



Ministry of Education, Science,
Technology and Sports

The National Primary School Curriculum for Uganda

Primary 2



NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE



THE REPUBLIC OF UGANDA

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Connie Kateeba
Director,
National Curriculum Development Centre - NCDC

Foreword

In 2003-2004 the Ministry of Education, Science, Technology and Sports (MoESTS), believing that many learners in the country were failing to achieve acceptable levels of literacy and mathematics in primary education, carried out a wide-ranging review of the primary school curriculum. The results of the review showed need for:

- a) A greater concentration on the development of those key skills in early childhood education that are particularly valued by the community and that are also fundamental to continuing effective educational performance - especially literacy, mathematical and life skills.
- b) A curriculum that is focused more on the development of key skills, values and attitudes than on the inculcation of factual knowledge. This does not mean that content is not considered to be important, but rather that content has to be relevant and capable of being used effectively by learners.
- c) A flexible curriculum with a realistic content load, which allows for a greater level of choice to be made by different geographical areas according to their local needs, interests and resources.

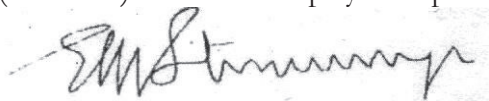
On the basis of the above major concerns, the review made the following recommendations:

- a) The current primary school curriculum should be divided into distinct cycles – P1 to P3, P4, and P5 to P7 – with separate aims and objectives and separate structures for each.
- b) The curriculum for P1-P3 should be based on the fast development of basic skills, with emphasis on the development of literacy, mathematics and key life skills. This should be achieved by re-structuring the current main curriculum requirements around a thematic base.
- c) Religious Education and Physical Education should be maintained as separate learning areas within the P1- P3 Curriculum.
- d) The curriculum for P4 and P5 to P7 should be based on identifiable and transferable skills and competences that will need to be clearly specified within each of the learning areas.
- e) The local language policy specified in the White Paper should remain basically unchanged. Wherever practicable, a local language should be used as the medium of instruction in P1-P3 with English as the medium of instruction from P5 onwards. P4 should be a transition year with special characteristics where local language as the Language of Instruction (LOI) is phased out and English is phased in.
- f) English should be used as the medium of instruction from P1 only in those schools, where a majority of enrolled learners do not speak a common local language as their first or dominant language.
- g) The local language selected as the medium of instruction in P1 to P3 should be taught as a subject in P4 to P7 and should be examined.

Following the recommendations of the curriculum review team, the MoESTS developed and piloted a thematically based curriculum for P1. The results of the pilot showed great success. As a result, the same process is to be extended to P2 and P3.

I am sure that if this Curriculum is fully implemented, it will improve the levels of learning for learners in P1 to P3 across the country.

I, therefore, call upon all stakeholders and the Ministry of Education, Science, Technology and Sports (MoESTS) as a whole to play their part in this initiative.



Hon. Geraldine Namirembe Bitamazire (MP)
Minister of Education, Science, Technology and Sports
October 2006

SECTION A: INTRODUCTION

1. The National Aims of Education

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

- a) to promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to international relations and beneficial interdependence;
- b) to inculcate moral, ethical and spiritual values in the individual and to develop self discipline, integrity, tolerance and human fellowship;
- c) to inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community;
- d) to promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development;
- e) to eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and
- f) to equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

2. The Aims and Objectives of Primary Education

- a) To enable individuals to acquire functional, permanent and development literacy, numeracy and communication skills in English, Kiswahili and, at least, one Uganda Language;
- b) To develop and maintain sound mental and physical health among learners;
- c) To instil the values of living and working cooperatively with other people and caring for others in the community;
- d) To develop and cherish the cultural, moral and spiritual values of life and appreciate the richness that lies in our varied and diverse cultures and values;
- e) To promote understanding and appreciation for the protection and utilisation of the natural environment, using scientific and technological knowledge and skills;
- f) To develop an understanding of one's rights and civic responsibilities and duties for the purpose of positive and responsible participation in civic matters;
- g) To develop a sense of patriotism, nationalism and national unity in diversity;
- h) To develop pre-requisites for continuing education;
- i) To acquire a variety of practical skills for enabling one to make a living in a multi skilled manner;
- j) To develop an appreciation for the dignity of work and for making a living by one's honest effort;

- k) To equip the child with the knowledge, skills and values of responsible parenthood;
- l) To develop skills in management of time and finance and respect for private and public property;
- m) To develop the ability to use the problem-solving approach in various life situations; and
- n) To develop discipline and good manners.

3. The Organisation of the Primary Curriculum

This P2 curriculum is part of the planned Primary School Curriculum which is divided into three clear cycles, each with its own structure of knowledge, skills and learning outcomes specified in terms of the type and level of skills to be achieved.

3.1 Cycle 1 (P1-P3): Basic Skills

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

All learning materials used in these three years will be provided in the learner's own language or a language familiar to the learner. Any written tests that are used for assessment purposes, apart from assessment of English language competence for non-English medium schools, will also be in the local language. When the mix of languages in a school is such that there is no predominant local or area language, the curriculum will be delivered and assessed in English.

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

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

3.2 Cycle 2 (P4): The Transition Year

This will be a single year in which learners will change from a theme-based to a subject-based curriculum and gradually from their local language to English as the medium of instruction. The emphasis will be on rearranging content, concepts and skills rather than introducing new content or concepts. Thus, the organising principle will now be subject-based. Learners and teachers will start the year using the local language during the learning and teaching process and there will be a steady increase in the use of English as the medium of instruction. By the end of P4, the local language will be used only for explaining the most difficult concepts. Written materials, including textbooks, will be in simple English and all assessment will be in English.

The aims of this cycle will be for learners to achieve:

- English skills, both oral and written, to a level in which learning can take place in English across all subjects;
- a transfer of all competences acquired in the first or familiar language into English;
- building on the content, knowledge and competences already acquired through the theme-based curriculum but now transferred to a subject-based framework;
- applying the developed skills and the ability to think creatively in English using knowledge and concepts already acquired in P1-P3.

3.3 Cycle 3 (P5-P7): Subject-based Development

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

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

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

4. The Overall Approach in P1-P3

4.1 Learning Outcomes and Competences

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

Learning outcomes define the overall direction of the teaching and learning process. They do not contain specific learning objectives¹ that can be assessed. However, they are achieved through competences. Competences describe the genuine abilities of the learner to demonstrate that they have understood the concepts and have acquired clearly measurable skills². Competences emphasise the transfer of learning.

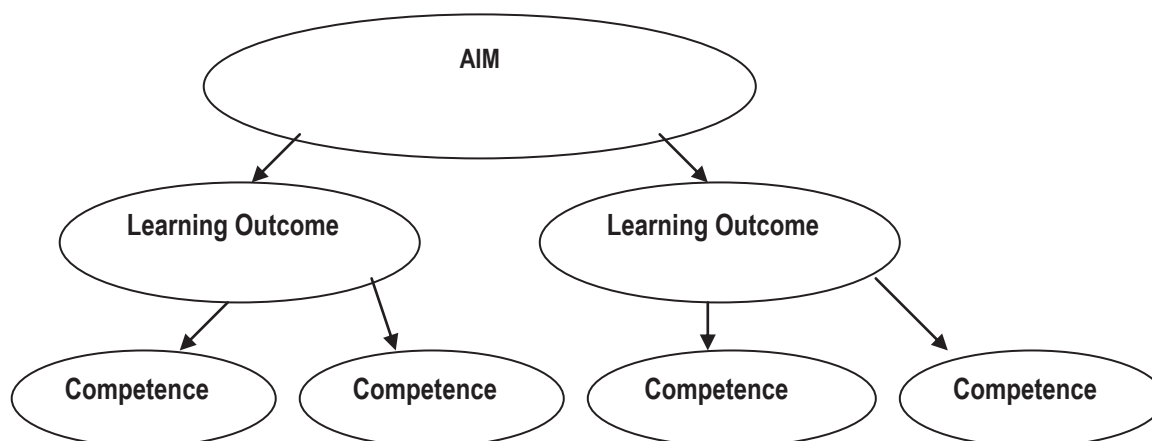
Teachers need not be too concerned with the difference between a competence and a skill. In this curriculum, the idea of competence includes the idea of skill but extends it to wider levels of operations. When a learner is competent in a particular area of learning, he/she has not only mastered the ability to carry out an action but also knows why he/she is doing that action and when to employ it. Acquiring a competence is not only about learning

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

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

a particular behaviour; it is also about understanding it. It is therefore more in keeping with the overall purpose of a learner-centred approach.

The following diagram shows the relationship between aims, learning outcomes and competences. Learning outcomes are derived from aims, while competences are derived from learning outcomes.



4.2 A Learner-centred Approach

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

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

The learner-centred approach is also supported by the use, in P1-P3, of the learner's first or familiar language as the medium of instruction.

4.3 The First or Familiar Language

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

4.4 Multiple Resources

This Curriculum provides the learner with a rich and varied literacy environment. The approach emphasises the need for and use of a range of varied learning resources including flash cards, word/sentence cards, wall charts, work cards, simple readers (both factual and story-based) and the learners' own written work.

The cards should have Braille inscriptions for learners with visual impairment. In addition, they need talking books and enlarged print.

5. The Organisation of the Thematic Curriculum in P1-P3

5.1 The Thematic Approach

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

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

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

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

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

The 12 themes selected for P2 have been subdivided into 36 sub-themes. Each sub-theme provides a basis for organising one's week's teaching and learning.

Comments by stakeholders (especially parents) in the Curriculum Review recommended prioritising literacy and mathematics skills. These basic skills have therefore been brought out within the thematic approach in the Lower Primary Curriculum, to prioritise the competences that lead to improved literacy and mathematics.

5.2 Content Arrangement

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

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

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

In addition, each day may begin with 30 minutes of News or Oral Literature. In the News lessons, learners have the opportunity to bring fresh experiences into the classroom, share them with others, and explore connections with the themes. In the Oral Literature lessons, learners have a chance to explore their own local culture and to develop a feel for the structure and potential of their own language.

The learner-centred approach underlying the Thematic Curriculum is also reinforced by the provision of two lessons per week (in a single hour) of Free Activities. Many of these Free Activity lessons will be based on play although teachers are free to structure the lessons in any appropriate way.

5.3 The Weekly Allocation of Periods

The number of periods for each strand of the P2 Thematic Curriculum is as follows:

Strand	No. of periods
News	3
Oral Literature	2
Mathematics	5
Literacy I	5
Literacy II	5
English	5
Creative Performing Arts (CPA)	
- Music	3
- Art and Crafts	2
PE	5
RE	3
Free Activity	2

Schools should observe the following when planning a timetable:

- Literacy I and Literacy II lessons should follow one another.
- Music, Art and Crafts are combined under Creative Performing Arts (CPA), with three (3) periods for Music and two (2) for Art and Crafts.
- The News lesson may generally be the first period of the day, since it is designed to draw on learners' immediate out-of-school experiences. Schools should provide three (3) News periods and two (2) Oral Literature periods per week.
- The Free Activity lesson should be a double lesson.

Note: Some of the CPA activities can still be used during free activity periods.

6. The Approach to Assessment

Assessment is built into the Thematic Curriculum. Since the Thematic Curriculum is based on competences, it is essential that all competences, whether oral, written or practical, are assessed. This assessment is primarily for the teacher and other stakeholders to know whether learners are genuinely learning and what action needs to be taken to support the learner. The approach to assessment is ‘continuous’ – learners should have as much opportunity as possible to show that they have achieved the competences.

The competences to be assessed are shown in a table at the end of each theme. The teacher should assess the learners during the normal course of teaching. Thus, assessment can be conducted through the following:

- by observing and listening to learners in class; and
- by looking at their exercise books, marking their handwriting and looking at the class work they produce.

Assessment should be done during normal lessons, while learners are carrying out their tasks. The teacher should not set separate “assessment” tests/examinations, although the teacher may set tasks in which he/she specifically intends to assess some or all of the learners’ performance.

Teachers should keep records for each learner, showing the competences that the learner has achieved.

Assessment is cumulative. For example, if a learner has not achieved a particular competence in one theme, he/she may achieve it at a later stage and this should be recorded at that time.

The recording of assessment should always be simple. The teacher should use check-lists with an easy method of recording that can be used even in large classes.

Learners’ performance should be put on the progress chart and displayed where it can easily be seen. In addition, display the learners’ work with appropriate positive comments, and provide regular reports to learners and parents.

The primary purpose of assessment at this stage must be **diagnostic** and **remedial** (identifying learners’ individual problems for help). If a learner is failing to achieve a particular competence, the teacher should provide remedial work so that the learner can catch up. If another learner is achieving at a high level all the time, then the teacher should find more challenging work for that learner. Assessment without remedial support is of little value at this stage of learning. If sufficient support is available both in terms of supervision and teaching materials, teachers will be able to provide this sort of diagnostic and remedial style assessment.

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

SECTION B: CURRICULUM SCOPE AND SEQUENCE

7. The Thematic Strands

TERM I

Theme 1: Our School and Neighbourhood

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

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
1.1 LOCATION, SYMBOLS AND BENEFITS OF OUR SCHOOL a) Location of the school <ul style="list-style-type: none"> Things that show where our school is, e.g. trees, sign post, village, zone, road and water sources b) Symbols of the school <ul style="list-style-type: none"> uniform, badge c) Benefits to the school from neighbourhood, e.g.: <ul style="list-style-type: none"> labour security food medicine land water friends children money materials (building materials, instructional materials) 	<ul style="list-style-type: none"> Counting 1-99 Reading number symbols 1-99 Writing number symbols 1-99 Sorting Ordering Classifying Forming sets Drawing sets Comparing sets 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Naming Talking about Describing Telling/re-telling stories Reciting rhymes Asking and answering relevant questions READING / TACTILE <ul style="list-style-type: none"> Reading short sentences Matching WRITING / BRAILLING <ul style="list-style-type: none"> Drawing Writing patterns Writing letters Writing words Writing short sentences Labelling 	VOCABULARY food, water, child, broom, medicine, money, in, on, under, near, flag, tree, red, yellow, black, uniform, badge, sign post STRUCTURES <ul style="list-style-type: none"> 'What is this/that?' - 'That/This is ...' • '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 (on/in/under/near) the (tree /table).' LISTENING AND SPEAKING <ul style="list-style-type: none"> Reciting rhymes Acting dialogues READING / TACTILE <ul style="list-style-type: none"> Reading words and short sentences Matching WRITING / BRAILLING <ul style="list-style-type: none"> Writing words 	<ul style="list-style-type: none"> Singing / signing Reciting a rhyme Role-playing / acting Dancing Playing percussion instruments 	<ul style="list-style-type: none"> Effective communication Interpersonal relationship Problem-solving Critical thinking Creative thinking Friendship formation Mobility and orientation Tactile ❖ Cooperation Sharing Togetherness Appreciation Creativity Care and concern
1.2 BENEFITS TO THE NEIGHBOURHOOD FROM SCHOOL, e.g.: <ul style="list-style-type: none"> providing education 	<ul style="list-style-type: none"> Counting 1-99 Forming sets Comparing sets Reading number 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Naming Describing 	VOCABULARY ball, hall, library, blackboard, chalkboard, desk, table, chair, near, in, on, cupboard, books, compound	<ul style="list-style-type: none"> Singing / signing Dancing Playing percussion instruments 	<ul style="list-style-type: none"> Effective communication Problem-solving Critical thinking

<ul style="list-style-type: none"> meeting place recreation centre role model, e.g. behaviour, cleanliness facilities, e.g. furniture carrying out community activities employment 	<ul style="list-style-type: none"> names 1-99 Writing number names 1-99 	<ul style="list-style-type: none"> Telling/re-telling stories Reciting rhymes and poems Asking and answering relevant questions Acting short dialogues <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading short sentences Matching <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> Writing patterns Writing letters Writing words Writing short sentences 	<p>STRUCTURES</p> <ul style="list-style-type: none"> 'What is this/that?' 'Show me ...' 'This/That is ...' 'It is ...' 'Where is the ...?' 'The ... is (on/in) the ...' 'It is ... the ...' <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Playing situational games <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading pictures, words and short sentences <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> Writing words 	<ul style="list-style-type: none"> ❖ Drawing Colouring Painting 	<ul style="list-style-type: none"> Creative thinking Interpersonal relationships Tactile ❖ Sharing Co-operation Appreciation Respect Care Protection
<p>1.3 CAUSES OF PROBLEMS BETWEEN SCHOOL AND NEIGHBOURHOOD</p> <p>a) Causes, e.g.:</p> <ul style="list-style-type: none"> theft quarrels fight breakages and damages use of bad language trespassing <p>b) Ways of preventing, problems, e.g.:</p> <ul style="list-style-type: none"> need for respect observing rules and regulations need to cooperate 	<ul style="list-style-type: none"> Counting 1-99 Sorting objects Forming sets Comparing sets Identifying empty sets 	<p>LISTENING AND SPEAKING / SIGNING</p> <ul style="list-style-type: none"> Naming Talking about Describing Reciting rhymes Telling/re-telling stories Asking and answering relevant questions <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading words and short sentences Matching <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> Writing patterns Writing letters Writing words Writing short sentences 	<p>VOCABULARY</p> <p>gun, uniform, army, police, policeman / policewoman, thief, land, fight, steal, blue, white, green</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> 'Show me a/the ...' 'This/That is ...' 'What do you like?' 'I like ...' 'What don't you like?' 'I don't like ...' 'What are they doing?' 'They are ...' 'What colour is this/that?' 'It is ...' 'What is she/he (wearing)?' 'She/he is (wearing) a....' <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Playing situational games Acting dialogue <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading words and short sentences <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> Writing words 	<ul style="list-style-type: none"> Singing / signing Role-playing Dancing Reciting rhymes Making percussion instruments Drawing Colouring Painting 	<ul style="list-style-type: none"> Creative thinking Critical thinking Self-esteem Friendship formation Interpersonal relationships Decision-making Effective communication Assertiveness Empathy Self-awareness Mobility and orientation Tactile Co-operation Sharing Respect and tolerance Leadership Care and concern

Suggested checklist of competences for Theme 1

Learning Area	Competences to be Assessed
Mathematics	<ul style="list-style-type: none"> • Sort objects by size and colour • Count from 1-99 • Match number names to number symbols • Form sets
Literacy	<ul style="list-style-type: none"> • Recite rhymes correctly • Describe benefits to the school from the neighbourhood • Tell / sign a story logically • Read words and sentences • Ask and answer relevant questions
English	<ul style="list-style-type: none"> • Use the learnt words and structures correctly • Read words with correct pronunciation • Write / Braille words
Creative Performing Arts	<ul style="list-style-type: none"> • Sing / sign a song correctly • Play at least 1 percussion instrument • Dance according to rhythm • Make a percussion instrument • Draw and colour/shade a picture and shapes

Theme 2: Our Home and Community

Expected Learning Outcome: The learner understands and appreciates the cultural practices, values and norms in the community.

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
2.1 RELATIONSHIPS AMONG FAMILY MEMBERS <ul style="list-style-type: none"> Nuclear family: <ul style="list-style-type: none"> father mother son daughter brother sister Extended family: <ul style="list-style-type: none"> grandmother / grandfather / grand daughter / grand son paternal aunt / uncle, maternal aunt / uncle 	<ul style="list-style-type: none"> Counting 100-200 Adding two-digit numbers, no carrying Recognising according to place values: hundreds, tens and ones; 0 (zero) as a place holder Reading number symbols 100-200 Writing number symbols 100-200 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Naming Describing pictures related to family members Telling / re-telling stories Reciting rhymes Constructing simple sentences Talking about pictures Asking and answering relevant and reflective questions READING / TACTILE <ul style="list-style-type: none"> Reading words and sentences Matching Fitting jig-saws Identifying missing letters WRITING / BRAILLING <ul style="list-style-type: none"> Drawing Labelling Writing patterns Writing letters Writing words Writing sentences 	VOCABULARY grandmother, grandfather, father, mother, daughter, son, uncle, aunt, sister, brother, number names 1-5 STRUCTURES <ul style="list-style-type: none"> '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 ...' LISTENING AND SPEAKING <ul style="list-style-type: none"> Reciting rhymes Singing songs Acting dialogues READING / TACTILE <ul style="list-style-type: none"> Matching Reading words, short simple sentences WRITING / BRAILLING <ul style="list-style-type: none"> Writing words 	<ul style="list-style-type: none"> Listening Singing / signing Dancing Role playing / acting Playing percussion instruments 	<ul style="list-style-type: none"> Interpersonal relationships Self-awareness Effective communication Problem-solving Critical thinking Creative thinking Mobility and orientation Tactile ❖ Cooperation Togetherness Respect Care Empathy Sharing Responsibility Appreciation
2.2 ROLES OF DIFFERENT PEOPLE IN THE COMMUNITY, e.g.: <ul style="list-style-type: none"> Doctor treats patients Policeman keeps law and order Carpenter makes furniture Teacher teaches 	<ul style="list-style-type: none"> Counting 200-300 Adding numbers vertically up to two digits without carrying Reading number symbols 200-300 Writing number symbols 200-300 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Naming Describing Telling / re-telling stories Asking and answering relevant and reflective questions Reciting a rhyme READING / TACTILE <ul style="list-style-type: none"> Reading words Matching Fitting jig saws WRITING / BRAILLING	VOCABULARY doctor, nurse, teacher, policeman / policewoman, carpenter, patient, shoe maker, shopkeeper, driver, near, in, on, under, between, inside, outside, bed STRUCTURES <ul style="list-style-type: none"> 'Show me a/the ...' 'This/That is a (nurse, teacher).' 'Where is the ...?' 'The (doctor/driver) is (in/under) the (hospital/house/car).' 'The (doctor/nurse) is between the (teacher/driver) and the 	<ul style="list-style-type: none"> Singing Story telling / re-telling / signing Role playing / acting Dancing ❖ Weaving Drawing Shading Colouring 	<ul style="list-style-type: none"> Interpersonal relationship Effective communication Friendship formation Self-esteem Assertiveness Empathy Mobility and orientation Tactile (SNE) ❖ Appreciation Respect Care

		<ul style="list-style-type: none"> • Drawing • Writing patterns • Writing letters • Writing words and sentences • Copying 	<ul style="list-style-type: none"> - (carpenter/patient): • 'He/she is ... the (class/shop).' • 'What does a ... do?' - 'A ... (treats/builds) ...' • 'Where are the ...?' - 'They are (outside/inside) the ...' <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Singing songs • Playing situational games • Reciting rhymes <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Matching • Reading words and short sentences <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing words • Writing short simple sentences 		<ul style="list-style-type: none"> • responsibility
<p>2.3 CULTURAL PRACTICES AND VALUES IN THE COMMUNITY</p> <ul style="list-style-type: none"> • Acceptable behaviour according to different cultures - greeting - praying - cooking, serving and eating - singing and dancing - celebrating - cultivating - dressing - addressing different people 	<ul style="list-style-type: none"> • Counting 100-300 • Reading number symbols 100-300 • Writing number symbols 100-300 • Adding two-digit numbers vertically, no carrying • Recognising place value 	<p>LISTENING AND SPEAKING / SIGNING</p> <ul style="list-style-type: none"> • Naming • Describing • Telling/re-telling stories • Talking about cultural practices and values in the community • Playing a situational game • Reciting rhymes • Saying tongue twisters <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Matching • Reading sentences • Reading pictures and symbols <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing patterns • Writing letters • Writing words • Writing sentences 	<p>VOCABULARY</p> <p>walk, read, wrote, sweep, play, clean, eat, sing, comb, wash, brush, dance, cook, pray, run, present.</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • 'What do you do every day?' - 'I / we ... every day.' • 'What does he/she do every day?' - 'She/he ... every day.' <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Singing songs • Acting dialogues <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Matching • Reading words and short simple sentences <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing words • Writing short sentences 	<ul style="list-style-type: none"> • Listening • Singing / signing • Playing percussion instruments • Dancing • Role-playing / Acting • Drawing • Painting • Colouring • Shading • Cutting and pasting 	<ul style="list-style-type: none"> • Interpersonal relationship • Decision-making • Friendship formation • Effective communication • Creative thinking • Critical thinking • Self-awareness • Mobility and orientation • Tactile • Endurance • Respect • Tolerance • Empathy • Love • Unity • Identity • Self-reliance

Suggested checklist of competences for Theme 2

Learning Area	Competences to be Assessed
Mathematics	<ul style="list-style-type: none"> • Write place values: hundreds, tens and ones. • Count up to 300. • Write/Braille number symbols up to 300. • Match at least 10 number symbols to number names. • Add two- and three-digit numbers, without carrying vertically. • Read number symbols 100–300.
Literacy	<ul style="list-style-type: none"> • Describe pictures of family members. • Tell and retell/sign a story. • Describe cultural practices in the community. • Recite a rhyme and a tongue-twister. • Read words, pictures and sentences related to the theme. • Spell words related to the theme correctly. • Match words and sentences to pictures and objects related to the theme. • Write /Braille letters, words and sentences. • Play a situational game with understanding and expression.
English	<ul style="list-style-type: none"> • Use the learnt words and structures correctly. • Read short simple sentences with correct pronunciation. • Match words and short sentences to pictures. • Write / Braille words, letters and sentences. • Recite (a) rhyme(s). • Act a dialogue. • Sing songs.
Creative Performing Arts	<ul style="list-style-type: none"> • Sing/sign a song correctly. • Role-play (assess confidence, fluency and accuracy) • Play percussion instruments. • Move according to rhythm. • Draw and shade or colour. • Cut and paste pictures.

Theme 3: The Human Body and Health

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

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
3.1 PARTS OF THE BODY AND THEIR FUNCTIONS a) Parts e.g.: <ul style="list-style-type: none"> 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.: <ul style="list-style-type: none"> working playing caring for others writing reading moving e.g. when we eat, we use our eyes, nose, mouth, hands, etc.	<ul style="list-style-type: none"> 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 SPEAKING SIGNING <ul style="list-style-type: none"> Naming Describing Reciting rhymes Telling / re-telling stories Saying riddles Talking about pictures Asking and answering relevant questions READING / TACTILE <ul style="list-style-type: none"> Matching Reading short sentences WRITING / BRAILLING <ul style="list-style-type: none"> Drawing parts of the body Labelling parts of the body Writing patterns Writing letters Writing words Writing sentences 	VOCABULARY (singular and plurals) head, eye, nose, leg, stomach, lips, mouth, knee, finger, toe, hand, ears, see, hear, touch, smell, kneel STRUCTURES <ul style="list-style-type: none"> 'Show me your ...' 'This/these is/are my ...' 'How many ... have/has you/he/she got?' '/he/she have/has ...' 'What do you use your ... for?' 'I use my (hand) to (touch).' 'Has she/he got two (eyes, ears, toes, hands)?' 'Yes, she/he has ...' 'No, she/he doesn't.' 'What are you doing?' 'I am (kneeling).' 'What is she/he doing?' 'She/He is ...' LISTENING AND SPEAKING <ul style="list-style-type: none"> Singing songs Reciting rhymes Playing situational games READING / TACTILE <ul style="list-style-type: none"> Matching Reading words and simple sentences WRITING / BRAILLING <ul style="list-style-type: none"> Writing words Drawing and labelling parts of the body 	<ul style="list-style-type: none"> Singing / signing Playing percussion instruments Listening Dancing Role playing / acting ❖ Modelling 	<ul style="list-style-type: none"> Assertiveness Self-awareness Self-esteem Interpersonal relationship Effective communication Critical thinking Creative thinking Mobility and orientation Tactile ❖ Appreciation Care and concern Love Acceptance Identity Responsibility Respect
3.2 SANITATION a) Areas that need to be kept clean, e.g. <ul style="list-style-type: none"> bathroom, house, pit latrine/toilet, compound, kitchen 	<ul style="list-style-type: none"> Counting 300-400 Reading number names 110-120 Subtracting two- and three-digit numbers vertically without borrowing 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Naming Describing Reciting rhymes Telling/re-telling stories Responding to commands 	VOCABULARY (present and past tense) throw, boil, brush, wash, clean, sweep, burn, collect, cover, cut, slash, dig, cook, water STRUCTURES <ul style="list-style-type: none"> 'What are you doing?' 'I am / we are ...' 'What is he/she doing?' 	<ul style="list-style-type: none"> Singing / signing Reciting rhymes / poems Role-playing / acting ❖ Drawing 	<ul style="list-style-type: none"> Effective communication Self-awareness Self-esteem Critical thinking Creative thinking Problem-solving

<p>b) How to clean those areas:</p> <ul style="list-style-type: none"> - slashing - digging around the compound - sweeping - scrubbing - mopping <p>c) Tools/materials used, e.g.:</p> <ul style="list-style-type: none"> - water - panga - brush - slasher - broom - soap - hoe 	<ul style="list-style-type: none"> • Writing number names 110-120 	<ul style="list-style-type: none"> • Talking about pictures <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading pictures • Reading sentences • Matching • Identifying missing letters <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing patterns • Writing letters • Writing words • Writing sentences 	<ul style="list-style-type: none"> - 'He/she is ...' • 'What are they doing?' - 'They are ...' • 'Did you ... (clean your room)?' - 'Yes, I did / No, I did not.' • 'What did you/she/he do ... (yesterday/last Monday/this morning)?' - 'I/she/he ... the ...' • 'What did we/they do ...?' - 'We/they ... (covered the food)' <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Playing situational games • Reciting rhymes <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading words and short sentences • Matching <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing words • Writing short sentences 	<ul style="list-style-type: none"> • Shading • Colouring 	<ul style="list-style-type: none"> • Decision-making ❖ • Responsibility • Care • Love • Appreciation • Respect • Tolerance
<p>3.3 PERSONAL HYGIENE</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Counting 300-400 • Reading number names 110-120 • Writing number names 110-120 • Subtracting two and three digit numbers, no borrowing 	<p>LISTENING AND SPEAKING / SIGNING</p> <ul style="list-style-type: none"> • Naming • Describing • Reciting rhymes • Telling / re-telling stories • Listening to poems • Talking about pictures <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Matching • Identifying missing letters • Reading sentences <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Drawing pictures of materials used to keep themselves clean • Labelling • Writing patterns • Writing letters • Writing words • Writing sentences 	<p>VOCABULARY</p> <p>brush, boil, drink, eat, smoke(v), clean, sweep, cover, wash, water, toothbrush, soap, toothpaste</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • 'What do you do every day?' - 'I ... every day.' • 'What do you use to (brush/sweep)?' - 'I use ... to ...' • 'When do you (sweep/wash)?' - 'I ... on ... (days of the week).' <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Playing situational games • Singing song • Reciting rhymes <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Matching • Reading pictures • Reading words and short sentences <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing words 	<ul style="list-style-type: none"> • Singing / signing • Playing percussion instruments • Reciting rhymes • Dancing • Role-playing / acting ❖ • Drawing pictures of children with symptoms of immunisable diseases • Shading • Colouring 	<ul style="list-style-type: none"> • Problem-solving • Critical thinking • Self-awareness • Self-esteem • Interpersonal relationship • Empathy • Decision-making • Mobility and orientation • Tactile ❖ • Responsibility • Care • Cooperation • Appreciation • Togetherness • Concern • Respect • Tolerance

Suggested checklist of competences for Theme 3

Learning Area	Competences to be Assessed
Mathematics	<ul style="list-style-type: none"> • Measure and compare heights, widths, breadth and body weight using non standard measures. • Count up to 400. • Write / Braille number names 110-120. • Subtract 2- and 3-digit numbers, no borrowing. • Recognise shapes.
Literacy	<ul style="list-style-type: none"> • Name external parts of the body. • Describe functions of the parts of the body. • Talk about / describe ways of controlling common diseases. • Interpret riddles. • Read words related to the Theme. • Read short sentences related to hygiene. • Write / Braille sentences about keeping yourself clean. • Recite a rhyme on body care correctly. • Form letters correctly. • Mention uses of water. • Label parts of the body.
English	<ul style="list-style-type: none"> • Use given words in sentences correctly. • Read words correctly. • Write / Braille words related to the body or body care.
Creative Performing Arts	<ul style="list-style-type: none"> • Sing / sign a song. • Dance according to rhythm. • Play at least 1 percussion instrument. • Model or draw a human body.

Theme 4: Food and Nutrition

Expected Learning Outcome: The learner identifies sources, appreciates different types and knows the importance and ways of keeping food safe.

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
4.1 CLASSIFICATION OF FOODS e.g. <ul style="list-style-type: none"> Energy-giving foods, e.g.: cassava, potatoes, rice, yams Body-building foods e.g. milk, eggs, fish, beans, groundnuts Protective foods, e.g. fruits (mango, guava, orange) vegetables (carrot, dodo, cabbage) 	<ul style="list-style-type: none"> Counting 400-500 Collecting data on people's food preference Recording the data collected Reporting data recorded Measuring weights using non-standard units Multiplying by 2 and 3 Reading number symbols 400-500 Writing number symbols 400-500 	LISTENING AND SPEAKING / SINGING <ul style="list-style-type: none"> Naming foods Describing Telling / re-telling stories Reciting rhymes Singing songs related to foods Asking questions and answering relevant questions Talking about pictures READING / TACTILE <ul style="list-style-type: none"> Reading short sentences Reading simple stories Building words Matching WRITING / BRAILLING <ul style="list-style-type: none"> Drawing pictures of different foods Writing patterns Writing letters Writing words Writing sentences Labelling 	VOCABULARY (singular and plural, colours, countable and uncountable) <p>food, cassava, rice, pea, egg, fish, potato, yam, milk, pawpaw, bean, groundnut, mango, orange, meat, cabbage, brown, orange (colour)</p> STRUCTURES <ul style="list-style-type: none"> 'What are these/those?' 'These/those are (mangoes).' 'They are ...' '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 ...' LISTENING AND SPEAKING <ul style="list-style-type: none"> Playing situational games Acting dialogue READING / TACTILE <ul style="list-style-type: none"> Reading words and short simple sentences and stories WRITING / BRAILLING <ul style="list-style-type: none"> Writing words and sentences and short simple stories Drawing and labelling different foods 	<ul style="list-style-type: none"> Singing / signing Reciting Playing percussion instruments Dancing Role playing / acting ❖ <ul style="list-style-type: none"> Modelling Drawing Shading Colouring 	<ul style="list-style-type: none"> Creative thinking Critical thinking Tactile Assertiveness Self-esteem Problem-solving Decision-making Mobility and orientation Effective communication ❖ <ul style="list-style-type: none"> Patience Sharing Responsibility Appreciation Cooperation Care Respect Tolerance
4.2 GOOD FEEDING <p>a) Balanced diet:</p> <ul style="list-style-type: none"> meaning of a balanced diet food combinations for different meal times <p>b) Importance of a balanced diet:</p>	<ul style="list-style-type: none"> Counting 400-500 Reading number symbols 500-600 Writing number symbols up to 600 Multiplying by 5 	LISTENING AND SPEAKING / SINGING <ul style="list-style-type: none"> Telling / re-telling stories Describing Talking about good feeding Asking and answering questions Singing Reciting rhymes 	VOCABULARY <p>eat, drink, bananas, potatoes, meat, fish, beans, fruits, vegetables, eggs, millet</p> STRUCTURES <ul style="list-style-type: none"> 'What are you eating?' 'I am eating ...' 'What is he / she eating?' 'He/she is eating ...' LISTENING AND SPEAKING	<ul style="list-style-type: none"> Singing / signing Reciting rhymes Playing percussion instruments Dancing Role-playing/acting ❖ <ul style="list-style-type: none"> Shading Colouring 	<ul style="list-style-type: none"> Effective communication Critical thinking Creative thinking Decision-making Problem-solving Tactile ❖ <ul style="list-style-type: none"> Care

<ul style="list-style-type: none"> - good health - strength - growth 		<ul style="list-style-type: none"> • Telling time using natural indicators in relation to meal times • Talking about pictures <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading sentences • Reading short stories <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Drawing different foods • Labelling • Writing letters • Writing patterns • Writing words • Writing short sentences • Writing short simple stories 	<ul style="list-style-type: none"> • Playing situational games • Reciting rhymes • Play lets • Singing songs <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Matching • Reading words, short sentences and simple stories <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing words and short simple sentences • Drawing • Labelling 	<ul style="list-style-type: none"> • Cutting and pasting 	<ul style="list-style-type: none"> • Patience • Sharing • Appreciation • Health living
<p>4.3</p> <ul style="list-style-type: none"> • Effects of poor feeding e.g.: malnutrition death blindness poor body shape - Signs of malnutrition - loss of weight - swollen body - change of hair colour and texture - loss of appetite - body weakness - dullness 	<ul style="list-style-type: none"> • Counting 500-600 • Reading number symbols 400-600 • Writing number symbols 400-600 • Counting in 4s • Multiplying by 4 	<p>LISTENING AND SPEAKING / SIGNING</p> <ul style="list-style-type: none"> • Naming • Describing • Comparing • Telling / re-telling stories • Reciting rhymes • Talking about effects of poor feeding • Talking about pictures • Asking and answering relevant questions <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading short simple sentences • Matching • Reading short simple stories <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing letters • Writing patterns • Writing words • Writing sentences • Copying sentences • Writing short stories 	<p>VOCABULARY</p> <p>fat, thin, well, happy, sad, small, sick, pain, weak, strong, dull</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • Acting a dialogue • Playing a situational game <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Playing situational games • Singing songs • Acting dialogues <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Matching • Reading words and short simple sentences <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> • Writing short simple words and sentences 	<ul style="list-style-type: none"> • Singing/signing • Reciting rhymes • Playing percussion instruments • Dancing • Role-playing/acting • Listening • Modelling • Drawing • Colouring • Shading 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Effective communication • Self-awareness • Problem-solving • Self-esteem • Empathy • Decision-making • Care • Sharing • Responsibility • Appreciation

Suggested checklist of competences for Theme 4

Learning Area	Competences to be Assessed
Mathematics	<ul style="list-style-type: none"> Count up to 600. Write / Braille number symbols up to 600. Multiply by 2, 3, 4 and 5. Collect, report and record data. Read number symbols up to 600.
Literacy	<ul style="list-style-type: none"> Name types of foods. Ask and answer relevant and reflective questions related to nutrition. Read words related to theme. Read short simple sentences. Read a simple short story about nutrition. Write / Braille sentences about importance of nutrition. Write the given pattern correctly.
English	<ul style="list-style-type: none"> Use structures correctly. Read words. Read sentences. Copy words and sentences.
Creative Performing Arts	<ul style="list-style-type: none"> Sing / sign a song correctly. Model types of foods. Draw different foods. Trace pictures of types of foods. Shade / colour pictures.

TERM II

Theme 5: Our Environment

Expected Learning Outcome: The learner understands and appreciates the importance of common animals and plants in the environment.

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
5.1 COMMON ANIMALS <ul style="list-style-type: none"> Domestic and wild animals Animals and their young ones Uses of animals and birds 	<ul style="list-style-type: none"> Counting from 600 to 700 Subtracting two and three numbers vertically, no borrowing Reading number names 120-130 Writing number names up to 130 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Naming common animals and their young ones Describing animals' and birds' movements Explaining how animals protect themselves Telling / re-telling stories Asking and answering questions Identifying uses of animals Talking about pictures of animals READING / TACTILE <ul style="list-style-type: none"> Reading words Matching words to pictures Reading simple sentences and simple stories WRITING / BRAILLING <ul style="list-style-type: none"> Writing patterns Writing simple sentences Matching Writing simple stories 	VOCABULARY Cow, (calf), goat, (kid), duck, (duckling), sheep, (lamb), pig, (piglet), cat, (kitten), rabbit, dog, (puppy), chicken/hen, (chick), lion, (cub), elephant, (calf), hyena, zebra, monkey, weaver bird, hawk, parrot, eagle, dove + number names eleven to fifteen STRUCTURES <ul style="list-style-type: none"> 'What is this/that?' 'This /That is a/an ...' 'What are these/those?' 'These/Those are ...' 'Are these/those ...?' 'Yes, they are.' 'No, they are not.' 'The ... is bigger than ...' 'How many ... can you see?' 'What is the young of a ...' 'The young one of a ... is a ...' LISTENING AND SPEAKING <ul style="list-style-type: none"> Singing songs Playing situational games Reciting rhymes READING / TACTILE <ul style="list-style-type: none"> Matching Reading words and short sentences Reading short simple stories WRITING / BRAILLING <ul style="list-style-type: none"> Writing words and sentences Drawing and labelling Matching 	<ul style="list-style-type: none"> Singing / signing Reciting rhymes Dancing Making simple percussion instruments Role-playing / acting Modelling Drawing Painting Colouring Shading 	<ul style="list-style-type: none"> Creative thinking Critical thinking Tactile Effective communication Decision-making Problem-solving Appreciation Care Responsibility Love Respect

5.2 COMMON INSECTS <ul style="list-style-type: none"> Characteristics of an insect Names of common insects Useful insects e.g. grasshoppers, white ants, bees Harmful insects e.g. mosquitoes, bed bugs, cockroaches, lice 	<ul style="list-style-type: none"> Counting from 700 to 800 Subtracting two and three digit numbers vertically, no borrowing Reading number names 130-140 Writing number names 130-140 Measuring liquids using non-standard units 	LISTENING AND SPEAKING / SINGING <ul style="list-style-type: none"> Naming common insects Naming useful and harmful insects Describing insects and their characteristics Talking about the life cycle of a housefly Naming main parts of an insect Talking about how insects protect themselves Classifying harmful insects Asking and answering questions Imitating animal sounds Talking about pictures of animals Acting short dialogues READING / TACTILE <ul style="list-style-type: none"> Reading words Reading simple sentences and stories WRITING / BRAILLING <ul style="list-style-type: none"> Writing patterns, letters, words and sentences Drawing and labelling parts of an insect 	VOCABULARY bee, grasshopper, wasp, mosquito, insect, fly, cockroach, spider, butterfly, ant STRUCTURES <ul style="list-style-type: none"> 'What is this/that?' 'This/That is a/an ...' 'What are these/those?' These/Those are ...' 'Are these/those ...?' 'Yes, they are.' 'No, they are not.' LISTENING AND SPEAKING <ul style="list-style-type: none"> Reciting rhymes Singing songs READING / TACTILE <ul style="list-style-type: none"> Matching Reading words and short sentences Reading short simple stories WRITING / BRAILLING <ul style="list-style-type: none"> Writing words Writing short sentences Drawing and labelling 	<ul style="list-style-type: none"> Singing/signing Reciting rhymes Dancing Playing simple percussion instruments Listening Role-playing/acting <ul style="list-style-type: none"> Modelling Drawing Painting Colouring Shading 	<ul style="list-style-type: none"> Creative thinking Critical thinking Tactile Effective communication Decision-making Problem-solving <ul style="list-style-type: none"> Appreciation Care Responsibility Love Respect
5.3 COMMON PLANTS <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	LISTENING AND SPEAKING / SINGING <ul style="list-style-type: none"> Naming Describing parts of a plant Talking about uses of plants Describing stages of plant growth Asking questions Answering questions Talking about dangers of plants Reciting poems READING / TACTILE <ul style="list-style-type: none"> Reading pictures Reading sentences and simple stories WRITING / BRAILLING <ul style="list-style-type: none"> Writing patterns 	VOCABULARY beans, maize, millet, leaves, flowers, seeds, weeds, red, blue, yellow STRUCTURES <ul style="list-style-type: none"> 'What is this/that?' 'This/That is a ...' 'What are these/those?' Those/These are ...' 'Are these/those ...?' 'Yes, they are.' 'No, they are not.' 'What colour is/are ...?' 'It is/they are ...' LISTENING AND SPEAKING <ul style="list-style-type: none"> Reciting rhymes Singing songs Playing situational games 	<ul style="list-style-type: none"> Singing / signing Dancing Reciting rhymes Role-playing Playing percussion instruments <ul style="list-style-type: none"> Drawing Shading Colouring Painting Printing 	<ul style="list-style-type: none"> Creative thinking Critical thinking Decision-making Problem-solving Tactile <ul style="list-style-type: none"> Care Appreciation Responsibility Co-operation Concern

		<ul style="list-style-type: none">• Writing letters• Writing words, sentences and short simple stories• Copying letters, words and sentences• Drawing and labelling parts of a plant	READING / TACTILE <ul style="list-style-type: none">• Matching, e.g. word to picture• Reading words and short sentences WRITING / BRAILLING <ul style="list-style-type: none">• Writing words and short sentences• Drawing and labelling parts of a plant• Matching		
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Suggested checklist of competences for Theme 5

Learning Area	Competences that can be Assessed
Mathematics	<ul style="list-style-type: none"> Count from 600 to 800. Write number names 120-140. Group fruits, seeds, roots, edible/not edible. Group domestic and wild animals. Divide two-digit numbers by 2 without remainder. Subtract three-digit numbers up to 800 without borrowing. Measure liquids using non-standard measures.
Literacy	<ul style="list-style-type: none"> Name domestic and wild animals. Describe parts of a plant. Explain the difference between domestic and wild animals. Read words related to theme. Read sentences about animals and plants. Write words and sentences with the correct spacing and spelling. Name useful and dangerous insects.
English	<ul style="list-style-type: none"> Read words and sentences correctly. Answer simple questions in full sentences. Write sentences correctly. Write words with correct spelling.
Creative Performing Arts	<ul style="list-style-type: none"> Sing songs correctly. Imitate at least 3 animal movements correctly. Make and play a percussion instrument. Draw/paint at least 3 animals, 3 insects, 3 plants. Model an insect or animal. Print various designs using local materials.

Theme 6: Things We Make

Expected Learning Outcome: The learner understands and appreciates the importance of nature and uses it creatively in a variety of artistic forms.

Sub-theme and Content	Mathematics Competencies	Literacy Competencies	English (non-medium) Competencies	Creative Performing Arts	Life Skills and Values
6.1 THINGS WE MAKE IN THE COMMUNITY a) Play materials e.g.: <ul style="list-style-type: none"> ropes, dolls, balls, sticks, strings, metre sticks, mats b) Things we use in the home e.g.: <ul style="list-style-type: none"> Kitchen (stove, plate, mortar/pestle, basket, ladle, pot, spoon, mingling stick, saucepan) Bedroom (bed) Sitting room (mat, cushion, chair) Wearing (ornaments, footwear, clothes) 	<ul style="list-style-type: none"> Counting 800-999 Grouping and sorting items Reading number symbols 600-700 Writing number symbols 600-700 Dividing 2-digit numbers by 3, no remainder 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Naming Describing Explaining Reciting rhymes Telling/re-telling/signing stories Role-playing Saying riddles, tongue twisters Asking questions Answering questions Responding to instructions correctly READING / TACTILE <ul style="list-style-type: none"> Reading sentences, simple stories Reading simple instructions Matching WRITING / BRAILLING <ul style="list-style-type: none"> Copying letters, words and sentences Writing patterns Writing letters Writing words Writing sentences Writing simple short stories 	VOCABULARY doll, ball, mat, stove (sigiri), rope, saucepan, cushion, pot, mortar, pestle, bed, basket, ladle, chair, stool STRUCTURES <ul style="list-style-type: none"> 'Where is the ...?' 'The ... is on/in the ...' 'Where are the ...?' 'The ... are on/in the ...' 'How many ... are there?' 'There are ...' LISTENING AND SPEAKING <ul style="list-style-type: none"> Acting dialogues Reciting rhymes READING / TACTILE <ul style="list-style-type: none"> Reading words, sentences Matching Reading simple short stories WRITING / BRAILLING <ul style="list-style-type: none"> Writing words and short sentences Writing simple short stories 	<ul style="list-style-type: none"> Singing / signing Reciting rhymes Dancing Making and playing simple percussion instrument ❖ <ul style="list-style-type: none"> Weaving Drawing Colouring Painting Constructing 	<ul style="list-style-type: none"> Creative thinking Critical thinking Decision-making Effective communication Interpersonal relationship Friendship formation Assertiveness Self-esteem Empathy Mobility and orientation Tactile ❖ <ul style="list-style-type: none"> Co-operation Care Patience Appreciation Endurance Sharing Responsibility Respect and tolerance
6.2 MATERIALS USED AND THEIR SOURCES a) Materials, e.g.: <ul style="list-style-type: none"> sisal, banana fibre, palm leaves, papyrus reeds, raffia, clay/soil, grass, straws, sticks, thread, needles, nails, reeds, 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Identifying Telling/re-telling/signing stories Describing Naming Reciting rhymes Role-playing Saying riddles, proverbs 	VOCABULARY sisal, banana fibre, raffia, clay, grass, thread, needle, sticks, straws, papyrus, forest, swamp, palm leaf, garden, shop STRUCTURES <ul style="list-style-type: none"> 'What do you use to make a ...' 'I / We use ... to make ...' 'What is ... doing?' '... is making ...' 'Tom is making a ... from ...' 	<ul style="list-style-type: none"> Singing / signing Dancing Role-playing / acting Reciting rhymes Reciting poems Making simple music instruments Playing music instruments 	<ul style="list-style-type: none"> Effective communication Critical thinking Creative thinking Decision making Assertiveness Self-esteem Empathy Self awareness Mobility and orientation

Suggested checklist of competences for Theme 6

Learning Area	Competences that can be Assessed
Mathematics	<ul style="list-style-type: none"> Count up to 999. Divide 2 digit numbers by 3, no remainder. Write number symbols 600-800. Read and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{6}$.
Literacy	<ul style="list-style-type: none"> Say at least one of each of the following: riddle, proverb, tongue twister. Read words related to the theme. Read sentences. Read a simple story about the importance of quality things. Write a simple, short story about useful things. Write patterns, words and sentences. Read simple instructions correctly.
English	<ul style="list-style-type: none"> Pronounce words correctly. Use structures correctly. Read short simple sentences. Write short simple sentences. Match words to pictures, words to words correctly.
Creative Performing Arts	<ul style="list-style-type: none"> Play simple percussion instruments. Sing and dance to rhythm. Draw and colour pictures. Model at least 3 items.

Theme 7: Transport in Our Community

Expected 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 and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
7.1 MEANS AND USES OF TRANSPORT IN OUR COMMUNITY a) Means e.g. <ul style="list-style-type: none"> - train - aeroplane/helicopter - bus - bicycle - boat - ferry - donkey - horse - camel - car - lorry - motorcycle - ship - canoe b) Uses e.g. carrying: <ul style="list-style-type: none"> - people - food - water - animals - cement - charcoal 	<ul style="list-style-type: none"> Counting up to 999 Multiplying by 6 Reading number names 140-150 Writing number names 140-150 Identifying missing numbers in a mathematical statement in addition e.g. $\square + 2 = 5$ $3 + \square = 10$ 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Naming Describing Telling/re-telling/signing stories Asking questions Answering questions Role-playing Imitating sounds Acting dialogues READING / TACTILE <ul style="list-style-type: none"> Sequencing words into sentences Reading words and sentences Reading simple stories Matching WRITING / BRAILLING <ul style="list-style-type: none"> Writing short simple stories Tracing pictures of means of transport Drawing and labelling Writing patterns Writing letters Writing words Writing sentences 	VOCABULARY black, grey, green, road, blue, boat, driver, cyclist, drive, fly, pilot, yellow, transport, air, lake, water, bus, motorcycle, bicycle, train, aeroplane, food, cement, people, animals STRUCTURES <ul style="list-style-type: none"> 'Where is the ...?' 'The bus is on the road' 'Where are the/an ...' 'The bananas are on the lorry'. 'Who is (flying, driving) ...?' 'Musa is ...' 'What colour is the ...?' 'The ... is ...' 'It is ...' LISTENING AND SPEAKING <ul style="list-style-type: none"> Playing situational games Reciting rhymes READING / TACTILE <ul style="list-style-type: none"> Matching Reading words and short sentences Reading short simple stories WRITING / BRAILLING <ul style="list-style-type: none"> Drawing and labelling means of transport Writing words and short sentences Matching 	<ul style="list-style-type: none"> Singing/signing Acting Telling/re-telling/signing stories Reciting rhymes Playing percussion instrument Dancing Listening Constructing, e.g. bus, car Modelling 	<ul style="list-style-type: none"> Effective communication Interpersonal relationships Critical thinking Decision-making Assertiveness Creative thinking Problem-solving Self-esteem Mobility and orientation Tactile Care Appreciation Endurance Patience Co-operation Responsibility
7.2 ROAD SAFETY a) Safe ways of using the road <ul style="list-style-type: none"> Observing traffic rules e.g. road signs / traffic signs stop, look right, left and right again and cross walk in single line 	<ul style="list-style-type: none"> Counting up to 999 Reading number names 150-160 Writing number names 150-160 Multiplying by 8 Interpreting information from bar 	...	VOCABULARY road, left, bicycle, walk, car, motorcycle, right, ride, drive, driver, look, carry, stop, run, sign post, path, cross STRUCTURES <ul style="list-style-type: none"> 'Stop' 'Cross the road' 'Look right' 	<ul style="list-style-type: none"> Singing / signing Role playing Dancing Playing music instruments Drawing 	<ul style="list-style-type: none"> Decision-making Effective communication Assertiveness Creative thinking Self esteem Problem-solving Friendship formation Critical thinking

<ul style="list-style-type: none">- do not play on the road- find a safe place to cross, e.g. zebra crossing, clear road (i.e. no on-coming traffic)- use foot path <p>b) Unsafe ways of using the road e.g.</p> <ul style="list-style-type: none">• Playing on the road• Crossing where roads meet/near a bend/ at a junction/near the top of a hill/between parked cars grazing along the road• Throwing objects at moving vehicles	graph		<ul style="list-style-type: none">• 'Look left.'• 'Look right.'• 'Don't run'• 'Don't play.' <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none">• Acting dialogues• Playing situational games• Reciting rhymes <p>READING / TACTILE</p> <ul style="list-style-type: none">• Matching• Reading words and short sentences <p>WRITING / BRAILLING</p> <ul style="list-style-type: none">• Writing short simple sentences about road safety• Drawing and labelling	<ul style="list-style-type: none">• Colouring• Shading• Painting	<ul style="list-style-type: none">• Empathy• Mobility and orientation• Tactile• Co-operation• Appreciation• Care• Endurance• Patience• Tolerance• Obedience• Respect for self and others• Responsibility for self and others
<p>7.3</p> <p>a) Dangerous things on the road</p> <ul style="list-style-type: none">• Landslides / falling rocks• Pot holes• Water passages• Broken bottles• Broken electric wires and poles• landmines• waste disposal• nails• water <p>b) People who help in traffic e.g.</p> <ul style="list-style-type: none">• policeman / policewoman• parents• teachers• older children• wardens• lollipop men/women	<p>LISTENING AND SPEAKING / SIGNING</p> <ul style="list-style-type: none">• Identifying• Naming• Describing• Telling/re-telling stories• Role-playing• Asking questions• Answering questions• Reciting rhymes• Sharing experiences and ideas on dangerous things along the road• Saying riddles, tongue twisters <p>READING / TACTILE</p> <ul style="list-style-type: none">• Sequencing words into sentences• Reading sentences and a simple story• Matching <p>WRITING / BRAILLING</p> <ul style="list-style-type: none">• Writing patterns• Writing letters• Writing words• Writing short sentences	<p>VOCABULARY</p> <p>danger, rock, pothole, broken bottles, electric wires, nails, landmines, rubbish, policeman/woman, wardens, lollipop (person), stone, throw</p> <p>STRUCTURES</p> <ul style="list-style-type: none">• 'What is wrong?'- 'There is / there are ... on the road'• Are you hurt?- 'Yes, I am.'- 'No, I am not.'• 'Be careful of ...'• 'Avoid ...'• 'Don't ...'• 'Who helps you to cross the road?'- 'The ... helps me to cross the road.' <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none">• Reciting rhymes• Playing situational games <p>READING / TACTILE</p> <ul style="list-style-type: none">• Matching• Reading words and short simple sentences <p>WRITING / BRAILLING</p> <ul style="list-style-type: none">• Writing words• Writing short simple sentences	<ul style="list-style-type: none">• Singing / signing• Dancing• Reciting rhymes• Playing percussion instruments• Modelling• Drawing• Colouring• Painting• Shading	<ul style="list-style-type: none">• Effective communication• Friendship formation• Assertiveness• Decision-making• Problem-solving• Self-esteem• Interpersonal relationship• Critical thinking• Creative thinking• Empathy• Mobility and orientation• Tactile• ❖• Patience• Tolerance• Care• Endurance• Responsibility	

Suggested checklist of competences for Theme 7

Learning Area	Competences that can be Assessment
Mathematics	<ul style="list-style-type: none"> Count up to 999. Write number names 140-160. Interpret information on bar graphs. Solve algebraic problems in addition. Multiply by 6, 8, and 10. Multiply using commutative property.
Literacy	<ul style="list-style-type: none"> Name uses and types of transport in our community. Describe means of transport. Answer questions about a story. Explain safe ways of using the road. Read sentences correctly. Complete a simple story about road safety. Write words and sentences related to theme.
English	<ul style="list-style-type: none"> Read words. Form sentences using the given structures. Read sentences about transport and road safety. Draw and label means of transport. Copy simple sentences with correct punctuation.
Creative Performing Arts	<ul style="list-style-type: none"> Tell the meaning of at least 2 songs. Imitate movement of 4 means of transport. Play at least 3 percussion instruments. Move to given rhythm and given formations. Model at least one transport related item. Draw and paint 2 means of transport.

Theme 8: Accidents and Safety

Expected Learning Outcome: The learner shows awareness of things that cause common accidents and ways of managing them.

Sub-theme and Content	Mathematics competences	Literacy competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
8.1 CAUSES OF COMMON ACCIDENTS IN OUR COMMUNITY, e.g.: poor housing, fire, poison, medicine, water, animals, electricity, vehicles, sharp objects, violence, irresponsible behaviour	<ul style="list-style-type: none"> Counting up to 999 Reading number symbols 800-900 Writing number symbols 800-900 Subtracting 2- and 3- digit numbers, no borrowing Recording and reporting 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Naming Telling/re-telling stories Reciting rhymes Describing Talking about causes of accidents Sharing experiences Asking and answering questions Explaining causes of accidents READING / TACTILE <ul style="list-style-type: none"> Reading sentences Sequencing sentences into a story Matching WRITING / BRAILLING <ul style="list-style-type: none"> Writing letters Writing patterns Writing words Writing sentences Writing short stories 	VOCABULARY fire, poison, medicine, water, insect, electricity, vehicle, animal, blood, needle, pin, razor blade, knife, spear, axe, hoe, panga, bleed, cut, hurt STRUCTURES <ul style="list-style-type: none"> 'What is wrong?' 'I am / she / he is hurt' 'Don't play with ...' 'It can burn / kill ...' LISTENING AND SPEAKING <ul style="list-style-type: none"> Reciting rhymes Acting dialogues Playing situational games READING / TACTILE <ul style="list-style-type: none"> Matching, e.g. word to picture Reading pictures Reading words and short sentences WRITING / BRAILLING <ul style="list-style-type: none"> Writing words Writing short simple sentences 	<ul style="list-style-type: none"> Singing Role-playing/acting Reciting rhymes Making simple percussion instruments Naming musical instruments Dancing Modelling Drawing Shading Painting Colouring 	<ul style="list-style-type: none"> Effective communication Assertiveness Critical thinking Creative thinking Problem-solving Mobility and orientation Decision-making Tactile Empathy Care for self and others Responsibility Endurance Patience Concern for self and others Cautiousness
8.2 MANAGEMENT OF ACCIDENTS e.g.: Reporting Rushing to hospital Good feeding Using bandage Taking of medicine Daily cleaning Making an alarm	<ul style="list-style-type: none"> Counting up to 999 Reading number symbols 900-999 Writing number symbols 900-999 Solving algebraic problems in subtraction, e.g.: $\square - 5 = 7$ $8 - \square = 4$ 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Describing Asking questions Answering questions Telling/re-telling stories Talking about managing accidents Talking about preventing accidents Talking about pictures Explaining READING / TACTILE <ul style="list-style-type: none"> Reading sentences and short 	VOCABULARY hospital, clinic, dispensary, bandage, medicine, clean, report, alarm, accidents, ambulance, doctor, nurse, telephone, tablets, call, injection, care, shout, cry, treat, carry STRUCTURES <ul style="list-style-type: none"> 'What is he / she doing?' 'He / she is ...' 'Where do you go when you are hurt?' 'I go to the ... (hospital / clinic / dispensary).' LISTENING AND SPEAKING <ul style="list-style-type: none"> Acting dialogues 	<ul style="list-style-type: none"> Singing / signing Role-playing/acting Reciting rhymes Dancing Playing percussion instruments Modelling Drawing Shading Colouring Painting 	<ul style="list-style-type: none"> Effective communication Empathy Critical thinking Self-esteem Decision-making Interpersonal relationship Mobility and orientation Copying with stress Problem-solving Coping with emotions Co-operation

		<ul style="list-style-type: none"> • stories • Matching WRITING / BRAILLING <ul style="list-style-type: none"> • Writing letters • Writing patterns • Writing words • Writing sentences 	<ul style="list-style-type: none"> • Acting play lets READING / TACTILE <ul style="list-style-type: none"> • Matching • Reading pictures • Reading words and short simple sentences WRITING / BRAILLING <ul style="list-style-type: none"> • Writing words • Writing short simple sentences 	<ul style="list-style-type: none"> • Care • Love • Patience • Concern • Appreciation • Responsibility for self and others
8.3 FIRST AID a) First Aid concept <ul style="list-style-type: none"> • Definition • Examples of first aid: <ul style="list-style-type: none"> - applying cold pad, cold water for burns • Electric shock: disconnect circuit • Nose bleed: cold pad on forehead, pinch the nose and breathe through mouth b) First Aid kit/box <ul style="list-style-type: none"> • Content e.g. soap, cotton wool, bandage • Usage 	<ul style="list-style-type: none"> • Counting up to 999 • Reading number symbols 800-999 • Writing number symbols 800-999 • Solving algebraic problems in subtraction, e.g.: $\begin{array}{r} \square - 7 = 3 \\ 6 - \square = 2 \end{array}$ • Measuring in metres 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> • Naming • Describing • Explaining • Telling/re-telling stories • Role-playing/acting • Practising dialogue • Talking about items in First Aid box READING / TACTILE <ul style="list-style-type: none"> • Reading words • Reading sentences • Matching • Reading stories WRITING / BRAILLING <ul style="list-style-type: none"> • Drawing pictures • Writing patterns • Writing letters • Writing words • Writing sentences • Writing short stories 	<ul style="list-style-type: none"> • Singing/signing • Role-playing/acting • Reciting rhymes • Playing percussion instruments • Dancing • Drawing • Modelling • Shading • Colouring • Painting 	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Creative thinking • Decision-making • Coping with stress • Coping with emotions • Empathy • Effective communication • Interpersonal relationship • Mobility and orientation • Care • Co-operation • Responsibility • Patience • Endurance • Concern

Suggested checklist of competences for Theme 8

Learning Area	Competence that can be Assessed
Mathematics	<ul style="list-style-type: none"> Count up to 999. Read number symbols from 800 to 999. Measure length in metres. Solve algebraic problems in subtractions.
Literacy	<ul style="list-style-type: none"> Name causes of common accidents. Talk about ways of preventing accidents. Describe ways of managing accidents. Read words related to the theme. Read sentences related to the theme. Read a short simple story and answer questions. Write letters with correct letter shapes. Write letters and words on straight lines. Write a short simple story. Complete a story.
English	<ul style="list-style-type: none"> Pronounce words related to the theme correctly. Form sentences using the given structures. Match words to pictures. Read simple sentences related to accidents and safety. Write words correctly. Write short simple sentences correctly.
Creative Performing Arts	<ul style="list-style-type: none"> Sing a song following the given tune. Name at least 3 musical instruments. Move following the given rhythm. Draw and paint at least 3 pictures. Role-play first aid help in an accident.

TERM III

Theme 9: Peace and Security

Expected Learning Outcome: The learner understands and participates harmoniously in promoting purposeful development in society.

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
9.1 ROLES OF PEOPLE WHO KEEP PEACE AND SECURITY, e.g.: <ul style="list-style-type: none"> Teachers: provide and reinforce rules and regulations, enforce discipline, provide guidance and counselling, and teaching Learners: obey rules and regulations, peer guidance and protection, listen and respond to issues and report to the most relevant helper Parents: guidance and counselling, enforce discipline, provide family basic needs Police: keep law and order, guidance and counselling, enforce discipline, protect people and property Religious leaders: Guidance and counselling, enforce societal norms, and preach the word of God / Allah 	<ul style="list-style-type: none"> Counting up to 999 Reading number names 160-170 Writing number names 160-170 Telling time in hours 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Naming Describing Telling / re-telling stories about how to keep peace Asking questions Answering questions Role playing Reciting rhymes Talking about pictures READING / TACTILE <ul style="list-style-type: none"> Reading sentences Matching Reading short stories WRITING / BRAILLING <ul style="list-style-type: none"> Writing words, sentences and stories Writing patterns Writing letters Writing words Drawing pictures Completing a story 	VOCABULARY <ul style="list-style-type: none"> teacher, child, school, prefect, army man/woman, policeman/woman parent, prison, teach, keep (v.), priest, church, mosque, imam, nun, matron, preach STRUCTURES <ul style="list-style-type: none"> 'Show me a/an/the ...' - 'This/That is a/an ...' 'Who ... (teaches / preaches) - 'A teacher / Imam ...' LISTENING AND SPEAKING <ul style="list-style-type: none"> Acting dialogues Playing situational games READING / TACTILE <ul style="list-style-type: none"> Reading words and short sentences Matching Reading short stories WRITING / BRAILLING <ul style="list-style-type: none"> Writing short simple words Writing sentences 	<ul style="list-style-type: none"> Singing / signing Reciting rhymes Dancing Role-playing / acting Playing percussion instrument ❖ <ul style="list-style-type: none"> Modelling Drawing Shading Painting Cutting and pasting 	<ul style="list-style-type: none"> Problem-solving Assertiveness Critical thinking Creative thinking Decision-making Friendship formation Self-esteem Effective communication Self-awareness Interpersonal relationship Mobility and orientation ❖ <ul style="list-style-type: none"> Appreciation Care Respect Tolerance Responsibility Sharing Co-operation
9.2 WAYS OF PROMOTING PEACE AND SECURITY, e.g.: <ul style="list-style-type: none"> Practicing religious societal norms Praying Following rules and regulations Rules obeying thanking 	<ul style="list-style-type: none"> Counting up to 999 Reading number names 170-180 Writing number names 170-180 Dividing up to two-digit numbers by 3, no remainder 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Naming Describing Telling / re-telling stories Reciting rhymes Talking about ways of promoting peace and security. Role-playing Talking about pictures READING / TACTILE	VOCABULARY <ul style="list-style-type: none"> thank, obey, give, friend, happy, share, help, love, greet, joy, pray, gift, play, forgive STRUCTURES <ul style="list-style-type: none"> 'What do you like?' - 'I like ...' 'Do you like (praying/playing/sharing)?' 'Yes, I do.' 'What are you/they doing?' - 'I/We/They am/are ... (haring / 	<ul style="list-style-type: none"> Singing / signing Reciting rhymes Playing percussion instruments Dancing Listening ❖ <ul style="list-style-type: none"> Modelling Drawing Shading 	<ul style="list-style-type: none"> Effective communication Interpersonal relationship Self-esteem Critical thinking Creative thinking Decision-making Empathy Assertiveness Problem-solving Mobility and orientation ❖

<ul style="list-style-type: none"> - sharing - helping - forgiving • Guiding others 		<ul style="list-style-type: none"> • Reading sentences • Reading short stories • Matching WRITING / BRAILLING • Writing patterns • Writing letters • Writing short stories with assistance • Copying words and sentences 	<ul style="list-style-type: none"> • 'What is he/she doing?' - 'He/She is ... sharing / praying' LISTENING AND SPEAKING • Singing songs • Acting dialogues READING / TACTILE • Matching • Reading words • Reading short sentences • Reading short simple stories WRITING / BRAILLING • Writing words • Writing short simple sentences • Sequencing sentences to form a story 	<ul style="list-style-type: none"> • Colouring 	<ul style="list-style-type: none"> • Care • Appreciation • Patience • Co-operation • Responsibility • Endurance • Love • Respect
<p>9.3 IMPORTANCE OF PROMOTING PEACE AND SECURITY</p> <p>a) Positive effects, e.g.:</p> <ul style="list-style-type: none"> • Safety, respect, freedom of speech, unity, love, co-operation • Free movement, settlement, going to school, proper physical growth and development • Free movement of goods, services, people <p>b) Effects of insecurity, e.g.:</p> <ul style="list-style-type: none"> • Death, hunger, fear, famine, trauma, divorce, fights, domestic violence, child abuse, poverty, disability, dropping out of school, loss of jobs/property, homelessness, displacement 	<ul style="list-style-type: none"> • Counting up to 999 • Writing number names 160-180 • Reading number names 160-180 • Dividing up to 2-digit numbers by 4, no remainder • Using money to buy and sell (Shs 500 and 1000) 	<p>LISTENING AND SPEAKING / SINGING</p> <ul style="list-style-type: none"> • Telling/re-telling stories • Reciting rhymes • Talking about importance of peace and security • Naming • Asking and answering questions • Talking about pictures • Sharing views and ideas on promoting peace READING / TACTILE • Reading sentences • Completing stories • Matching WRITING / BRAILLING • Drawing and labelling • Writing patterns. • Writing words • Writing sentences • Writing short simple stories with assistance 	<p>VOCABULARY</p> <p>work, share, people, beat, bite, slap, push, help, forgive, steal, play, pray, take, good, bad, love, abuse, pinch</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • 'It is good to ... one another.' - 'It is good to share.' • 'It is bad to ...' - 'It is bad to abuse others.' • 'Do not ...' • 'Always love one another'. <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Acting dialogues • Reciting rhymes READING / TACTILE • Matching • Reading words and short sentences • Reading short simple stories WRITING / BRAILLING • Writing short simple sentences 	<ul style="list-style-type: none"> • Singing / signing • Reciting rhymes • Role-playing / acting • Dancing • Playing percussion instruments ❖ • Drawing • Shading • Colouring • Painting 	<ul style="list-style-type: none"> • Empathy • Effective communication • Assertiveness • Decisions-making • Non-violent conflict resolution • Problem-solving • Negotiation • Coping with stress • Coping with emotions • Mobility and orientation ❖ • Honesty • Co-operation • Appreciation • Love • Respect • Unity • Care • Responsibility • Endurance • Patience

Suggested checklist of competences for Theme 9

Learning Area	Competence that can be Assessed
Mathematics	<ul style="list-style-type: none"> • Write number names 160-180. • Divide 2-digit numbers by 3, no remainder. • Tell time in hours. • Count up to 999. • Read number names 160-180.
Literacy	<ul style="list-style-type: none"> • Name and describe at least 3 people who keep peace and security in the community. • Answer questions about roles of people who keep peace and security correctly. • Recite rhymes correctly. • Sequence sentences to form a simple story. • Read words related to theme. • Read sentences. • Read a simple story and answer questions. • Write sentences. • Write a short simple story, with assistance.
English	<ul style="list-style-type: none"> • Read words correctly. • Form sentences using given structures. • Read a short story and answer questions. • Write words correctly. • Write simple sentences correctly (full stop, question mark, capital letter).
Creative Performing Arts	<ul style="list-style-type: none"> • Sing a song according to the tune. • Move following the given rhythm. • Play at least 2 percussion instruments. • Draw and colour 3 pictures.

Theme 10: Child Protection

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

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
10.1 CHILD WORK AND CHILD ABUSE <ul style="list-style-type: none"> Child work Helping with house work. Child labour responsibilities and activities done at home by children Basic needs types of basic needs, denial of basic needs Bad acts done to children and their effects defilement, bad touches, bad language Punishment child neglect, child abduction, child sacrifice Activities done at school and community and their effects: fishing, charcoal burning, stone quarrying, carrying heavy load, looking after animals 	<ul style="list-style-type: none"> Counting up to 999 Adding 3-digit numbers vertically, no carrying Reading number names 190-200 Writing number names 190-200 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Identify examples of child work Identifying types of child labour Telling/re-telling stories Naming basic needs Telling children's responsibilities at home Asking and answering/clarifying reflective questions Describing bad acts done to children and their negative effects Talking about ways of child abuse Talking about activities done at school and community and their positive and negative effects Role-playing READING / TACTILE <ul style="list-style-type: none"> Reading sentences, stories Matching Completing pictures / sentences WRITING / BRAILLING <ul style="list-style-type: none"> Writing patterns Writing letters Writing words Writing sentences Writing short stories with assistance 	VOCABULARY <ul style="list-style-type: none"> touch, fight, hunger, beat, stranger, heavy, work, walk, abuse, bad, night, late, burn, report, dark, rest, clean, wash, fetch, sweep, mop STRUCTURES <ul style="list-style-type: none"> 'It is good/bad to ...' 'I don't like ...' 'It is bad to ... others.' 'It is good to ...' LISTENING AND SPEAKING <ul style="list-style-type: none"> Reciting rhymes Acting dialogues READING / TACTILE <ul style="list-style-type: none"> Reading words Reading sentences Reading simple stories WRITING / BRAILLING <ul style="list-style-type: none"> Writing words Writing sentences 	<ul style="list-style-type: none"> Singing/signing Role-playing/acting Reciting rhymes/poems Playing percussion instruments Drawing Shading Painting Colouring Tactile 	<ul style="list-style-type: none"> Effective communication Self-awareness Empathy Friendship formation Coping with stress Coping with emotions Interpersonal relationship Critical thinking Creative thinking Decision-making Self-esteem Mobility and orientation Care Responsibility Cooperation Honesty Unity Respect Interdependence Sharing Appreciation
10.2 EFFECTS OF CHILD ABUSE, e.g.: <ul style="list-style-type: none"> Anger Sadness Loneliness Pain Hatred 	<ul style="list-style-type: none"> Counting 1-999 Multiplying the table of 2, 3, 4, 5, 6, 8 and 10 Reading number names 180-200 Writing number 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Telling / re-telling stories Identifying Describing Talking about effects of child abuse Explaining Reciting 	VOCABULARY <ul style="list-style-type: none"> fear, worry, pain, lame, blind, deaf, run, angry, cry STRUCTURES <ul style="list-style-type: none"> 'Situational game' 'Play lets' 	<ul style="list-style-type: none"> Singing / signing Listening Role-playing Reciting rhymes Acting Drawing Shading 	<ul style="list-style-type: none"> Coping with stress Coping with emotions Critical thinking Creative thinking Decision-making Interpersonal relationship

<ul style="list-style-type: none"> Lame Worry Blind Deaf Fear Shame Death Isolation 	names 180–200	<ul style="list-style-type: none"> Matching Saying similes Saying riddles Role-playing Asking and answering questions Reciting poems <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading posters / sentences / stories Reading short dialogues Completing stories <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> Writing patterns Writing letters Writing words Writing sentences Copying words / letters / sentences Labelling pictures Completing sentences/words/ stories 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Playing situational games Singing songs Acting play lets <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading words Reading sentences Reading simple stories <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> Writing words Writing sentences 	<ul style="list-style-type: none"> Colouring Painting Tactile Cutting and pasting 	<ul style="list-style-type: none"> Empathy Mobility and orientation Tactile Care Negotiation Endurance Patience Responsibility Appreciation Respect and tolerance
<p>10.3 WAYS OF CHILD PROTECTION e.g.:</p> <ul style="list-style-type: none"> Child to child mentoring Reporting incidents Using educational messages, e.g.: Straight / Young/ Teacher Talk PIASCY messages Parental guidance 	<ul style="list-style-type: none"> Counting up to 999 Reading number names 180-190 Writing number names 180-190 Dividing 2-digit numbers by 2, 3 without a remainder Adding simple fractions (halves and quarters) e.g.: $\frac{1}{2} + \frac{1}{2} = 1$ $\frac{1}{4} + \frac{1}{4} = \frac{1}{2}$ $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = 1$ 	<p>LISTENING AND SPEAKING / SIGNING</p> <ul style="list-style-type: none"> Telling / re-telling stories Reciting a rhyme Role-playing Sharing experiences and ideas of child protection Matching Responding to reflective questions Describing Explaining Using arguments Saying poems <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading sentences Reading stories Matching <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> Writing patterns Writing letters Writing words Writing sentences Labelling pictures Writing short stories with assistance 	<p>VOCABULARY</p> <p>parent, advise, guide, help, friend, gift, get, listen</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> 'It is good to ...' 'You/We should always (help/advise/guide) others.' <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Listening to PIASCY messages Reciting the PIASCY messages Playing situational games Reciting rhymes Singing songs <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading words Reading sentences Reading PIASCY messages <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> Writing words Writing sentences Writing PIASCY messages 	<ul style="list-style-type: none"> Singing / signing Reciting Acting situational games Role-playing ❖ Drawing Colouring Shading Painting Tactile 	<ul style="list-style-type: none"> Effective communication Decision-making Coping with stress Coping with emotions Friendship formation Self-awareness Empathy Problem-solving Mobility and orientation Tactile Assertiveness ❖ Respect Responsibility Honesty Care Co-operation Concern Respect and tolerance Demanding your rights

Suggested checklist of competences for Theme 10

Learning Area	Competences that can be Assessed
Mathematics	<ul style="list-style-type: none"> • Add three-digit numbers with carrying. • Multiply up to the table 10. • Divide 2-digit numbers by 2 and 3, no remainder.
Literacy	<ul style="list-style-type: none"> • Respond to reflective questions appropriately. • Describe what child abuse is. • Read words related to the theme. • Read sentences. • Write patterns. • Complete words and sentences related to child protection. • Explain at least three ways of child protection. • Explain who should help you in case of child abuse.
English	<ul style="list-style-type: none"> • Pronounce words correctly. • Form sentences correctly. • Read sentences correctly. • Write words. • Write sentences.
Creative Performing Arts	<ul style="list-style-type: none"> • Play a situational game related to child protection. • Paint 1 item of choice related to the theme. • Sing a song in tune. • Move according to rhythm.

Theme 11: Measures

Expected Learning Outcomes: The learner understands and appreciates the importance of different measures in day-to-day life.

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
11.1 TIME <ul style="list-style-type: none"> • Times of the day: time in hours and 'half past' • Calendar: days of the week days in the month months of the year • Seasons: wet/dry season • Activities: planting weeding harvesting 	<ul style="list-style-type: none"> • Counting 1-999 • Making a calendar • Interpreting the calendar • Telling days of the week • Telling time in hours and half hours 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> • Naming times of day • Naming days of the month • Describing times of day • Reciting rhymes related to time • Talking about birthdays • Role-playing activities in relation to time • Telling/re-telling stories • Asking and answering questions • Constructing sentences • Using dialogue READING / TACTILE <ul style="list-style-type: none"> • Reading words, sentences, simple stories • Sequencing sentences into a paragraph WRITING / BRAILLING <ul style="list-style-type: none"> • Writing patterns • Writing letters • Writing words • Writing sentences • Writing short stories with assistance • Writing a small diary with assistance 	VOCABULARY time, day, week, hours, 1 st , 2 nd , 3 rd , 4 th , ..., calendar, year, quarter, past, month, flower, diary, daily, + number names 1-31, days of the week STRUCTURES <ul style="list-style-type: none"> • 'What time is it?' - 'It is (seven/two/one) o'clock.' - 'It is ... past/to ...' • 'What day is it?' - 'It is ...' • 'What is the ... day of the week?' - '... is ... day of the week' • 'There are ... months in a year.' • 'What is the ... month of the year?' - 'The ... month of the year is ...' - '... is the ... month of the year.' LISTENING AND SPEAKING <ul style="list-style-type: none"> • Acting dialogues • Reciting rhymes READING / TACTILE <ul style="list-style-type: none"> • Reading words • Reading sentences • Reading short stories WRITING / BRAILLING <ul style="list-style-type: none"> • Writing words • Writing sentences 	<ul style="list-style-type: none"> • Singing / signing • Miming • Dancing • Playing simple percussion instruments • Role-playing / acting • Listening • Making a diary • Drawing • Shading • Painting • Colouring • Modelling 	<ul style="list-style-type: none"> • Effective communication • Self-esteem • Self-awareness • Problem-solving • Critical thinking • Creative thinking • Interpersonal relationship • Mobility and orientation • Tactile • Responsibility • Care • Endurance • Self reliance • Respect • Honesty • Unity • Co-operation
11.2 UNITS OF MEASURE <p>a) Standard units</p> <ul style="list-style-type: none"> • Litres, half litres • Metres • Half kilograms <p>b) Money</p> <ul style="list-style-type: none"> • Uganda shillings (different denominations 50/=, 1000/=) 	<ul style="list-style-type: none"> • Counting up to 999 • Measuring length and height in metres • Measuring capacity in litres and half litres • Recording measures in 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> • Reciting rhymes related to units of measures • Playing games (shopping, change, balance) • Asking and responding to questions • Telling/re-telling/signing stories 	VOCABULARY money, coin, shilling, note, half litre, litre, metre, kilogram, measure, long, high, wide, cost, packet STRUCTURES <ul style="list-style-type: none"> • 'May I have ... (kilogrammes, litres) ... please?' - 'Yes, you may.' • 'How much is a (kilo/litre/packet) of 	<ul style="list-style-type: none"> • Singing / signing • Reciting rhymes • Role-playing / acting • Dancing • Playing simple percussion instruments • Imitating 	<ul style="list-style-type: none"> • Creative thinking • Critical thinking • Effective communication • Problem-solving • Interpersonal relationship • Friendship formation

<ul style="list-style-type: none"> Money calculations in simple business 	metres, litres and half litres	<ul style="list-style-type: none"> Acting dialogues READING / TACTILE Matching Reading stories Reading sentences WRITING / BRAILLING Writing shopping list Writing patterns Writing letters Writing words Writing sentences Tracing money (coins) Drawing and labelling Writing short stories, with assistance 	<ul style="list-style-type: none"> ...? 'It is ...' 'It costs ...' 'How many (litres) of ... are there?' 'There is/are ...' 'Show me a (long/short/tall) (rope /stick/boy)'. 'Is this stick/rope (long/short)?' 'Yes, it is./No, it is not.' LISTENING AND SPEAKING Acting dialogue Playing situational games READING / TACTILE Reading words Reading sentences Reading simple stories WRITING / BRAILLING Writing words Writing sentences 	<ul style="list-style-type: none"> Making mock money Modelling Drawing Making a one-metre ruler Tracing 	<ul style="list-style-type: none"> Negotiation Assertiveness Self-esteem Mobility and orientation Tactile Decision-making ❖ Patience Cooperation Honesty Respect Responsibility Endurance Loyalty Interdependence Trustworthiness
11.3 SHAPES AND SOLIDS a) Shapes e.g.: <ul style="list-style-type: none"> square circle triangle rectangle Measuring length, width, height, centre, sides and corners weighing scale weights b) Solids e.g.: <ul style="list-style-type: none"> boxes balls stones pins, bottles and tins cups and plates bags models shapes 	<ul style="list-style-type: none"> 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 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Reciting rhymes Role-playing Asking questions Answering questions Talking about shapes and solids Talking about pictures READING / TACTILE <ul style="list-style-type: none"> Reading words and short sentences Completing stories Matching Fitting jigsaws WRITING / BRAILLING <ul style="list-style-type: none"> Writing patterns Writing letters Writing words Writing sentences Labelling shapes and solids Writing simple stories, with assistance 	VOCABULARY circle, square, rectangle, triangle, ball, box, centre, corner, shape, longer, shorter, heavy, wide, side, yellow, white, green + number names 1-31 STRUCTURES <ul style="list-style-type: none"> 'What shape is this?' 'It is a ...' 'How many sides/corners has a ...?' 'How many sides/corners does a ... have?' 'It has ... sides/corners.' 'Is this a (triangle/circle/square)?' 'Yes, it is./No, it is not.' 'Which side is longer/shorter?' 'This/That side is longer/shorter than ...' 'This/That side is the same as ...' 'What colour is this/that?' 'It is ...' Which is (heavier/wider) than...? This/That is ... than..... 	<ul style="list-style-type: none"> Singing / signing Role-playing / acting Reciting rhymes Dancing Playing simple percussion instruments ❖ Modelling shapes and solids Constructing shapes and solids 	<ul style="list-style-type: none"> Effective communication Creative thinking Critical thinking Problem-solving Friendship formation Self-esteem Assertiveness Mobility and orientation Tactile Interpersonal relationship ❖ Appreciation Cooperation Sharing Respect Responsibility Interdependence Care Self-reliance

			<ul style="list-style-type: none">• Acting a dialogue LISTENING AND SPEAKING <ul style="list-style-type: none">• Acting dialogues• Reciting rhymes READING / TACTILE <ul style="list-style-type: none">• Reading words• Reading sentences• Reading short stories WRITING / BRAILLING <ul style="list-style-type: none">• Writing words• Drawing pictures• Writing short sentences		<ul style="list-style-type: none">• Self-criticism
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Suggested checklist to competences for Theme 11

Learning Area	Competences that can be Assessed
Mathematics	<ul style="list-style-type: none"> Record information on a calendar. Interpret recorded data. Name shapes. Add money of different denominations: 500-1000 shillings. Subtract money of different denominations: 500-1000 shillings. Measure in metres. Measure in kilograms (kg). Measure in time. Measure in litres. Draw and label shapes. Shade and cut out shapes.
Literacy	<ul style="list-style-type: none"> Name times of the day. Describe shapes and solids. Describe how you use measure in time, metres and weight on a day-to-day basis. Recite rhymes related to times of the day. Act conversations and dialogue. Read words related to the theme. Read sentences. Fill in missing words to make a complete sentence. Write a short simple story, with assistance.
English	<ul style="list-style-type: none"> Read the calendar. Read words. Read sentences. Construct sentences using the given vocabulary. Tell time in hours and halves.
Creative Performing Arts	<ul style="list-style-type: none"> Make a calendar. Make a one-metre ruler. Model shapes and solids. Sing a song correctly. Move according to the rhythm. Play percussion instruments.

Theme 12: Recreation, Festivals and Holidays

Expected Learning Outcome: The learner understands, appreciates and participates in recreation, festivals and holidays.

Sub-theme and Content	Mathematics Competences	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life Skills and Values
12.1 (a) RECREATION ACTIVITIES AT HOME AND SCHOOL e.g.: <ul style="list-style-type: none"> Picnics Resting Listening to music Telling and listening to stories Visiting Reading for pleasure Playing and watching games Swimming (b) Importance of recreation, e.g.: <ul style="list-style-type: none"> Learning Amusement Enjoyment Fun Exercises Rest Sport Entertainment 	<ul style="list-style-type: none"> Counting 1-999 Subtracting 3-digit numbers without borrowing Reading number names 200-300 Writing number names 200-300 Matching number names to number symbols 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Naming Describing Telling / re-telling stories Reciting rhymes Asking questions Answering questions Role-playing Saying riddles / proverbs Sharing experiences and ideas Talking about pictures Responding to commands (which and why?). READING / TACTILE <ul style="list-style-type: none"> Reading sentences / stories Matching WRITING / BRAILLING <ul style="list-style-type: none"> Writing patterns Writing letters Writing words Writing sentences Drawing and labelling Writing short stories Copying 	VOCABULARY clean, care, cook(v), rest, play, shop(v), visit, watch(v), read, picnic, pray, ride STRUCTURES <ul style="list-style-type: none"> 'What did you do ... last (holiday/Sunday/Saturday)?' 'I/We ... last ...' 'What did he/she do?' 'She/He ...' LISTENING AND SPEAKING <ul style="list-style-type: none"> Acting dialogues Reciting rhymes READING / TACTILE <ul style="list-style-type: none"> Reading words Reading sentences Reading simple stories WRITING / BRAILLING <ul style="list-style-type: none"> Writing words Writing sentences 	<ul style="list-style-type: none"> Singing / signing Role-playing Reciting rhymes Playing percussion instruments Dancing Acting Tactile ❖ Drawing Colouring Shading Painting Modelling Tactile 	<ul style="list-style-type: none"> Effective communication Self-esteem Assertiveness Critical thinking Creative thinking Problem-solving Empathy Friendship formation Mobility and orientation ❖ Cooperation Sharing Care Appreciation Endurance Patience Respect Tolerance Responsibility Participation
12.2 CULTURAL FESTIVALS <p>a) Naming e.g.:</p> <ul style="list-style-type: none"> Name according to different circumstances e.g. twins and cultures. <p>b) Initiation e.g.:</p> <ul style="list-style-type: none"> Circumcision De-toothing Tattooing Naming <p>c) Importance of initiation</p>	<ul style="list-style-type: none"> Counting 1-999 Reading number names 300-400 Writing number names 300-400 Dividing two-digit numbers by 2 and 3, no remainder Matching number names to number symbols 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Talking about / explaining Telling / re-telling stories Role-playing Reciting rhymes Responding to questions Asking questions Comparing Describing 	VOCABULARY name (v), twin, give, sing, dance, eat, father, uncle, brother, mother, grandmother. STRUCTURES <ul style="list-style-type: none"> 'What did uncle / father do ...?' 'Uncle / Father ...' 'Who named ...?' '... named ...' LISTENING AND SPEAKING <ul style="list-style-type: none"> Singing songs 	<ul style="list-style-type: none"> Singing / signing Dancing Playing percussion instruments Reciting rhymes Acting ❖ Drawing Colouring Shading 	<ul style="list-style-type: none"> Critical thinking Creative thinking Friendship formation Interpersonal relationship Self-esteem Decision-making Problem-solving Self-awareness Empathy

<p>e.g.:</p> <ul style="list-style-type: none"> Identity Recognition 	<ul style="list-style-type: none"> Talking about pictures READING / TACTILE Reading sentences Reading short dialogues Sequencing sentences into a paragraph Matching WRITING / BRAILLING Writing patterns Writing letters Writing words Writing sentences Drawing Labelling Copying words / sentences 	<ul style="list-style-type: none"> Playing situational games Acting dialogues READING / TACTILE Reading words, sentences, stories WRITING / BRAILLING Writing words, sentences 	<ul style="list-style-type: none"> Painting Modelling 	<ul style="list-style-type: none"> Mobility and orientation Assertiveness ❖ Appreciation Identity Endurance Cooperation Care Patience Unity Respect Tolerance
<p>12.3 HOLIDAYS</p> <p>a) Types of holidays e.g.:</p> <ul style="list-style-type: none"> School holidays National and public holidays Religious holidays <p>b) Importance of holidays e.g.:</p> <ul style="list-style-type: none"> Rest when not at school Help parents at home Celebrate Visiting friends and relatives Praying Merry making 	<ul style="list-style-type: none"> Counting 1-999 Multiplying the table of 2, 3, 4, 5, 6, 8 and 10 Dividing two-digit numbers by 2, 3 and 4, no remainder Reading number names 200-400 Writing number names 200-400 Matching number names to number symbols 	<p>VOCABULARY</p> <p>sing, act, dance, pray, match, eat, drink, play, visit</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> '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.' <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Acting dialogues Singing songs Playing situational games Reciting rhymes <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading words Reading sentences Reading short stories <p>WRITING / BRAILLING</p> <ul style="list-style-type: none"> Writing words Writing sentences 	<ul style="list-style-type: none"> Singing / signing Dancing Miming Dramatising Role playing Reciting rhymes Imitating Making and playing percussion instruments Tactile ❖ Drawing Colouring Shading Modelling Painting Cutting and pasting Tactile 	<ul style="list-style-type: none"> Self awareness Critical thinking Creative thinking Decision-making Problem-solving Effective communication Self esteem Assertiveness Mobility and orientation ❖ Appreciation Cooperation Care Patience Respect Unity Identity Self reliance Acceptance

Suggested checklist of competences for Theme 12

Learning Area	Competences that can be Assessed
Mathematics	<ul style="list-style-type: none"> Count up to 999. Multiply up to the table of 10. Subtract three digit numbers without borrowing. Divide two-digit numbers by 2, 3 and 4, no remainder. Read number names up to 400.
Literacy	<ul style="list-style-type: none"> Copy the written text of a paragraph with correct punctuation. Draw and label pictures related to the theme. Say at least 2 of the following: riddle, tongue twister, and proverb. Mention the different days for celebrating holidays. Read words related to the theme. Read sentences. Write a small story about one of the holidays. Explain orally the need for resting periods. Describe orally 2 celebration holidays.
English	<ul style="list-style-type: none"> Pronounce words correctly. Construct sentences using the given structures and words correctly. Read a short story fluently and with expression. Write a short paragraph with correct punctuation and spacing.
Creative Performing Arts	<ul style="list-style-type: none"> Design and colour a seasonal card. Sing a song related to the celebrations of any public holiday. Draw and colour a picture of a festival.

8. RELIGIOUS EDUCATION

a) CHRISTIAN RELIGIOUS EDUCATION TERM I

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 1–3

Learning Outcome 1: The learner understands and appreciates the importance of living together in the home and community.

Sub-theme	Content	Competences	Life skills	Values
MY HOME AND COMMUNITY	<ul style="list-style-type: none"> Roles and interdependency among family members 	<ul style="list-style-type: none"> Identifying roles of different family members Describing how each member is important to others in the family Role-playing different family roles Drawing Telling stories Singing 	<ul style="list-style-type: none"> Interpersonal relationship Friendship formation Self-awareness Coping with emotions Empathy 	<ul style="list-style-type: none"> Respect Care Love Appreciation Socialisation Sharing Responsibility Sense of belonging Humility
	<ul style="list-style-type: none"> Respect and care for neighbours (Gal 5: 13-14) - Good Samaritan - Love your neighbours as you love yourself 	<ul style="list-style-type: none"> Mentioning ways we can respect and care for neighbours Telling stories about respect and result of disrespect Singing songs about respect Role-playing ways of respecting and caring for neighbours Drawing 		
	<ul style="list-style-type: none"> God's love through the church family The church as God's family - Christians pray together - Work together - Stay together - Help one another Share gifts (Jesus feeding 5000) Matt 14: 15-21 	<ul style="list-style-type: none"> Talking about ways in which we see God's love Role-playing ways of God's love among his family Narrating their experience in ways of God's love Explaining how the church is part of God's family Drawing Singing 		

Assessment Guidelines for Weeks 1-3

- Tell roles of different family members.
- Explain the importance of family members to one another.
- Talk about different ways through which one can respect and care for neighbours.
- Narrate some parts of the story of the Good Samaritan.
- Tell the activities we do as a Christian who belongs to God's family.
- Narrate some parts of the story of Jesus feeding five thousand people.

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 4–6

Learning Outcome 2: The learner knows and understands the nature and value of being a member of God's family.

Sub-theme	Content	Competences	Life skills	Values
COMMUNITY OF BELIEVERS IN CHRIST	<ul style="list-style-type: none"> How we become members of God's family Baptism Jesus' baptism (Matthew 3:13-17) 	<ul style="list-style-type: none"> Talking about the meaning of God's family Explaining how we become members of God's family Telling stories Singing Drawing members of God's family Role playing e.g. Baptism 	<ul style="list-style-type: none"> Interpersonal relationship Friendship formation Empathy Self-awareness Problem-solving Assertiveness 	<ul style="list-style-type: none"> Care Respect Loyalty Trustworthiness Love Cooperation Unity Responsibility
	<ul style="list-style-type: none"> The importance of prayer in God's family (believers in Christ) 	<ul style="list-style-type: none"> Mentioning different types of prayers and when we pray Talking about different things they pray for Talking about the importance of prayer Saying prayers in different situations Drawing 		
	<ul style="list-style-type: none"> The importance of God's word in the life of Christians (Bible) 	<ul style="list-style-type: none"> Talking about God's word in the life of Christians Describing God's word (the Bible) Listening to God's word Answering questions about the text Narrating experiences of God's word in our lives Singing hymns of praise Saying prayers in different situations Role-playing success stories of God's word in the life of Christians 		

Assessment Guidelines for Weeks 4-6:

- Talk about how one becomes a member of God's family.
- Talk about the importance of prayer.
- Identify different things we pray for.
- Explain the importance of the Bible in the life of a Christian.

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY**Weeks 7-9****Learning Outcome 3:** The learner understands and appreciates God's creation and the position of human beings in it.

Sub-theme	Content	Competences	Life skills	Values
Creation	<ul style="list-style-type: none"> - Stages of creation (<i>Gen 1: 1-31</i>) - Ways in which human beings are different from the rest of the creation (<i>Gen 1: 24-26</i>) 	<ul style="list-style-type: none"> • Naming different creations • Talking about importance of God's creations • Talking about the different things God created • Drawing God's creations • Comparing human beings with other creations • Drawing pictures to form stages of creation 	<ul style="list-style-type: none"> • Effective communication • Self-esteem • Assertiveness • Interpersonal relationship • Creative thinking • Critical thinking • Problem-solving • Friendship formation • Self-awareness 	<ul style="list-style-type: none"> • Tolerance • Love • Appreciation • Care • Kindness • Patience • Cooperation • Respect • Togetherness • Endurance • Responsibility
	<ul style="list-style-type: none"> • Different ways in which we can care for living things and conserve the environment. 	<ul style="list-style-type: none"> • Naming living and non-living things • Describing living and non-living things • Talking about the living things in their environment • Talking about how to care for God's creation • Talking about how to conserve the environment • Talking about the importance of conserving the environment • Singing • Talking about good ways of utilising the environment • Practising environmental conservation activities within the school and community 		
	<ul style="list-style-type: none"> • How the environment can be utilised wisely. 	<ul style="list-style-type: none"> • Telling stories on how to care for creation, conservation and utilisation of the environment • Singing • Talking about the importance of the environment to us • Reciting rhymes • Drawing 		

Assessment Guidelines for Weeks 7-9

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

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 10-12

Learning Outcome 4: The learner knows Jesus as a friend and appreciates sharing in joy and sorrows.

Sub-theme	Content	Competences	Life skills	Values
KNOWING JESUS OUR FRIEND	<ul style="list-style-type: none"> Jesus meets different people's needs (<i>Luke 5:1-11, Luke 5: 17-26</i>) 	<ul style="list-style-type: none"> Identifying ways Jesus met different people's needs in the Bible Listening to a text read from the Bible Answering questions from the text read Singing songs about Jesus Drawing 	<ul style="list-style-type: none"> Self-awareness Friendship formation Interpersonal relationship Empathy Critical thinking Problem-solving 	<ul style="list-style-type: none"> Obedience Appreciation Trust Togetherness Love Kindness Care Sharing
	<ul style="list-style-type: none"> Ways in which we can meet Jesus in our daily life: <ul style="list-style-type: none"> - praying - helping others - giving and receiving gifts - answering our prayers 	<ul style="list-style-type: none"> Mentioning ways we can meet Jesus in our daily life Singing Talking about our experiences in meeting Jesus in our daily life Role-playing 		
	<ul style="list-style-type: none"> The need to give out love and kindness (<i>Luke 10: 21-24</i>) Following Jesus' example 	<ul style="list-style-type: none"> Talking about the need to give out love and kindness Ways we have shown Jesus' example in real life Singing Drawing Practising community service to show Jesus' example 		

Assessment Guidelines for Weeks 10-12

- Narrate parts of the story of Jesus healing Jairus' daughter.
- Narrate parts of the story of Jesus calming the storm.
- Identify different experiences in which we meet Jesus in our daily life.
- Tell how we show kindness and love to others.

TERM II

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 1-3

Learning Outcome 5: The learner understands the death and resurrection of Jesus and appreciates his love and joy of resurrection.

Sub-theme	Content	Competences	Life skills	Values
KNOWING JESUS' LOVE FOR US	- Preparations and events of Jesus' meal with his disciples (the Last Supper / meal) (<i>Luke 22: 7-20</i>)	<ul style="list-style-type: none"> Narrating events of the last meal (supper) Naming the disciples of Jesus Role-playing Singing Drawing Telling stories Praying Making a picture prayer book 	<ul style="list-style-type: none"> Empathy Effective communication Interpersonal relationship Coping with stress Coping with emotions Critical thinking 	<ul style="list-style-type: none"> Appreciation Loyalty Love Forgiveness Respect Care
	<ul style="list-style-type: none"> Events before and during Jesus' death 	<ul style="list-style-type: none"> Talking about events of Jesus' death Listening to stories about events of Jesus' death Singing Drawing Jesus on the cross 		
	<ul style="list-style-type: none"> Jesus' death shows love for everybody (<i>John 15: 12-14</i>) 	<ul style="list-style-type: none"> Talking about the importance of Jesus' death Singing songs about Jesus' death Praying Role-playing 		

Assessment Guidelines for Weeks 1-3

- Narrate the events of the Last Supper that Jesus had with his disciples.
- Talk about the events of Jesus' death.
- Tell the importance of Jesus' death.

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY**Weeks 4-6**

Learning Outcome 6: The learner knows the Christian ways of worshipping and appreciates God at home, school and church.

Sub-theme	Content	Competences	Life skills	Values
WORSHIPPING GOD	<ul style="list-style-type: none"> Meaning of worship Reasons for worship (<i>Exodus 20:3</i>) 	<ul style="list-style-type: none"> Explaining meaning and reasons for worship Explaining why Christians worship God Singing songs of praises to God Telling meaning of different songs Writing prayers thanking God Saying prayers to thank God 	<ul style="list-style-type: none"> Effective communication Interpersonal relationships Self-esteem Critical thinking Decision-making Creative thinking Coping with emotions 	<ul style="list-style-type: none"> Appreciation Belief Respect Loyalty Honesty
	<ul style="list-style-type: none"> Christians worship occasions when and where we worship God - 	<ul style="list-style-type: none"> Talking about worship Talking about places of worship Talking about where and when we worship God Telling / re-telling / signing stories Singing Drawing places of worship 		
	<ul style="list-style-type: none"> The events and meaning of Pentecost (<i>Acts 2: 1-11</i>) The help of the Holy Spirit in the worship 	<ul style="list-style-type: none"> Talking about the events of the Holy Spirit Telling / re-telling / signing stories about the help of Holy Spirit Singing songs of praises Explaining the meaning of the Holy Spirit Talking about experiences of the Holy Spirit 		

Assessment Guidelines for Weeks 4-5

- Talk about the importance of worshipping God.
- Talk about different ways of worshipping God.
- Narrate the experiences of the Pentecost.

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 7-9

Learning Outcome 7: The learner understands the importance of serving others, is ready to persevere and looks for ways of serving.

Sub-theme	Content	Competencies	Life skills	Values
SERVICE	<ul style="list-style-type: none"> - Discovering the needs of other people (<i>Mark 1: 29-31</i>) 	<ul style="list-style-type: none"> Identifying people's needs Naming different types of needs Telling / re-telling / signing stories Answering questions on our needs Singing songs about people's needs and Jesus' thoughtfulness 	<ul style="list-style-type: none"> Effective communication Interpersonal relationship Empathy Friendship formation Critical thinking Creative thinking Coping with emotions Coping with stress 	<ul style="list-style-type: none"> Love Care Appreciation Responsibility Respect Endurance Patience Unity Sharing
	<ul style="list-style-type: none"> How Jesus showed His thoughtfulness - Jesus' visit to Lazarus - Jesus' visit to Mary and Martha (<i>Luke 11:38-41</i>) - Jesus raises Lazarus from the dead (<i>John 11: 17-44</i>) Caring for people with special needs 	<ul style="list-style-type: none"> Role-playing helping needy people Praying Explaining how we meet and care for our needs Naming different types of disabilities Talking about how God created us differently Identifying how our needs can be met (cared for) Telling / re-telling / signing stories 		

Assessment Guidelines for Weeks 7-9:

- Name different types of his/her needs.
- Talk about how his / her needs are met.
- Narrate some parts of the story of Jesus' visit to Mary and Martha.
- Name different types of disabilities.
- Talk about how we relate to one another.

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY**Weeks 10-12****Learning Outcome 8:** The learner is able to understand the importance of serving others, is ready to persevere and look for ways of serving.

Sub-theme	Content	Competences	Life skills	Values
SERVICE	<ul style="list-style-type: none"> Difficulties Jesus met in healing the sick (<i>Matt 12: 9-14</i>) 	<ul style="list-style-type: none"> Talking about Jesus' difficulties in healing the sick Mentioning the different cases of people Jesus healed Singing Role playing Answering questions Praying 	<ul style="list-style-type: none"> Effective communication Interpersonal relationship Empathy Friendship formation 	<ul style="list-style-type: none"> Love Care Appreciation Responsibility Respect Endurance Patience Unity
	<ul style="list-style-type: none"> Ways in which we get discouraged as we help others 	<ul style="list-style-type: none"> Identifying ways in which we get discouraged as we help others Mentioning ways in which we have ever helped others Telling the difficulties we have ever met when helping others 	<ul style="list-style-type: none"> Critical thinking Creative thinking 	
	<ul style="list-style-type: none"> Enduring when we get discouraged 	<ul style="list-style-type: none"> Telling / re-telling / signing stories Role playing Answering questions Singing Talking about importance of helping others even when we get discouraged Talking about what to do when we get discouraged Telling stories about our experiences with those who have discouraged us 	<ul style="list-style-type: none"> Coping with emotions Coping with stress 	

Assessment Guidelines for Weeks 10-12:

- Talk about the importance of helping others.
- Talk about some of the difficulties Jesus met in healing the sick.
- Talk about ways in which we get discouraged in helping others.
- Talk about different ways of managing discouraging situations.

TERM III

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 1-3

Learning Outcome 9: The learner understands and appreciates the concepts and values of "honesty" and "fairness".

Sub-theme	Content	Competences	Life skills	Values
HONESTY AND FAIRNESS	<ul style="list-style-type: none"> How dishonesty brings conflict e.g. Jacob and Rebecca, Cain and Abel, Esau and Jacob. (Gen 27: 1-44) 	<ul style="list-style-type: none"> Talking about the meaning of honesty and fairness Narrating our experiences in relation to honesty and fairness Identifying ways of being fair and honest Explaining results of honesty and dishonesty Talking about occasions when we can be fair in different situations Writing words and sentences on honesty and fairness 	<ul style="list-style-type: none"> Effective communication Assertiveness Self esteem Problem-solving Critical thinking Coping with stress Coping with emotions 	<ul style="list-style-type: none"> Loyalty Honesty Cooperation Togetherness Trust Appreciation Endurance Patience
	<ul style="list-style-type: none"> The need for honesty and its benefits. (Psalms 5: 2-5) 			
	<ul style="list-style-type: none"> Occasions when we can be fair in different situations 	<ul style="list-style-type: none"> Telling stories Singing songs Debating 		

Assessment Guidelines for Weeks 1-3

- 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 in which we need to be fair.
- Talk about benefits of being fair to others.

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY**Weeks 4-6**

Learning Outcome 10: The learner shows concern for others and appreciates the importance of kindness and generosity to those in need.

Sub-theme	Content	Competences	Life skills	Values
CONCERN FOR OTHERS	<ul style="list-style-type: none"> Showing concern for others e.g. David and Jonathan, (1 Sam 20-23) 	<ul style="list-style-type: none"> Talking about ways of showing concern 	<ul style="list-style-type: none"> Empathy 	<ul style="list-style-type: none"> Appreciation
	<ul style="list-style-type: none"> The widow and Elisha (2 Kings 4: 1-7) 	<ul style="list-style-type: none"> Explaining ways of showing concern for others 	<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Loyalty
	<ul style="list-style-type: none"> Ways of showing concern (Ruth and Naomi) (Ruth 1: 16-18) 	<ul style="list-style-type: none"> Telling / re-telling / signing stories 	<ul style="list-style-type: none"> Friendship formation 	<ul style="list-style-type: none"> Kindness
	<ul style="list-style-type: none"> Ways we can show concern for others in our daily life. 	<ul style="list-style-type: none"> Identifying ways of expressing concern for others Role-playing Drawing Singing Practising concern for others in the community 	<ul style="list-style-type: none"> Coping with emotions Problem-solving Coping with stress 	<ul style="list-style-type: none"> Patience Care Love

Assessment Guidelines for Weeks 4-6:

- Talk about situations in which we can show concern for others.
- Narrate some parts of the story of Ruth and Naomi.
- Talk about the importance of showing concern for others.

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

Weeks 7-9

Learning Outcome 11: The learner knows Jesus as God's greatest gift to us and appreciates celebrating Christmas.

Sub-theme	Content	Competencies	Life skills	Values
GOD'S GIFT OF HIS SON	- God's promise of His Son to be born for us (<i>Matt 1: 21</i>), (<i>Isaiah 9: 6-7</i>)	<ul style="list-style-type: none"> Drawing pictures of Christmas events Telling why God gave his Son to us Telling the importance of giving out to others Narrating incidences when we have given and received gifts 	<ul style="list-style-type: none"> Creative thinking Critical thinking Interpersonal relationship Coping with emotions Coping with stress 	<ul style="list-style-type: none"> Appreciation Endurance Loyalty Honesty Respect Love Care Togetherness Patience Kindness
	<ul style="list-style-type: none"> How and why God gave his beloved Son, Jesus as a gift to us 	<ul style="list-style-type: none"> Explaining how we feel when we give or receive gifts 		
	<ul style="list-style-type: none"> The importance of giving gifts to others (<i>Mathew 2: 11-12</i>) 	<ul style="list-style-type: none"> Making Christmas cards and gifts Giving and receiving cards and gifts Decorating for Christmas Modelling 		

Assessment Guidelines for Weeks 1-3

- Talk about the importance of giving to others.
- Narrate some parts of the story of Jesus' birth.
- Make Christmas cards.
- Model Christmas gifts.

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY**Weeks 10-12**

Learning Outcome 12: The learner knows Jesus as God's greatest gift to us and appreciates celebrating Christmas.

Sub-theme	Content	Competences	Life skills	Values
GOD'S GIFT OF HIS SON	- The birth of Jesus Christ. (<i>Mathew 1: 18</i>)	<ul style="list-style-type: none"> • Naming the mother of Jesus • Naming our parents' / guardians' names • Mentioning the place of birth of Jesus • Explaining the importance of the birth of Jesus to us • Talking about when and where we were born • Talking about our importance / value as children in our families and communities • Narrating events of Jesus' birth • Relating Jesus' birth to our birth as human beings • Praying in gratitude to God for Jesus' birth • Talking about our feelings during Christmas in real life • Talking about what we do to prepare for Christmas • Singing • Dramatising the birth of Jesus, John the Baptist, the wise men, King Herod, the shepherds, Elizabeth • Drawing • Modelling 	<ul style="list-style-type: none"> • Interpersonal relationship • Friendship formation • Assertiveness • Self-awareness • Self-esteem • Creative thinking • Effective communication • Critical thinking • Coping with stress • Coping with emotions 	<ul style="list-style-type: none"> • Love • Forgiveness • Loyalty • Joy • Humility • Appreciation • Happiness • Peacefulness • Togetherness • Sharing • Cooperation • Belonging • Hope • Trust
Assessment Guidelines for Weeks 10-12				
<ul style="list-style-type: none"> • Name the earthly parents of Jesus. • Mention the place where Jesus was born. • Sing one meaningful Christmas song. • Draw a Christmas scene. 				

b) ISLAMIC RELIGIOUS EDUCATION

TERM I

THEME 1: (Weeks 1-3) READING FROM THE QURAN

Sub-theme: SURAT AL-FALAQ (113)

Learning Outcome: The learner understands the importance of the message in Surat Al-Falaq and applies it in daily life.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> Reading the Surah Surat Al-Falaq (113: 1-5) Meaning of Surat Al-Falaq Importance of Surat Al-Falaq 	<ul style="list-style-type: none"> Reciting of Surat Al-Falaq Telling the meaning of Surat Al-Falaq Telling the importance of Surat Al-Falaq Reading the Surat 	<ul style="list-style-type: none"> Effective communication Assertiveness Coping with emotions Critical thinking 	<ul style="list-style-type: none"> Appreciation Acceptance Responsibility

Assessment Guidelines

- Recite Surat Al-Falaq.
- Tell the meaning of Surat Al-Falaq.
- Tell the importance of Surat Al-Falaq.

THEME 2: (Weeks 4-5) TAWHIID (FAITH)

Sub-theme: ANGELS OF ALLAH

Learning Outcome: The learner describes the most important angels and their usefulness in his/her daily life.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> Nature of Angels of Allah (or characteristics of Angels) (2: 285), 38: 71, 50: 18, 35: 1, 74: 31 Names of the most important Angels (16: 102, 21: 11, 50: 16-18, 6: 61, 69: 17, 96: 17-18) 	<ul style="list-style-type: none"> Telling the qualities of the Angels Mentioning the names of the ten most important Angels 	<ul style="list-style-type: none"> Self-awareness Critical thinking Creative thinking 	<ul style="list-style-type: none"> Appreciation Caring Acceptance Loyalty

Assessment Guidelines

- Tell the nature/characteristics of the Angels.
- Name the ten most important Angels.

THEME 3: (Weeks 6-8) FIQH (PRACTICES)

Sub-theme: Prayer (Salat)

Learning Outcome: The learner performs Salat and identifies the different times of which it is performed.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> The meaning of 'prayer' The names and times of the daily obligatory prayers (4: 103, 23: 1-2) 	<ul style="list-style-type: none"> Telling the meaning of Salat (prayer) Mentioning the name of each daily obligatory prayer Telling the time of each prayer Saying the importance of prayer 	<ul style="list-style-type: none"> Effective communication Interpersonal relationship Coping with emotions Self-esteem 	<ul style="list-style-type: none"> Respect Equality Responsibility Loyalty Togetherness Brotherhood Sense of belonging

Assessment Guidelines

- Tell the meaning of Salat (prayer).
- Mention the name of each daily obligatory prayer.
- Tell the time of each prayer.
- Mention the importance of prayer.

THEME 4 (Weeks 9-10) MORAL AND SPIRITUAL TEACHING

Sub-theme: Moral practices in Islam

Learning Outcome: The learner performs and understands the good qualities of Islam and their relevance to general morality.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> Morals / virtues in Islam e.g. sharing (2: 215, 4: 36), politeness (2: 83), truthfulness (9: 119), kindness, etc (17: 23) The importance of these virtues (4: 9) 	<ul style="list-style-type: none"> Telling and practising some important virtues in Islam Telling the importance of these virtues in his/her daily life 	<ul style="list-style-type: none"> Coping with emotions Interpersonal relationship Decision-making Effective communication 	<ul style="list-style-type: none"> Respect Responsibility Appreciation Equality Togetherness

Assessment Guidelines

- Tell some important virtues in Islam.
- Tell the importance of the above virtues.
- Demonstrate or dramatise the virtues in Islam (how the above virtues are practised).

THEME 5: (Weeks 11-12) HISTORY OF ISLAM**Sub-theme: PROPHET MUHAMMAD AS A MODEL****Learning Outcome:** The learner appreciates and emulates the behaviour of Prophet Muhammad.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • The incident of the black stone - The meaning of 'Kaaba' - Importance of 'Kaaba' - Position of the black stone on the 'Kaaba' • The role of the Prophet in the placing of the black stone 	<ul style="list-style-type: none"> • Telling what the Kaaba is • Mentioning where it is found • Telling the importance of the Kaaba • Mentioning the place of the 'black stone' on the Kaaba • Telling the role of the Prophet in the placing of the black stone 	<ul style="list-style-type: none"> • Interpersonal relationship • Decision-making • Creative thinking • Critical thinking 	<ul style="list-style-type: none"> • Responsibility • Respect • Appreciation • Sense of belonging • Loyalty • Tolerance

Assessment Guidelines

- Tell what the Kaaba is.
- Mention where the Kaaba is found.
- Tell the importance of the Kaaba.
- Mention the place of the "black stone" on the Kaaba

TERM II

THEME 1: (Weeks 1-3) READING FROM THE QURAN

Sub-theme: SURAT AL-NASR (110)

Learning Outcome: The learner understands the importance of the message in Surat Al-Nasr and applies it in his/her daily life.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • Surat Al-Nasr (110: 1-5) - The meaning of Surat Al-Nasr - Importance of Surat Al-Nasr 	<ul style="list-style-type: none"> • Reciting Surat Al-Nasr • Telling the meaning of Surat Al Nasr • Telling the importance of Surat Al Nasr 	<ul style="list-style-type: none"> • Effective communication • Assertiveness • Coping with emotions 	<ul style="list-style-type: none"> • Responsibility • Respect • Appreciation • Sense of belonging • Loyalty • Tolerance

Assessment Guidelines

- Recite Surat Al-Nasr.
- Tell the meaning of Surat Al-Nasr.
- Tell the importance of Surat Al-Nasr.

THEME 2: (Weeks 4-5) TAWHID (FAITH)

Sub-theme: FUNCTIONS AND IMPORTANCE OF THE ANGELS

Learning Outcome: The learner describes the most important Angels and their usefulness in his/her daily life.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • Angels of Allah (2: 285) - Functions of Angels (16: 102) - Importance of Angels (21: 11, 6: 61, 69: 17, 96: 17) 	<ul style="list-style-type: none"> • Telling the importance of the Angels to people • Telling the functions of Angels 	<ul style="list-style-type: none"> • Creative thinking • Self-awareness • Assertiveness 	<ul style="list-style-type: none"> • Responsibility • Appreciation • Caring • Loyalty

Assessment Guidelines

- Tell the importance of the Angels to people.
- Tell the functions of Angels.

THEME 3: (Weeks 6-8) FIQH (PRACTICES)**Sub-theme: PRAYER (SWALAT) ADHAN (CALL FOR PRAYER)****Learning Outcome:** The learner understands and recognises the regulations of the places of worship and concepts of prayer.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • Calling for prayer (Adhan) - (Iqaamah) - meaning of Adhan and Iqaamah - importance of Adhan and Iqaamah - difference between Adhan and Iqaamah 	<ul style="list-style-type: none"> • Reciting the Adhaan • Reciting the Iqaamah • Telling the meaning of the <ul style="list-style-type: none"> - Adhan - Iqaamah • Telling the importance of <ul style="list-style-type: none"> - The Adhan - The Iqaamah • Telling the difference between Adhan and Iqaamah 	<ul style="list-style-type: none"> • Creative thinking • Effective communication • Decision-making • Critical thinking • Self-awareness 	<ul style="list-style-type: none"> • Responsibility • Appreciation • Obedience • Loyalty • Determination

Assessment Guidelines

- Recite Adhan.
- Recite Iqaamah.
- Tell the meaning of Adhan and Iqaamah.
- Tell the importance of Adhan and Iqaamah.
- Tell the difference between Adhan and Iqaamah.

THEME 4: (Weeks 9-10) MORAL AND SPIRITUAL TEACHINGS**Sub-theme: GOOD MANNERS****Learning Outcome:** The learner recognises and appreciates good manners at home, at school and in the community.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • Good behaviours: <ul style="list-style-type: none"> - serving others (2: 153) - co-operation (4: 36) - patience (2: 153, 3: 186) - peacefulness (59: 23) - co-existence (4: 36) 	<ul style="list-style-type: none"> • Identifying ways of how he/she can serve others • Telling the usefulness of patience, peacefulness, unity, co-existence in their daily life • Demonstrating good behaviours e.g. at school, at home, on the road, etc. 	<ul style="list-style-type: none"> • Friendship formation • Interpersonal relationship • Decision-making • Self-esteem 	<ul style="list-style-type: none"> • Responsibility • Unity • Self-reliance • Caring • Love • Perseverance

Assessment Guidelines

- Identify ways of serving others.
- Tell the usefulness of patience, peace, unity and co-existence in daily life.
- Demonstrate good behaviour.

THEME 5: (Weeks 11-12) HISTORY OF ISLAM

Sub-theme: THE PROPHET'S FAMILY

Learning Outcome: The learner understands the family of the Prophet and his character.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • The Prophet's Family: - The first wife - His children - His conduct with his family 	<ul style="list-style-type: none"> • Telling the name of the first wife of Prophet Muhammad and how he got her • Naming the children of Prophet Muhammad (PBUH) • Telling the name of the child who lived up to the Prophet's death • Describing the conduct of the Prophet as a father 	<ul style="list-style-type: none"> • Coping with emotions • Effective communication • Creative thinking • Self-awareness • Empathy 	<ul style="list-style-type: none"> • Appreciation • Endurance • Patience • Respect • Sharing • Togetherness

Assessment Guidelines

- Name the first wife of Prophet Mohammed (PBUH).
- Name the children of Prophet Muhammad (PBUH).
- Tell the name of the child who lived up to the Prophet's death.
- Describe the conduct of the Prophet as a father.

TERM III

THEME 1: (Weeks 1-3) READING FROM THE QURAN

Sub-theme: SURAT AL-LAHAB (111)

Learning Outcome: The learner understands the importance of the message in Surat Al-Lahab.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • Surat Al-Lahab: (111: 1-5) - Meaning of the Surat - Importance of the Surat 	<ul style="list-style-type: none"> • Reciting of Surat Al-Lahab • Telling the meaning of Surat Al-Lahab • Telling the importance of Surat Al-Lahab 	<ul style="list-style-type: none"> • Effective communication • Coping with emotions • Critical thinking 	<ul style="list-style-type: none"> • Appreciation • Responsibility • Obedience • Loyalty

Assessment Guidelines

- Recite Surat Al-Lahab.
- Tell the meaning of Surat Al-Lahab.
- Tell the importance of Surat Al-Lahab.

THEME 2: (Weeks 4-5) TAWHIID

Sub-theme: ANGELS OF ALLAH

Learning Outcome: The learner understands the importance of the Arch-Angel.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • The Arch-Angel (Gabriel):- (2: 97) - Functions of the Arch-Angel (2: 97, 26: 192-193, 81: 19) - Relationship between the Angel and Prophets (19: 24, 3: 45, 3: 42) 	<ul style="list-style-type: none"> • Telling what the Archangel is • Mentioning the functions of the Archangel • Describing the relationship between Muhammad (PBUH) and the Archangel • Describing the relationship between the Archangel and Mariam (mother of Jesus) 	<ul style="list-style-type: none"> • Critical thinking • Interpersonal relationship • Creative thinking • Coping with emotions • Effective communication 	<ul style="list-style-type: none"> • Loyalty • Responsibility • Obedience • Sense of belonging • Appreciation

Assessment Guidelines

- Tell what the Archangel is.
- Mention the functions of the Archangel.
- Describe the relationship between Mohammed (PBUH) and the Archangel.
- Describe the relationship between the Archangel and Mariam (mother of Jesus).

THEME 3: (Weeks 6-8) FIQH (PRACTICES)**Sub-theme: PRAYER (SALAT)****Learning Outcome:** The learner understands how prayer (Swalat) is performed.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> Prayer (Swalat): - units (Rakats) for each obligatory prayer - demonstration of prayer (2: 45, 20: 130, 50: 39) 	<ul style="list-style-type: none"> Identifying the units (Rakats) for each prayer Demonstrating how prayer is performed 	<ul style="list-style-type: none"> Creative thinking Critical thinking Coping with stress Coping with emotions Interpersonal relationship 	<ul style="list-style-type: none"> Appreciation Responsibility Unity Endurance Loyalty Obedience

Assessment Guidelines

- Identify the units (Rakats) for each prayer.
- Demonstrate how prayer is performed.

THEME 4: (Weeks 9-10) MORAL AND SPIRITUAL TEACHING**Sub-theme: DUA****Learning Outcome:** The learner knows, appreciates and practices prayers for different occasions and shows concern for different situations.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> Dua for acquisition of knowledge - importance of dua Dua for the dead - importance of dua for the dead. 	<ul style="list-style-type: none"> Reciting the dua for acquisition of knowledge Telling the importance of the dua for the acquisition of knowledge Reciting the dua for the dead Telling the importance of the dua for the dead 	<ul style="list-style-type: none"> Effective communication Interpersonal relationship Critical thinking Coping with emotions Coping with stress Empathy 	<ul style="list-style-type: none"> Responsibility Obedience Patience Sympathy

Assessment Guidelines

- Recite the dua for acquisition of knowledge.
- Tell the importance of the dua for the acquisition of knowledge.
- Recite the dua for the dead.
- Tell the importance of the dua for the dead.

THEME 5: (Weeks 11-12) HISTORY OF ISLAM

Sub-theme: MESSENGER-SHIP OF PROPHET MUHAMMAD (PBUH)

Learning Outcome: The learner understands the concept of revelation and messengership.

Content	Competences	Life skills	Values
<ul style="list-style-type: none"> • Muhammad in the cave: - why Muhammad (PBUH) retired in the cave. - Muhammad (PBUH) and Archangel in the cave. 	<ul style="list-style-type: none"> • Mentioning the place and name of the cave • Identifying reasons why Muhammad (PBUH) went to the cave • Narrating Prophet Muhammad's (PBUH) first experience with the Archangel 	<ul style="list-style-type: none"> • Coping with emotions • Critical thinking • Creative thinking 	<ul style="list-style-type: none"> • Loyalty • Confidentiality • Perseverance

Assessment Guidelines

- Mention the place and name of the cave.
- Identify reasons why Muhammad (PBUH) went to the cave.
- Narrate Mohammad's (PBUH) first experience with the Archangel.

9. PHYSICAL EDUCATION

9.1 INTRODUCTION

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

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

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

9.2 RATIONALE

Physical Education at the Lower Primary aims at developing the learner's physical body condition and growth, fostering health-related habits and values, developing;

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

The teaching of Physical Education at this level should therefore focus on enabling the learner to explore his/her own potential for movement (psychomotor), intellectual and understanding of movement (cognitive), the development of social interactive qualities (socio-affective) as well as development of organic fitness and appropriate health habits (fitness and health for the age level of 6-9 years).

The programme selected for Lower Primary includes areas around which a teacher can structure the learning experiences of the learner in order to meet the learning goals appropriate to this level.

9.3 Organisation

Talk to the learners about:

- dressing, play materials
- where materials are kept
- things we are going to make
- new leaders in the class during PE lessons
- play ground
- introduction by the teacher and learners
- routine of moving to and from the classroom
- play space
- use of signals to (*change activities*)
- hygiene routine
- inspection and cleaning the bodies (*This is continuous throughout the programme*)

Learning Outcomes

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

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

TERM I

Weeks 1-3 Traditional Games

Content (Abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Partner Work	<ul style="list-style-type: none"> • Arm tug of war • Wheelbarrow push • Back to back push • Elbow tug of war • Head to head push • Arm to arm push • Arm to shoulder push • Duck fight • Cock fight 	<ul style="list-style-type: none"> • Perform partner work: <ul style="list-style-type: none"> - pushing - pulling - hopping - balancing - supporting 	<ul style="list-style-type: none"> • Decision-making • Critical thinking • Effective communication • Interpersonal relationship • Creative thinking • Friendship formation 	<ul style="list-style-type: none"> • Appreciation • Cooperation • Determination • Perseverance • Respect • Patience • Endurance

Assessment Guidelines (Weeks 1-3)

- Pull and push accordingly
- Hop freely
- Balance with support

Weeks 4-6 Basic Body Movement Experiences and Space Awareness

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Simple Movement Experiences with Simple Apparatus	<ul style="list-style-type: none"> • Jump from different heights • Jump over poles • Walk over poles • Climb and swing on objects of not more than 2 metres high 	<ul style="list-style-type: none"> • Jumping • Walking • Climbing • Swinging • Running • Crawling • Balancing 	<ul style="list-style-type: none"> • Self-esteem • Self-awareness • Critical thinking • Coping with emotions • Effective communication 	<ul style="list-style-type: none"> • Perseverance • Bravery • Endurance • Self confidence • Patience • Tolerance • Willingness • Sharing

Assessment Guidelines (Weeks 4-6)

- Jump off, on and over objects
- Share apparatus
- Run in given formations
- Bend and stretch different body parts
- Balance with support
- Swing with ease

Weeks 7-9 Traditional Games

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Partner Work	<ul style="list-style-type: none"> • Jump to rhythm • Back to back lifting • Back to back push • Lifting the log • Wheelbarrow push 	<ul style="list-style-type: none"> • Jumping • Pushing • Lifting • Pulling • Balancing 	<ul style="list-style-type: none"> • Interpersonal relationships • Critical thinking • Creative thinking • Decision-making • Effective communication • Coping with emotions 	<ul style="list-style-type: none"> • Co-operation • Respect • Commitment • Appreciation • Orderliness • Perseverance • Determination

Assessment Guidelines (Weeks 7-9)

- Pull and push with partner
- Lift and carry as instructed
- Balance with support
- Jump off, on and over
- Share play materials

Weeks 10-12 Games for Lower Primary

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Simple Games	<ul style="list-style-type: none"> • Poison in the ring • Relay • Step on the shadow • Skittle • Catch the tail • Throw the ball into space • Roll the ball to aim at target • Bounce the ball for partner to catch 	<ul style="list-style-type: none"> • Throwing • Catching • Rolling • Running • Stepping • Dodging • Targeting • Balancing • Aiming 	<ul style="list-style-type: none"> • Creative thinking • Critical thinking • Decision-making • Self-esteem 	<ul style="list-style-type: none"> • Perseverance • Determination • Tolerance • Sharing • Dedication • Accepting defeat • Perfection • Stamina

Assessment Guidelines (Weeks 10-12)

- Throw and catch accordingly
- Run as instructed
- Aim at target/ hit the target
- Bounce the ball
- Share play materials

TERM II**Weeks 1-3 Traditional Games**

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Traditional / Cooperative Games (without apparatus)	<ul style="list-style-type: none"> Crusts and crumbs Fire on the mountain Cat and rat chase Tap game Hide and seek Traditional games that stress partner work and good social values) 	<ul style="list-style-type: none"> Running Catching Identifying Coordinating Dodging 	<ul style="list-style-type: none"> Creative thinking Critical thinking Decision-making Effective communication Interpersonal relationship Coping with emotions 	<ul style="list-style-type: none"> Cooperation Acceptance Appreciation Togetherness Respect Tolerance Patience

Assessment Guidelines (Weeks 1-3)

- Run as instructed
- Time appropriately
- Identify partners willingly
- Respond to signals accordingly

Weeks 4-6 Basic Body Movement Experiences and Space Awareness

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Movement Experiences with Apparatus	<ul style="list-style-type: none"> Pass over, under and on the objects Walk on poles and balance Jump from different heights less than two metres high Balance objects with different parts of the body 	<ul style="list-style-type: none"> Running Jumping Walking Holding Balancing Catching Handling 	<ul style="list-style-type: none"> Self-awareness Problem solving Critical thinking Creative thinking Decision-making Effective communication Interpersonal relationship 	<ul style="list-style-type: none"> Cooperation Sharing Determination Courage Dedication Self confidence Patience Sharing

Assessment Guidelines (Weeks 4-6)

- Balance with/ on objects
- Share apparatus
- Catch, hold, and handle objects skilfully

Weeks 7-9 Games for Lower Primary

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Simple Games <ul style="list-style-type: none"> • Ball games • Reaction games 	<ul style="list-style-type: none"> • Catch and crouch ball game • Throw the ball into space • Tunnel ball • Roll the ball to aim at target • Bounce the ball into a hoop for partner to catch 	<ul style="list-style-type: none"> • Catching • Throwing • Rolling • Bouncing • Targeting • Aiming 	<ul style="list-style-type: none"> • Creative thinking • Self-awareness • Problem-solving • Coping with stress • Self-esteem • Interpersonal relationships • Decision-making • Effective communication 	<ul style="list-style-type: none"> • Determination • Appreciation • Orderliness • Commitment • Responsibility • Tolerance • Respect • Cooperation

Assessment Guidelines (Weeks 7-9)

- Share apparatus
- Hold, catch, throw, roll, target, aim and handle balls appropriately

Weeks 10-12 Traditional Games

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Traditional / Cooperative Games NB: Use a variety of your area traditional games for group activities	<ul style="list-style-type: none"> • Fire on the mountain • Cat and rat chase • Suula akatambala (Lug) • Otiyo oh (Ngakaramojong) • Kana ayibe adul and dolo ye(Luo) • Mon dongo dhiro (Adhola) • Warucuncu ni shaaha zingaha?(R.R) • Ekkibobbo ...(Lug) • Lilio koarai (Ateso) 	<ul style="list-style-type: none"> • Running • Singing • Clapping • Jumping • Dancing 	<ul style="list-style-type: none"> • Self-awareness • Critical thinking • Interpersonal relationship • Assertiveness 	<ul style="list-style-type: none"> • Appreciation • Orderliness • Cooperation • Respect • Sharing • Togetherness

Assessment Guidelines (Weeks 10-12)

- Running (coordination, timing, speed)
- Singing (fluency, accuracy, tone, stress, pitch)
- Clapping (rhythm, coordination, timing)
- Jumping (rhythm, coordination, timing)
- Dancing (to rhythm, movement, coordination)

TERM III

Weeks 1-3 Basic Body Movement Experiences and Space Awareness

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Basic Body Movement Experiences and Space Awareness - with apparatus	<ul style="list-style-type: none"> Bending and stretching different parts of the body Measuring/estimating distances Sliding forward Matching and clapping on spot Zig-zag race 	<ul style="list-style-type: none"> Bending and stretching Sliding Balancing Measuring Matching Running 	<ul style="list-style-type: none"> Decision-making Creative thinking Critical thinking Coping with emotions Effective communication Friendship formation 	<ul style="list-style-type: none"> Determination Appreciation Acceptance Sharing Courage Care Patience Cooperation Creativity

Assessment Guidelines (Weeks 1-3)

- Bend and stretch different body parts
- Slide forward and backwards with confidence and accuracy
- Balance
- Measure by strides and count
- Match, clap and run on spot with proper coordination and timing

Weeks 4-6 Games for Lower Primary

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Ball Games and Contest Games	<ul style="list-style-type: none"> Throw the ball into space Roll the ball to aim at target Throw the ball under arm to target Bounce the ball into a hoop for partner to catch Chase and catch Sack race Fill bottles (water, sand, etc) 	<ul style="list-style-type: none"> Throwing Rolling Bouncing Chasing and catching Filling Running Targeting Aiming 	<ul style="list-style-type: none"> Critical thinking Problem-solving Self-esteem Interpersonal relationship Self-awareness Effective communication 	<ul style="list-style-type: none"> Cooperation Appreciation Acceptance Determination Responsibility Tolerance Team spirit Endurance

Assessment Guidelines (Weeks 4-6)

- Throw and catch
- Roll the ball with hands
- Target the given spot/object
- Fill containers with water, sand, etc (speed, accuracy, timing, confidence)
- Follow the rules of the games.

Weeks 7-9 Traditional Games

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Traditional Games Partner work and cooperative games	<ul style="list-style-type: none"> Rounders Hide and seek Chase, catch and squat Chase the shadow Skip the ropes Seven stones Frog jump Aim and target Nyonyi telima muwemba (Luganda) Nyanyanya (Adhola) Apoliapoli camo poto (Luo) Kolabwoti kola ssebo (Luganda) 	<ul style="list-style-type: none"> Running Batting Chasing, catching and squatting Skipping Jumping Arranging Dodging Counting Singing Dancing 	<ul style="list-style-type: none"> Interpersonal relationship Self-awareness Assertiveness Critical thinking Effective communication 	<ul style="list-style-type: none"> Tolerance Patience Perseverance Appreciation Team work Co-operation Confidence Leadership Acceptance

Assessment Guidelines (Weeks 7-9)

- Batting balls (accuracy, target, speed, timing)
- Squatting (balance persistence)
- Arranging (orderliness, speed, timing)
- Dodging (co-ordination, speed, timing)

Weeks 10-12 Games for Lower Primary

Content (abilities, skills and knowledge)	Activities	Competences	Life skills	Values
Games for Lower Primary Reaction games	<ul style="list-style-type: none"> Dress up Keep the basket full Drum relay Three-legged race Blind fold Sack race He / she game Status 	<ul style="list-style-type: none"> Dressing Drumming Running Identifying Balancing 	<ul style="list-style-type: none"> Self-esteem Interpersonal relationship Coping with emotion Critical thinking 	<ul style="list-style-type: none"> Cooperation Acceptance Appreciation Endurance Confidence Responsibility Respect

Assessment Guidelines (Weeks 10-12)

- Alertness and steadiness
- Obeys commands
- Respond to instructions correctly
- Balance in three-legged race
- Coordination

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