are pointing to the right word

Theme 6. Things we make

Overview

Learners have been exposed to various crafts materials at home and in the community where they live. This theme is intended to generate discussion in regards to the importance of various crafts to the socio-economic development of their community. Use the rich social setting to support literacy development. It is useful to assign small groups and individuals project that require making different items from locally available materials.

Expected Learning Outcome

The learner should be able to appreciate and practise local art as a way of managing his/her environment.

6.1 Things we make at home, at school and in the community

Duration: 6 Periods

This sub-theme is intended to arouse learner interest in the various things made in the locality and their uses. Support the learner to discover the process involved in making the so as to develop basic literacy skills.

Competences	**Content**	**Teaching/learning activities**
The learner: names common things made at home, school and in the community suggests the use of different things made at home, school and in the community	**Common things**: basket, pot, stool, mortar pestle, traps, grinding stone **Uses of different items** -basket- keeps food	• Support learners recite rhymes, poems, proverbs and riddles related things made in their community • Through storytelling, guide learner to discover different ways how common items are made. • . Help learners draw pictures of common items made in their locality and label them using words or short sentences. • Read short texts with learners and guide them answer

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Competences	Content	Teaching/learning activities
describes the process of how common items are made reads and writes words and short sentences related to things made at home, school and in the community	-stool- sitting on -grinding stone - grinding **Process of making things:** -making a basket,	comprehension questions. • Let learners use syllable matrices and letter cards to build words related items made in their locality. • Support learners to compose simple picture stories describing the process of making different items in the locality.

Extra guidance on assessment

- The learner should correctly name at least two things made in the community
- Assess correct articulation of words in reciting oral pieces.
- Assess interpersonal skills as the learner works in groups and pairs.
- Assess correctness of spelling and letter formation in all writing tasks.

6.2 Materials we make and their sources

Duration: 6 Periods

This sub-theme is intended to guide learner to discover different materials used to make various things made in the locality. Use the rich environment to support the learner to develop basic literacy skills.

Competences	Content	Teaching/learning activities
names the sources materials used to make different things made in the community	**Natural materials** -clay, stone, sisal wood, palm leaves, banana	• Guide learners to discuss the natural and artificial used to make different things in the locality. • Using small groups or pairs support learners to group different items according to the materials used.

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Competences	Content	Teaching/learning activities
suggests things made from natural and artificial materials reads and writes words and short sentences related to things made in the community	fibre, straw, **Artificial materials** -polythene bags -plastic bottles -drinking straws -wires **Sources of materials** -shops, market , forest, swamp	• Support learners recite rhymes, poems, proverbs and riddles related different sources of materials. • Through storytelling, guide learner to discover different sources of materials used to make common items. • Help learners draw pictures of how common materials used and label them using words or short sentences. • Support learners to match different materials and their sources. • Read short texts with learners and guide them answer comprehension questions. • Let learners use syllable matrices and letter cards to build words related sources of materials used in their locality. • Support learners to read short texts related to materials used and their sources. • Support learners to collect related to the importance of different items made in the locality.

Extra guidance on assessment

- The learner should correctly name the sources of at least two materials
- Assess correct articulation of words in reciting oral pieces.
- Assess interpersonal skills as the learner works in groups and pairs.
- Assess correctness of spelling and letter formation in all writing tasks.

6.3 Importance of things we make in the community

Duration: 6 Periods

This sub-theme is intended to arouse learner interest in the importance of various things made in the locality. Support the learner to develop basic literacy skills using the content.

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Competences	Content	Teaching/learning activities
The learner: i) suggests the use of different things made in the community ii) reads words and short sentences related to things made in the community iii) writes words and short sentences related to things made in the community	**Importance of things we make** -for home use -for decoration -for sale -for cultural activities **Uses of different items** -basket- keeps food -stool- sitting on -grinding stone – for grinding millet -mortar and pestle – pounding groundnuts	• Guide learners to discuss the importance of the things made in the locality. • Using small groups or pairs support learners to group different items according to their importance. • Support learners recite rhymes, poems, proverbs and riddles related the use of things made in their community. • Through storytelling, guide learner to discover different ways how common items are used. • Help learners draw pictures of how common items made in their locality are useful and label them using words or short sentences. • Support learners to match different items and their use. • Read short texts with learners and guide them answer comprehension questions. • Let learners use syllable matrices and letter cards to build words related importance of items made in their locality. • Support learners to collect related to the importance of different items made in the locality.

Extra guidance on assessment

- The learner should correctly name the importance of at least two items.
- Assess correct articulation of words in reciting oral pieces.
- Assess interpersonal skills as the learner works in groups and pairs.
- Assess correctness of spelling and letter formation in all writing tasks.

Theme 7: Transport in our community

Overview: The theme is intended to introduce the concept of transport to the learners by exploring the means and types of transport in addition to road safety and dangerous things on the road. You are encouraged to use pictures and models if some means of transport are abstract to your learners. Active involvement by encouraging learners to role play, observe, draw or model situations related to transport.

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Expected Learning Outcome

The learner should be able to understand and appreciate the importance of transport in terms of means, types and safe ways of using the road.

Sub-theme 7.1: Types and Means of Transport

Duration: 6 Periods

Overview

Learners are introduced to the means and types of transport in their immediate environment. You should therefore make use of the environment to teach this sub-theme.

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Competences	Content	Teaching/learning activities
The learner: names different means and types of transport discusses various importance of transport reads words and short sentences related to means and types of transport writes letters, words and sentences related to means and types of transport	Types of transport Means of transport Importance of transport	• Guide learners to tell and retell stories related to transport using the appropriate tense • Support learners to recite and create oral texts related to transport which include rhymes, tongue twisters and riddles related to transport • Guide learners to imitate sounds made by different means of transport as a way of teaching different speech sounds. Build on this knowledge to teach reading to learners who are still struggling. • Guide learners to interpret picture stories related to different types and means of transport • Support learners to read different texts related to transport and answer comprehension questions related to them • Support learners to develop picture stories related to means and types of transport and label them using words or short sentences. • Encourage learners to model different means

Extra guidance on assessment

Assess clarity in communication as learners work on group tasks.

- Assess correct intonation and pronunciation of words in reciting oral pieces
- When the learner performs writing tasks, assess proper word spacing.
- As learners read, check whether they are pointing to the right word

Sub-Theme 7. 2: Road Safety

Duration: 6 Periods

Overview

Children are often victims of road accidents. This sub-theme is intended to bring to light measures of ensuring safety for all road users. Learners need to be guided on the safety precautions while using roads, practise them and raise awareness to authorities in matters related to their safety while on

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the roads. It is therefore important that literacy lessons should endeavour to integrate real life experiences from the community and beyond to make learning more meaningful.

Competences	Content	Teaching/learning activities
The learner: **i)** names safe ways of using the road **ii)** demonstrates safe ways of crossing the road **iii)** reads words and sentences related to road safety **iv)** writes words and sentences related to road safety	**Different places of safety on the road** Zebra crossing Pavements Traffic islands Traffic lights Ways of using the road Using the highway code	• using rhymes, songs and poems, encourage learners to memorise the correct procedure for crossing the road. • Using role play, demonstrate safe way of crossing the road. • Support learners to read texts related to road safety and encourage them to answer related comprehension questions. • Using syllable and letter cards, support learners to build words related to road safety. • Guide learners to interpret picture stories related to road safety • Support learners in small groups or pairs to develop creative picture stories related to safety on the road • If you are in a remote area, teaching abstract concepts such as traffic island, pavement, zebra crossing, traffic lights, will require you to use pictures, video clips to aid learning. • Guide learners to draw pictures of safe ways and encourage them to label them using words.

Extra guidance to assessment

- Assess learner's ability to confidently express him/herself
- Assess correct articulation of words in reciting oral pieces.
- Pay attention to proper use of spacing and lines in all learner's writing tasks
- Ensure that the learner reads aloud in all task and points at the correct words.

Sub-Theme 7. 3: Dangers on the road

Duration: 6 Periods

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Overview

This sub-theme the learner is made aware of the dangers on the road and how he/she can avoid them. Ensure that all learners are guided on how s/ he can be helped when using the road.

Competences	Content	Teaching/learning activities
The learner: **i)** names danger on the road **ii)** discusses ways how the dangers on the road can be avoided **iii)** reads words and sentences related to dangers on road **iv)** writes words and sentences related to dangers om the road .	**Dangers on the road** Over speeding vehicles Black spots Playing on the road Hijackers Stray animals **People who help us on the road** Traffic officers Parents, traffic guides	• Support learners through rhymes, songs and poems, encourage to explore dangers on the road. • Using role play, demonstrate dangers on the road. • Support learners to read texts related dangers on the road and encourage them to answer related comprehension questions. • Using syllable and letter cards support learners to build words and short sentences related to dangers on the road. • Guide learners to interpret picture stories related to dangers on the road • Support learners in small groups or pairs to develop creative picture stories related to dangers on the road • support groups of learners to identify dangerous spots on the different roads they use • Guide learners to draw pictures of traffic dangers and encourage them to label them using words.

Extra guidance to assessment

- Assess learner's ability to confidently express him/herself in oral tasks
- Assess correct articulation of words in reciting oral practice
- Pay attention to proper use of spacing and lines in all learner's writing tasks
- Ensure that the learner reads aloud in all task and points at the correct words.

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Theme 8: Accidents and Safety

Overview

The theme focuses on common accidents the learner experiences at home, on the way and at school and the possible safety precautions. Make use of the learner's environment to consolidate the literacy gains. If you have a first aid kit at school support learners to name and label content and discuss their uses.

Learning Outcome

The learner should be able to understand the causes of accidents and the possible safety precautions in the community.

Sub-theme 8.1: Accidents and safety at home and school

Duration: 6 Periods

In this sub-theme the learner is guided to explore common accidents at home, their causes and safety precautions. Make use of pictures, models to facilitate learning.

Competences	Content	Teaching/learning activities
The learner: iv) states common accidents at home v) states safety possible safety precautions vi) reads words and sentences related to common accidents at home vii) writes words related to	**Types of accidents** -burns -falling -poisoning - dog /snake bites -electric shock **Safety precautions** -avoid playing near fire	• Guide learners to recite rhymes, proverbs, saying and poems related to accidents at home. • Through pair work let learners discuss the causes of common accidents at home • Using pictures support learners to tell logical stories related to safety precautions. • Help learners to draw picture stories related to accidents and label them using words or sentences. • Guide small groups and pairs to compose oral texts related to

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Competences	Content	Teaching/learning activities
common accidents at home	and water -keeping medicines away from children -avoid climbing trees	safety precautions. • Support learners to draw pictures related to safety at home • Let groups role play common accidents at home and their First Aid. • Support learners in building words and short sentence related to common accidents at home. • Support learners read a text related to safety at home and answer oral comprehension questions. • Guide learners to make simple posters related to safety at home.

Extra guidance on assessment

- Assess learner's ability to express him/herself when talking about accidents at home.
- Assess correct articulation of words in reciting oral pieces.
- Assess interpersonal skills as the learner works in groups and pairs.
- Assess correctness of spelling and letter formation in all writing tasks.

Sub-theme 8.2: Accidents and safety on the way and in the community

Duration: 6 Periods

In this sub-theme the learner is guided to explore common accidents on the way, their causes and safety precautions. Make use of pictures, models to facilitate learning.

Competences	Content	Teaching/learning activities
The learner: i) states common accidents on the way	**Types of accidents** -motor accidents	• Guide learners to compose rhymes, proverbs, saying and poems related to accidents on the way. • Through pair work let learners discuss the causes of common accidents on

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Competences	Content	Teaching/learning activities
ii) states safety possible safety precautions iii) reads words and sentences related to common accidents on the way iv) writes words related to common accidents on the way	- dog /snake bites -electric shock -lightening -cuts and injuries -insect bites **Safety precautions** -avoid playing on the road -avoid playing with stray animals like dogs, cats, cows	the way. • Using pictures support learners to tell logical stories related to safety precautions. • Help learners to draw picture stories related to road accidents and label them using words or sentences. • Guide small groups and pairs to sing songs related to safety precautions. • Support learners to draw pictures related to safety on the road. • Let groups role play common accidents on the way and their First Aid. • Support learners in building words and short sentence related to common accidents on the way. • Support learners read a text related to road safety and answer oral comprehension questions. • Guide learners to make simple posters related to road safety.

Extra guidance on assessment

- Pay attention to clarity of the message in all oral tasks.
- Ensure that the learner points to words as s/he reads them.
- Assess interpersonal skills as the learner works in groups and pairs.
- Assess correctness of spelling and letter formation in all writing tasks.

Sub-theme 8.3: Management of accidents and first aid

Duration: 6 Periods

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In this sub-theme the learner is guided to explore common accidents at school and in the classroom, their causes and the effects of accidents in general. Expose learners to the concept of First Aid. You are advised to make use of the school environment to facilitate learning.

Competences	Content	Teaching/learning activities
The learner: states common accidents at school and in class discusses the effects of accidents reads words and sentences related to common accidents at school writes words related to common accidents at school	**Types of accidents** -burns -falling from trees/swing/pit latrine -cuts -drowning - fractures -poisoning **Effects of accidents** -lameness -death -blindness -sickness	• Let learners to sing common songs related to accidents at school. • Through pairs or small groups, let learners role play common accidents at school and First Aid. • Using pictures support learners to tell logical stories related to safety precautions in class. • Support learners read short texts related to accidents and safety at school • Help learners to draw picture stories related to accidents and label them using words or sentences. • Guide small groups and pairs to compose oral texts related to effects of accidents. • Let groups role play effects of accidents • Support learners in building words and short sentences related to common accidents at school. • Guide learners read a text related to safety at school and answer oral comprehension questions. • Guide learners to draw picture stories related to safety at school.

Extra guidance on assessment

- Assess learner's ability to express him/herself when talking about accidents at school.
- Assess correct pronunciation of words in reciting oral pieces.
- Assess how the learner relates to other learners in group and pair work.
- Assess correctness of spelling and letter formation in all writing tasks.

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Term 3

Theme 9: Peace and security

Overview

This theme rotates on the roles and responsibilities of different people who keep peace and security at home, school and in the community. This will help you report security-related issues to the relevant authorities. You can draw the Allow peaceful discussion and resolving challenges in class.

Learning outcome:

The learner should be able to recognise and appreciate the importance of living with others harmoniously in the home, school and in the community.

Sub-theme 9.1 Ways of promoting peace and security in the home

Duration: 6 Periods

Overview: The sub-theme major focus is to bring to light different ways how we can live with other

Competences	Content	Teaching/learning activities
The learner: discusses factors that promote peace and security in the home outlines causes of insecurity in the home reads words and sentences related to peace and security in the home writes words related to peace and security in the home	**Factors that promote peace and Security in the home** -good relationship -good health -love, protection, obedience communication **Causes of insecurity in the home** -poverty	• Support learners to discuss pictures related to peace in the home. • Support learners to recite rhymes/poems/tongue twisters related to peace and security in the home • Let learners work in small groups to role-play situations related to peace and security at home. • Support learners to read words and sentences related to peace and security at home. • Let learners discuss factors causes of insecurity at home. • Support the learners to build words and sentences related to insecurity. • Support learners to read texts related to peace and security and answer questions.

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Competences	Content	Teaching/learning activities
	- diseases -lack of food -poor communication	• Encourage learners to draw picture stories related to insecurity and label them with words and sentences.

Extra guidance on assessment

- Check interpretation of pictures related to peace and security at home
- Let the learner build at least two words related to peace and security at home.
- Let the learner write a sentence related to peace and security at home.

Sub-theme 9.2 Ways of promoting peace and security in the school

Duration: 6 Periods

Overview: The major focus of the sub-theme is to discuss different ways creating a peaceful school environment. Help learners to reflect on their school environment in a way of building peace seeking behaviour.

Competences	**Content**	**Suggested Teaching/Learning Activities**

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Competences	Content	Suggested Teaching/Learning Activities
The learner: i) discusses factors that promote peace and security at school ii) outlines causes of insecurity at school iii) reads and writes words and a text related to peace and security at school	**Factors that promote peace and Security in the school** -school rules -caring -love, protection, obedience -sharing -play **Causes of insecurity in the school** -stealing - fighting -breaking school rules -teasing/bullying	• Support learners to discuss pictures related to peace and security at school • Support learners to recite rhymes/poems/tongue twisters related to peace and security at school • Let learners work in small groups to role-play situations related to peace and security at school • Support learners to read words and sentences related to peace and security at school. • Let learners discuss factors causes of insecurity at school. • Support the learners to build words and sentences related to insecurity at school. • Support learners to read texts related to peace and security and answer questions. • Encourage learners to draw picture stories related to insecurity at school and label them with words and sentences .

Extra guidance on assessment

- Check interpretation of pictures related to peace and security at school.
- Let the learner build at least two words related to peace and security at school.
- Let the learner write a sentence related to peace and security at school.

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Subtheme 9.3: Peace and Security in the community

Duration: 6 Periods

Overview

The sub-theme rotates on the roles and responsibilities of different people who keep peace and security in the community. You will need to support learners to point out places in the community where they feel insecure.

Competences	Content	Suggested Teaching/Learning Activities
The learner: names people who keep peace and security in the community discusses the importance of peace and security in the community reads words and a text related to peace and security in the community writes words and sentences related to peace and security in the community	• People who keep peace and Security - The Police: - Religious leaders - Parents - Facilitator s - LC's - Elders - Army, LDU's and Youth **Importance of peace and security** -safety -happiness -wealth	• Let learners name people who keep peace and security in the community • Support learners to discuss pictures related to peace • Support learners to recite or create rhymes/poems/tongue twisters related to peace and security • Let learners work in small groups to role-play situations related to peace and security. • Let learners discuss factors that affect peace and security in their community. • Support the learners to build words and sentences related to peace and security. • Support learners write words and sentences related to peace and security • Encourage learners in groups to draw picture stories related to peace and security and label them with words or short sentences.

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Competences	Content	Suggested Teaching/Learning Activities
	-good health	

Extra guidance on assessment `

- Let the learner names two people who keep peace and security in their area
- Assess building words related to peace and security using syllables.
- The learner should write a sentence related to peace and security.

Theme 10: Child Protection

Overview

The theme intends to make the learner become aware of child right and responsibilities work in the home and in the community, issues related to child abuse and its effects and ways of child protection.

Expected learning outcome

The learner should be able to understand and appreciate the importance of living with others harmoniously in the home, school and community.

Sub-Theme 10 .1: Child work in the home and in the community

Duration: 6 Periods

Overview: The learner should be able to understand his/her rights I and responsibilities at home and in the community. Use relevant examples to simplify abstract concepts.

Competences	Content	Teaching/learning activities
The learner: lists at least three forms of	**Children's rights** -a right to play -a right to education	Tell stories that relate to children's rights and ask learners to retell them. Guide learners to discuss ways of promoting children's rights at

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Competences	Content	Teaching/learning activities
child rights discusses child responsibilities at home reads words and sentences related to child rights and responsibilities writes words and sentences related to child rights and responsibilities	-a right to food -right to protection -a right to medical care -a right to a home **Children's responsibility at home and at school** -fetching water -keeping the environment clean -obey parents -take part in communal work	home. Using letter, word and picture cards guide learners to build words and sentences related to their rights and responsibilities. Through dramatization and role play, let learners discover more ideas related to their rights and responsibilities at home and in the community. Let learners draw and label pictures showing their rights and responsibilities. In small groups and pairs allow learners formulate stories related to their rights and responsibilities at home, school and their community. Encourage learners to compose oral pieces related to children's rights and responsibilities. Invite a resource person to sensitize learners about their rights and responsibilities. Make use of a variety of reading materials including reading cards, posters and readers. • Encourage learners to draw pictures related to rights and responsibilities and display them.

Extra guidance to assessment

- Monitor peaceful exchange of ideas as learners are engaged in group discussion discussions
- Mark clarity of expression during oral work
- Check spelling, punctuation and grammar in all written exercises.

Sub-theme 10. 2: Child Abuse and its effects

Duration: 6 Periods

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Overview

The sub-theme introduces the forms of child abuse that are common in the locality. As you handle the basic literacy aspects, you may also find it important to guide and counsel learners who may seem to be abused.

Competences	Content	Teaching/learning activities
names forms of child abuse discusses causes of child abuse reads words and sentences related to child abuse writes words and sentences related to child abuse	**Common forms of child abuse** -physical abuse: beating, spanking, -psychological abuse: nick naming -social abuse: early marriage **Causes of child abuse** -broken families -poverty -child labour -child neglect -drunkardness **Ways of controlling child abuse** communication -practising religion	• Through songs, poems or rhymes, support learners to discover forms of child abuse. • In small groups and pairs allow learners compose picture stories related to common forms of child abuse and neglect at home and in the community. • Let learners draw and label pictures showing common forms of child abuse in their community. • Tell stories related to causes of child abuse and ask comprehension questions related to them. • Through dramatization and role play, let learners express ways of preventing child abuse in their community. • Using letter, word and picture cards guide learners to build words and sentences related to child abuse. • Let learners compose oral texts related to controlling child abuse.

Extra guidance for assessment

- Assess clarity in communication as learners work on group tasks.

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- Assess correct intonation and pronunciation of words in reciting oral pieces
- As the learner performs writing tasks, assess proper spelling and punctuation.
- As learners read, check whether they are pointing to the right word

Sub-theme 10. 3: Ways of Child Protection
Duration: 6 Periods

Overview

The sub-theme introduces the ways of child protection. As you handle the basic literacy aspects, you should encourage learners to design advocacy posters to raise awareness about child protection at school and in the community.

Competences	Content	Teaching/learning activities
The learner: i) names ways of child protection ii) discusses causes of child protection iii) reads words and sentences related to protection iv) writes words and sentences related to child protection	**Ways of child protection** -providing children's need -caring for the child -respecting child rights **People responsible for child protection** -parents Teachers -LC's -elders - Religious leaders -Security officers	• Guide learners to recite oral texts which include poems, rhymes, riddles, tongue twisters related to child protection. • Tell stories related to child protection and ask learners comprehension questions. • Support learners build and read words and sentences related to child protection. • Support learners to read stories related to child protection and answer related comprehension questions. • Through drawing and labelling let learners express their ideas on child protection • Encourage learners to work in groups and pairs to compose picture stories related to child protection • Guide learners to role play issues related to child protection

Extra guidance to assessment

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- Check expression, audibility, reading pace and expression when as learners read texts.
- As they write, mark spelling and punctuation
- Look out for respect for each other as learners work on group tasks.

Theme 11: Measures

Overview

The theme introduces the learner standard measures including time, used in day-to-day-life. It brings together all aspects related to measures that the learner needs to effectively communicate in both oral and written forms. Make use of the immediate environment to make learning meaningful.

Expected learning outcome

The learner should be able to understand and appreciate the importance of measures so as to communicate effectively.

Sub-Theme 11.1: Times of the day

Duration: 6 Periods

Overview: The intention of this subtheme is to enable the learner to appreciate time as a useful resource. Help him/her to use appropriate language when talking about time related issues. Make use of resources in the environment to facilitate learning.

Competences	**Content**	**Teaching/learning activities**
The learner: tells time in minutes, hours, days, weeks, months and seasons discusses different activities carried out in different seasons reads words and sentences related to measures of time	**Times of the day** -morning -afternoon -night -…..o'clock -half past… -quarter past … **Days of the week**	Tell stories that relate to time and ask learners related oral comprehension questions. Guide learners to through poems, rhymes, songs let learners to talk about activities. Using letter, word and syllable cards, guide learners to build words and sentences related to days of the week, months of the year.

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Competences	Content	Teaching/learning activities
writes words and sentences related to measures of time	-Sunday -Monday -Tuesday … **Months of the year** -January -February…. **Seasons of the year** Wet season Dry season	Through dialogues, let learners talk about different activities related to time. Let learners draw and label pictures showing activities done in different times. In small groups and pairs allow learners create picture stories related to time. Encourage learners to compose oral pieces related to activities in different seasons.

Extra guidance to assessment

- Assess clarity in communication as learners work on group tasks.
- Assess correct intonation and pronunciation of words in reciting oral pieces
- When the learner performs writing tasks, assess proper spelling of words.
- As learners read, check whether they are pointing to the right words.

Sub-Theme 11.2: Units of measure

Duration: 6 Periods

Overview: This subtheme is intended to enable the learner express themselves effectively in regards to measures related to transport. You should use the available resources to support meaningful interactions.

Competences	Content	Teaching/learning activities
The learner: discusses the use of different units of	**Standard measures** – litres /	• Guide learners to recite rhymes/poems related to standard units of measure.

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Competences	Content	Teaching/learning activities
measure identifies money in different denominations reads words and sentences related to standard units of measure writes words and sentences related to standard units of measure	half litres, metres, kilograms, half kilograms, centimetre **Money** - Uganda Shillings in different denominations	• In small groups and pairs let learners role-play shopping games involving money. • Using different denominations, support learners identify different notes and coins • Using a class shop, guide learners to act dialogues which involve buying and selling in litres, kilogrammes and metres • Support learners read various texts related to units of measure and respond to different comprehension questions orally. • Using letter cards, words cards and sentence strips, support learners to build words and sentences related to units of measure. Task learners to make investigation into the prices of basic consumer commodities in their locality for example -a litre of milk, paraffin, cooking oil - a kilogram of sugar, salt, flour - a metre of cloth

Extra guidance on assessment

- Assess building words related to measures ensure correctness of spelling.
- As the learner writes sentences related to units of measure check proper punctuation.
- As the learner reads texts, check whether he/she points to the right word.
- Check audibility and intonation as the learner speaks and reads.

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Sub-theme 11.3: shapes and solids

Duration: 6 Periods

Overview

The subtheme is meant to support learners acquire basic literacy competences related to shapes and solids. Use a ariety of shapes abs solids including pieces of paper and wooden blocks.

Competences	Content	Teaching/learning activities
The learner - Describes different shapes. - Talks about solid objects and their shapes - reads words and sentences related to standard units of measure -writes words and sentences related to standard units of measure	a) **Shapes** e.g. square, circle, triangle, rectangle - **Measuring** lengths, width, height, center, sides and corners - Weighing scale, weights Solids e.g. boxes, boards, stones, tins, bottles, cups and plates bags models, shapes.	• Guide learners to recite rhymes/poems related to shapes and solids. • In small groups and pairs let learners role-play games related to shapes and solids. • Using different objects, support learners identify different shapes. • Let learners touch and feel the surfaces of the object; ie the corner, the edge • Support learners read various texts related to shapes and solids and respond to different comprehension questions orally. • Using letter cards, words cards and sentence strips, support learners to build words and sentences related to shapes. • Task learners to bring different objects that can help them tell the difference between shapes and solids

Extra guidance on assessment

- Assess correct pronunciation of words in reciting oral pieces.
- Check if the learner is pointing at the right word as he/she reads words and sentences.
- Assess how the learner relates to other learners in group and pair work.

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- Assess correctness of spelling and letter formation in all writing tasks.

Theme 12: **Recreation, festivals and holidays**

Overview

Festivity is the heart of ta typical African social-cultural setting. This theme is intended to draw learner attention to various events at home, at school and in the community. Use the rich cultural environment of your area to teach the intended literacy skills.

Expected Learning Outcome

The learner appreciates the contribution of different settings towards community welfare.

Sub-theme 12.1 Recreation activities at home and at school

Duration: 6 Periods

Overview: In this subtheme, you are expected to support the learner reflect on both the home and the school setting and tease out the key recreation activities that are carried out. Use this knowledge to help the learner to develop literacy skills.

Competences	Content	Teaching/learning activities
The learner: i) discusses common recreational activities at home and at school ii) discusses the use of recreational activities at home and at school iii) read and writes words, sentences and texts related to activities at home and at school	**Recreation activities at school** -celebrations and school festivals Sports galla, tours **Recreation activities at home** - celebrating religious festivals like Eid, Christmas, -playing	• Using picture stories support learners to discuss the different recreational activities carried out at school • Guide learners to create poems, rhymes and riddles related to different recreational activities at home and at school • Using small groups let learners role play a recreational activity of their choice. • Using letter, syllable and word cards, support learners to develop reading skills by building words and sentences related to recreational activities at home • Support learners to draw picture stories related to recreational activities at home • Let learners label their picture stories with words and short

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Competences	Content	Teaching/learning activities
	games **Importance of recreational activities** -for enjoyment -for relaxation -to develop talents -for physical fitness	sentences • Let learners discuss in groups the use of different recreation activities to us • Assign group tasks and encourage learners to find out the common recreation activities carried out in their homes present their work to the rest of the class.

Extra guidance to assessment

- As learners read, check their reading accuracy.
- As they read pay attention to the proper pronunciation of words.
- Check audibility and intonation as the learner speaks and reads.
- In all writing tasks, assess correctness of spelling and formation of letters.

Sub-theme 12.2 Recreation activities in the community

Duration: 6 Periods

Overview: In this subtheme, the learner is expected to reflect on festivals in the community. Help the learner reflect on a variety of communal gatherings so as to help to develop desired literacy skills.

Competences	Content	Teaching/learning activities

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Competences	Content	Teaching/learning activities
The learner: i) names common recreational activities in the community ii) discusses characteristics of given activities iii) read words, sentences and texts related to activities in the community iv) writes words and sentences related to recreational activities in the community	**Recreation activities in the community** -weddings, initiations, naming ceremonies **Characteristic of recreation activities** - merry making -singing -dancing -playing musical instruments	• Tell stories related to recreational activities and ask relate comprehension questions. • Using picture stories support learners to name different recreational activities carried out in the community. • Guide learners to create poems, rhymes and riddles related to different recreational activities in the community. • Using small groups, let learners role play a recreational activity of their choice. • Using letter, syllable and word cards, support learners to develop reading skills by building words and sentences related to recreational activities in the community. • Support learners to draw picture stories related to recreational activities in the community. • Let learners label their picture stories with words and short sentences. • Let learners discuss in groups the use of different recreation activities to us • Assign group tasks and encourage learners to find out the common recreation activities carried out in their homes present their work to the rest of the class.

Extra guidance to assessment

- As learners read, check their reading accuracy.
- As they read pay attention to the proper pronunciation of words.
- Check audibility and intonation as the learner speaks and reads.
- In all writing tasks, assess correctness of spelling and formation of letters.

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Sub-theme 12.3: Types of holidays and their importance

Duration: 6 Periods

Overview: This subtheme introduces the learner to the concept of holidays. You are expected to him/ her to reflect on his social setting so as to reflect on specific holidays. This knowledge is critical the development of basic literacy skills.

Competences	Content	Teaching/learning activities
The learner: i) mentions common holidays observed in the community ii) discusses the use of holidays to the community iii) read words, sentences and texts related to holidays iv) writes words and sentences related to holidays	**Public holidays** -Religious holidays and festivities Eid, Christmas, New year, Easter -National holidays Independence Heroes' Day Women's day -School holidays **Importance of recreational activities** - commemoration -for enjoyment -for worship	• Guide learners to recite or create oral texts like poems, rhymes and riddles related to different holidays. • Using picture stories support learners to discuss the different holidays. • In small groups let learners role play a particular holiday observed in their social setting. • Using letter, syllable and word cards, support learners to develop reading skills by building words and sentences related to holidays. • Support learners to draw picture stories related to holidays. • Let learners label their picture stories with words and short sentences. • Let learners discuss in groups the importance of different holidays. • Using old calendars, assign group tasks and encourage learners to find out dates of different holidays. • Let learners present their findings to the class.

Extra guidance to assessment

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- As learners read, check the reading speed and accuracy.
- As they speak pay attention to the proper pronunciation and audibility of words.
- Check clarity of message in all oral communication tasks.
- In all writing tasks, assess correctness of spelling and formation of letters.

PRIMARY TWO ABRIGDED CURRICULUM

TEACHER'S GUIDANCE TO NUMERACY INSTRUCTION

Term 1

Theme 1: Our School and neighbourhood

Overview

This topic is a merger of the two themes P1 Our School and P2 Our School and neighbourhood. As learners report back to school, they need to familiarize with it by recognizing the people and things in it. They also need to group objects at school and neighbourhood according to similarity . In addition, they need to discover the objects and their numbers.

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Sub-theme 1.1: People, things and activities in our school

Duration: 8 Periods

Overview

This sub-theme introduces the learner to the school community. The learner should identify the people around him/her by name, title and discuss the different responsibilities they hold in the school community. The learner should also appreciate school and classroom objects. You can use these objects and people to develop Mathematics competences like counting, matching and sorting as guided.

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Competences	Content	Teaching/learning activities
The learner • Counts 1-20 • reads number symbols 1-20 • writes number symbols 1-20 • sorts • orders • classifies • forms sets • draws sets • compares sets	• Counting 1-20 • reading number symbols 1-20 • writing number symbols 1-20 • sorting • ordering • classifying • forming sets • drawing sets • comparing sets	• Encourage the learner to count objects up to 20 confidently. • Guide the learner to count forward and backward • Support the learner to read number symbols 1-20 • Using number charts and cards encourage them to read number symbols 1- 20 • Encourage learners to copy and write number symbols 1-20 • Using real objects, pictures and models let learners form sets of people, things and activities found in the school. • Let learners sort and form sets of objects at school. • Help children understand that the objects have been put together in a collection because of a similarity among them. • Guide learners to classify sets • Let learners draw sets using people, objects and activities at school and the neighbourhood. • Guide learners to observe and compare sets using more than, less than and equal to.

Extra guidance on assessment

- Assess learner's ability to count objects1 up to 20
- Assess correct reading and writing of number symbols 1 - 20.
- Pay attention to forming, sorting and comparing sets.

Sub-theme 1.2: Location and Symbols of our School

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Duration: 8 Periods

Overview

The learner needs to identify him/herself with the school by recognizing its special symbols its location. In addition, s/he needs to recognise the importance of each of the symbols of the school.

Competences	Content	Teaching/learning activities
The learner: • counts 1-40 • reads number symbols 1-40 • writes number symbols 1-40 • forms sets • compares sets • reads number names 1-20 • writes number names 1-20	• Numbers 1- 40 • Sets • Number names -	• Revises counting 1- 20 • Guide the learner to extend the counting up to 40 • Using number cards and charts guide the learner to read number symbols 1 up 40. this can be forward, backward, downward or upward. • Let him/her practice writing the number symbols 1-40 • Help the learner to use things in the environment to form sets. • Guide them to compare sets using more than or less than. • Support learners to read number names 1-20 • Guide them to write the number names.

Extra guidance on classroom based assessment

- Assess learner's ability to confidently read and write number names 1- 20 .
- Assess correct articulation of number names when reading.
- Assess proper formation of numbers and accuracy when reading and writing number names.

Sub-theme 1. 3: Benefits and conflicts between school and neighbourhood

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Duration: 8 Periods

Overview

This sub-theme is intended to help the learner focus on different ways how the school benefits the community s/he lives in. Additionally, the learner needs to reflect on various causes of conflicts between the school and the community. Use scenarios to develop a Mathematically oriented mind.

Competences	Content	Teaching/learning activities
The learner: • Counts 1-60 • Sorts objects • Forms sets • Compares sets • Identifies empty sets • Recognizes symbols "Ø", "{ }"	• Numbers 1 - 60 • Empty sets • Set symbols for empty set	• Let learners revise counting 1 -40 • Guide learners to extend the counting up to 60. • Using various things at school let learners form sets. • Help learners compare sets according to number of members. For sets with equal number of objects, one to one pairs can be formed. • Support learners to draw empty sets. ie sets without members. Support learners to recognize the symbols for empty sets. "Ø", "{ }"

Extra guidance on assessment

- Assess learner's ability to confidently read numbers 1 - 60.
- Assess learner's ability to form assorted sets and then sort and form sets from them.

Theme 2: Our home and community

Overview

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This theme is aimed at supporting the learner appreciate the immediate community where s/he lives. It is intended to enable him/her develop basic literacy skills by focusing on the people, activities and objects at home and in the community.

Expected Learning Outcome

The learner should be able to communicate, appreciate, relate and participate harmoniously with people in the community.

Sub-theme 2.1: People at home and what they do

Duration: 8 Periods

Overview

This sub-theme introduces the learner to the home as basic unit of the society. It is meant to help him/her recognize the members of the immediate family and their roles and responsibilities. Use the materials related to the home to develop the desired Mathematics competences.

Competences	Content	Teaching/learning activities
The learner: • Counts 1-80 • Adds 1 digit numbers horizontally whose sum is less than 20 • Adds 1 digit numbers vertically without	● Numbers 1 - 80 ● Adding 1 digit numbers horizontally whose sum is less than 20 ● Place values up to tens	• Let learners revise counting 1-80 • Guide learners to extend counting numbers up to 80 • Let learners fill in the missing numbers. • Encourage learners match numbers to number of objects. • Encourage learners match number of objects to numbers. • Using objects at school and the neighbourhood guide learners to add I digit numbers horizontally whose sum is less than 20. • Help learners discover the different words we use for addition. like and, plus and more than, • Support learners to add 1 digit numbers vertically without carrying • Guide learners to recognize place values up to tens and zero as a place holder.

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Competences	Content	Teaching/learning activities
carrying • Recognizes according to place values: tens, ones, 0 (zero) as a place holder • Reads number symbols 1-80 • writes number symbols 1-80		• Support the learner to extend reading number symbols up to 80 • Let learners practice write number symbols 1-80 • Let learners fill in the missing numbers

Extra guidance on assessment

- Assess learner's ability to count confidently up to 80.
- Assess accuracy when reading and writing numbers symbols up to 80.
- Assess accuracy when adding 1 digit numbers vertically and horizontally.
- Assess correct place values up to tens and zero as a place holder.

Sub-theme 2.2. Important people and places in the community

Duration: 8 Periods

Overview

This sub-theme is intended to help the learner appreciate the role different people play in the community. In addition, the learner needs to recognize important places in his/her community and how they are beneficial to the community. Use the relations established to develop Mathematics concepts.

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Competences	Content	Teaching/learning activities
The learner: • Counts 1-100 • Adds 2 digit numbers horizontally, no carrying • Adds 2 digit numbers vertically, no carrying • Reads number symbols 1-100 • Writes number symbols 1-100	• Counting 1-100 • Adding 2 digit numbers horizontally, no carrying • Adding 2 digit numbers vertically, no carrying • reading number symbols 1-100 • writing number symbols 1-100	• Using pictures of people and places in our community let learners revise counting up to 100 • Support learners to extend counting up to 100. • Guide learners to fill in the missing numbers using numbers chart • Guide learners to add 2 digit numbers horizontally without carrying using objects. • Match number symbols to number of objects related to the sub- theme and vice versa • Guide learners to add 2 digit numbers vertically without carrying using objects. • Using number charts and number cards help learners read number symbol 1- 100. • Using number charts and number cards help learners copy and write number symbols 1- 100. • Encourage learners to fill in the missing numbers. • Let learners write the numbers in increasing order. • Let learners write the numbers in decreasing order.

Extra guidance on assessment

- Assess learner's ability to count confidently up to 100.
- Assess accuracy when reading and writing numbers symbols up to 100.
- Assess accuracy when adding 2 digit numbers vertically and horizontally without carrying.

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- Assess correct place values up to tens and zero as a place holder.

Sub-theme 2.3. Cultural practices and values in the community

Duration: 8 Periods

Overview

This sub-theme introduces the learner to his/her cultural setting by singling out various aspects that identify his/her community as being unique. If time allows, get one lesson to demonstrate culture. Encourage learners from different settings to portray their culture by dressing and performing a cultural activity for example, song, dance or greeting.

Competences	Content	Teaching/learning activities
The learner: • Counts 1-150 • Adds numbers up to 2 digits without carrying • Reads number symbols 1-150 • Writes number symbols 1-150	• counting 1-150 • adding numbers up to 2 digits without carrying • reading number symbols 1-150 • writing number symbols 1-150	• Encourage learners to revise counting numbers up to 100 • Let learners match numbers to number of objects and vice versa • Guide learners to add 2 digit numbers whose sum does not exceed 150 without carrying • Explain that adding is combining numbers • Help learners extend reading number symbols up to 150 • Using number charts and card help learners extend writing number symbols up to 150 • Encourage learners to fill in the missing numbers • Support learners to write numbers in increasing and decreasing order. • Encourage group work

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Competences	Content	Teaching/learning activities

Extra guidance on assessment

- Assess learner's ability to count confidently up to 150.
- Assess accuracy when reading and writing numbers symbols up to 150 .
- Assess accuracy when adding 2 digit numbers vertically and horizontally without carrying.
- Assess correct place values up to tens and zero as a place holder.
- In all group activities pay attention to how the learner related peacefully with others.

Theme 3: The Human body and health

Overview

This theme introduces to the learner to the concept of the human body and health by paying special attention to parts of the body and its uses, personal hygiene and sanitation, common diseases and how to control them. For this reason, you must make use of the rich learner's immediate environment in order to support them develop numeracy skills using this theme.

Expected Learning Outcome

The learner understands and appreciates the value of taking care of his/her body and the surroundings.

Sub-theme 3.1: Parts of the body and their functions

Duration: 8 Periods

Competences	Content	Teaching/learning activities
	• Counting 1-200 • Measuring heights, widths,	• Encourage learners to revise counting up to 150 • Guide learners to extend counting up to 200.

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Competences	Content	Teaching/learning activities
The learner: • Counts 1-200 • Measures heights, widths, and breadths using non-standard units • Compares heights • Writes number names 1-40 • reads number names 1-40 • recognizes shapes	and breadths using non-standard units • Comparing heights • Writing number names 1-40 • reading number names 1-40 • Recognizing shapes	• Using different parts of the body such as hand span, foot span, fingers measu heights, widths, and breadths using non-standard units • Support the learners to compare their heights and heights of different things the environment. • Guide learners to write number names I - 40 • Guide learners to read number names I - 40 • Support learners to match number symbols to number names and vice versa • Guide learners to recognize common shapes in the environment

Extra guidance on assessment

- Assess learner's ability to count confidently up to 200.
- Assess accuracy when reading and writing numbers symbols up to 200.
- Assess correct measurement heights, widths, and breadths using non-standard units
- Assess correct reading and writing number names 1- 40
- In all group activities pay attention to how the learner related peacefully with others.
- Assess the learner's ability to recognize shapes in the environment

Sub-theme 3.2: Personal Hygiene and Sanitation

Duration: 8 Periods

Overview

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This sub-theme is meant to arouse learner's awareness in matters regarding keeping him/herself clean and looking after the environment to foster healthy living. Make use of the school environment to teach basic literacy skills.

Competences	Content	Teaching/learning activities
The learner • Counts 200-300 • Reads number names1-60 • Writes number names • 1-60 • Adds numbers vertically whose sum is less than 60 • Subtracts 2 digit numbers up to 30, no borrowing	**Personal Hygiene** • Counting 200-300 • Reading number names1-60 • Writing number names • 1-60 • Adding numbers vertically whose sum is less than 60 • Subtracting 2 digit numbers up to 30, no borrowing	Let learners in groups revise counting 200 - 300 • Guide learners to extend counting up to 300 • Match number symbols to number of objects and vice versa • Guide learners to read number names 1- 60 • Guide learners to write number names 1- 60 • Support learners to work in pairs and match number symbols to number names • Help learners to add numbers vertically whose sum is less than 60 • Help learners Subtract 2 digit numbers up to 30, no borrowing • Explain that when we subtract we take away

Extra guidance on assessment

- Assess learner's ability to count confidently up to 300.
- Assess accuracy when reading and writing numbers names up to 60.
- Assess accuracy when adding numbers vertically whose sum is less than 60
- Assess accuracy when subtracting 2 digit numbers up to 30, no borrowing

Sub-theme 3.3: Common diseases

Duration: 8 Periods

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Overview

The sub-theme introduces the concept of common diseases to the learner. Support the learner demonstrate desired competences by communicating in both oral and written forms using the language related to diseases and their control.

Competences	Content	Teaching/learning activities
The learner: • Counts 300-400 • Reads number names 60-100 • Writes number names 60-100 • Subtracts 1digit number from a 2-digit number using a number line • Counts in 2s • Multiplies numbers by 2	• Counting 300-400 • Reading number names 60-100 • Writing number names 60-100 • Subtracting 1digit number from a 2-digit number using a number line • Counting in 2s • Multiplying numbers by 2	• Encourage learners to revise counting up to 300 • Using number cards and objects guide learners to extend counting up to 400 • Encourage learners to revise reading number names up to 60 • Encourage learners to revise writing number names up to 60 • Guide learners to extend reading and writing number names up to 100 • Support learners to subtract 1digit number from a 2-digit number using a number line • Guide learners to count in 2s using objects • Help learners to multiply numbers by 2 using objects.

Extra guidance on assessment

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- Reads number names 60-100

- Assess learner's ability to confidently count 300-400
- Assess writing number names 60-100 correctly
- Assess accuracy when subtracting 1digit number from a 2-digit number using a number line
- Assess correctness when counting in 2s
- Assess correct multiplication of numbers by 2

Theme 4: Food and nutrition

Overview

This theme introduces the learner to food and nutrition as key aspects of healthy living. You may find it relevant to use the food items in your locality or their models to support learners develop literacy skills.

Expected Learning Outcome

The learner should be able to know and appreciate the importance of different foods and practices appropriate ways of keeping food safe.

Sub-theme 4. 1: Names and classes of food

Duration: 8 Periods

Overview

The sub-theme introduces the concept of common foods in the learner's environment and their classes. You will find it useful to encourage learners bring common food items to the class nature table. You can also use one of the lessons to model different food items. These will be good learning aids for all the lessons.

Competences	Content	Teaching/learning activities

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Competences	Content	Teaching/learning activities
The learner • Counts 400-500 • Collects data on people's food preferences • Reports data collected • Measures weights using non-standard units • Counts in 3s • Multiplies by 2 and 3 • Reads number symbols 150-200 • Writes number • symbols 150-200	• Counting 400-500 • Collecting data on people's food preferences • Reporting data collected • Measuring weights using non-standard units • Counting in 3s • Multiplying by 2 and 3 • Reading number symbols 150-200 • Writing number symbols 150-200	• Encourage learners to revise counting up to 400 • Using number cards and objects guide learners to extend counting up 500 • Support learners to collect data on people's food preferences • Help learners to report data collected. • Guide learners to measure weights using non-standard units eg a seesaw • Support learners to count in 3s using objects and skip counting. • Using objects guide learners multiply by 2 and 3 • Let learners practice reading number symbols 150-200 • Let learners practice writing number symbols 150-200

Extra guidance for assessment

- Assess learner's ability to confidently count 400-500
- Assess the learner's ability to collect and report data on people's food preferences
- Assess measuring weights using non- standard units
- Assess correct multiplication of numbers by 2 and 3

Sub-theme 4. 2: Good feeding and effects of poor feeding

Duration: 8 Periods

Overview

The learner in this sub-theme is introduced the concept of good feeding using the food in the environment. The learner is also introduced to bad feeding and its effects. Use the scenarios related to feeding to develop numeracy competences as guided.

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Competences	Content	Teaching/learning activities
The learner • Counts 400-500 • Reads number symbols 200-300 • Writes number symbols 200-300 • Counts in 4s • Multiplies numbers by 4	• Counting 400-500 • Reading number symbols 200-300 • Writing number symbols 200-300 • Counting in 4s • Multiplying numbers by 4	• Encourage learners to revise counting up to counting up to 500 • Using number cards and objects guide learners to extend counting up to 500 • Let learners practice reading number symbols 200-300 • Let learners practice writing number symbols 200-300 • Support learners to count in 4s using objects and skip counting. • Using objects guide learners multiply by 4

Extra guidance for assessment

- Ensure learners can correctly count up to 500
- Assess learner's ability to count in 4s using objects and skip counting.
- Assess learner's ability to accurately multiply by 4

Sub-theme 4. 3: Keeping food safe

Duration: 8 Periods

Overview

The learner in this sub-theme is introduced the concept of food preservation. You will need to pay attention to the practices in the community to help learners appreciate them.

Competences	Content	Teaching/learning activities
The learner	• Counting 500-600	• Encourage learners to revise counting up to counting up to 500

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Competences	Content	Teaching/learning activities
• Counts 500-600 • Reads number symbols 300-400 • Writes number symbols 300-400 • Counts in 5s • Multiplies by 5	• Reading number symbols 300-400 • Writing number symbols 300-400 • Counting in 5s • Multiplying by 5	• Using number cards and objects guide learners to extend counting up to 600 • Let learners practice reading number symbols 300-400 • Let learners practice writing number symbols 300-400 • Support learners to count in 5s using objects and skip counting. • Using objects guide learners to multiply by 4 • Encourage group work

Extra guidance for assessment

- Ensure learners can correctly count up to 600
- Assess learner's ability to count in 5s using objects and skip counting.
- Assess learner's ability to accurately multiply by 5

TERM 2

Theme 5: Our Environment

Overview

Learners are oriented to various ways of management of their physical environment. They are expected to discuss the importance of various aspects of the environment which include plants and animals in addition to weather. They will also be made aware of the various challenges facing the environment and discuss possible ways of overcoming them.

Expected Learning Outcome

The learner should be able to understand and practice ways of managing his/her environment.

5.1 Things in our environment

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This sub-theme is intended to arouse learner interest in this that surround him/her which include animals, insects, plants and birds. Support the learner to discover the concepts of subtraction and numbers using examples from the environment.

Duration: 8 Periods

Competences	Content	Teaching/learning activities
The learner: • Counts from 600-700 • Subtracts 2 digit numbers vertically, no borrowing • Reads number names 100-130 • Writes number names 100-130	• Counting from 600-700 • Subtracting 2 digit numbers vertically, no borrowing • Reading number names 100-130 • Writing number names 100-130	Let learners in groups revise counting 600 - 700 • Guide learners to extend counting up to 700 • Match number symbols to number of objects and vice versa • Support learners to work in pairs and match number symbols to number names • Help learners to subtract 2 digit numbers vertically without borrowing. • Help learners Subtract 2 digit numbers up to 99, no borrowing • Explain that when we subtract we take away • Guide learners to read number names 100- 130 • Guide learners to write number names 100- 130 • Encourage learners to match number symbols to number names and vice versa

Extra guidance on assessment

- Assess learner's ability to confidently count from 600-700
- Assess writing number names 100-130 correctly
- Assess accuracy when subtracting 2digit numbers using different objects from the environment

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Sub-theme 5.2: Elements and Types of Weather

Duration: 8 Periods

This sub-theme introduces the concept of weather to the learner. You shall encourage learners to be observant and take records. In addition, you will need to use the weather chart to facilitate teaching and learning.

Competences	Content	Teaching/learning activities
The learner: • Counts from 600 to 700 • Subtracts 2 digit numbers vertically, no borrowing • Reads number names 120-130 • Writes number names 120-130 • Measures liquids (non-standard units)	• Counting from 600 to 700 • Subtracting 2 digit numbers vertically, no borrowing • Reading number names 120-130 • Writing number names 120-130 • Measuring liquids (non-standard units)	• Let learners in groups revise counting 600 - 700 • Guide learners to extend counting up to 700 • Match number symbols to number of objects and vice versa • Support learners to work in pairs and match number symbols to number names • Using different objects from the environment guide learners to subtract 2 digit numbers vertically, no borrowing • Guide learners to read number names 120- 130 • Guide learners to write number names 120- 130 • Encourage learners to match number symbols to number names and vice versa • Guide learners to measure liquids using non-standard units

Extra guidance on assessment

- Assess the learner's ability to count up to 700
- Assess the accuracy of subtracting 2 digit numbers vertically, no borrowing
- Assess reading and writing number names 120-130

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- Ensure learners correctly measure liquids using non-standard units

Sub-theme 5. 3: Conservation of the environment

Duration 8 Periods

Overview

Learners are oriented to various ways of management of their environment. You can choose a practical activity they can do to improve the environment while counting, subtracting and dividing items..

Competences	Content	Teaching/learning activities
The learner: • Counts from 700-800 • Reads number names 120-140 • Writes number names 120-140 • Subtracts 2 digit numbers vertically, no borrowing • Divides 2 digit numbers by 2 without a remainder	• Counting from 700-800 • Reading number names 120-140 • Writing number names 120-140 • Subtracting 2 digit numbers vertically, no borrowing • Dividing 2 digit numbers by 2	• Encourage learners to revise counting up to 800 • Using number cards and objects guide learners to extend counting up to 800 • Encourage learners to revise reading and writing number names from 120 - 140 • Support learners to subtract 2digit numbers vertically without borrowing. • Help learners to divide 2 digit numbers by 2 without remainders using different objects from the environment.

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Competences	Content	Teaching/learning activities
	without a remainder	

Extra guidance on assessment

- Assess reading and writing number names 120-140
- Assess accuracy of subtracting 2 digit numbers vertically, without borrowing
- Assess accuracy of dividing 2 digit numbers by 2 without a remainder

Theme 6. Things we make

Overview

Learners have been exposed to various crafts materials at home and in the community where they live. This theme is intended to generate discussion in regards to the importance of various crafts to the socio-economic development of their community. Use the rich social setting to introduce Mathematical concepts.

Expected Learning Outcome

The learner should be able to appreciate and practise local art as a way of managing his/her environment.

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Competences	Content	Teaching/learning activities
The learner: • Reads/signs number names 200- 300 • Writes /brailles number names 200- 300 • Matches number names to number symbols • Subtracts 3 digit numbers from 3 digit numbers without borrowing	• Reading/signing number names 200-300 • Writing /brailling number names 200-300 • Matching number names to number symbols • Subtracting 3 digit numbers from 3 digit numbers without borrowing	• Let the learner revise reading/signing number names 200-300 • Have a volunteer move to the front and write/braille some numbers name up to 300. • Have a second volunteer to continue writing/ Brailling other number names not exceeding 300. • Walk around the classroom making sure students are working cooperatively • Using number cards, help learners to match number names to number symbols • Using a place value chart, guide learners to line up digits with the same place value before subtracting. • Remind learners to subtract ones first. • Ensure learners subtract numbers without borrowing.
• Reads/signs number names 300- 400 • Writes/brailles number names 300- 400 • Matches number names to number symbols • Divides 2 digit numbers by 2, 3 and 4 digit numbers without remainders	• Reading/signing number names 300-400 • Writing/brailling number names 300-400 • Matching number names to number symbols • Dividing 2 digit numbers by 2, 3 and 4 digit numbers without	• Walk round making sure students are working cooperatively • Have a volunteer move to the front and write some number names from 300 up to 400. • Have a second volunteer come to the front and write some other number names from 300 up to 400. • Have all learners observe the volunteers work and discuss. • Allow ample time to make corrections. • Ask learners to copy/braille neatly and thoroughly. • Using different counters, guide learners to divide 2 digit numbers by 2, 3 and 4 digit numbers without remainders.

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	remainders	
• Multiplies /recites multiplication tables of 2,3,4,5,6,8 and 10	• Multiplying /reciting /signing multiplication tables of 2,3,4,5,6,8 and 10	• Using the oral multiplication chart guide learners to multiply/recite /sign multiplication tables of 2,3,4,5,6,8 and 10 • Challenge the learners to create multiplication tables of 2, 3, 4,5,6,8 and 10 in their groups.

Extra guidance on assessment

- Assess learner's ability to match number names to number symbols.
- Check the learner's effort by reviewing reading/signing, writing /brailling number names up to 400
- Assess accuracy when subtracting 3 digit numbers from 3 digit numbers without borrowing.
- Review each task given and write the correct answer on the board for the learners to self-check or correct.
- Check the learner's ability to divide 2 digit numbers by 2, 3 and 4 digit numbers without remainders accurately.
- Check the learners ability to multiply /reciting /signing multiplication tables of 2,3,4,5,6,8 and 10
- Ensure learners give correct answers and work together cooperatively.

Theme 7: Transport in our community

Overview: The theme is intended to introduce the concept of transport to the learners by exploring the means and types of transport in addition to road safety and dangerous things on the road. You are encouraged to use examples related to transport to develop the prescribed competences.

Expected Learning Outcome

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The learner should be able to understand and appreciate the importance of transport in terms of means, types and safe ways of using the road.

Sub-theme 7.1: Types and Means of Transport

Duration: 8 Periods

Overview

Learners are introduced to the means and types of transport in their immediate environment. You should therefore make use of the environment to teach this sub-theme.

Competences	Content	Teaching/learning activities
The learner: • Counting 800-999 • Grouping and sorting items • Reading number symbols 400-500 • Writing number symbols 400-500 • Dividing 2 digit numbers by 3, no remainder	• Counting 800-999 • Grouping and sorting items • Reading number symbols 400-500 • Writing number symbols 400-500 • Dividing 2 digit numbers by 3, no remainder	• Encourage learners to revise counting up to 800 • Using number cards and objects guide learners to extend counting up to999 • Encourage learners to revise reading and writing number symbols from 400 - 500 • Support learners to divide 2 digit numbers by 2 without remainders using different objects from the environment.

Extra guidance on assessment

- Assess the learner's ability to count 800-999.
- Assess learner's ability to group and sort items.

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- Assess correct reading and writing number symbols 400-500.
- Assess accuracy when dividing 2 digit numbers by 3, with no remainder.

Sub-Theme 7. 2: Road Safety

Duration: 8 Periods

Overview

This sub-theme is intended to bring to light measures of ensuring safety for all road users. Learners need to be guided on the safety precautions while using roads, practise Mathematics skills using examples related to road safety.

Competences	Content	Teaching/learning activities
The learner: • Counts 800-999 • Reads number symbols 500-600 • Writes number symbols 500-600 • Names fractions ½, ¼, 1/8 • Draws fractions ½, ¼, 1/8 • Shades fractions ½, ¼, 1/8 • Writes fractions ½, ¼, 1/8	• Counting 800-999 • Reading number symbols 500-600 • Writing number symbols 500-600 • Naming fractions ½, ¼, 1/8 • Drawing fractions ½, ¼, 1/8 • Shading fractions ½, ¼, 1/8 • Writing fractions ½, ¼, 1/8	• Let learners in groups revise counting 700 - 800 • Guide learners to extend counting up to 999 • Match number symbols to number of objects and vice versa • Encourage learners to read and write number symbols 500-600 • Using different objects help learners to observe and name fractions ½, ¼, 1/8 • Support learners to draw fractions ½, ¼, 1/8 • Encourage learners to work in groups and shade fractions ½, ¼, 1/8 • Guide learners to write fractions ½, ¼, 1/8

Extra guidance to assessment

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- Assess learner's ability to confidently count 800-999
- Pay attention to proper reading of number symbols 500-600
- Assess writing number symbols 500-600
- Ensure that the learner correctly names fractions ½, ¼, 1/8
- Ensure that the learner correctly draws fractions ½, ¼, 1/8
- Assess correct shading fractions ½, ¼, 1/8
- Ensure that the learner writes fractions ½, ¼, 1/8 correctly

Sub-Theme 7. 3: Dangers on the road

Duration: 8 Periods

Overview

This sub-theme the learner is made aware of the dangers on the road and how he/she can avoid them. Ensure that all learners practise counting, reading and writing numbers using examples related to transport.

Competences	Content	Teaching/learning activities
The learner: • Counting up to 999 • Reading number symbols 600-700 • Writing number symbols 600-700 • Adding 3 digit numbers vertically without carrying • Naming fractions • Reading fractions • Drawing fractions • Writing fractions 1/3, 1/6,	• Counting up to 999 • Reading number symbols 600-700 • Writing number symbols 600-700 • Adding 3 digit numbers vertically without carrying • Naming fractions • Reading fractions • Drawing fractions	• Let learners in groups revise counting up to 999 • Encourage learners to practice reading number symbols 600-700 • Encourage learners to practice writing number symbols 600-700 • Match number symbols to number of objects and vice versa • Guide learners to add 3 digit numbers vertically without carrying • Using different objects help learners to observe and name fractions • Support learners to draw fractions • Support learners to write fractions 1/3, 1/6, 1/5, 1/10

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Competences	Content	Teaching/learning activities
1/5, 1/10	• Writing fractions 1/3, 1/6, 1/5, 1/10	

Extra guidance to assessment

- Assess learner's ability to confidently count up to to 999
- Assess correct articulation when reading numbers 600 - 700
- Assess accuracy of adding 3 digit numbers vertically without carrying
- Pay attention to correct naming of fractions
- Ensure that the learner reads fractions correctly.
- Pay attention to correct drawing of fractions

- Assess correct writing of fractions 1/3, 1/6, 1/5, 1/10

Theme 8: Accidents and Safety

Overview

The theme focuses on common accidents the learner may experience at home, on the way and at school and the possible safety precautions. Make use of the learner's environment to consolidate the numeracy gains.

Learning Outcome: The learner should be able to understand the causes of accidents and the possible safety precautions in the community.

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Overview: The learner should be able to understand the common causes of accidents at home and at school. Use the related examples to teach mathematics competences.

Competences	Content	Teaching/learning activities
The learner: • reads / signs number names , 200-300. • writes / brailles number names 200-300 • matches number names to number symbols. • subtracts 3 digit numbers from 3 digit numbers without borrowing.	• Reading/signing number names 200-300. • Writing / brailling number names 200-300. • Matching number names to number symbols. • Subtracting 3 digit numbers from 3 digit numbers without borrowing.	• Guide learners to read number names 200-300. • Guide learners to write number names 200-300. • Encourage learners to match number symbols to number names and vice-versa. • Using different objects from the environment, guide learners to subtract 3 digit numbers without borrowing.
• The learner: writes / brailles number names. 300-400. • matches number names to number symbols. • divides 2 digit numbers without remainders.	• Dividing 2 digit numbers by 2 digit numbers without remainders. • Dividing 2 didit numbers by 3 digit numbers without remainders. • Writing / brailling number names 300-400.	• Guide learners to write number names 300-400. • Guide learners to match number symbols to number names and vice-versa. • Help learners to divide 2 digit numbers by 2 and 3 digit numbers without remainder using different objects from the environment.

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Competences	Content	Teaching/learning activities
	• Matching number names to number symbols.	
The learner: • multiplies / recites /signs multiplication tables of 2, 3, 4, 5, 6, 8, and 10. divides 2 digit numbers by 2, 3, and 4 with no remainders.	• Multiplying / reciting / signing multiplication tables of 2, 3, 5, 6, 8, and 10. Dividing 2 digit numbers by 2, 3, and 4 with no remainders.	Using the oral multiplication chart, guide learners to multiply / recite/ sign multiplication tables of 2, 3, 5, 6, 8, and 10. Guide the learner to create multiplication tables of 2,3,5,6, 8 and 10 in their groups. Help learners to divide 2 digit numbers by 2 and 4 without remainder using different objects from the environment.

Extra guidance to assessment

- Assess learner's ability to count up to 999.
- Assess accuracy when counting in 6s
- Assess accuracy when multiplying by 6

- Assess how the learner relates to other learners in group and pair work.
- Assess correctness of reading number names 140-150
- Assess correctness of writing number names 140-150
- Check the reasonableness of correct missing numbers in a mathematical statement in addition

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Theme 9: Peace and security

Overview

This theme rotates on the roles and responsibilities of different people who keep peace and security at home, school and in the community. This will help you report security-related issues to the relevant authorities. You can draw the Allow peaceful discussion and resolving challenges in class.

Learning outcome:

- The learner should be able to recognise and appreciate the importance of living with others harmoniously in the home, school and in the community.

Teacher's Guidance

Competences	Content	Teaching/learning activities
The learner: • Counts up to 999 • Reads/signs number names 160 - 170 • Writes /brailles number names 160 - 170 • Tells/signs time	• Counting up to 999 • Reading /signing number names 160 - 170 • Writing/brailling number names 160 – 170 • Telling/signing time in hours	• Let learners revise counting 1-400 using different counters from their environment. • Ask learners to tag a number card to a number of objects counted. • Using a number line and real objects, guide learners to extend the counting numbers up to 999. • Let learners observe and fill in the missing numbers. • Encourage learners to read/sign and write/braille number names 160 - 170. • Using model clock faces, guide learners to tell/sign time in hours. • Encourage the learners to practice telling /signing time in hours daily.

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• Reads/signs number names 170 - 180 • Writes/brailles number names 170 – 180 • Divides up to 2 digit numbers by 3 with no remainders	• Reading /signing number names 170 - 180 • Writing/brailling number names 170 - 180 • Dividing up to 2 digit numbers by 3 with no remainders	• Display a large chart showing number names 170 – 180 where it is visible to all learners and guide them to read the number names. • Ask learners to revise and write/braille number names 170 – 180 • Put learners into small groups or pairs and guide them to divide up to 2 digit numbers by 3 with no remainders using different counters.
• Divides up to 2 digit numbers by 4 with no remainders • Uses money to buy and sell (USh 500 and 1000)	• Dividing up to 2 digit numbers by 4 with no remainders • Using money to buy and sell (USh 500 qnd 1000)	• Put learners into small groups or pairs and guide them to divide up to 2 digit numbers by 4 with no remainders using different counters. • Using money (dummies or models) and a make shift shop, guide learners to practice buying and selling (USh 500 and 1000) • Encourage practical work.

Extra guidance on assessment

- Assess learner's ability to count confidently up to 999 and work together cooperatively.
- Observe correct reading/signing and writing/brailling numbers names up to 180.
- Allow ample time for the learners to tell/sign time in hours correctly.
- Assess accuracy when dividing 2 digit numbers by 2, 3 and 4.
- Ensure learners participate in practical use of money to carry out buying and selling.

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Sub- theme 10.1: Child work in the home and in the community.

Overview: The theme introduces the major forms of child abuse and ways of child protection. Use a variety of pictures and illustrations to teach abstract mathematics concepts.

Duration: 8 Periods

Competences	Content	Teaching/learning activities
The learner: • counts up to 999 • counts in 6s. • multiplies numbers by 6. • Reads/ signs numbers by 6 • Reads / signs number names 140-150. • Writes / brailles number names 140- 150. • Identifies missing numbers in Mathematical statements in addition.	**Counting up to 999.** **Counting in 6s.** **Multiplying by 6.** **Reading number names 140-150**	• Guide learners to count numbers up to 999 • Using number cards support learners to write number names to 999. • Using number cards, guide learners to match number symbols to number names • Let them match number names to number symbols. • Help learners to divide 2 digit numbers by 2 and 3 digit numbers without remainder using different objects from the environment.

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Sub-theme 10. 2: Child Abuse
Duration: 8 Periods

Overview

The sub-theme introduces the forms of child abuse that are common in the locality. As you handle the basic literacy aspects, you may also find it important to guide and counsel learners who may seem to be abused.

Competences	Content	Teaching/learning activities
The learner • Counts up to 999 • Reads number names 150-160 • Writes number names 150-160 • Multiplies by 8 • Interprets information	• Counting up to 999 • Reading number names 150-160 • Writing number names 150-160 • Multiplying by 8 • Interpreting information	● Encourage learners to revise counting up to 999 ● Guide learners to multiply numbers by 8 ● Encourage learners to practice reading number names 150 - 160 ● Encourage learners to practice writing number names 150 - 160 ● Support learners to match number symbols to number names and vice versa ● Discuss and guide learners to Interpret information

Extra guidance for assessment

- Assess learner's ability to count up to 999.
- Assess accuracy when multiplying by 8

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- Assess how the learner relates to other learners in group and pair work.
- Assess correctness of reading number names 150-160
- Assess correctness of writing number names 150-160
- Assess learner's ability to match number symbols to number names and vice versa
- Check the reasonableness of correct interpretation of information

Sub-theme 10. 3: Ways of Child Protection
Duration: 8 Periods

Overview

The sub-theme introduces the ways of child protection. As you handle the basic literacy aspects, you should encourage learners to design advocacy posters to raise awareness about child protection at school and in the community.

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Competences	Content	Teaching/learning activities
The learner: • Counts up to 999 • Reads number names 140-160 • Writes number names 140-160 • Multiples by 10 • Multiples using commutative concepts e.g. 10 × 5 = 5 × 10 • Drawing bar graphs sentences related to child protection	• Counting up to 999 • Reading number names 140-160 • Writing number names 140-160 • Multiplying by 10 • Multiplying using commutative concepts e.g. 10 × 5 = 5 × 10 • Drawing bar graphs-	• Guide learners to recite oral numbers up to 999. • Encourage learners to practice reading number names 140-160 . • Encourage learners to practice writing number names 140-160 using number charts . • Guide learners to multiply by 10 • Encourage learners to work in groups and pairs to multiply using commutative concepts e.g. 10 × 5 = 5 × 10 • Let them learn that the order of the factors [the numbers multiplied] does not change the product[answer] • Support and guide learners to draw bar graphs related to child protection

Extra guidance to assessment

- Check expression, audibility when counting up to 999.
- Assess reading correct number names 140-160
- Assess writing correct number names 140-160
- Assess accuracy when multiplying by 10
- Assess multiplying using commutative concepts e.g. 10 × 5 = 5 × 10
- Ensure that learners draw bar graphs related to child protection
- Look out for respect for each other as learners work on group tasks.

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THEME 11: MEASURES

Sub-theme 11.1: Measures related to time

Duration: 8 Periods

Overview

The sub-theme introduces measures related to time. It guides learners about time of the day, (morning, afternoon and evening,) about days of the week, months of the year, length and capacity.

Competences	Content	Teaching/learning activities
The learner: • Tells/signs the time of the day- morning, afternoon, afternoon hours, half -past o'clock • Names/signs days of the week, calendar, months and seasons	**Time** • Time of the day- morning, afternoon, afternoon hours, half –past …o'clock • Days of the week, calendar, months, seasons	• Using resources such as hard or soft paper, glue, rulers, pencils, cutters and colours, guide learners to make a calendar. • Encourage group work. • Put learners in small groups and ask them to interpret the calendar. Give them support where they find challenges. • Ask learners to name/signs the days of the week. • Using different clock faces, guide the learners to tell/sign time in hours and half hours.

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Extra guidance on assessment

- Assess learner's ability to tell /sign time of the day- morning, noon, afternoon, hours,
- half -past …o'clock
- Assess accuracy when spelling/fingerspelling, reading/signing and writing/brailling the days of the week, months, seasons
- Assess learner's ability to interpret the calendar.

Sub-theme 11.2: Units of measure

Overview

This sub-theme is intended to help the learners acquire skill of measurement in terms of length, height, capacity in litres and half litres.

Duration: 8 Periods

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Competences	Content	Teaching/learning activities
The learner: • Measures length and • height in metres • Measures capacity in litres and half litres • Records measures in metres, litres and half litres	• Measuring length and height in metres • Measuring capacity in litres and half litres. • Recording measures in metres, litres and half litres	• Using non- standard measures to measure length and height in metres. • Practically using different containers such as cups, bottles, tins, jugs, jerrycans etc, guide learners to measure capacity in litres and half litres. • Put learners in small groups or pairs and help them to record measures in metres, litres and half litres • Encourage practical and group work

Extra guidance on assessment

- Check whether the learners can use standard or non-standard units to measuring length and height.
- Check whether the learners can use different containers to measure capacity in litres and half litres.
- Check whether the learners can record accurately when measuring in metres, litres and half litres

Sub-theme: **11. 3. Shapes and solids**

Overview

This sub-theme is intended to help the learners acquire skill of measurement in terms of length, height, capacity in litres and half litres.

Duration: 8 Periods

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Competences	Content	Teaching/learning activities
The learner: • Identifies shapes and solids • Names /signs shapes and solids • Draws shapes •	• Identifying shapes and solids • Naming/signing shapes and solids • Drawing shapes	• Using real objects, support the learners to identify common shapes and solids • Observe correct naming of shapes • Ask learners to observe and name /sign common shapes and solids. • Ask the learners to copy and draw shapes neatly. • Put learners in small groups and ask them to shade and cut shapes. • Note and appreciate all effort done by the learners. • Move around the classroom and give support to those who are still finding challenges.

Extra guidance on assessment

- Assess learner's ability to identify shapes by name
- Assess the learner's ability to associate everyday objects to their respective shapes e.g. circular objects, rectangular objects
- Assess the ability to draw and label correctly the different shapes.

Theme 12: **Recreation, festivals and holidays**

Overview

Festivity is the heart of a typical African social-cultural setting. This theme is intended to draw learner attention to various events at home, at school and in the community. Use the rich cultural environment of your area to teach the intended literacy skills.

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Expected Learning Outcome: The learner appreciates the contribution of different settings towards community welfare.

Teacher's Guidance

Competences	Content	Teaching/learning activities
The learner: • Counts up to 999 • Reads/signs number names 160 - 170 • Writes /brailles number names 160 - 170 • Tells/signs time	• Counting up to 999 • Reading /signing number names 160 - 170 • Writing/brailling number names 160 – 170 • Telling/signing time in hours	• Let learners revise counting 1-400 using different counters from their environment. • Ask learners to tag a number card to a number of objects counted. • Using a number line and real objects, guide learners to extend the counting numbers up to 999. • Let learners observe and fill in the missing numbers. • Encourage learners to read/sign and write/braille number names 160 - 170. • Using model clock faces, guide learners to tell/sign time in hours. • Encourage the learners to practice telling /signing time in hours daily.
• Reads/signs number names 170 - 180 • Writes/brailles number names 170 – 180 • Divides up to 2 digit numbers by 3 with no remainders	• Reading /signing number names 170 - 180 • Writing/brailling number names 170 - 180 • Dividing up to 2 digit numbers by 3 with no remainders	• Display a large chart showing number names 170 – 180 where it is visible to all learners and guide them to read the number names. • Ask learners to revise and write/braille number names 170 – 180 • Put learners into small groups or pairs and guide them to divide up to 2 digit numbers by 3 with no remainders using different counters.

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• Divides up to 2 digit numbers by 4 with no remainders • Uses money to buy and sell (USh 500 and 1000)	• Dividing up to 2 digit numbers by 4 with no remainders • Using money to buy and sell (USh 500 qnd 1000)	• Put learners into small groups or pairs and guide them to divide up to 2 digit numbers by 4 with no remainders using different counters. • Using money(dummies or models) and a make shift shop, guide learners to practice buying and selling (USh 500 and 1000) • Encourage practical work.

Extra guidance on assessment

- Assess learner's ability to count confidently up to 999 and work together cooperatively.
- Observe correct reading/signing and writing/brailling numbers names up to 180.
- Allow ample time for the learners to tell/sign time in hours correctly.
- Assess accuracy when dividing 2 digit numbers by 2, 3 and 4.
- Ensure learners participate in practical use of money to carry out buying and selling.

PRIMARY TWO ENGLISH LANGUAGE ABRIDGED CURRICULUM GUIDANCE TO THE TEACHER

Introduction

Dear teacher,

You are welcome to this abridged curriculum for P2 which is an intervention to bridge the gap caused by schools' closure due to COVID 19 pandemic. The learners you are teaching this year are so special in a way that some had barely entered the P1 class but need to be accelerated. For that reasons some of the P1 content had been merged with P2 to come up with this Abridged curriculum for this emergent period. This course aims at holistic

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language development by focusing on the critical skills - *Listening*, *Speaking*, *Reading* and *Writing*. The major focus for this level however, are the oral skills – Listening and speaking. However, reading and writing should be taken care of.

It is useful that you establish language competence levels that you support the class according to their learning needs during the English lessons. Since English lessons are taught in English, it is important to establish each individual learner's oral proficiency levels in the language. Therefore, before you embark on teaching, you should establish how fluent each individual learner is by asking such questions as:

Good morning.

How are you?

What is your name?

Where do you live?

What is your father's name?

What is your mother's name?

By attempting any three of those questions orally, you will be in position to know the individuals who have learning difficulties and you give them the necessary support during the lessons.

It is equally important to establish the stage of writing they are. You may find that some are still scribbling yet others can ably write letters and words. You can engage them in a simple task that requires them to write their name and a few English words. Try as much as you can to talk to the learners in English in all English lessons. However, In the event that learners find a lot of difficulty in communicating to you in English in these lessons, use a few local language words but DO NOT translate lesson content word by word.

There are 12 themes in the curriculum. Each theme has 3 sub-themes. Each sub-theme takes a week. English is allocated 7 periods a week. that is one sub-theme takes a week.

Theme 1- Our school and neighbourhood

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Overview: This theme is a merger of Theme 1 P1 **Our School** and Theme 1 P2 Our **School and neighbourhood**. As learners report back to school, they need to familiarise with it by recognising the people and things in it. They also need to develop vocabulary related to symbols so that they appreciate it and get a sense of belonging. In case some learners are familiar with the vocabulary and structures, you should treat it as remediation and orientation for those who might have forgotten.

Competences	**Content**	**Suggested teaching/learning activities**
The learner: -performs a formal greeting - uses vocabulary and structure to name people and activities in the school - uses vocabulary and structure to talk about location and symbols of the school - uses vocabulary and structure related to benefits of the school to neighbours - reads and writes letters and words related to the school	**1.Vocabulary related to:** **- Greetings** Good morning…… **2. Names and titles** Sylvia, Amina, Ali, Mr. Mrs, Ms, Sir Madam, **3. People at school** teacher, head teacher, guard, nurse, cook, boy, girl, child, learner, **4. Activities at school** playing, singing, reading, teaching, learning, cleaning, sweeping, **5. School symbols** flag, signpost, tree, well, uniform, badge, yellow, red, black, in, on, under, **6. Benefits of school** ball, hall, library, blackboard, chalkboard, desk, table, chair, near,	Use situational games to help learners develop vocabulary related to the school. Use word cards to help learners match words to real objects, pictures or models Use structures to help learners practice using vocabulary clearly. Using oral pieces: rhymes, poems, songs help learners develop vocabulary and structures related to school. Using flash cards, help learners to read words related to the school. Use jigsaws to help learners associate words and pictures related to school. Help learners read words related to school by supporting them identify

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Competences	Content	Suggested teaching/learning activities
	in, on, cupboard, books, compound **Structures** What is this/that? This /That is … What colour is …? It's … Show me … This / That is …. Where is the …. The … is in/on/under/near …. What are doing? They are …….	letter sounds that make up words. Support learners to draw pictures related to the school.

Guidance on assessment

- As learner perform greetings check proper pronunciation of words and expression.
- Check whether learners can associate words with pictures.
- Check correct pronunciation of words.
- In drawing, look for outline of pictures not accuracy.

Theme 2. Our Home and community

Overview: The theme brings to focus the school community. It is a merger of the two themes Our Home P1 and Our Home and community by looking at members of the learner's immediate family. Additionally, the learner needs to know important people and place in his/her community by title. Use pictures of different home settings, flash cards, wall charts and models to support learning.

Competences	Content	Suggested teaching/learning activities
The learner: - uses vocabulary and structure	**Vocabulary related to:** **1. Family relations**	Singing songs

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Competences	Content	Suggested teaching/learning activities
related to people in the home and their responsibilities - uses vocabulary and structure related to important people and places in the community. -reads and writes words and short sentences related to people and places in the community	grandmother, grandfather, father, mother, son, uncle, daughter, aunt, sister, brother, number names 1-5 **2. Important people** doctor, nurse, teacher, policeman, driver, barber policewoman, carpenter, patient, shoemaker, shopkeeper, religious leader, near, in, on, under, between, inside, outside, bed **3. important places** hospital, school, shop, market, mosque, church **Structures** - Show me your … This is my … - She/he is my … These/those are my … - How many … have you got? I have …… Where is the …? - The (doctor/driver) is (in/under) the (hospital/house/car). What does a … do? - A … (treats/builds) Where are the …? They are (outside/inside) the Show me a/the …This/That is a (nurse, teacher).	Playing situational games Reciting rhymes Matching words and pictures Counting items Dancing Role playing acting Playing percussion Instruments. Reading words, short simple sentences Writing words Drawing pictures related to people and places.

Guidance on assessment

- **A**ssess pronunciation of words related to people at home and in the community.

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- Check correctness of ideas in matching exercise.
- Check proper spelling of words related to people at home and in the community.

Theme 3. Human body and health

Overview: The theme brings together basic concepts of P1 and P2 themes Human Body. It focuses on the basic elements of the human body by supporting learner name the different parts. Use many pictures and models related to the human body parts.

Competences	Content	Suggested teaching/learning activities
The learner: - uses vocabulary and structure related to parts of the body and their function - uses vocabulary and structure related to personal hygiene and sanitation in simple meaningful expressions - uses vocabulary and structure related to names common diseases -reads and writes letters and words related to human body and health.	**Vocabulary related to:** **1. Parts of the body (singular and plurals)** head, eye, nose, leg, stomach, lips, mouth, knee, finger, toe, hand, ears, see, hear, touch, smell, kneel **2. Personal hygiene** throw, boil, brush, wash, clean, sweep, burn, collect, cover, cut, slash, dig, cook, water, drink, eat, smoke(v), toothbrush, soap, toothpaste **3. Common diseases** Malaria, COVID, HIV/ AIDS, typhoid, measles, diarrhea, **Structures** Show me your … - This/these is/are my … How many … have/has you/he/she got? -I/he/she has.	Naming and Describing Reciting rhymes Telling / re-telling stories Listening to poems Talking about pictures Singing songs Reciting rhymes Playing situational games . Writing words Writing short sentences Shading

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Competences	Content	Suggested teaching/learning activities
	What do you do everyday? - I brush/wash/comb my…. What are you/they doing? - I am /they are (kneeling)... What is she/he doing? - She /He is … Did you … (clean your room)? Yes, I did / No, I did not. What did we/they do …? We/they …(covered the food) What is he/she suffering from? He/ She is suffering from…	Colouring

Guidance on assessment

- Check whether learners can associate words with pictures.
- Check correct pronunciation of words.
- Check proper spelling of words in writing.
- In drawing, look for outline of pictures not accuracy.

Theme 4. Food and nutrition

Overview: The content of the theme is derived from P1 Theme 8 and P2 Theme 4 by teasing out the most critical aspects. You will therefore need to refer to existing materials for both classes for effective teaching and learning. Use wall charts, models, pictures and real food samples in your locality to help leaners use vocabulary and structure meaningfully.

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Competences	Content	Suggested teaching/learning activities
The learner: - uses vocabulary and structure related to names of food and their sources - uses vocabulary and structure in singular and plural forms -uses vocabulary and structure related to colours uses vocabulary and structure related to good and bad feeding practices reads and writes words, sentences and texts related to food and nutrition. uses vocabulary and structures related to food preservation. reads and writes words related to food preservation. arranges the given words in alphabetic order. constructs sentences using the given words.	**Vocabulary related to:** 1. **Names of food** (countable and uncountable) e.g. cassava, millet, rice, beans, sim sim, potatoes, banana, fish, maize meat, eggs, groundnuts, maize **2. Sources of food** e.g. garden market, river, animals, birds, shops **3. Singular and plural** e.g. pawpaw - pawpaws, mango- mangoes, yam-yams, pea-peas, cabbage-cabbages, groundnut- ground nuts, bean-beans, egg-eggs, banana-bananas, potato- potatoes 4. **Colours** -green, yellow, red, orange, brown, black **5. Good feeding** eat drink, fruit, fish, vegetables, meat **6. Effects of bad feeding** e.g. fat, thin, happy, well, sad, pain weak, strong, dull 7. Keeping food safe: vocabulary related to keeping food safe covering, salting, sun drying, roasting, cooking and refrigeration, etc. **Structures** What is this/that? This/ That is a ... What are these/those? These/ Those are … Do you like …? Yes, I do. No I don't. What colour is /are the …? It is … /They are … What are you eating? I am eating a /an … What is she /he eating? She/ He is eating a /an … What is she /he doing? She / he is ……(roasting, cooking, sun drying ..fish) What are we,/ you/ they doing? I am/we/you/ they are ……..	Playing situational games Acting dialogues Reciting rhymes/poems, tongue twisters related to food Reading words and short simple sentences Drawing pictures and labelling them Matching words to pictures. Writing words, sentences and short stories Reading words. Reading sentences. Filling in the missing letters. Re-writing words. Acting situational games. Reciting rhymes.

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Competences	Content	Suggested teaching/learning activities
		Telling stories. .

Guidance on assessment

- Assess the learner's ability to name items related to food and nutrition
- Assess the ability to associate word with picture/ model or real object.
- Read at least five words related to food and nutrition.
- Assess the correct pronunciation of words in all oral presentations.
- Assess correctness of spellings in all writing activities.

TERM 2

Theme 5. Our environment

Overview: The theme introduces the concept of environment using the content of both class One and Two which includes common plants, animals and weather. Let learners observe their surroundings, use pictures and models to help them acquire vocabulary and language structures.

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Competences	Content	Suggested teaching/learning activities
The learner: - uses vocabulary and structure related to different components of our environment in meaningful expressions - uses vocabulary and structure related to animals and their young ones - uses vocabulary and structure related to elements and types of weather -uses vocabulary and structure related to dangers in the environment - reads and writes letters and words related to the environment	**Vocabulary related to:** **1.Things in our environment** e.g. tree, bird, dog, rabbit, hen, sheep, plant, zebra, monkey, lion, elephant, snake, flower, hyena, zebra, monkey, weaver bird, hawk, parrot, eagle, dove, bee, ant, fly, grasshopper, wasp, mosquito, insect, cockroach, spider, butterfly **2, Animals and their young ones e.g.** cow, (calf), goat, (kid), duck, (duckling), sheep, (lamb), pig, (piglet), cat, (kitten), rabbit, dog, (puppy), chicken/hen, (chick), lion, (cub), elephant, (calf) **3. colours** e.g. red, blue, yellow **4. number** names eleven to fifteen **5. elements and types of weather** e.g. wind, sun, cloud, wind, water, hot, shine, rainy, sunny, windy, shining, raining, cold **6. dangers to environment e.g.** tree, cut, burn, graze, rain, axe, grass, fire, land, sand, ground, **Structures** What is this/that? This /That is a/an … What are these/those? These/Those are Show me a/an/the… This is a/an/the … How many …are there? There are… Is it …(cold)...? Yes, it's … No, it isn't	Matching, e.g. word to picture animals to their young ones Reading words and short sentences Writing words and short sentences Drawing and labelling parts of a plant Matching. Reading given simple common words singing / signing Dancing to rhythm Reciting rhymes Matches animals with their young ones instruments Modelling things in the environment Drawing and labelling with words and short sentences

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Competences	Content	Suggested teaching/learning activities
	What is the weather like? It is …. (rainy)…. What is he/ she doing? He/ She is cutting the… What colour is the ... (flower)? It is ….(yellow)….	

Guidance on assessment

- Assess the learner's ability to match pictures with words correctly.
- Assess correct pronunciation of words.
- Assess the correctness of response in using the structures.
- Check correctness of spelling in writing tasks.

Theme 6. Things we make

Overview: This is a practical theme which combines the concepts across the two classes P1 and P2. It is meant to create awareness of the variety of things made in the learner's immediate environment. Use the richness in the environment including real objects, models and pictures to make learning real and engaging. Encourage the learner to make at least one craft item.

Competences	Content	Suggested teaching/learning activities
The learner: - uses vocabulary and structure related to things made at home, school and in the community - uses vocabulary and structure related to materials used in making different things	**Vocabulary related to:** **1. Naming things we make** mat, pot, basket, toy, ball, rope, hand bag, stool, shaker, necklace, skirt in, on, under, **2.materials we use and their sources** paper, palm leaf, sisal, seeds, soil, clay, banana fibre, stick, raffia	-Reading five simple common words from the vocabulary Making at least one simple percussion instrument, e.g. clappers, rattles

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Competences	Content	Suggested teaching/learning activities
- uses vocabulary and structure related to plural forms of things we make - reads and writes letters and words related to things we make -	**3. plurals forms of things we make e.g.** - ball – balls - bag – bags - pot - pots - basket – baskets - toy – toys - doll - dolls **STRUCTURES** What is this/that? This /That is a … What are these/ those? These are …Those are … Where is / are the …? The ball is (on) the (chair). What do you use to make….? I use … to make … What are you/they doing? I am making … They are making… What is he/she doing? She/he is making…. How many … can you see? I can see … How many … do you have? I have …	Cutting and pasting Weaving Modelling Drawing Painting Colouring /shading .

Guidance on assessment

- Assess the learner's ability to name the different objects
- Assess the ability to associate word with picture/ model or real object.
- Assess the correct pronunciation of words in all oral presentations.
- Assess correctness of spellings in all writing activities.

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Theme 7. Transport in our community

Overview: The theme combines content of the theme from the P1 and P2 by striking out key concepts that the learner needs to express him/herself meaningfully. Use pictures and models to make learning meaningful.

Competences	Content	Suggested teaching/learning activities
The learner: - uses vocabulary and structure related to types and means of transport in the community - uses vocabulary and structure related to plural forms of means of transport - uses vocabulary and structure related to comparing measures related to transport - constructs simple meaningful sentences using structures - reads and writes words and sentences related to transport	**Vocabulary related to** **1. types and means of transport** e.g. road, water, air, railway car, bus, bicycle, motorcycle, donkey, camel, horse, boat, ship, lorry, ferry 2. **Plurals of means of transport** e.g. bus – buses, lorry– lorries, ferry -ferries **3.Comparing measures related to transport** tall-short, far-near, shorter / longer (than), bigger smaller (than), heavy – light, bus, lorry, bicycle **USING STRUCTURES** What is this/that? It is a … That is a … What are these/those? They are … How many … are there? There are … Where is the …? It's … Here is the …	Using vocabulary and structure in simple sentences Reciting rhymes and poems related to transport Singing / signing Drawing and labelling Colouring/shading Reading five simple common words from the vocabulary Making models of different means of transport

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Competences	Content	Suggested teaching/learning activities
	What's he/she doing? He/ She is …	
	Who is on …? … is on the …	
	What are you/they doing? I am/They are …	
	The … is bigger than the …	
	It is …than …(longer) than ….	

Guidance on assessment

- Assess the learner's ability to name items related to transport
- Assess the ability to associate word with picture/ model or real object.
- Read at least five words related to transport.
- Assess the correct pronunciation of words in all oral presentations.
- Assess correctness of spellings in all writing activities.

Theme 8. Accidents and safety

Overview: The theme is curved from the content of P1 and P2 of the theme. The intention is to raise learner awareness of the dangers that surround him/her in the immediate environment and how to guard against them. Help the learner to express him/herself meaningfully using the vocabulary and structures

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Competences	Content	Suggested teaching/learning activities
The learner: - uses vocabulary and structure related to common accidents at home and school -names different accidents in the way and in the community - uses vocabulary and structure related to different ways of managing accidents and First Aid - reads and writes words and sentences related to accidents	Vocabulary related to: **1. Common accidents**. fire, poison, medicine, water, razor blade, knife, pear, electricity, axe, hoe, bleed, cut, hurt, burn, kill 2, **Management of accidents** e.g. hospital, clinic, dispensary, bandage, medicine, clean, report, alarm, carry, accidents ambulance, doctor, nurse, call, telephone, tablet, shout, cry, treat 3, **First Aid e.g.** cold pad, bandage, basin, pair of scissors, safety pin, needle, cotton wool, help **Structures** What is this/that? This /That is … What is wrong? She/ He is hurt. Don't play with …. It can burn/kill … Where do you go when you are hurt? I go to the… May I have a …. Yes, you may. No you may not.	Playing situational games Acting dialogues Reciting rhymes/poems, tongue twisters related to common accidents Matching words to pictures Reading words and short simple sentences Reading short stories Drawing pictures and labelling them Writing words, sentences and short stories

Guidance on assessment

- Check proper pronunciation of words

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- Assess correctness in matching tasks words with pictures
- Check correct spelling of words
- Read at least three words and three sentences related to accidents and safety.

TERM 3

Theme 9. Peace and security

Overview: The theme is curved from the P1 and P2 themes related to peace and security**.** Use posters, pictures, video clips, flash cards to facilitate learning.

Competences	**Content**	**Suggested teaching/learning activities**
The learner: - uses vocabulary and structure related to promoting peace and security at home - uses vocabulary and structure related to things that promote peace and security - uses vocabulary and structure related to people who promote peace and security in the community -reads and writes words and sentences related to peace and security.	**VOCABULARY** **related to:1. Ways of promoting peace at home** e.g. fire, fight, spear, gun, knife, needle, stick, stone, share, help, pray, play **2.Things that promote peace and security** e.g. sharing, helping, praying, playing, friends **3. People who keep peace and security in our community** e.g.: policeman / policewoman, girl elder, religious leader, child(ren), man / woman, boy, imam nun, matron **STRUCTURES** What do you like? I like … I don't like…. What is he/she doing? He/ She is …They are…	-Reading five simple common words from the vocabulary Reciting rhymes Singing / signing Listening to stories Dancing Drawing Colouring Painting Reading five simple common words from the

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Competences	Content	Suggested teaching/learning activities
	Who has … (gun)? Tom/She/ He has a … (gun) Who is your friend? … (name) is my friend. Who is she/he? She/ He is … What does he/she do? She/ He … What can you see? I can see … Who are they? They are… What are they doing? They are …ing	vocabulary

Guidance on assessment

- Assess the learner's ability to name items related to transport.
- Assess the ability to associate word with picture/ model or real object.
- Read at least five words related to peace and security.
- Assess the correct pronunciation of words in all oral presentations.
- Assess correctness of spellings in all writing activities.

Theme 10. Child protection

Overview: The theme introduces the major forms of child abuse and ways of child protection. Use a variety of pictures and illustrations to teach abstract concepts.

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Competences	Content	Suggested teaching/learning activities
The learner: - uses vocabulary and structure related to different forms of child abuse - uses vocabulary and structure related to effects of child abuse - uses vocabulary and structure related to various ways of child protection - reads and writes words, sentences and texts related to child protection	**Vocabulary related to:** **1.Child abuse** e.g. touch, fight, hunger, beat, stranger, heavy, work, work, abuse, burn, night, late, bad, report, dark, rest, clean, watch, fetch, sweep, clean, mop **2.Effects of child abuse** e.g. fear, pain, worry, lame, blind, deaf, run, angry, cry **3.Ways of child protection** e.g. parent, advise, guide, help, friend, gift, get, listen **Structures** It is bad to … I don't like … It's bad to … others. It's good to… We should always (help/advise/guide) others.	Listening to PIACSY messages Reciting PIACSY messages Playing situational games Reciting poems, rhymes and riddles Acting dialogues Reading words Reading sentences Reading short stories related to child protection Drawing pictures labelling pictures Writing words, sentences and short texts related to child protection.

Guidance on assessment

- Assess the learner's ability to name items related to child protection.
- Assess the ability to associate word with picture/ model or real object.
- Read at least five words related to child protection.
- Assess the correct pronunciation of words in all oral presentations.

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- Assess correctness of spellings in all writing activities.

Theme 11. Measures

Overview: The theme focuses on standard measurements in the child's immediate environment. Use real objects like water, stones, models.

You can make use of the class shop to allow leaners practice vocabulary and structures.

Competences	Content	Suggested teaching/learning activities
The learner: - uses vocabulary and structure related to measures related to time - uses vocabulary and structure related to standard units of measure - uses vocabulary and structure related to shapes and solids - reads and writes words, sentences and texts related to measures.	**Vocabulary related to:** 1, **Time** e.g. time, day, week, hours, 1st, 2nd , 3rd, 4th, calendar, year, quarter, past, month, flower, daily, diary, days of the week, number names 1- 31 2, **Standard units of measure e.g.** coin, shillings, note, money, litre, half litre, mitre, kilogram, long, high, wide, cost, packet, 3, **shapes and solids** circle, square, rectangle, triangle, ball, box, centre, corner, shape comparison long-longer, short-shorter **Structures** What time is it? It is (ten) o'clock. It's …past/to… What day is it? It is … What day of the week is it? It is the … day of the week. What is the …month of the year. ….is the …month of year. May I have a kilogram/litre of …. please? Yes, you may. How much is a (kilogramme/litre/packet) of …?	. Playing situational games Acting dialogues Reciting rhymes/poems, tongue twisters related to measures Reading words and short simple sentences Drawing pictures and labelling them Matching words to pictures. Writing words, sentences and

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Competences	Content	Suggested teaching/learning activities
	It is … It costs…. How many litres/ metres of … do you have? I have … Show me a long/short rope … What shape is this? It is … How many sides/corners does a … have? It has …corners. Which side is longer/shorter? This/That side is longer/shorter than …. What is heavier/ lighter than?	short stories

Guidance on assessment

- In reading words and short simple sentences check for accuracy.
- Assess ability to label pictures correctly
- Writing words, sentences and short stories focus on correctness of spellings

Theme 12. Recreation, festivals and holidays

Overview: The theme sums up the year on a joyful note as learners reflect on the festivals in their communities. Use video clips, picture stories story texts, wall charts to make learning enjoyable.

Competences	Content	Suggested teaching/learning activities
The learner: - uses vocabulary and structure related to common recreation activities at home	**Vocabulary related to:** **1.Recreation activities at home and school** e.g. clean, care, cook, rest play, visit, watch, read, picnic, pray, ride **2. Cultural festivals** e.g. twin, name(v) sing, dance, father, mother, uncle,	Singing songs related to festivals and holidays Acting dialogues

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Competences	Content	Suggested teaching/learning activities
and at school - uses vocabulary and structure related to related to cultural festivals - uses vocabulary and structure related to various types of holidays Reads and writes words, sentences and short texts related to recreation, festivals and holidays	brother, grandmother 3. **Types of holidays** e.g. sing, act, dance, pray, match eat, drink, play, visit **Structures** What did you do last …Sunday? I/We… last (Sunday). What did he/she do last …? He /She ...last …. What did uncle do …? Uncle … Who named…? …. (Sam) named …. What did (Musa/ Mary) do? Musa/Mary …. What did you do during the last holidays? I /We … What did you (eat/drink) during holidays I/We (ate/drank) ... during holidays.	Playing situational games Reciting rhymes Reading words Reading sentences Reading short Reading short texts Writing words Writing sentences .

Guidance on assessment

- Reading words and short simple sentences
- Drawing pictures and labelling them
- Matching words to pictures.
- Writing words, sentences and short stories

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ABRIDGED C.R.E CURRICULUM/ GUIDANCE TO THE TEACHER

PRIMARY TWO

Primary Two.

Term 1

Topic: 1, My home and community

Overview:

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

Competence	**content**	**Suggested Activities.**
- Identifies the roles of different family members. - - Describes how each member is important to one another. - Mentions ways of how we can respect and care for our neighbours. - - Tells a story about	- **Family members.** - Family members and their roles. - How each family member depends on the other. - **Respect for others.** - Our neighbours (Galatians 5:13-14). - Good Samaritan. - Love your neighbour as you love yourself. - **Church as a family.** - The church as Gods family. - Christians pray together work	- Role playing the role of different family members. - Telling/signing a story how each family member is important. - Showing the love of respecting other people. - Explaining how each member become part of Gods family. - Saying/signing a prayer of thanking God for the families. - Listening to the Bible verses.

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respect and results of disrespect. - - Tells a story of how each member is part of Gods family.	together, stay together, and help one another, share gifts. (Jesus feeding the 5000 people) matt 14:15-21.	

Assessment guidelines:

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

Topic: 2, Community of believers in Christ.

Overview:

The topic introduces to the learner the concept of a family of Christ that live together in one faith based on the word of God. The learner should be helped to understand that the word of God is strengthened in a believer through prayer.

competences	**content**	**Suggested Activities.**
- Talks about Gods word in the life of a Christian. - Role- plays success stories of God's word in the life of a Christian. - Talks about different things they pray for. - Mentions reasons why people pray and when to pray.	- **The word of God.** - The importance of God's word (Bible) in the life of a Christian. - The first five books of the Bible. - - **Prayer.** - Importance of prayer. - Why she/he should	- Mentioning the first five books in the Bible. - Telling /signing the stories of the Bible and how it apply in their life -listing the importance of prayer. -Mentioning/ signing the different types of prayer. -Roleplaying the things we pray for.

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	pray. - Things we pray for. - How to pray and when to pray.	-Telling/ signing stories of how to pray and when to say our prayers. - Saying /signing prayers in different situation.
Assessment guidelines: - **Identify the importance of the Bible to his/ her life.** - **Tell the importance of prayer through songs.** - **Say a simple prayer.** - **Tell how he/she pray for other people.**		
Topic: 3, Creation. **Overview:** This topic is very important because it reveals the creation story. It helps the learner to identify the things around him or her that were created by God and those made by man. The topic exposes to the learner the concept of human beings, in that God created man differently from other creatures, the learner will find that God created man in his image and likeness. The learner will discover the different ways of caring for the things in the environment.		
competences	**content**	**Suggested Activities.**
- Talks about the importance of God's creation. -Talks about the different things God created i.e. living things and non-living things. -Describes the importance	- **stages of creation:** - Genesis 1:1-31. - Things God created and those made by man. -Ways in which human beings are different from the rest of other creation (Genesis 1: 24-26). **Caring for our**	- Listing the things that God created. - Identifying the things made by man. - Telling/signing a story how human beings are different from the rest of the creatures. - Roleplaying the different

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

Assessment guide lines:

- **Talk about the importance of the environment.**
- **Identify the things that God created.**
- **Tell the difference between living and non-living things.**
- **Talk about the different ways we care for the different things God created.**

TERM TWO.

Topic: 1, knowing Jesus' love for us.

Overview:

This topic is the first in the curriculum of primary two second term "**knowing Jesus` love for us" merged** with the last topic of first term in the same curriculum "**Knowing Jesus our friend** ". These two topics contain the same content which brings out Jesus` love for us. Love is a deep affection for someone. Therefore, in this topic it's the love that led Jesus to eat with His disciples the last supper and finally die for our sins on the cross. This shows that Jesus served people with love and humility.

competences	**content**	**Suggested Activities.**
- Narrates the events of the	- **Jesus' last supper.**	- Dramatizing the last supper

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last meal (supper). -Talks about events of Jesus' death. -Talks about the importance of Jesus' death. -Draws Jesus on the cross.	- Preparation and events of Jesus' meal with his disciples (Luke 22:7-20). - **The death of Jesus.** Events before and during Jesus' death. - Fasting - Arrest of Jesus. - Prayer in the garden of Gethsemane - Nailing Jesus on the cross.	of Jesus. - Telling /signing a story of Jesus' suffering. - Drawing the cross of Jesus.
Assessment guidelines: - **Narrate the events of the Last Supper that Jesus had with his disciples.** - **Tell the importance of Jesus' death.** - **Tell a story about Jesus' death and resurrection.**		
Topic: 2, worshipping God. **Overview:** **This topic brings the concept of expression of reverences and adoration for God. The learner will know the different ways of worshipping God, the ways of how the Holy Spirit leads believers in worship and how they can stand firm in their faith to serve God in the community.**		
competences	**content**	**Suggested Activities.**
- Gives the meaning and reasons for worship. -Draws the places of worship. -Talks about the events of the Holy Spirit. - Tells/ re- tells /signing	- **Worshipping God.** - Give the meaning of worship. - Reasons for worship (Exodus20:3). - **Christian worship** occasions when and where we worship	- Telling/signing the meaning of worship. - Describing the reasons of worship. - Writing/signing prayers of thanking God for worship. - Talking/signing about the places of worship.

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stories about the work of the Holy Spirit.	God (Places of worship). - **The day of Pentecost.** - The events of Pentecost day. - Meaning of Pentecost day (Acts 2:1-11). - The help of the Holy Spirit in worship.	- Talking/signing about where when to worship God. - Drawing places of worship. - Talking/signing about the events of the coming of the Holy Spirit. - Explain the meaning of the Holy Spirit in worship.
Assessment guidelines: - **Talk about the importance of worshipping God.** - **Talk about different ways of worship.** - **Narrate the experience of the Pentecost**.		
Topic: 3, Service. **Overview**: Service is the action of helping /doing work for someone. Jesus spent his life serving others. This topic is very important to the leaner, the teacher should emphasize good service with specific examples from the learner's environment. The learner is expected to mention different ways how Jesus showed thoughtfulness in serving others. The leaner should learn to love, care and helping others.		
competence	**Content**	**Suggested Activities.**
- Identifies people's needs. -explains the different types of disabilities. -Talks about Jesus' difficulties in healing the sick. -Talks about the importance of helping others even when we get discouraged	**-peoples' needs.** Discovering the needs of other people (Mark 1:29-31). - **How Jesus showed His thoughtfulness**.	- Identifying different needs of people. - Listening to the story of Jesus helping the needy. - Explaining different types of disabilities. - Talking about how God created us differently. - Roleplaying helping the

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	- Jesus' visit to Lazarus. - .Jesus raises Lazarus from the dead. - Jesus' visit to Mary. - **Ways in which we get discouraged as we help others.**	needy. - Mentioning ways in which we have ever helped others. - Telling a story of helping the needy amidst difficulties.
Assessment guide line: - **Talk about the importance of helping others.** - **Talk about the difficulties we meet in helping others.** - **Identifying different ways of managing discouraging situations.**		
TERM THREE. **Topic:1 Honesty and fairness.** **Overview:** **Honest is to tell the truth. Fairness is to be just that is to favour someone without discrimination. This topic will expose to the learner the moral standards that makes a person a good citizen in the community. The teacher should emphasize the value of honest and fairness.**		
competences	**content**	**Suggested Activities.**
Talks about the meaning of honesty and fairness. -Identifies ways of being fair and honest. -Mentions different situations and occasions	- **Honesty.** - The meaning of honesty. - How dishonesty brings conflict e.g. Jacob and Rebecca, Cain and Abel, Esau	- Telling/signing the meaning honesty and fairness. - Roleplaying the acts of fairness and dishonesty. - Listening to the Bible stories. - Writing/signing short

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when we can be fair. -Identifies ways of expressing concern for others. -Practices acts of concern for others in the community.	and Jacob. (Genesis27:1-44). - **The need for honesty and its benefits. (Psalms5:2-5).** - **Fairness;** - Occasions when we can be fair in different situations.	sentences on the benefits of honesty. - Telling/ signing their own experiences in .situations when they need to exercise fairness and honesty.
Assessment guide lines: - **Narrate some parts of the story of Esau and Jacob.** - **Identify different ways of being dishonest and its consequences.** - **Talk about the importance of honesty.** - **Talk about situations when we need to be fair.** - **Talk about benefits of being fair to others.**		

TEACHERS' GUIDE P.2

ABRIDGED CURRICULUM OF ISLAMIC RELIGIOUS EDUCATION

Topic: Surat Al-Falaq(6 periods)

Overview:

The topic deals with **Surat Al-Falaq** and brings out its meaning and importance. The teacher is expected assist learners to recite the Chapter in Arabic of transliterated form. Teach the meaning of this surah after discussing to the learners events that led to its revelation. The topic is divided into sub-topics; - recitation of the surah, meaning of the surah and its importance. The teacher is expected to teach each sub-topic in each lesson (30 minutes). Note that the first competence previews lessons in P.1 and should be handled in the first lesson of the week.

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Competences	Content	Suggested Activities
• Names the incidents that led to the revelation of Surat Al-Ikhlas • Recites/ brailles Surat Al-Falaq • Tell/ signs/signs the meaning of the Surat Al-Falaq. • Tells/ signs /signs the importance of the Surat Al-Falaq	• A story (ref P.1 material) • Holy Qur'an 113:1-2 "Qul a-uudhu bi rabbil Falaq" Say "I seek refuge with Allah the Lord of the day break" **Meaning** **"**I SEEK REFUGE WITH ALLAH THE LORD OF THE DAY BREAK" • **Importance of Surat Al-Falaq:** - It helps one to get ALLAH's protection - It shows the powers of ALLAH - It protects against people who wish us bad - Brings protection against witchcraft. - Brings protection against evil spirits - It is Dhikir or supplication.	• Guiding learners to identify what led to the revelation of Surat Ikhlas • Telling/ signing a story about witchcraft showing the negative effects of witch craft to the society. • Displaying the chart showing Surat Al-Falaq • Guide learners to recite Surat Al-Falaq correctly. • Asking learners to recite as a class, group, in pairs, and individually. • Telling/ signing the meaning of Surat Al-Falaq • Matching the meaning of Surat Al-Falaq with the Arabic transliteration • Guiding learners to relate the importance of Surat Al-Falaq to our daily experience

Guidance on assessment

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

Topic: Angels of Allah(6 periods)

Overview:

The topic brings out the concepts of angels of Allah. The teacher is expected to use example from the life situation to discuss the attributes of Angels. The topic is divided into sub-topics; Attributes of Angels, Names of Angels, there features and the duties of angels. This topic assists a learner to know that Allah has other creatures who have the characteristics different from human beings. Note that the first competence previews lessons in P.1 and should be handled in the first lesson of the week.

Competences	Content	Suggested Activities
• Give/ signs the numbers and naming pillars of Imaan • Mentions/ signs some attributes of God(Allah • Names /signs names of the first five Angels of Allah. • Identifies/ signs the features of Angels.	**Attributes of Allah** • Omnipotent: All powerful/Almighty/supreme • Omnipresent: Ever present/allover/universal **Pillars of faith** • Amantu Billahi (Belief in Allah) • Wamala-Ikatihi (Belief in Allah's Angels) • Wakutubihi (Belief in His Holybooks) • Warusuluhi (Belief in His	• Sharing with the learners the attributes of Allah(use the flash cards) • Guiding learners to sing a song related to pillars of faith i.e. "Amantu Bi-Allah, wa mala-i-katihi wa kutubih, warusulih

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Competences	Content	Suggested Activities
• mentions/signing duties of angels of Allah	Messengers) • Waliyaumil Akhir (Belief in the Day of Judgement) • Wabil Qadrihi (Belief in good or Bad as from Allah) **Angels:** Jibril (Gabriel), Mikael (Michael), Israfil, Izrail, Malik. Munkar, Nakiir, Raqiibu, Atiidu, Ridhi-waani One day, there came three angels to Prophet Ibrahim (Upon Him Peace and Blessings) in a human form (men). When they reached, they greeted Ibrahim and he greeted them too. He gave them a sit and went at the back of his house to slaughter for them a goat as his visitors. He had not yet noticed that they were angels from Allah. As he brought the food, they told him that "we do not eat". He then realized that they were not human beings. • **Angels and their duties** • Jibril – carries messages from ALLAH to the Prophet • Raqiib – Records good	• Listening to the story and saying what they learnt • Naming the Angels they learnt from the story • Giving the way the characteristics of Angels are different from those of people. • Displaying the chart having duties of different Angels. • Guiding learners to mention the duties of the Angels correctly

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Competences	Content	Suggested Activities
	deeds • Atiidu – Records bad deeds • Mikael – In charge of rain • Izrail – (Malaku – Mawuti) In charge of death. • Q (82:10) "Wa inna alaikum lahaafidhwiin" "But verily over you (are appointed Angels in charge of mankind) to watch you".	

Guidance on assessment

- Assess the learner's choice making as he/ she identifies/ signs the first five Angels of ALLAH.
- Listen and assess the learner's critical thinking as he/ she explains/ signs the nature of Angels that differentiate them from human beings.
- Assess the learner's audibility as he/ she gives/ signs the characteristics of Angels.
- Observe and assess the learner's choice making as he/ she matches the Angels and their duties.

Topic: Prayer/Swalat(6 periods)

Overview:

The topic brings out the concept of prayer. The teacher is encouraged to be practical so that it brings out the real meaning of Prayer (Swalat). Therefore instructional materials like praying mat, a jerycan for water, a kanzu and long dress for women. This will assist the learner to peak the meaning of prayers in Islam. The topic is divided into sub-topics; Swalat and its example, obligatory prayers and the demonstration of Swalat (prayer). Note that the first competence some lessons previews lessons in P.1 and should be handled in the first lesson of the week.

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Competences	Content	Suggested Activities
• Demonstrates/ signs ways of showing respect in • Give/ signs the examples of Swalat • Pronounces/ signs the obligatory prayers correctly • Tells/ signs the time of each obligatory prayer. • Demonstrates/ signs how Swalat is performed.	• Ways of showing respect in different societies 1. kneeling down 2. greeting 3. hugging standing upright, bowing **examples of Swalat:** (i) Obligatory Swalat (ii) Optional Swalat **examples of obligatory prayers and Time for each prayer:** - Subuhi – 6:00am - Zuhur – 1:00pm - Aswiri – 4:00pm - Maghribu – 7:00pm - Isha – 8:00pm 1. Pillars of Swalat Performance of Swalat. (a) Takbiratul Ihiram – Opening Takbirah (b) Reciting Suratul fatiha (c) Ruku (bowing) (d) Itidal – Raising upright from bowing (e) Sujuud – Prostrating (f) Settling at all points (g) Sitting between the two prostrations	• A Learner demonstrating how he/ she shows respect to people at home. • Guiding learners to give/ sign examples of Swalat • Guiding learners to give/ sign the examples of obligatory prayers (Swalat) mentioning time for each prayer. • Guiding learners to perform the sequence of Swalat as observed from the CD/on the chart • Guiding learners to relate the demonstrated Swalat to their daily life

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Competences	Content	Suggested Activities
	(h) Reciting Tashahudu "Attahiyyatu" (i) Making Salaam	

Guidance on assessment

- Observe and assess the learner's care for others as he/ she demonstrates/ signs ways of showing respect at his/her home.
- Assess the learner's interaction with others as he/ she differentiates/ signs swalat from other acts of worship.
- Listen and assess the learner's confidence as he/ she tells/ signs what he/she is going to do to participate in obligatory prayers.
- Observe and assess the learner's cooperation as he/ she demonstrates/ signs the performance of Swalat.

Topic: Sharing and Politeness(6 periods)

Overview:

The topic brings out the concepts of Sharing and Politeness. The teacher is expected to guide learners to demonstrate and role play so that the concept is brought out by using the real life situation. The topic is divided into sub-topics; - importance of sharing, benefits of being polite. This topic assists a learner to know values that they need practice in life time. Note that the first competence notifies a teacher that there work in the previous class P.1 that he/she needs to handle before proceeding to a new topic.

Competences	Content	Suggested Activities
• Identifies/ signs how people in our society show respect; • tells/ signs the importance of sharing • states/signs the	**Ways of sowing respect in different societies** 1. kneeling down 2. greeting 3. hugging standing upright, bowing You don't have to share	• Sharing with the learners the importance of showing respect to others.(learners book showing a learner bowing to greet) • Tell/ signing/signing a

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Competences	Content	Suggested Activities
benefits of being polite	expensive item only. It could be real objects e.g. mangoes, cakes, and sugarcane • Importance of sharing (a) Reduces suffering of people (b) Shows respect for others (c) Builds Muslim brotherhood (d) Promotes friendship (e) Fulfillment of the four pillars of Islam • **Benefits of politeness;** (a) One avoids punishments (b) One is loved by elders (c) It promotes cooperation (d) Promotes unity • Q (3:92) "Lan-tanaalul birra hatta tunfiquu mimmaa tuhibbuun", "By no means shall you attain piety (good) unless you spend of that which you love".	story showing the love of Allah on people who share with others (3:92, 4:36) which talks about "sharing" • Asking learners to give/ sign their own experience about sharing • Guiding learners to give/ sign the importance of sharing • Guiding learners to share what they have • Guiding learners to name items which can be shared • Guiding learners on situations that they need to show politeness • Asking learners the benefits of "Politeness"

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Guidance on assessment

- Observe and assess the learner's care for others as he/ she demonstrates/ signs how he/she shows respect to others
- Observe and assess the learner's cooperation as he/ she shares/ signs what he/she has with others.
- Assess the learner's concern as he/ she gives/ signs situations where he/she needs to be polite.

Topic: The Kaaba(6 periods)

Overview:

The topic deals with the holly house of Allah (Kaaba). The teacher is expected to explain the reason why it was built, who build it, it importance to Muslims. Therefore the teacher is expected to use the instruction materials to show the how the Kaaba look like and guides learners to demonstrate how to get its direction from different points. This topic assists the learner to know its importance due to its position in Islam. Remember to share with them character of the Prophet by tell/ signing them to emulate those characters.

Competences	Content	Suggested Activities
• Tells/ signs about the	**His characters**	• Sharing with the

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Competences	Content	Suggested Activities
characters of Muhammad as a child. • Mentions/signs different names of the Kaaba. • Gives/ signs/ reasons why the Kaaba was built in Makkah. • Give/ signs the importance of the Kaaba correctly	Muhammad used to play with his fellow children. He respected the old people; he was obedient to the parents. He was kind, peaceful, calm/quiet and jolly. **Names of the Kaaba** • The Kaaba is a stone cubical building in Makkah for worshiping Allah • It was built by Prophet Ibrahim and his son Ismail • Other names for Kaabah are; Atiiq, Haram Awal-Bayt, Baitul-Atiiq. **Why Built in Makkah** • Allah commanded Ibrahim to build the Kaaba in Makkah • The Kaaba was built in Makkah because Makkah is at the centre of the world (middle point) • It is also where Ibrahim left Hajara and baby Ismail	learners the characters of Muhammad as a child • Sharing lessons learnt from Muhammad's characters • Guiding learners to identify the different names of the Kaaba. • Narrating the story to the learners about the building of the Kaaba • Guiding learners to tell/ sign why the Kaaba was built in Makkah.

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Competences	Content	Suggested Activities
	Importance • The Kaaba is the direction of prayers for muslims • The Kaaba is in the centre of the world • The Kaaba is a sacred house of Allah.	

Guidance on assessment

- Listen and assess the learner's appreciation as he/ she shares/ signs lessons learnt from Muhammad's characters.
- Listen and assess the learner's critical thinking as he/ she identifies/ signs the other names of a Kaaba.
- Assess the learner's audibility as he/ she names/ signs where the Kaaba is located through brain storming.
- Listen and assess the learner's articulation as he/ she explains/ signs why Muslims respect the Kaaba.

- **Topic: Surat An-nasr (110)** (6 periods)

Overview:

The topic deals with Surat **An-nasr** and brings out its meaning and importance. The teacher is expected assist learners to recite the Chapter in Arabic of transliterated form. Teach the meaning of this surah after discussing to the learners events that led to its revelation. The topic is divided into sub-topics; - recitation of the surah, meaning of the Surah and its Importance. The teacher is expected to teach each sub-topic in each lesson (30 minutes). Note that the first competence (incident that led to the revelation of Surat An-Nasr) previews lessons in P.1 and should be handled in the first lesson of the week.

Competences	Content	Suggested Activities
• Narrates the	**Story about the incidents**	• Tell/ signing/signing

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Competences	Content	Suggested Activities
incident that led to the revelation of Surat **An-nnas** • recites Surat **An-nasr** (110) • Tell/ signs/signs the meaning of the Surat **An-nasr** (110). • tell/ signs the importance and incidents that led to the revelation of Surat An-Nasr	**that led to Surat An-nnaas** Once upon a time, Labiid lied to a little boy who was living with Prophet Muhammad (P.B.U.H) and took some of the prophet's hair from his comb. He bewitched him by making 12 knots. This made Prophet Muhammad (P.B.U.H) very weak that he failed to work. Allah sent two angels to him. The angels taught Prophet Muhammad the Surah (chapter) "Annas" as a way to heal the sickness. While reciting the surah (chapter), every knot got destroyed and Prophet Muhammad (Peace Be Upon Him) was healed **The incident that led to revelation of Surat An-Nasr.** As Prophet Muhammad (P.B.U.H) was moving from Makkah to Madina, He prayed for peace for Makkah and Allah revealed this Surat as an assurance	a short story about the incidents that led to the revelation of Surat Annas from the learner's book and guide the learners to name incidents for the revelation • Displaying the chart showing Surat An-Nasr and guide learners to recite it. • Asking learners to recite as a class, group and individual. • Guiding learners to recite the key message • Guiding learners to practice reading Surat **An-nasr** as written in English • Tell/ signing/signing a short story about the incidents that led to the revelation of Surat **An-nasr** from the • Relating Surat **An-nasr** to daily life

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Competences	Content	Suggested Activities
	for him to be helped to get victory one day. Surat An-Nasr (Q. 110:1-3) / The Help 1. Idhaa jaa-a naswurullahi wal-fatih 2. War a-aita nnaasa yadikhuluuna fii diinillahi afuwaajaa. 3. Fasabbihi bihamdi rabbika wasitaghufiruhu, innahuu kaana tawwaabaa. 4. Qur'an 110:3 "Fasabbihi bihamudi rabbika wasitagha firuhu, innahuu kaana tawwaabaa" **Meaning** 1-"Whe there come help of Allah" 2-"And you will see people entering Allah's religion in crowds" 3-"So glorify the praises of your Lord and ask his forgive/ signness, 4- verily He is the one who ever accepts the repentance and who forgive/ signs".	

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Competences	Content	Suggested Activities
	importance of this Surat include; (a) Help (b) Victory (c) Rewards (d) Blessings	

Guidance on assessment

- Assess the learner's confidence as he/ she names/signs incidents for the revelation of Surat **An-nnas**
- Assess the learner's articulation as he/ she recites/ signs Surat**An-nasr** .
- Assess the learner's critical thinking as he/ she gives/ signs the meaning of Surat **An-nasr** .
- Guide and assess the learner's appreciation as he/ she gives/ signs the lessons learnt from the message of Surat **An-nasr** .

Topic: Calling for prayer (Adhan and Iqaamah) (6 periods)

Overview:

The topic brings out the concepts of Adhan and Iqaamah. The teacher is expected to guide learners through demonstrating and role play so that they understand their meaning. The knowledge about this topic will help learners to know how call fellow believers for prayers. The topic is divided into sub-topics; - recites/signs Adhan and Iqaamah, the meaning of Adhan and importance of Adhan and Iqaamah, Note that the first competence (Tell/ signs the importance of shahada) previews lessons in P.1 and should be handled in the first lesson of the week. Each competence should be dealt with in a period.

Competences	Content	Suggested Activities

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Competences	Content	Suggested Activities
• Tells/ signs the importance of shahada. • recites/signs Adhan and Iqaamah correctly • tells/signs the meaning of Adhan correctly • Gives /signs the importance of Adhan and Iqaamah.	**1. Importance of Shahada** 2. Promotes faith, 3. Reminds Muslims about the oneness of Allah, Builds trust in Prophet Muhammad as Allah's messenger **Adhan** 4. ALLAHU AKBARU ALLAHU AKBARU X2 5. ASH-HADU AN LAA ILAAHA ILLALLAH X2 6. ASH-HADU ANNA MUHAMMADA RRASUULULLAH 7. HAYYA ALA SSWALAT X2 8. HAYYA ALAL-FALAAH X2 9. ALLAHU AKBAR X2 10. LAA ILAAHA ILLALLAH **<u>Iqaamah;</u>** ALLAH AKBARU x2 ASH'HADU AN LAA-ILAHA ILLA LLAH x1 ASH'HADU ANNA MUHAMMAD RASRUU LLAH HAYYA ALA SWALAT HAYYA ALAL FALAH QADI QAAMATI SWALLAT x2 ALLAH HU AKIBARU x2	• Guiding the learners to tell/ sign/ sign the importance of Allah's creation mentioned above from the chart • Reciting Adhan after the teacher • Reciting Adhan and Iqaama as a class, group pairs and individually. • Displaying a chart showing the meaning of adhan • Guiding learners to tell/ sign the meaning of Iqaamah correctly • Tell/ signing learners to tell/ sign the importance of Adhan and Iqaamah

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Competences	Content	Suggested Activities
	LAA-ILAHA ILLA LLAHU **Meaning of Adhan:** -Allah is great. -I bear witness that there is no god but Allah x2 -Come for prayers x2 -Come for success x2 **Importance of Adhan:** • It helps someone to believe in one Allah • It strengthens someone's obedience to Allah • It guides one to prepare for the prayer.	

Guidance on assessment

- Observe and assess the learner's audibility as he/ she recites/ signs Adhan/Iqaamah.
- Observe and assess the learner's choice making as he/ she re-arranges the cut outs of Adhan.
- Observe and assess the learner's logical reasoning as he/ she explains/ signs the meaning of Adhan.
- Listen and assess the learner's appreciation as he/ she gives/ signs the importance of Adhan.

Topic: Cleanliness, Peace, Patience and Unity(6 periods)

Overview:

The topic brings out the concepts of Cleanliness, Peace, Patience and Unity. The teacher is expected to guide learners to demonstrate and role play so that the concept is brought out by using the real life situation. The topic is divided into sub-topics; - usefulness of patience, benefits of unity. This topic

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assists a learner to know values that they need practice in life time. Note that the first competence notifies a teacher that there work in the previous class P.1 that he/she needs to handle before proceeding to a new topic.

Competences	Content	Suggested Activities
• Talks/ signs about the dangers of being unclean. • Explains/signs the usefulness of patience. • Identifies/signs the usefulness of unity (Jamaa). • explains/signs the usefulness of keeping peace	• **cleanliness** -is a key to paradise. -being unclean can lead someone to Hell fire. -being unclean exposes you to diseases. **Dangers of being unclean.** • Usefulness of patience - Promotes peace. -Promotes love among Muslims. -makes a person avoid mistakes. • **Usefulness of unity:** - Promotes development - Promotes communications - Promotes Muslim brotherhood - Promotes peace - Promotes sense of belongingness - Promotes sharing of property - Promotes	• Guiding learners to mention dangers of being unclean. • Discussing with the learners how to clean dirty places. • Discussing with the learners occasions for practicing patience and its usefulness • Discussing with the learners occasions where unity is expressed • Discussing with learners usefulness of unity. share Q.3:103 with the learners • Guiding learners to role play being united • Guiding learners to identify the usefulness of peace.

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Competences	Content	Suggested Activities
	cooperation with other people - Promotes love among Muslims • Q.3:103 "Let nothing divide you" • 90:17 "Thumma, kaana minalladhiina aamanuu watawaaswawu bisswaburi watawaaswawu bil-maru hamah" "Then he became one of those who believed and advised one another to patience and advised one another to kindness". **<u>Usefulness of peace:</u>** • Promotes co-existence. • Promotes Muslim brotherhood. Chapter 2: 153 "Ya ayyuhalladhiina aaminu istaiinu bisswaburi wasswalat …" "You who believe seek help through patience and prayer	

Guidance on assessment

- Observe and assess the learner's critical thinking as he/ she suggests situations where patience could be practiced.
- Listen and assess the learner's care for others as he/ she suggests what he/she is going to do to promote unity.

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- Assess the learner's cooperation as he/ she demonstrates/ signs acts that can lead to love and unity.
- Listen and assess the learner's choice making as he/ she suggests what he/she is going to do the avoid uncleanliness.
- Listen and assess the learner's logical reasoning as he/ she suggests what he/she is going to do to live in peace with others.

Topic: Usefulness of good behaviour (Ihsan) and Serving Others(3periods)

Overview:

The topic brings out the concepts of good behavior (Ihsan) and Serving Others. The teacher is expected to guide learners to demonstrate and role play so that the concept is brought out by using the real life situation. The topic is divided into sub-topics; usefulness of good behaviour and usefulness of serving others. This topic assists a learner to know values that they need practice in life time. Good behaviour (Ihsan) like Serving Others is one of the values people are asked to promote. This topic intends to bring about caring society.

Note: This work is for the whole week. A week has three lessons.

Competences	Content	Suggested Activities
• explains/signs the nature a person who has good behaviour correctly • Give/ signs/signs the usefulness of good behaviour correctly. • explains/signs the usefulness of serving others	**person who has good behaviour** • Doesn't still • Greets elders/ people • Respects parents/ People **Usefulness of good behavior:** (a) At home - Doing work at home • We can respect people	• Guiding learners to share experiences of what happens to them when they behave well at home. • Sharing with the learners the characteristics of a well behaved person. • Tell/ signing/signing a story about a young Muhammad who behaved well to his

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Competences	Content	Suggested Activities
	(parents) • We can greet people (parents) (b) At school • Respect teachers • Bringing school requirements (c) On the road • Respecting other people on the road • Removing rubbish from the road **Ways of serving others:** -Fetching water for the teacher -Doing some house work with our parents -Bringing chalk to class -Respecting the leaders -helping the sick -helping the elderly This is called service.	people • Sharing with the learners the usefulness of behaving well. • Guiding learners to share with the class how he has been behaving well for last two days. • Guiding learners to share experiences about serving • Guiding learners to identify different ways of serving others

Guidance on assessment

- Assess the learner's appreciation as he/ she gives/ signs the usefulness of good behaviour.
- Listen and assess the learner's logical reasoning as he/ she mentions/ signs the characteristic of a well behaved person.
- Observe and assess the learner's choice making as he/ she names/ signs different ways of serving people.

Topic: Hadith about Kindness, Neighborhood, visitors(3 periods)

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Overview:

The topic brings out the concepts of Kindness, neighborhood, and welcoming visitors. The teacher has to use role play demonstration while teaching. The topic is divided into sub-topics;- acts of Kindness, Good behaviors and being good to visitors Names of Angels, there features and the duties of angels. This topic assists a learner to know that Allah has other creatures who have the characteristics different from human beings.

Competences	Content	Suggested Activities
• recites/signs the hadith about kindness, neighborhood, and visitors correctly • Demonstrates/signs good behaviour towards the neighbour and the visitor.	**Hadith:** A hadith about kindness, neighborhood and visitors, its meaning; • "Whoever believes on the Day of Judgment should say good words, should not annoy his/her neighbor and should respect his/her visitor" Qn 3: 103, "Let nothing divide you **Characteristics of a kind person,** -He she assist when there is need.	• Guiding learners to recite a hadith on kindness, good neighborhood and respect to visitors • Guiding learners to tell/ sign acts of kindness. • Guiding learners to tell/ sign acts of good neighbourhoodness. • Guiding learners to tell/ sign acts of respect to visitors • Sharing with the learners the hadith about kindness, neighborhood and visitors. • Guiding learners to share why having relationship with a neighbor is good.

Guidance on assessment

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- Assess the learner's articulation as he/ she recites/ signs the hadith about kindness.
- Observe and assess the learner's cooperation as he/ she demonstrates/ signs kindness.
- Assess the learner's care for others as he/ she demonstrates/ signs how he/she receives a visitor.

Topic: The prophet's family(6 periods)

Overview:

The topic brings out the fact that the Prophet was a human being had a family that he served diligently. This topic give/ signs an insight on the rights and responsibility that family members haves towards each other in the family setting. The topic is divided into sub-topics; - name of the first wife of Prophet, children of prophet Muhammad (P.B.U.H) and the conduct of the prophet as a father. Note that the first competence (Explaining the importance of the trip to Syria) previews lessons in P.1 and should be handled in the first lesson of the week.

Competences	Content	Suggested Activities
• Explains the importance of the trip to Syria. • Tells/ signs the name of the first wife of Prophet Muhammad and how he got her. • Names/ signs the children of prophet Muhammad(P.B.U.H) • Describes/ signs the conduct of the	**Story 1** When Prophet Muhammad (P.B.U.H) was still young, he lived with his uncle. His uncle was called Abu Twaalib. He was a trader. One day, Abu Twaalib wanted to go to Syria. Muhammad (P.B.U.H) began to cry. He did not want his uncle to leave him. He transacted business well and Khadijah got the information of his trustworthiness. **The story about Khadija** • Prophet Muhammad (P.B.U.H) married 12 wives	• Tell/ signing a story about Muhammad's (P.B.U.H) trip to Syria through a resource person. • Telling/ signing a story about the first wife of Prophet Muhammad (P.B.U.H) bringing out her qualities. • Telling/ signing a story related to the sons of

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Competences	Content	Suggested Activities
prophet as a father.	• Lady Khadija daughter of Khuwayild was the first wife of Prophet Muhammad (P.B.U.H) • Lady Khadija was a widow and a business woman • She had married twice before getting married to Prophet Muhammad (P.B.U.H) • She was the first woman to believe in the message of Prophet Muhammad (P.B.U.H) • She was beautiful, obedient and hardworking • She produced six children for Prophet Muhammad (P.B.U.H), 4 girls and 2 boys. The sons of Prophet Muhammad (P.B.U.H): • Qassim / Kassim • Abdallah • Ibrahim Their mothers; • Qassim, Abdallah – Khadija • Ibrahim – Mariat Khibutwiyat All boy children of Prophet Muhammad (P.B.U.H) died at infancy. **Prophet Muhammad (P.B.U.H) was a good father;**	Prophet Muhammad (P.B.U.H) and ask them to share lessons learnt • Guiding learners to name the mothers of the children of the Prophet. • Guiding learners to share experiences about the conduct of their parents at home • Telling/ signing a story of the conduct of the Prophet Muhammad (P.B.U.H)to his family • Guiding learners to share lessons learnt about Prophet Muhammad (P.B.U.H) as a father.

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Competences	Content	Suggested Activities
	• He was honest • He was faithful	

Guidance on assessment

- Assess the learner's logical reasoning as he/ she mentions/ signs what he/she admires from Khadija.
- Assess the learner's critical thinking as he/ she tells/ signs the conduct of Prophet Muhammad (P.B.U.H) as a father.
- Assess the learner's confidence as he/ she names/ signs the sons of Prophet Muhammad (P.B.U.H).

Topic: Surat Al-Masad (III) (3 periods)

Overview:

The topic deals with Surat Al-Masad and brings out its meaning and importance. The teacher is expected assist learners to recite the Chapter in Arabic of transliterated form. Teach the meaning of this surah after discussing to the learners events that led to its revelation. The teacher should assist learners derive lessons from the chapter comparing them to the learners daily life situation The topic is divided into sub-topics; - recitation of the surah, meaning of the surah and its Importance.

Competences	Content	Suggested Activities
• recites/ signs Surat Al-Masad (III) • Tell/ signs/signs the meaning of Surat Al-Masad (III) • tells/ signs the importance of Surat Al-Masad (II1)	**Surat Al-Masad** Bismillahi Rahmaan Rahiim 1. Tabbat Yadaa Abiilahabi watabba 2. Maa agh-naa an-hu maaluhu wamaa kasaba 3. Sayaswilaa naaran dhaata lahabi 4. Wamra-atuhuu hammalatal-hatwabi	• Guiding learners to recite Surat Al-Masad correctly • Asking learners to recite as a whole class, group or individual • Encouraging learners to recite the surah in prayer • Sharing with the

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Competences	Content	Suggested Activities
	5. Fiijiidihaa hablun mimmasadi **Meaning of Surat Al-Masad** In the name of Allah, the most gracious and the most merciful 1. Perish the two hands of Abu Lahabi 2. His wealth and his children will not benefit him 3. He will be burnt in a fire of blazing flames 4. And his wife too who carried wood (thorns of sadan) 5. In her neck is a twisted rope • **Importance of Surat Al-Masad**: 1. Blessings from Allah 2. Rewards 3. Praying for what you want from Allah **<u>Story:</u>** After the Prophet receiving the message, He was told by Allah to spread the message of Islam to the public. The	learners the meaning of Surat Al-Masad • Guiding learners to match the meaning of Surat Al-Masad to the Arabic text • Narrating a story about Prophet Muhammad (P.B.U.H) and his uncle Abulahab • Sharing with the learners the importance of Surat Al-Masad on the chart

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Competences	Content	Suggested Activities
	Prophet Muhammad stood at the top of the mountain of Swaffa in Makkah. He told the gathering that I am a messenger of Allah. Abu Lahab told him perish O Muhammad. Allah then revealed Surat Al-Masad cursing Abu Lahab.	

Guidance on assessment

- Assess the learner's audibility as he/ she recites/ signs Surat Al-Masad.
- Assess the learner's choice making as he/ she matches the meaning of Surat Al-Masad to the Arabic text.
- Listen and assess the learner's appreciation as he/ she gives/ signs the importance of Surat Al-Masad.
- Listen and assess the learner's cooperation as he/ she shares/ signs lessons learnt from the incidence of the revelation of Surat Al-Masad.

Topic: The Arch-angel(3 periods)

Overview:

The topic brings out the concepts of arch- Angel. The leader of all Angels. Jibril was responsible for bringing the message to all Prophets. The teacher is expected to use example from the life situation to discuss the relationship between of Angel Jibril and Muhammad. The topic is divided into sub-topics; - reasons why Jibril is called Arch- angel, the functions of the Archangel. And relationship between Archangel and the prophets. This topic assists a learner to know that Allah has other creatures who follow his orders.

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Competences	Content	Suggested Activities
• Give/ signs/signs the reasons why Jibril is called Arch- angel • Give/ signs/signs the functions of the Archangel. • Tell/ signs/signs the relationship between Archangel and the prophets correctly.	**Reason why was called Arch-angel** -Leader of Angels. **Function** • Q. 2:97 "Kul man kaana aduwwa li Jibriil fainnahu nazzalahu Alaa Kal'bi'ka Bi-idhini Allah muswadikaa lima Baina yadaihi…" "Say O Muhammad whoever is an enemy to Jibril for indeed he has brought it this Qur'an down to your heart by Allah's permissim, confirming what came before it". **Relationship between the Arch Angel and the prophets;** 1. The Arch Angels brought messages (wahy) from Allah to the Prophets 2. The Arch Angel revealed Holy books to some Prophets e.g. Taurat to Musa, Zabur to Dauda, Injil to Isa, Qur'an to Muhammad (P.B.U.H) 3. The Arch Angel	• Sharing with the learners more about the Arch Angel and the other names of the Arch Angel • Guiding learners to tell/ sign the functions of the Arch Angel correctly • Discussing with the learners the relationship between the Arch Angel and the prophets • Narrating the story about Angel Jibril and Prophet Muhammad (P.B.U.H) in the cave • Guiding learners to show how Angel Jibril was related to Prophet Muhammad (P.B.U.H) • Guiding learners to state how Angel Jibril influences our daily life

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Competences	Content	Suggested Activities
	comforted the Prophets when faced with problems 4. The Arch Angel helped Prophet Muhammad (P.B.U.H) during battles of Badr Verse of the week: Q.16:102 "Say O Muhammad, Jibril has brought it (Qur'an) down from your Lord	

Guidance on assessment

- Observe and Assess the learner's critical thinking as he/ she gives/ signs reasons why Jibril is called Arch – angel
- Assess the learner's confidence as he/ she gives/ signs the other names of the Arch Angel**.**
- Assess the learner's appreciation as he/ she gives/ signs the main function of the Arch Angel.
- Assess the learner's cooperation as he/ she tells/ signs the relationship between the Arch Angel and prophets

Topic: Units (Rakaats) for Swalat(3 periods)

Overview:

This topic brings the concepts of Rakaats (Units). Swalat (prayer) has specific actions and words. Among the specific action are the Units (Rakaats). Some acts of worship in Islam cannot be accepted without following procedures, most religious duties in Islam have stipulated actions and words

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without which the act of worship may not be accepted by God. There it is imperative for a learner to study these units as part of the procedures to follow while in Swalat.

Competences	Content	Suggested Activities
• Tells/ signs the number of rakaats(units) in each Swalat • arranges flash cards in showing rakaats in prayer • Demonstrates follow the rakaat in each prayer in their daily prayer	Prayer / Swalat Rakaats Subuhi (faji) 2 rakaats Dhuhuri 4 rakaats Aswiri (Asr) 4 rakaats Maghrib 3 rakaats Isha-I 4 rakaats **Steps in performing Swalat Zuhur;** 1. Bring aniyya: Nawayitu … 2. Reciting Takbiiratul-Ikhiram: Allahu Akbar 3. Reciting Dua – opening dua (Iftitaahu) 4. Reciting Surat Al-Fatiha (Al-hamudu) 5. Reciting any Surat e.g Qul-Huwa Allah Ahadi 6. Bowing on the knees (Rukuu) and say Subuhaan Rabbial-adhiini wabihaamadih x3 7. Leaving the rukuu	• Guiding learners tell/ sign the number of rakaats in each Swalat correctly. • Encouraging learners to follow the rakaata in each prayer in their daily prayer. • Flashing the cards in showing rakaats for each prayer • Demonstrating to the learners how to perform the sequence of Swalat Subuhi through I do. We do you do. • Guiding learners to role play performing Swalat Subuhi

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Competences	Content	Suggested Activities
	(bowing by saying Samia Allahu Liman hamidahu 8. Postrating (sujuud) by reciting: Subuhaana rabbial-aala wabihamuduhi x3 9. Sitting and reciting a short dua 10. Postrating again saying the same word as in (8) x3 11. 1 – 10 postures (steps complete are raaka (units) 12. Repeat the same steps for the second raaka, In the second raaka after postrating 13. Recite attahiyyatu 14. Repeating the same steps for the remaining 2 rakaas (units) 15. Reciting a dua after Swalat	

Guidance on assessment

- Observe and assess the learner's choice making as he/ she matches each prayer to its units.

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- Observe and assess the learner's use of appropriate body language as he/ she practices/ signs performing Swalat Zuhur.
- Observe and assess the learner's use of appropriate body language as he/ she practice/ signs performing Swalat Maghrib.

Topic: The Dua for Acquisition of Knowledge(3 periods)

Overview:

The topic brings out the concepts of Dua (Supplication/ Utterances). The teacher is expected to use example from the life situation to show learners why and when the Duas are made. This should be done through role playing. A learner will appreciate after knowing the importance of Dua to him/her and the community in which he/she lives

Competences	Content	Suggested Activities
• Recites/signs Dua for acquisition of knowledge correctly • Explains/signs the meaning of Dua for acquisition of knowledge correctly. • Gives /signs the importance of dua for acquisition of knowledge	**<u>Dua for acquisition of knowledge:</u>** "Rabbi zidne-e ilman" **Dua for the acquisition of knowledge in transiliteration.** (Q.20:114) Rabbi zidnii iimaa. Q (20:114) "My Lord, increase me in knowledge" • **Importance of dua for acquisition of knowledge:** 1. Knowledge helps us to serve Allah better 2. Knowledge helps us to make right	• Singing a song about the acquisition of knowledge (common song e.g. Okusoma) • Guiding learners to read the Dua for acquisition of knowledge Help individual learners to recite dua on acquisition of knowledge correctly. • Guiding learners to relate the dua for acquisition of knowledge in their daily life experience. • Rabbi zidne-e Ilman" Translated; "O my Lord, increase me in

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Competences	Content	Suggested Activities
	decisions 3. Knowledge helps us to make the world a better place • Verse of the week: Q (20:114) "My Lord, increase me in knowledge"	knowledge" Holy Qur'an 20:114 • Sharing with learners the importance of the dua for acquisition of knowledge • Sharing the meaning of the meaning of the dua "Rabbi Zidnii Ilmaa" • Discussing with the learners the meaning of Rabbi Zidnii Ilmaa • Asking learners to match the meaning of Rabbi Zidnii Ilmaa with Arabic text •

Guidance on assessment

- Observe and assess the learner's articulation as he/ she recites/signs Dua for acquisition of knowledge.
- Observe and assess the learner's logical reasoning as he/ she explains/signs the meaning of Dua for acquisition of knowledge.
- Observe and assess the learner's appreciation as he/ she gives/ signs the importance of Dua for acquisition of knowledge.

Topic: Messenger ship of Prophet Muhammad P.B.U.H (3 periods)

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Overview:

The topic brings out the concepts Messenger ship. The teacher is expected to guide learners bring out the difference between a prophet and a messenger. Uses example from the life situation to discuss the concept of Messenger ship. The topic is divided into sub-topics; - the mountain where the cave was found reasons why Muhammad went to the cave and Muhammad's first experience with the archangel. This topic assists a learner to know the background of Prophet Muhammad's messenger ship.

Competences	Content	Suggested Activities
• Names/signs the name of the mountain where the cave was found • Gives /signs the reasons why Muhammad went to the cave. • Narrates/signs Muhammad's first experience with the archangel.	• "The people of Makkah used to worship idols. Muhammad did not worship idols but worshiped Allah. He used to go to the cave Hira on Mt. Noor to worship Allah". Q.96:1 "Iqraa-bismirabbika aladhi qalaq" Q (96:1-5) Reasons why Prophet Muhammad (P.B.U.H) went to the cave: 1. To distance himself from idle worship 2. To praise His Lord (Allah) without being disturbed 3. To distance himself from pagan Makkans. 4. To have time to think about the Lord (Allah)	• Guiding learners to tell/ sign reasons why Muhammad (P.B.U.H) went to the cave. • Guiding learners to identify the name of the cave • Sharing with the learners what the Prophet did when in the cave • Tell/ signing/signing a story about the first experience of Prophet Muhammad (P.B.U.H) with the Arch Angel. • Discussing with learners Prophet Muhammad's (P.B.U.H) first experience with the Arch Angel according to the story.

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Competences	Content	Suggested Activities
	Experience on the reception of the revelation "Lady Aisha narrated that one day, Muhammad went to the cave of Hira to meditate. Angel Jibril appeared to Him and ordered Him to read. Muhammad replied, I cannot read. Jibril pressed Him firmly until he told Him to read in the Name of Allah…". <u>Reasons:</u> 1. The Arch Angel brought to Him revelation from Allah. 2. The Angel taught Him how to read the Holy Qur'an while in the cave. 3. The Angel brought to Him the message of becoming a Prophet. The Angel squeezed the Prophet while in the cave	

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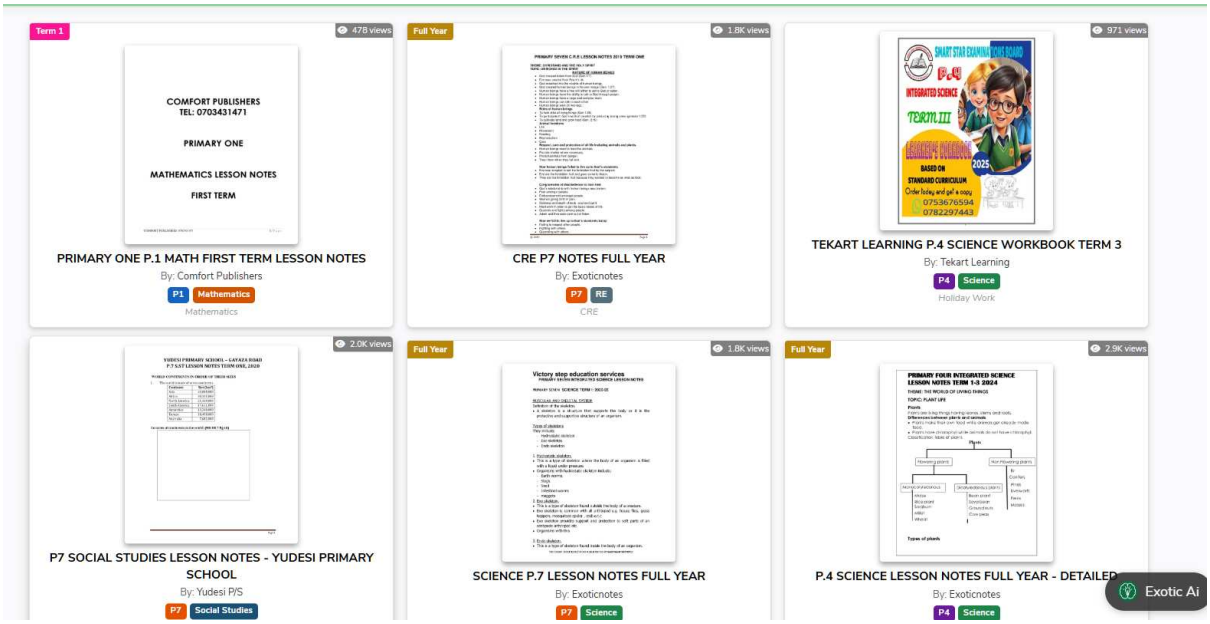
Competences	Content	Suggested Activities
	when teaching him to read	

Guidance on assessment

- Assess the learner's appreciation as he/ she names/ signs the mountain where the cave is found and it's important to the Muslims.
- Assess the learner's self-expression as he/ she tells/ signs what Muhammad used to do when he visited the cave.
- Assess the learner's articulation as he/ she tells/ signs the first message which the Arch angel brought to Prophet Muhammad (P.B.U.H)

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