

# **The National Primary Curriculum for Uganda**

## **Primary 2**



**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE



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## **SECTION B: CURRICULUM SCOPE AND SEQUENCE**

<b>Competences</b>	<b>Creative Performing Arts</b>	<b>Life Skills and Values</b>
er, father, mother, nt, sister, brother,  ... eir ... you got?'  KING	<ul style="list-style-type: none"> <li>● Listening</li> <li>● Singing / signing</li> <li>● Dancing</li> <li>● Role playing / acting</li> <li>● Playing percussion instruments</li> <li>❖</li> <li>● Drawing</li> <li>● Shading</li> <li>● Colouring</li> <li>● Cutting and pasting</li> </ul>	<ul style="list-style-type: none"> <li>● Interpersonal relationships</li> <li>● Self-awareness</li> <li>● Effective communication</li> <li>● Problem-solving</li> <li>● Critical thinking</li> <li>● Creative thinking</li> <li>● Mobility and orientation</li> <li>● Tactile</li> <li>❖</li> <li>● Cooperation</li> <li>● Togetherness</li> <li>● Respect</li> <li>● Care</li> <li>● Empathy</li> <li>● Sharing</li> <li>● Responsibility</li> <li>● Appreciation</li> </ul>
rt simple		
liceman / atient, shoe , near, in, on, tside, bed  teacher).'  (in/under) the  between the e	<ul style="list-style-type: none"> <li>● Singing</li> <li>● Story telling / re-telling / signing</li> <li>● Role playing / acting</li> <li>● Dancing</li> <li>❖</li> <li>● Weaving</li> <li>● Drawing</li> <li>● Shading</li> <li>● Colouring</li> </ul>	<ul style="list-style-type: none"> <li>● Interpersonal relationship</li> <li>● Effective communication</li> <li>● Friendship formation</li> <li>● Self-esteem</li> <li>● Assertiveness</li> <li>● Empathy</li> <li>● Mobility and orientation</li> <li>● Tactile (SNE)</li> <li>❖</li> <li>● Appreciation</li> <li>● Respect</li> <li>● Care</li> </ul>

# 11.3 SHAPES AND SOLIDS

## a) Shapes e.g.:

- square
- circle
- triangle
- rectangle
- Measuring length, width, height, centre, sides and corners
- Weighing scale
- Weights

## b) Solids e.g.:

- boxes
- balls
- stones
- pins, bottles and tins
- cups and plates
- bags
- models
- shapes

- Counting up to 999
- Identifying shapes and solids
- Naming shapes and solids
- Measuring mass in kilograms and half kilograms
- Shading and cutting shapes
- Drawing shapes

	to time Telling/re-	
	• Asking a- Construct- • Using dia- <b>READING / T</b>	
hours	• Reading simple st- Sequenc- paragraph	
	<b>WRITING / B</b>	
	• Writing p- • Writing le- • Writing w- • Writing s- • Writing s- assistant • Writing a- assistant	
		<b>LISTENING</b> <b>SIGNING</b>
		• Reciting measur- • Playing change • Asking questio- Telling
		• Counting up to 999 • Measuring length and height in metres
		• Measuring capacity in litres and half litres Recording measures in
		<b>11.2 UNITS OF MEASURE</b>
	a) Standard units	• Metres
		• Half kilograms
	b) Money	• Uganda shillings (different denominations 50/=, 1000/=)

## Sub-theme and Content

## Mathematical Competences

### 3.1 PARTS OF THE BODY AND THEIR FUNCTIONS

- a) Parts e.g.:
  - head, tongue, lips, mouth, eyes, knee, stomach, breasts, neck
- b) The way different parts of the body work together to carry out different activities, e.g.:
  - working
  - playing
  - caring for others
  - writing
  - reading
  - moving
    - e.g. when we eat, we use our eyes, nose, mouth, hands, etc.

- Counting 300-400
- Measuring heights, widths and breadths using non-standard measurements
- Comparing heights
- Writing number names 100-110
- Reading number names 100-110
- Recognising shapes

## LISTENING AND SIGNING

- Naming
- Describing
- Reciting rhyme
- Telling / retelling
- Saying riddle
- Talking abc
- Asking and relevant questions

## READING / TAKING

- Matching
- Reading situations

## WRITING / DRAWING

- Drawing pictures
- Labelling
- Writing paragraphs
- Writing letters
- Writing words
- Writing sentences

### 3.2 SANITATION

- a) Areas that need to be kept clean, e.g. bathroom, house, pit latrine/toilet, compound, kitchen

- Counting 300-400
- Reading number names 110-120
- Subtracting two- and three-digit numbers vertically without borrowing

## LISTENING AND SIGNING

- Naming
- Describing
- Reciting rhyme
- Telling / retelling
- Responding

b) **How to clean those areas:**

- slashing
- digging around the compound
- sweeping
- scrubbing
- mopping

c) **Tools/materials used,**

- e.g.:
- water
  - panga
  - brush
  - slasher
  - broom
  - soap
  - hoe

**3.3 PERSONAL HYGIENE**

- Skills for keeping clean, e.g.:
  - brushing
  - bathing
  - washing regularly
  - cutting finger nails
  - drinking boiled water
- Preventing and controlling common diseases, e.g.:
  - avoiding smoking
  - avoiding spitting
  - guarding against harmful insects
  - cutting bushes around homes
  - sleeping under mosquito nets
  - spraying

• Writing number names 110-120

• Talking about picture

**READING / TACTILE**

- Reading picture
- Matching
- Identifying missing letters

**WRITING / BRAILLE**

- Writing patterns
- Writing words
- Writing letters
- Writing sentence

• Identifying misspelled words

**WRITING / BRAILLE**

- Writing patterns
- Writing words
- Writing letters
- Writing sentence

**LISTENING AND SPEAKING**

- Counting 300-400
  - Reading number names 110-120
  - Writing number names 110-120
  - Subtracting two and three digit numbers, no borrowing
  - Talking about pictures
- READING / TACTILE**
- Matching
  - Identifying missing letters
  - Reading sentences

**WRITING / BRAILLING**

- Drawing pictures of materials used to keep themselves clean
- Labelling
- Writing patterns
- Writing letters
- Writing words
- Writing sentences

- c) Tools/materials used,  
e.g.:  
 - water  
 - panga  
 - brush  
 - slasher  
 - broom  
 - soap  
 - hoe

### 3.3 PERSONAL HYGIENE

- Skills for keeping clean,  
e.g.:
  - brushing
  - bathing
  - washing regularly
  - cutting finger nails
  - drinking boiled water
- Preventing and controlling common diseases, e.g.:
  - avoiding smoking
  - avoiding spitting
  - guarding against harmful insects
  - cutting bushes around homes
  - sleeping under mosquito nets
  - spraying

- Counting 300-400
- Reading number names 110-120
- Writing number names 110-120
- Subtracting two and three digit numbers, no borrowing

- Writing
- Writing
- Listening
- Name
- Description
- Reciting
- Telling
- Listening
- Talking
- Reading
- Mathematics
- Ideas
- Reading
- Writing
- Drawing
- Materials
- Theatrical
- Language
- Writing
- Writing
- Writing
- Writing

good health  
strength  
growth

4.3	<ul style="list-style-type: none"><li>• Effects of poor feeding e.g.:<ul style="list-style-type: none"><li>- malnutrition</li><li>- death</li><li>- blindness</li><li>- poor body shape</li></ul></li><li>• Signs of malnutrition<ul style="list-style-type: none"><li>- loss of weight</li><li>- swollen body</li><li>- change of hair colour and texture</li><li>- loss of appetite</li><li>- body weakness</li><li>- dullness</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Counting 500-600</li><li>• Reading number symbols 400-600</li><li>• Writing number symbols 400-600</li><li>• Counting in 4s</li><li>• Multiplying by 4</li></ul>
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### **5.3 COMMON PLANTS**

- Parts of a plant
- Uses of a plant
- Harmful plants
- Seeds (e.g. beans, ground nuts, millet)
- Conditions for plant growth: soil, air, water, warmth, sunlight

- Counting from 600 to 800
- Reading number names 120-140
- Writing number names 120-140
- Dividing two-digit numbers by 2 without a remainder
- Measuring liquids (non-standard units)

<ul style="list-style-type: none"> <li>• Counting from 700 to 800</li> <li>• Subtracting two and three digit numbers vertically, no borrowing</li> <li>• Reading number names 130-140</li> <li>• Writing number names 130-140</li> <li>• Measuring liquids using non-standard units</li> </ul>	<p><b>LISTENING AND SPEAKING / SIGNING</b></p> <ul style="list-style-type: none"> <li>• Naming common insects</li> <li>• Naming useful and harmful insects</li> <li>• Describing insects and their characteristics</li> <li>• Talking about the life cycle of a housefly</li> <li>• Naming main parts of an insect</li> <li>• Talking about how insects protect themselves</li> <li>• Classifying harmful insects</li> <li>• Asking and answering questions</li> <li>• Imitating animal sounds</li> <li>• Talking about pictures of animals</li> <li>• Acting short dialogues</li> </ul> <p><b>READING / TACTILE</b></p> <ul style="list-style-type: none"> <li>• Reading words</li> <li>• Reading simple sentences and stories</li> </ul> <p><b>WRITING / BRAILLING</b></p> <ul style="list-style-type: none"> <li>• Writing patterns, letters, words and sentences</li> <li>• Drawing and labelling parts of an insect</li> </ul>	<p><b>VOCABULARY</b> bee, grasshopper, wasp, ant, fly, cockroach</p> <p><b>STRUCTURES</b></p> <ul style="list-style-type: none"> <li>• 'What is this/that'</li> <li>- 'This/That is a ...'</li> <li>• 'What are these/those'</li> <li>- 'These/Those are ...'</li> <li>• 'Are these/those ...?'</li> <li>- 'Yes, they are.'</li> <li>- 'No, they are not.'</li> </ul> <p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Reciting rhymes</li> <li>• Singing songs</li> </ul> <p><b>READING / TACTILE</b></p> <ul style="list-style-type: none"> <li>• Matching</li> <li>• Reading words</li> <li>• Reading short stories</li> </ul> <p><b>WRITING / BRAILLING</b></p> <ul style="list-style-type: none"> <li>• Writing words</li> <li>• Writing short stories</li> <li>• Drawing and labelling parts of an insect</li> </ul>
<ul style="list-style-type: none"> <li>• Counting from 600 to 800</li> <li>• Reading number names 120-140</li> <li>• Writing number names 120-140</li> <li>• Dividing two-digit numbers by 2</li> </ul>	<p><b>LISTENING AND SPEAKING / SIGNING</b></p> <ul style="list-style-type: none"> <li>• Naming</li> <li>• Describing parts of a plant</li> <li>• Talking about uses of plants</li> <li>• Describing stages of plant growth</li> <li>• Asking questions</li> </ul>	<p><b>VOCABULARY</b> beans, maize, rice, seeds, weeds, plants</p> <p><b>STRUCTURES</b></p> <ul style="list-style-type: none"> <li>• 'What is this/that'</li> <li>- 'This/That is a ...'</li> <li>• 'What are these/those'</li> <li>- 'These/Those are ...'</li> <li>• 'Are these/those ...?'</li> <li>- 'Yes, they are.'</li> <li>- 'No, they are not.'</li> </ul>

## 6.2 MATERIALS USED AND THEIR SOURCES

### a) Materials, e.g.:

- sisal, banana fibre, palm leaves, papyrus reeds, raffia, clay/soil, grass, straws, sticks, thread, needles, nails, reeds,

- Counting up to 999
- Reading number symbols 700-800
- Writing number symbols 700-800
- Naming fractions  $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$
- Drawing fractions  $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$

- **LISTENING AND SPEAKING / SIGNING**
- Identifying
- Telling/re-telling/signing stories
- Describing
- Naming
- Reciting rhymes
- Role-playing
- Saying riddles, proverbs

bricks, blocks, mud, sand, iron sheets, timber, poles, tiles  
**Sources, e.g.:**  
 - forest, sisal plant, tree, garden, swamp, factory, shop

- Shading fractions  $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$
- Reading fractions  $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$
- Writing fractions  $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$

- Asking and answering questions
- Talking about pictures

### READING / TACTILE

- Reading sentences
- Matching
- Writing short simple stories

### WRITING / BRAILLING

- Writing patterns
- Writing letters
- Writing words
- Writing sentences

## 6.3 IMPORTANCE OF THINGS WE MAKE

### e.g.

- For domestic use
- Play
- Income generating (earning a living)
- Decoration/beauty
- Promotion of cultural heritage and skills
- Identification of cultural setting
- Learning purposes

- Counting up to 999.
- Reading number symbols 600-800.
- Writing number symbols 600-800.
- Adding 3 digit numbers without carrying vertically
- Naming fractions
- Reading fractions
- Drawing fractions
- Writing fractions  $\frac{1}{3}, \frac{1}{6}, \frac{1}{5}, \frac{1}{10}$

### LISTENING AND SPEAKING / SIGNING

- Naming
- Describing
- Explaining
- Talking about the importance things we make
- Responding to reflective questions
- Reciting
- Telling / re-telling stories
- Saying tongue twisters
- Role playing
- Constructing sentences.

### READING / TACTILE

- Reading stories
- Reading sentences

<p><b>6.1 THINGS WE MAKE IN THE COMMUNITY</b></p> <p>a) Play materials e.g.:</p> <ul style="list-style-type: none"> <li>• ropes, dolls, balls, sticks, strings, metre sticks, mats</li> </ul> <p>b) Things we use in the home e.g.:</p> <ul style="list-style-type: none"> <li>• Kitchen (stove, plate, mortar/pestle, basket, ladle, pot, spoon, mingling stick, saucepan)</li> <li>• Bedroom (bed)</li> <li>• Sitting room (mat, cushion, chair)</li> <li>• Wearing (ornaments, footwear, clothes)</li> </ul>	<ul style="list-style-type: none"> <li>• Counting 800-999</li> <li>• Grouping and sorting items</li> <li>• Reading number symbols 600-700</li> <li>• Writing number symbols 600-700</li> <li>• Dividing 2-digit numbers by 3, no remainder</li> </ul>	<p><b>LISTENING AND SPEECH SIGNING</b></p> <ul style="list-style-type: none"> <li>• Naming</li> <li>• Describing</li> <li>• Explaining</li> <li>• Reciting rhymes</li> <li>• Telling/re-telling/stories</li> <li>• Role-playing</li> <li>• Saying riddles, tongue twisters</li> <li>• Asking questions</li> <li>• Answering questions</li> <li>• Responding to instructions correctly</li> </ul> <p><b>READING / TACTILE</b></p> <ul style="list-style-type: none"> <li>• Reading sentences/stories</li> <li>• Reading simple illustrations</li> <li>• Matching</li> </ul> <p><b>WRITING / BRAILLING</b></p> <ul style="list-style-type: none"> <li>• Copying letters, words, sentences</li> <li>• Writing patterns</li> <li>• Writing letters</li> <li>• Writing words</li> <li>• Writing sentences</li> <li>• Writing simple stories</li> </ul>
<p><b>6.2 MATERIALS USED AND THEIR SOURCES</b></p> <p>a) Materials, e.g.:</p> <ul style="list-style-type: none"> <li>- sisal, banana fibre, palm leaves, papyrus reeds, raffia, clay/soil, grass, straws, sticks, thread, needles, nails, reeds,</li> </ul>	<ul style="list-style-type: none"> <li>• Counting up to 999</li> <li>• Reading number symbols 700-800</li> <li>• Writing number symbols 700-800</li> <li>• Naming fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math></li> <li>• Drawing fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math></li> </ul>	<p><b>LISTENING AND SPEECH SIGNING</b></p> <ul style="list-style-type: none"> <li>• Identifying</li> <li>• Telling/re-telling/stories</li> <li>• Describing</li> <li>• Naming</li> <li>• Reciting rhymes</li> <li>• Role-playing</li> <li>• Saying riddles, tongue twisters</li> </ul>

$$3 + \square = 10$$

- car
- lorry
- motorcycle
- ship
- canoe

**b) Uses e.g. carrying:**

- people
- food
- water
- animals
- cement
- charcoal

## 7.2 ROAD SAFETY

**a) Safe ways of using the road**

- Observing traffic rules e.g.
- road signs / traffic signs
- stop, look right, left and right again and cross
- walk in single line

- Counting up to 999
- Reading number names 150-160
- Writing number names 150-160
- Multiplying by 8
- Interpreting information from bar

# graph

- 
- Counting up to 999
  - Reading number names 140-160
  - Writing number names 140-160
  - Multiplying by 10
  - Multiplying using commutative concept  
e.g.  $10 \times 5 = 5 \times 10$
  - Drawing bar graphs

		<ul style="list-style-type: none"> <li>• stories</li> <li>• Matching</li> </ul> <p><b>WRITING / BRAILLING</b></p> <ul style="list-style-type: none"> <li>• Writing letters</li> <li>• Writing patterns</li> <li>• Writing words</li> <li>• Writing sentences</li> </ul>
<b>8.3 FIRST AID</b> <ul style="list-style-type: none"> <li>a) <b>First Aid concept</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Examples of first aid: - applying cold pad, cold water for burns</li> <li>• Electric shock: disconnect circuit</li> <li>• Nose bleed: cold pad on forehead, pinch the nose and breathe through mouth</li> </ul> </li>   <li>b) <b>First Aid kit/box</b> <ul style="list-style-type: none"> <li>• Content e.g. soap, cotton wool, bandage</li> <li>• Usage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Counting up to 999</li> <li>• Reading number symbols 800-999</li> <li>• Writing number symbols 800-999</li> <li>• Solving algebraic problems in subtraction, e.g.:           <math>\square - 7 = 3</math> <math>6 - \square = 2</math> </li> <li>• Measuring in metres</li> </ul>	<p><b>LISTENING AND SPEECH</b></p> <ul style="list-style-type: none"> <li>• Naming</li> <li>• Describing</li> <li>• Explaining</li> <li>• Telling/re-telling stories</li> <li>• Role-playing/acting</li> <li>• Practising dialogues</li> <li>• Talking about items in the box</li> </ul> <p><b>READING / TACTILE</b></p> <ul style="list-style-type: none"> <li>• Reading words</li> <li>• Reading sentences</li> <li>• Matching</li> <li>• Reading stories</li> </ul> <p><b>WRITING / BRAILLING</b></p> <ul style="list-style-type: none"> <li>• Drawing pictures</li> <li>• Writing patterns</li> <li>• Writing letters</li> <li>• Writing words</li> <li>• Writing sentences</li> <li>• Writing short stories</li> </ul>

## Theme 8:

**Expected Learning Outcome:** The learner shows awareness of things that cause

Sub-theme and Content	Mathematics competences	Literacy competences
<b>8.1 CAUSES OF COMMON ACCIDENTS IN OUR COMMUNITY, e.g.:</b> poor housing, fire, poison, medicine, water, animals, electricity, vehicles, sharp objects, violence, irresponsible behaviour	<ul style="list-style-type: none"> <li>• Counting to 999</li> <li>• Reading number symbols 800-900</li> <li>• Writing number symbols 800-900</li> <li>• Subtracting 2- and 3-digit numbers, no borrowing</li> <li>• Recording and reporting</li> </ul>	<b>LISTENING AND SPEAKING / SIGNING</b> <ul style="list-style-type: none"> <li>• Naming</li> <li>• Telling/re-telling stories</li> <li>• Reciting rhymes</li> <li>• Describing</li> <li>• Talking about causes of accidents</li> <li>• Sharing experiences</li> <li>• Asking and answering questions</li> <li>• Explaining causes of accidents</li> </ul> <b>READING / TACTILE</b> <ul style="list-style-type: none"> <li>• Reading sentences</li> <li>• Sequencing sentence story</li> <li>• Matching</li> </ul> <b>WRITING / BRAILLING</b> <ul style="list-style-type: none"> <li>• Writing letters</li> <li>• Writing patterns</li> <li>• Writing words</li> <li>• Writing sentences</li> <li>• Writing short stories</li> </ul>
<b>8.2 MANAGEMENT OF ACCIDENTS e.g.:</b> <ul style="list-style-type: none"> <li>• Reporting</li> <li>• Rushing to hospital</li> <li>• Good feeding</li> <li>• Using bandage</li> <li>• Taking of medicine</li> <li>• Daily cleaning</li> <li>• Making an alarm</li> </ul>	<ul style="list-style-type: none"> <li>• Counting up to 999</li> <li>• Reading number symbols 900-999</li> <li>• Writing number symbols 900-999</li> <li>• Solving algebraic problems in subtraction, e.g.:           <math display="block">\square - 5 = 7</math> <math display="block">8 - \square = 4</math> </li> </ul>	<b>LISTENING AND SPEAKING / SIGNING</b> <ul style="list-style-type: none"> <li>• Describing</li> <li>• Asking questions</li> <li>• Answering questions</li> <li>• Telling/re-telling stories</li> <li>• Talking about accidents</li> <li>• Talking about accidents</li> <li>• Explaining causes of accidents</li> </ul> <b>READING / TACTILE</b> <ul style="list-style-type: none"> <li>• Reading sentences</li> </ul>