

THE REPUBLIC OF UGANDA

Ministry of Education and Sports

Primary School Curriculum

Primary 3



National Curriculum Development Centre

Primary 3

TERM 1

Theme 1: Environment

Expected Learning Outcome: The Child investigates, understands, appreciates and manages the environment.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competencies	Creative Performing Arts	Life skills and Values
1.1 Components of the environment (a) Physical features – hills, mountains, valleys, rivers, lakes (b) Soils types - loam - Clay layers - top soil - Sub soil, gravel and stones. uses - For growing crops, construction and colouring.	<ul style="list-style-type: none"> Counting 0-999 Forming sets Naming sets Identifying empty set symbols \emptyset { }. Comparing sets (equal and not equal). 	LISTENING AND SPEAKING <ul style="list-style-type: none"> Naming physical features. Describing physical features TELLING AND RETELLING / SIGNING STORIES. <ul style="list-style-type: none"> Saying riddles. Talking about importance of physical features. READING / TACTILE <ul style="list-style-type: none"> Reading words, sentences Matching Building sentences WRITING / BRAILING <ul style="list-style-type: none"> Writing short stories, sentences, words. Drawing Writing letters Writing patterns. 	VOCABULARY river, well, spring, sand, soil, hill, stone(s), water, flowers, tree, plant(s), leaf, jump. Prepositions: over, on, in, under, near, jump, stand on, come in, sit on, jump in. into. STRUCTURES <ul style="list-style-type: none"> What is this/that? This/that is a..... What colour is the ... (flower, leaf, soil)? The ... (flower) is ... (red). This/that.....is.... What are you / she/ he/ they doing? 1 / he/ she / they / is / are / am / jumping (into, over, in, on) ... (river, stone). We ... Where is / are ...? The ... (tree) is ... The ... (hill). LISTENING AND SPEAKING <ul style="list-style-type: none"> Reciting a rhyme. READING / TACTILE <ul style="list-style-type: none"> Reading words Reading short sentences Reading pictures. WRITING / BRAILING <ul style="list-style-type: none"> Writing words Writing sentences 	<ul style="list-style-type: none"> Singing/Signing songs from the environment. Listening to pitched and unpitched music instruments Moving according to rhythms of known songs. <p>❖</p> <ul style="list-style-type: none"> Drawing Modelling Painting 	<ul style="list-style-type: none"> Effective communication Critical thinking Creative thinking Problem solving Self esteem Friendship formation. Appreciation Care Cooperation Sharing Patience.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competencies	Creative Performing Arts	Life skills and Values
			<ul style="list-style-type: none"> Drawing Labelling. 		
1.2 Changes in the environment a) Human changes - Deforestation, construction. b) Natural changes - Floods, drought, earthquake, famine, death, hail storm. c) Ways of managing changes in the environment. - Planting trees - Identify suitable sites for construction - Living peacefully - Peace talks.	<ul style="list-style-type: none"> Counting 0-999. Comparing sets (equal and not equal) Identifying members in a set. Grouping sets 	LISTENING AND SPEAKING <ul style="list-style-type: none"> Identifying Describing Naming Telling/retelling/signing stories Saying rhymes Asking and answering questions. READING / TACTILE <ul style="list-style-type: none"> Reading words Reading sentences Reading short stories Building sentences Building stories. WRITING / BRAILING <ul style="list-style-type: none"> Writing words. Writing sentences. Writing short stories Writing patterns. 	VOCABULARY dry, cut, wet, light, dark, burn, fire, wind, forest (n), mud, dig, slash, plant, build, sun shine, fall, graze. STRUCTURES <ul style="list-style-type: none"> What is she / he / you doing? She / he / I / they / is / are / am ... (digging, planting) LISTENING AND SPEAKING <ul style="list-style-type: none"> Acting a conversation. READING / TACTILE <ul style="list-style-type: none"> Reading words Reading sentences Reading short stories. WRITING / BRAILING <ul style="list-style-type: none"> Writing words Writing sentences. 	<ul style="list-style-type: none"> Singing/singing traditional songs. Playing percussion wood / wind instruments. Moving according to contrasts between vigorous / lively and light / gentle movement. <p>❖</p> <ul style="list-style-type: none"> Modelling Drawing Colouring and shading 	<ul style="list-style-type: none"> Critical thinking Effective communication Friendship formation Appreciation Cooperation Patience Care Unity Sharing.
1.3 Living and non-living things found in our environment (a) Living things: plants, animals, birds, insects (b) Importance of living and non-living things. (c) Caring for living and non-living things. (d) Dangerous living and non-living things. (e) Ways of guarding against dangerous living and non-living things.	<ul style="list-style-type: none"> Counting 0-999. Reading number symbols 0-1500. Writing number symbols 0-1500. 	LISTENING AND SPEAKING <ul style="list-style-type: none"> Naming Telling and retelling/signing stories Describing Explaining Narrating events READING / TACTILE <ul style="list-style-type: none"> Reading words Reading sentences Reading short stories. Building sentences to make a paragraph. WRITING / BRAILING <ul style="list-style-type: none"> Writing words Writing sentences Writing patterns 	VOCABULARY plant, animal, bird, insect, tree, grass, stone, building, clothe, shoe, bottle, toy, radio, snake, behind, car, chair, on, in, in front of, behind, number names 1-10. STRUCTURES <ul style="list-style-type: none"> What's this/that? That / this is/a ...are/am/an ... It is a/ an ... What are these/those? Those / these are.... Where is the ...? The chair is ... (near, under) the ... How many...are there? There are... trees 	<ul style="list-style-type: none"> Singing/signing simple rounds. Playing percussion music instruments (pitched and unpitched) Acting / dramatizing various events from the environment. <p>❖</p> <ul style="list-style-type: none"> Drawing Tracing Colouring / shading 	<ul style="list-style-type: none"> Critical thinking Creative thinking Self esteem Empathy Effective communication Friendship formation Assertiveness Appreciation Patience Care Endurance Sympathy.

Sub-theme / Content	Mathematics Competences	Literacy Competences	English (non-medium) Competencies	Creative Performing Arts	Life skills and Values
		<ul style="list-style-type: none"> Writing short paragraphs 	LISTENING AND SPEAKING <ul style="list-style-type: none"> Telling a story Asking and answering questions. READING / TACTILE <ul style="list-style-type: none"> Reading words Reading simple sentences Reading short stories. WRITING / BRAILING <ul style="list-style-type: none"> Writing words Writing sentences Writing stories Drawing and labelling. 		

Theme 2: Living together in our Sub-county / Division

Expected Learning Outcome: The child identifies, locates places, describes different needs of people and appreciates ways of harmonious living.

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
2.1 Location and physical features in our sub-county / division <ul style="list-style-type: none"> • Location: villages, neighbouring sub counties, difference between a map and a picture on a compass • Physical features: Importance of physical features in the locality: Physical, economic and social 	<ul style="list-style-type: none"> • Counting 1501-3300. • Reading number symbols 1501-3300. • Writing number symbols 1501-3300. 	LISTENING AND SPEAKING <ul style="list-style-type: none"> • Identifying • Naming • Asking and answering question. • Talking about • Describing • Telling/retelling • Saying proverbs, riddles. READING / TACTILE <ul style="list-style-type: none"> • Reading words • Reading simple sentences • Reading short stories • Building sentences • Pronouncing words. WRITING / BRAILING <ul style="list-style-type: none"> • Writing words • Writing simple sentences. • Writing short stories. 	VOCABULARY. neighbour, forest, town, village, hill, valley, lake, walk, climb, run in front, behind, next to, near, far,. STRUCTURES <ul style="list-style-type: none"> • Where is the ...? • The ... (forest) is ... (in front, next to, near) the ... (river, hill). • What is Musa / Alice doing? • Musa / Alice is ... (climbing) the (hill). LISTENING AND SPEAKING <ul style="list-style-type: none"> • Playing a situational game. READING / TACTILE <ul style="list-style-type: none"> • Reading words • Reading sentences • Reading short stories. WRITING / BRAILING <ul style="list-style-type: none"> • Writing words. • Writing sentences. • Writing simple stories. 	<ul style="list-style-type: none"> • Singing/signing Religious songs. • Listening to percussion and string music instruments • Moving according to rhythm of the dance. ❖ <ul style="list-style-type: none"> • Drawing • Colouring / shading 	<ul style="list-style-type: none"> • Effective communication • Creative thinking • Critical thinking • Friendship formation. • Appreciation • Endurance • Empathy • Patience • Care • Love Responsibility.
2.2 Important places in our sub-county / division <ul style="list-style-type: none"> • Important places - Administrative, Religious, Social, Economic, Tourism • The value / need of important places. - Law and order, Moral development, Beauty, Tourism attraction, Income generation. 	<ul style="list-style-type: none"> • Counting 3300-6600. • Reading number symbols 3300-6600. • Writing number symbols 3300-6600. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> • Naming • Identifying • Describing • Explaining • Telling/retelling READING/TACTILE <ul style="list-style-type: none"> • Reading sentences • Reading stories. WRITING / BRAILING <ul style="list-style-type: none"> • Writing words • Writing sentences • Writing stories 	VOCABULARY market, hospital, church, lake. Mosque, school, saloon, office, police station, shop, clinic. STRUCTURES <ul style="list-style-type: none"> • Where is the ...? • The ... is near the ... (shop, church, school) • Who ... (treats, teaches)? • The ... (teacher, doctor) ... (teaches, treats). LISTENING AND SPEAKING <ul style="list-style-type: none"> • Situational games. READING / TACTILE <ul style="list-style-type: none"> • Reading words, sentences, 	<ul style="list-style-type: none"> • Singing / signing traditional songs. • Moving according to organised movements leading to dance. • Listening to recognize rhythm patterns known songs. ❖ <ul style="list-style-type: none"> • Playing string instruments • Modelling 	<ul style="list-style-type: none"> • Effective communication • Friendship formation • Interpersonal relationships • Empathy • Problem solving • Creative thinking • Critical thinking • Respect • Cooperation • Care • Responsibility • Endurance • Patience.

			stories. WRITING / BRAILING <ul style="list-style-type: none"> Writing words, sentences, stories. 	<ul style="list-style-type: none"> Drawing Painting 	
2.3 Needs in the sub-county/ division a) Types of needs <ul style="list-style-type: none"> Food, education, home, medical care, clothing, Spiritual, clean and safe water, security, good roads, fuel sources of needs Gardens, market, shapes, lakes, rivers, hospital, school, church, mosque, wells, borehole. b) Ways of meeting our needs. <ul style="list-style-type: none"> Working hard, saving culture (e.g. money, food), family planning, good feeding, avoid excessive drinking of alcohol, promote peace, promote good health habits, 	<ul style="list-style-type: none"> Counting 6601-9999. Reading number symbols 6601-9999. Writing number symbols 6601-9999. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Identifying Naming Describing Classifying Reciting rhymes Telling/retelling/signing stories Narrating events READING / TACTILE <ul style="list-style-type: none"> Reading words, sentences, stories Matching WRITING / BRAILING <ul style="list-style-type: none"> Writing words Writing sentences Writing stories Writing patterns Construction sentences. 	stories. WRITING / BRAILING <ul style="list-style-type: none"> Writing words, sentences, stories. VOCABULARY home, food, share, clothes army, roads, medicine, police, people, drink, protect, work, keep (save), receive, gifts. STRUCTURES <ul style="list-style-type: none"> What is/are this/these? This/these is/are ... Do you like ...? Yes, I do / No, I do not. Where do we get ... from? We get ... (food, medicine) from ... (gardens, hospital) LISTENING AND SPEAKING <ul style="list-style-type: none"> Situational game Acting a Dialogue READING / TACTILE <ul style="list-style-type: none"> Reading words, sentences, stories WRITING / BRAILING <ul style="list-style-type: none"> Writing words, sentences, stories. 	<ul style="list-style-type: none"> Reading and writing d r – singing / signing, movement d r m – listening, reading, writing / braille. Acting r m f – listening, reading, writing. 	<ul style="list-style-type: none"> Effective communication Creative thinking Critical thinking Self esteem Empathy Friendship formation Sharing Cooperation Endurance Patience Concern Love Unity.

Theme 3: Transport and Communication

Expected learning outcome: The child understands safe ways of movement and appreciates the use of appropriate means when communicating.

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
3.1 Transport in our sub-county / division <ul style="list-style-type: none"> Types and means of transport. Importance of transport in our sub-county / division. 	<ul style="list-style-type: none"> Recognising place values <ul style="list-style-type: none"> Hundred Tens Ones Identifying ones, tens and hundreds. Writing ones, tens and hundred 	Listening and speaking <ul style="list-style-type: none"> Naming different types and means of transport. Classifying means of transport in relation to the type of transport. Explaining types and means of transport Narrating stories Dangers associated with transport in our sub-county. Playing situational games Singing a song. READING / TACTILE <ul style="list-style-type: none"> Reading words Reading sentences Reading stories. WRITING / BRAILING <ul style="list-style-type: none"> Writing words and sentences Drawing and labelling Writing patterns. 	VOCABULARY train, aeroplane, bus, railway, riddles, motorcycle, car, lorry, bicycle, donkey, camel, horse, road, path, boat, canoe, water, ship, river, ferry, drive, fly, row. STRUCTURES <ul style="list-style-type: none"> Who is riding / driving the ... (car, lorry, camel)? He / she is (driving / riding) a ... (car, horse, camel, lorry) Who is flying / riding / driving the ... (car / aeroplane)? He / she is flying / riding the ... car, aeroplane. What is he / she doing? He / she is getting off / on the (bus, train, plane) What colour is the ... (lorry/car)? It is a ... (blue, green) lorry. LISTENING AND SPEAKING <ul style="list-style-type: none"> Acting a dialogue Reciting a rhyme. READING / TACTILE <ul style="list-style-type: none"> Reading words, dialogue, sentences WRITING / BRAILING <ul style="list-style-type: none"> Copying words, sentences Writing stories 	<ul style="list-style-type: none"> m f s – listening, reading, writing / braille. Movement f s l – listening, reading, writing / braille. Singing / signing. s l t – listening, reading, writing / braille. Instrumental work. ❖ <ul style="list-style-type: none"> modelling means of transport 	<ul style="list-style-type: none"> Creative thinking Self awareness Interpersonal relationship. Effective communication Decision making Appreciation Responsibility Respect Love Togetherness.
3.2 Safe ways of movement <ul style="list-style-type: none"> Safe ways of using the road. Road signs, traffic lights. Safe ways of using water Safe ways of using railway 	<ul style="list-style-type: none"> Recognising place values <ul style="list-style-type: none"> Thousands Hundred Tens Ones Identifying ones, tens, hundreds and thousands. Writing place values 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Naming safe ways movement. Explaining/talking about. Narrating experiences on movement. Reciting rhymes. READING / TACTILE	VOCABULARY traffic-light, left, right, cross, safe, accident, danger, road signs and signals, zebra crossing, traffic light, orange, red, green, stop, children crossing, go get ready, railway crossing, round about. STRUCTURES <ul style="list-style-type: none"> What do you do before crossing the road? 	<ul style="list-style-type: none"> l t d – listening, reading, writing / braille. Singing / signing. Singing / signing notes of the major scale. Major scale Ascending descending d r m f s l t d' 	<ul style="list-style-type: none"> Effective communication Creative thinking Critical thinking Interpersonal relationship Empathy Decision making Assertiveness

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<ul style="list-style-type: none"> Safe ways of using air. Ways of helping road accident victims 	ones, tens, hundreds and thousands.	<ul style="list-style-type: none"> Reading vocabulary related to movement Reading sentences Reading short simple stories. Reading sentences in past tense. WRITING / BRAILING <ul style="list-style-type: none"> Writing words Writing sentences 	<ul style="list-style-type: none"> I look... and... before crossing the road. How many colours has the traffic light? The traffic light has ... colours. What are the colours of the traffic light? The colour(s) of the traffic lights are ... LISTENING AND SPEAKING <ul style="list-style-type: none"> Situational game Playlet READING / TACTILE <ul style="list-style-type: none"> Reading words Reading sentences Reading playlet. WRITING / BRAILING <ul style="list-style-type: none"> Writing words. Writing sentences. 	d' t l s f m r d listening, reading and writing / brailing. Movement. <ul style="list-style-type: none"> Singing / signing acting. Movement. ❖ <ul style="list-style-type: none"> Drawing and colouring Road signs 	<ul style="list-style-type: none"> Concern Endurance Respect Love Appreciation Cooperation.
3.3 Communication in our sub-county / division <ul style="list-style-type: none"> Ways of communicating <ul style="list-style-type: none"> - Traditional e.g. drum, trumpets, flutes, horns, clapping, whistling. - Modern e.g. cell phones, radios, telephones, radio calls, whistle, television, letters. Importance of communication. Sending and receiving messages for intended information 	<ul style="list-style-type: none"> Reading number names 400-999. Writing number names 400-999. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Identifying various means and ways of communication Talking about means of communication Asking and answering questions Role playing Reciting rhymes READING / TACTILE <ul style="list-style-type: none"> Reading pictures Reading words Reading sentences Reading messages Re- arranging sentences to form story WRITING / BRAILING <ul style="list-style-type: none"> Drawing pictures Labelling 	VOCABULARY drum, trumpet, whistle, horn, flute, telephone, letter, radio, television, send, receive, post office, stamp, envelope, clap, alarm, post news, mobile, listen, watch. STRUCTURES <ul style="list-style-type: none"> What is this / that? That / this is a ... What are you / he / she doing? I am / he / she is ... (drumming, listening to a radio). Tom / Fatuma is ... LISTENING AND SPEAKING <ul style="list-style-type: none"> Acting a conversation. READING / TACTILE <ul style="list-style-type: none"> Reading words Reading sentences Reading messages. WRITING / BRAILING <ul style="list-style-type: none"> Writing word and sentences. Copying messages. 	<ul style="list-style-type: none"> Singing/ signing simple melody (up to 8 notes long without leaps) d d r m d d r d <ul style="list-style-type: none"> Instrumental work Listening ❖ <ul style="list-style-type: none"> drawing Colouring means of transport 	<ul style="list-style-type: none"> Effective communication Interpersonal relationship Self esteem Mobility and orientation Creative thinking Critical thinking Self awareness. Cooperation Sharing Patience Endurance Love Concern Appreciation.

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
		<ul style="list-style-type: none"> • Writing words • Writing sentences • Writing messages • Writing patterns • Writing letters. 			

Theme 4: Basic Health and Hygiene

Expected learning outcome: The child understands, participates and appreciates basic health and hygiene practices.

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
4.1 Health and Sanitation <ul style="list-style-type: none"> The concept of sanitation Ways of keeping clean. 	<ul style="list-style-type: none"> Reading number names 1000-5000. Writing number names 1000-5000. 	LISTENING / SPEAKING / SIGNING <ul style="list-style-type: none"> Describing ways of keeping clean Explaining reasons for keeping clean Asking and answering questions related to health and sanitation. Reciting rhymes Role playing Saying tongue twisters. READING / TACTILE <ul style="list-style-type: none"> Reading words Reading health messages Reading sentences. Reading short stories WRITING / BRAILING <ul style="list-style-type: none"> Writing words Writing health messages Writing sentences Writing short stories Writing patterns. 	VOCABULARY compound, sleep, cover, food, dirty, a mosquito-net, clean, a dust bin, a rubbish pit, throw, mop, slash, kitchen, sweep, smoke, latrine, toilet, wash, soap, rubbish, burry, pick, collect. STRUCTURES <ul style="list-style-type: none"> Always use a ... (soap, dust bin, mosquito net) to... (bath). Do you ... your... (toilet, bedroom, house) everyday? Yes, I do... No, I don't... What do you / we / they do everyday? I ... (mop, clean, sweep) everyday. Everyday I / we / they ... (sweep the house). LISTENING AND SPEAKING <ul style="list-style-type: none"> Reciting a rhyme Role playing Telling a story Asking and answering questions READING / TACTILE <ul style="list-style-type: none"> Reading a story. WRITING / BRAILING <ul style="list-style-type: none"> Writing a short story Writing words. 	<ul style="list-style-type: none"> Singing/signing simple melody (up to 8 notes long without leaps) s s f m r d r m r d Listening Acting ❖ Acting Drawing and colouring / shading 	<ul style="list-style-type: none"> Effective communication Creative thinking Critical thinking Friendship formation Assertiveness Self esteem Empathy ❖ Cooperation Sharing Care Appreciation Patience Endurance.
4.2 Personal and Food Hygiene <ul style="list-style-type: none"> Importance of washing and keeping body clean. Importance of keeping our homes clean e.g. 	<ul style="list-style-type: none"> Reading number names 5001-9999. Writing number names 5001-9999. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Discussing things used to clean the body. Naming ways of keeping food safe Discuss the importance of keeping food safe. 	VOCABULARY apron, handkerchief, food, brush, toothpaste, wash, tooth brush, bathe, towel, sponge, slippers, cover, cut, comb, razorblade, nails, polish, shoe polish, soap, dry, hair, roast, salt (v), boil. Possessives:	<ul style="list-style-type: none"> Singing/signing simple melody (up to 8 notes long without leaps) Instrumental work. 	<ul style="list-style-type: none"> Effective communication creative thinking Critical thinking Problem solving Self awareness Assertiveness Self esteem.

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<ul style="list-style-type: none"> - Utensils, house, kitchen, latrines / toilets, clothes, compound. • Importance of keeping water and food, clean and safe. 		<ul style="list-style-type: none"> • Reciting poems/rhymes related to personal hygiene. • Answering questions • Explaining the importance of personal hygiene. <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading names of things used to clean the body. • Reading sentences • Reading questions and answers • Reading a short story related to hygiene habits. <p>WRITING / BRAILING</p> <ul style="list-style-type: none"> • Writing names of things used to clean the body. • Writing sentences • Writing questions and answers • Drawing and labelling things used to clean the body. • Writing health messages. 	<p>mine, ours, theirs, hers, his.</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • What is this / that? • That / this is a ... (towel, sponge) • What do you do everyday? • I ... (cut my nails, brush my teeth) everyday. • What does she / he do everyday? • She / he ... everyday. • Ali / Loy ... everyday. • Whose... (shoe polish, slippers) is / are these? • It is/they are...(our, his, mine, hers, their) <p>LISTENING AND SPEAKING.</p> <ul style="list-style-type: none"> • Reciting a poem. <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading words, sentences <p>WRITING / BRAILING</p> <ul style="list-style-type: none"> • Writing words • Completing sentences 		<ul style="list-style-type: none"> • Care • Patience • Concern • Acceptance • Appreciation • Respect.
<p>4.3 Effects of poor sanitation</p> <p>a) Habitat for insects which cause diseases</p> <ul style="list-style-type: none"> - Bushy compound - Stagnant water - Dark corners / areas - Untidy stores <p>b) Spread germs (4Fs germs path)</p> <ul style="list-style-type: none"> - Faeces, flies, fingers, food. <p>c) Causes diseases e.g.</p> <ul style="list-style-type: none"> - Dysentery 	<ul style="list-style-type: none"> • Adding 2 and 3 digit numbers without carrying • Adding 2 and 3 digit numbers with carrying • Solving word problems in addition. 	<p>LISTENING AND SPEAKING / SINGING</p> <ul style="list-style-type: none"> • Naming diseases caused by poor sanitation. • Naming insects which carry germs that cause diseases. • Naming habitat for insects which cause diseases. • Talking about the dangers of the habitat. • Constructing health messages. • Narrating stories related to effects of poor sanitation. • Reciting rhymes • Answering questions 	<p>VOCABULARY</p> <p>slash, latrine, hands, cold, sick, toilet, headache, cough, clean, die, compound, dirty, pain, hot, stomach ache.</p> <p>Conjunction: because</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • What are you doing? • I am ... (covering, washing) ... (latrine, hands). • What is she / he doing? • He / she is ... (covering, cleaning) the house/ latrine. • Tom / Mary is ... (covering, slashing) the latrine / compound). • Making sentences from a substitution table. 	<ul style="list-style-type: none"> • Singing / signing simple melody (up to 8 notes long without leaps) e.g. m r d r m d r m f r d d • Reading and writing / braille. Listening singing / signing. 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Problem solving • Assertiveness • Creative thinking. ❖ • Care • Patience • Respect • Responsibility • Endurance

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<ul style="list-style-type: none"> - Cholera - Typhoid - Diarrhoea - Malaria 		<ul style="list-style-type: none"> • Explaining how germs spread through the 4F's. • Saying health riddles <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading riddles on health • Reading rhymes • Reading short stories • Reading health messages. <p>WRITING / BRAILING</p> <ul style="list-style-type: none"> • Writing stories related to poor sanitation. • Writing patterns. • Drawing and labelling 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Reciting a rhyme. <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading words related to diseases. • Reading sentences related to diseases • Reading health messages. <p>WRITING / BRAILING</p> <ul style="list-style-type: none"> • Constructing sentences using the given structures. • Completing sentences. 		

TERM II

Theme 5: Human Health

Expected learning outcome: The child demonstrates knowledge and skills on common vectors, diseases and ways of preventing and controlling them for healthy living.

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
5.1 Vectors and Diseases (I) <ul style="list-style-type: none"> Common vectors and their characteristics e.g. <ul style="list-style-type: none"> Mosquitoes, rats, cockroaches, lice, houseflies, tsetse flies, fleas, bed bugs. Diseases, signs and symptoms e.g. <ul style="list-style-type: none"> Malaria Cholera Typhoid Skin rash Yellow fever Pleague Diahoera Dysentery Trachoma Blood 	<ul style="list-style-type: none"> Adding 4 digit numbers without carrying. Adding 4 digit numbers with carrying Solving word problems. 	<ul style="list-style-type: none"> Naming common vectors and their characteristics Identifying diseases carried by vectors. Explaining how to prevent diseases and vectors. Telling stories related to diseases and vectors. Reciting rhymes. <p>READING / TACTILE</p> <ul style="list-style-type: none"> Reading words and sentences. Reading stories related to disease vectors, Reading short messages. <p>WRITING / BRAILING</p> <ul style="list-style-type: none"> Writing patterns Writing meaningful sentences Drawing and labelling disease vectors. Writing simple stories Writing messages. 	<p>VOCABULARY</p> <p>mosquito, housefly, tsetse fly, cockroach, bed-bug, rat, malaria, cholera, yellow fever, diarrhoea, skin rash, vomiting, sick, sad.</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> What is this / that? That / this is a ... (mosquito / housefly) Why is she sad? She is sick. What is wrong with her? She is suffering from ... (malaria / yellow fever) What is the matter with you / him / them? I / He / she / they is/are suffering from ... (malaria, yellow fever, cholera). Why is (Sarah/Otim) crying? He/she is sick She is suffering from ... (malaria, cholera) Who is suffering from ... (malaria, cholera)? Ali is suffering from ... (malaria, cholera). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Reciting a rhyme Acting a Dialogue. <p>READING / TACTILE</p> <ul style="list-style-type: none"> Dialogue / rhyme Story / text 	<ul style="list-style-type: none"> Reading / tactile simple melody (up t 8 notes long without leaps) e.g. d r d r m f s s s s f m r d r d Listening to pitches Movement of hands. Singing <ul style="list-style-type: none"> Religious songs Rounds. <p>❖ Art and Craft</p> <ul style="list-style-type: none"> Drawing Shading Tracing 	<ul style="list-style-type: none"> Effective communication Creative thinking Self awareness Self esteem Critical thinking. <ul style="list-style-type: none"> Appreciation Care Endurance Cooperation Responsibility Hard work.

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			<ul style="list-style-type: none"> Asking and answering questions. WRITING / BRAILING <ul style="list-style-type: none"> Completing a story Dictation exercise 		
5.2 Vectors and Diseases (II) <ul style="list-style-type: none"> Life cycle of vectors <ul style="list-style-type: none"> Mosquitoes House flies Cockroaches tsetse flies Prevention and control measures of vectors 	<ul style="list-style-type: none"> Subtracting 2 and 3 digit numbers without borrowing. Subtracting 2 and 3 digit numbers with borrowing. Solving word problems in subtraction. 	LISTENING AND SPEAKING / SINGING. <ul style="list-style-type: none"> Describing life cycles of some vectors. Talking about the prevention and control measures. Telling / re-telling stories Asking and answering questions. Reciting a rhyme. READING / TACTILE <ul style="list-style-type: none"> Reading stories to disease vectors. Reading short messages related to disease vectors Reading words, sentences WRITING / BRAILING <ul style="list-style-type: none"> Writing messages Writing stories Drawing and labelling vectors. Writing patterns 	VOCABULARY because, and, when, mosquito net, spray, slash, hospital, clean, sweep, smoke(v), boil, medicine, cover, close, smear, ill, mosquitoes. STRUCTURES Using conjunctions: because, and <ul style="list-style-type: none"> He / she is not happy because ... I am in the hospital because I am ill. Commands <ul style="list-style-type: none"> Boil the water and cover it Smoke the latrine Slash the compound Spray mosquitoes Use a mosquito net Boil water for drinking What do you do every day? Everyday I ... (slash, smoke) the ... (compound, latrine) What does she / he do everyday? Everyday he / she ... (boils, sweeps, cleans) ... (water, compound, house) READING / TACTILE <ul style="list-style-type: none"> Reading words and sentences Reading a dialogue Reading stories Reading supplementary readers. LISTENING AND SPEAKING <ul style="list-style-type: none"> Acting a dialogue Answering comprehension questions. Listening to a story Playing situational game WRITING / BRAILING	<ul style="list-style-type: none"> Reading and writing / tactile simple melody (up to 8 notes long without leaps) e.g. d d r r m f f m m f f m r r d d Singing / signing a tropical song Listening to:- <ul style="list-style-type: none"> Variety of tempo Variety of pitches. Playing percussion instruments. ❖ Art and Crafts <ul style="list-style-type: none"> Drawing Shading Tracing 	<ul style="list-style-type: none"> Assertiveness Self esteem Self awareness Interpersonal relationship Effective communication Cooperation Endurances Patience Empathy Caring Concern.

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			<ul style="list-style-type: none"> Writing a text. Writing commands. Writing health messages 		
5.3 HIV/AIDS <ul style="list-style-type: none"> Caring for HIV/AIDS victims and patients - Feeding - Hygiene - Medication Prevention of HIV/AIDS PIASCY Messages. 	<ul style="list-style-type: none"> Subtracting 4 digit numbers without borrowing. Subtracting 4 digit numbers with borrowing. Solving word problems in subtraction. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Identifying ways through which HIV/AIDS can spread. Telling stories related to HIV/AIDS. Explaining ways of preventing HIV/AIDS Discussing different messages related to HIV/AIDS Role playing ways of helping HIV/AIDS patients and victims. Explaining the importance of helping HIV/AIDS patients and victims. Asking and answering questions. Reciting a rhyme related to diseases and vectors. READING / TACTILE <ul style="list-style-type: none"> Reading stories related to diseases and vectors Reading short messages related to effects of vectors Reading words and sentences WRITING / BRAILING <ul style="list-style-type: none"> Writing meaningful sentences Writing messages Writing stories 	VOCABULARY feed, wash, bathe, cut, nails, clean, comb, shave, smear, boil, share, needle, razor blade, syringe, towel, gloves, give, medicine, food, weak, walk, stand. <ul style="list-style-type: none"> She / he is ... (weak) because he / she is sick. She / he is weak and cannot ... (wash, bathe, walk etc). I am weak because I am sick. I am weak, I cannot ... my self. What do you do to the sick everyday? I ... (wash, clean etc) for him/her them everyday. Always (e.g. cut hair, comb hair, brush teeth) for the sick. Avoid sharing ... (syringes, razor blades, needles). Do not share ... (razor blade, brush, syringe, needle, towel). I / we / they wear ... (gloves) before I / we / they clean the sick. He / she wears ... (gloves) before she / he cleans the sick. LISTENING AND SPEAKING <ul style="list-style-type: none"> Listening to stories. Reciting rhymes. Answering questions. READING/TACTILE <ul style="list-style-type: none"> Reading stories. Reading texts. Reading PIASCY messages. Answering questions. WRITING / BRAILING <ul style="list-style-type: none"> Copying health messages. Writing sentences and words. 	<ul style="list-style-type: none"> Writing / brailing simple phrase / melody of 4-8 notes in length e.g. d r m r d m r d d m r m r d d r d Listening to a variety of pitches. Singing / signing songs Movement Playing percussion instruments Listening to pitched and un pitched instruments. ❖ Art and Crafts <ul style="list-style-type: none"> Drawing PIASCY messages. Colouring / shading. 	<ul style="list-style-type: none"> Self esteem Creative thinking Critical thinking Assertiveness Effective communication Empathy <ul style="list-style-type: none"> Appreciation Cooperation Patience Endurance Love Sharing.

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			<ul style="list-style-type: none"> • Writing a text • Writing dictated sentences / commands • Writing a short simple dictated story. 		

Theme 6: Peace and Security in our Sub-county / Division

Expected learning outcome: The child understands, appreciates harmonious living and participates in promoting purposeful development in society.

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
6.1 People who keep peace and security and their roles: <ul style="list-style-type: none"> • People: <ul style="list-style-type: none"> - Children: - Parents: - Teachers: - Security personnel: - Neighbours: - Chiefs: - Religious leaders: - Cultural leaders: - Political leaders: • Roles and responsibilities <ul style="list-style-type: none"> - Keeping law and order, teaching, protection of people and property. - Providing guidance / counselling. - Provide food, medical care, shelter. • Importance of peace and security. 	<ul style="list-style-type: none"> • Multiplying tables of 2, 3, 4, 5 and 10. • Solving word problems in multiplication. 	LISTENING AND SPEAKING / SINGING <ul style="list-style-type: none"> • Describe various people objects and places • Talking about past events in different situations • Narrate traditional stories related to promotional peace. • Playing different roles in a conversation. • Asking and answering questions. READING / TACTILE <ul style="list-style-type: none"> • Reading words • Reading pictures • Reading stories related to peace making • Reading messages on peace. WRITING / BRAILING <ul style="list-style-type: none"> • Writing titles of leaders in the villages • Copying the messages • Drawing pictures • Labelling pictures • Writing patterns. 	VOCABULARY children, parents, teachers, police, army, chiefs, neighbours, priests, Imam, Reverends, Nuns, teach, preach, friend, war, peace, security. STRUCTURES <ul style="list-style-type: none"> • What does a ... (policeman, Imam, teacher) do? • He / she ... (teaches, keeps law and order). • The ... (teacher, policeman) ... (teaches, preaches). • What will you be when you grow up? • I will be a ... (doctor, farmer, nurse). • What will she / he be when she / he grows up? • He / she will be a ... (doctor, nurse, farmer) • Parents should care for their children. • Children should respect their parents. • What do ... (teachers, chiefs) do? • They ... (teach, keep law and order) • It is good to keep ... (peace, security) • Make peace but not (war) • Who is your ... (neighbour, friend). • ... (John / Sophie) is our ... (neighbour, friend). LISTENING AND SPEAKING	<ul style="list-style-type: none"> • Reading / tactile and Writing / brailing simple phrase / melody of 4-8 notes in length e.g. d d d r m r d m m r d r r d d • Listening, instrumental work. • Singing • Movement ❖ <ul style="list-style-type: none"> • Constructing marionette puppets using a variety of local materials • Decorating the made puppets. 	

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			<ul style="list-style-type: none"> Sing a song related to roles that people do. READING / TACTILE <ul style="list-style-type: none"> Reading words and sentences Reading a story. Reading messages. Reading a text. Answering comprehension questions WRITING / BRAILING <ul style="list-style-type: none"> Writing words and sentences Writing messages. Writing a dictated text. Writing simple story 		
6.2 Ways of promoting Peace and Security <ul style="list-style-type: none"> Food in our homes. Laws and order Traditions, beliefs and customs from different cultures Importance of promoting peace and security. 	<ul style="list-style-type: none"> Multiplying tables of 6, 7, 8, 9 and 10. Solving word problems in multiplication. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Identifying ways of promoting peace and security. Talking about how enough food in our homes promote peace and security. Describing importance of promoting peace and security. Narrating traditions, beliefs and security customs that promote peace and security Explaining how Law and Order helps us to keep peace and security. READING / TACTILE <ul style="list-style-type: none"> Reading words Reading sentences Reading short stories Reading composite pictures WRITING / BRAILING <ul style="list-style-type: none"> Writing words Writing sentences Writing short stories 	VOCABULARY listen, greet, obey, sorry, home, borrow, lend, use, forgive, story, work, enough, store, cook, eat, keep, question. STRUCTURES <ul style="list-style-type: none"> May I ... (borrow, use) your e.g. pen, ruler please? Yes, you may No, please I'm using it It is good to ... (e.g. forgive, greet) people. It is good to (obey) school rules / people. Always obey school rules Always say sorry when you make a mistake. You have no ... (e.g. pen, pencil, book) can I lend you mine? We ... ((e.g. dig, work) together at home. Reciting a rhyme. He / she said ... (I am sorry / forgive me). LISTENING AND SPEAKING	<ul style="list-style-type: none"> Read / tactile simple phrase / melody of 4-8 notes in length e.g. r m m r r d d d r m m f f s s s Writing / brailleing, listening, singing / signing song. Drama Acting Movement Singing sounds ❖ Art and Crafts <ul style="list-style-type: none"> Making paper lamp sheds Constructing model granaries. 	

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
		<ul style="list-style-type: none"> • Writing patterns • Drawing and labelling pictures 	<ul style="list-style-type: none"> • Acting a dialogue • READING / TACTILE <ul style="list-style-type: none"> • Reading messages • Reading simple stories. • Reading sentences. • Answering oral questions. WRITING / BRAILING <ul style="list-style-type: none"> • Answering written questions • Writing simple stories. • Writing messages. • Writing sentences. • Writing texts. 		
6.3 Causes and effects of Insecurity a) Causes: poverty, ignorance, misunderstandings/ conflicts diseases, drunkard ness, famine, theft, unfairness, misbehaviour, child abuse, immorality, corruption and defilement. b) Effects: street child, war, death, hunger, poor health, stigma, divorce, school drop out	<ul style="list-style-type: none"> • Dividing 2 and 3 digit numbers by 2 no remainder. • Dividing 2 and 3 digit numbers with remainder. • Solving word problems in division. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> • Talking about causes of insecurity • Identifying common misunderstandings at home and school • Describing the effects of insecurity • Narrating stories • Explaining how to prevent the causes of insecurity • Reciting rhymes. READING / TACTILE <ul style="list-style-type: none"> • Reading words • Reading sentences • Reading "peace and security" messages. • Reading short stories • Reading pictures. WRITING / BRAILING <ul style="list-style-type: none"> • Writing words • Writing sentences • Writing messages • Writing short stories • Writing patterns • Drawing and labelling 	VOCABULARY poor, hungry, thief, unhappy, share, pray, abuse, war, death, school, hate, steal, fight, quarrel, sad, annoyed. STRUCTURES <ul style="list-style-type: none"> • She / he is poor and has nothing to eat. • She / he is a ... (thief) • Who is ...? (fighting, stealing, quarrelling) • Isa / Ann is ... (fighting, stealing, quarrelling) • Do you like... (fighting, sharing, praying) • Yes, I do. • No, I don't. • Does she / he like ... (quarrelling, sharing). • Yes, he/she does. • No., he/she does not. • It is bad to ... (fight, quarrel, steal) • Why are you ... (annoyed, unhappy)? Conversation <ul style="list-style-type: none"> • I am ... (happy) LISTENING AND SPEAKING	<ul style="list-style-type: none"> • Singing / signing notes of the major scale without leaps. • Ascending and descending • Listening, movement. ❖ • Knitting simple articles using local materials • Designing the articles made. • Stitching simple articles using local materials 	

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			<ul style="list-style-type: none"> • Saying a conversation • Acting a dialogue • Playing situational games. • Reciting rhyme • Reading sentences READING / TACTILE <ul style="list-style-type: none"> • Reading the conversation • Reading messages. • Reading a story • Reading sentences. WRITING / BRAILING <ul style="list-style-type: none"> • Writing guided composition • Answering written questions using complete sentences. • Writing a story • Completing sentences • Completing messages • Completing story • Writing sentences • Writing dialogue • Copying a conversation. 		

Theme 7: Child rights and obligations.

Expected learning outcome: The child is aware, understands and appreciates the relevance of hr/his rights and obligation knows the causes, effects and ways of avoiding them.

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
7.1 Child rights <ul style="list-style-type: none"> Education, religion, identity, food, speech, health services, movement, parenting, protection, shelter, water, play, name. Child obligations: Participation in light community and domestic work, greeting, attending school, prayers, staying with parents, cultural norms. 	<ul style="list-style-type: none"> Dividing 4 digit numbers by 2, 3, 4, 5, and 10 no remainder. Dividing 4 digit numbers by 2, 3, 4, 5 and 10 with a remainder. Solving word problems in division. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Identifying child's rights. Explaining the relevancy of child rights. Talking about child obligations. Differentiating between child rights and child obligations. Role playing child obligations. Reciting poems. Listening to a story. Asking and answering questions. READING / TACTILE <ul style="list-style-type: none"> Reading sentences Reading short stories about child obligations Reading simple poems Reading messages WRITING / BRAILING <ul style="list-style-type: none"> Writing simple sentences Writing simple texts Writing simple poems Writing patterns Copying and filling in gaps to make a story 	VOCABULARY Food, home, medicine, play, water, mother, father, treat, teach, school, help, rights, worship, name, work, doctor, nuns, clean, wash. STRUCTURES <ul style="list-style-type: none"> What do you like? I like ... A ... (treats / teaches). Who like ... likes Does ... like Yes, he she does. No, he/she does not. LISTENING AND SPEAKING <ul style="list-style-type: none"> Playing a situational game Asking and answering questions. READING / TACTILE <ul style="list-style-type: none"> Reading words Reading sentences WRITING / BRAILING <ul style="list-style-type: none"> Completing the story with the words from the box Writing complete sentences. 	<ul style="list-style-type: none"> Singing / brailing notes of the major scale without leaps. Writing / brailing simple phrases / melodies up to 8 notes without leaps, Listening – singing / signing. <p>❖</p> <ul style="list-style-type: none"> Cutting and pasting messages on child rights and obligations. 	
7.2 Child Abuse <ul style="list-style-type: none"> Causes of child abuse - Drunkard ness, cultural practices, separation of families, death of both parents, wars, 	<ul style="list-style-type: none"> Naming shapes Recognising 2 and 3 dimensional shapes. Constructing different closed shapes. Drawing 2 and 3 dimensional shapes. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Explaining meaning of child abuse. Describing ways of child abuse Talking about causes of child 	VOCABULARY beat, fight, death, divorce, burn, deny, drunkardness, hunger. STRUCTURES <ul style="list-style-type: none"> Who ... with her / him (fought, beat). 	<ul style="list-style-type: none"> Recognising rhythm patterns of known songs Listening to high and low pitches of the major scale. Singing / signing 	

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
ignorance. • Ways of child abuse - Exposure to pornography • Defilement, denial of basic needs e.g. food, clothes, child battering, child neglect, child labour, rape.	<ul style="list-style-type: none"> 	abuse. • Listening to a case study story. • Telling • Asking and answering questions. READING / TACTILE • Reading sentences (captions) • Reading simple texts • Reading picture stories WRITING / BRAILING • Writing sentences • Writing simple texts • Writing picture stories • Writing patterns	• He / she ... with her (fought, beat) • What did he / she do? • She / he ... him (denied, burnt). LISTENING AND SPEAKING • Playing situational game • Reciting a rhyme READING / TACTILE • Reading stories • Asking and answering comprehension questions • Constructing sentences. WRITING / BRAILING • Writing meaningful sentences. • Writing simple stories • Writing sentences using learnt vocabulary and structures.	simple melodies up to 8 notes long without leaps. ❖ • Stitching using back stitches • Stitching using blanket stitches.	
7.3 Effects of child abuse. • Being on streets, lack of food, early pregnancies, acquire diseases HIV/ AIDS / STD, being neglected, being exploited, drop out from school, lack of shelter, retarded growth and development, malnutrition, disability, child trafficking, traumatization, stigmatization, moral degeneration • Ways of avoiding child abuse Walking in groups, rape, defilement, avoiding gifts, lifts from	<ul style="list-style-type: none"> • Reading fractions: $\frac{1}{2}$ - $\frac{1}{10}$. • Writing fractions: $\frac{1}{2}$ - $\frac{1}{10}$. • Drawing fractions: $\frac{1}{2}$ - $\frac{1}{10}$. 	LISTENING AND SPEAKING / SIGNING • Describing consequences of child abuse. • Suggesting ways of avoiding child abuse. • Asking and answering questions. • Role playing on reporting incidences related to child abuse. • Reciting rhymes. • Saying proverbs related to obedience and child obligations. READING / TACTILE • Reading the proverbs • Reading a dialogue • Reading stories • Reading rhymes with correct punctuation marks	VOCABULARY sickness, disease, lame, blind, break, deaf, walk, help, gift, lift, night, dark, keep, avoid, worry, shame. STRUCTURES • What is / was the matter with ... (you / her / him) • I / he / she / am / is ... (worried, ashamed) • I / he / she was ... (worried, ashamed) • Don't (accept ... (gifts, lifts) from strangers. • Avoid ... (walking alone / walking at night). LISTENING AND SPEAKING • Playing a situational game • Asking and answering questions • Telling / re-telling stories.	• Singing / signing the notes on a major scale. • Listening to the notes from melodic instruments. • Writing / brailing the notes listened to. ❖ • weaving articles of various shapes e.g. a box • designing articles (triangles, squares, circles).	

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
strangers, timely reporting, descent dressing, sensitizing parents, avoiding moving out at night and dark place, avoiding bad groups, engaging in constructive work, keeping in school, helping parents.		WRITING / BRAILING <ul style="list-style-type: none"> • Writing proverbs • Writing a dialogue • Writing stories • Writing rhymes with correct punctuation marks. 	READING / TACTILE <ul style="list-style-type: none"> • Reading a text. • Answering questions on the text. WRITING / BRAILLING <ul style="list-style-type: none"> • Writing simple guided compositions • Answering questions in writing using complete sentences 		

Theme 8: Culture and Gender

Expected learning outcome: the child understands, demonstrates and appreciates the different gender related issues and cultural practices for harmonious living.

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
8.1 People in our sub-county / division <ul style="list-style-type: none"> • Ethnic groups <ul style="list-style-type: none"> - Different tribes, different languages and shelter • Names and their meanings • Dressing for different occasions, dressing codes for different and gender. • Relationship and care <ul style="list-style-type: none"> - Family, school, community, sub-county • Different shelters and their uses. • Gender roles, responsibilities and their implications. 	<ul style="list-style-type: none"> • Comparing fractions: $\frac{1}{2}$ - $\frac{1}{10}$. • Adding fractions: $\frac{1}{2}$ - $\frac{1}{10}$. • Solving word problems in addition of fractions. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> • Talking about people's tribes and their languages • Explaining meanings of different names of people • Describing family, school and community relationships and care. • Naming different dressing for different occasions and gender. • Identifying different shelters and their uses. • Discussing gender roles, responsibilities and their implications • Telling and re-telling about cultural dressing code. READING / TACTILE <ul style="list-style-type: none"> • Reading people's names. • Reading short texts. • Reading names of tribes and languages. • Reading names of places. • Reading short stories. WRITING / BRAILING <ul style="list-style-type: none"> • Writing people's names • Writing short texts • Writing names of tribes and languages. • Writing names of places • Writing names of dresses • Writing short stories with punctuations • Writing patterns. 	VOCABULARY tribes, home, greeting, dressing, food, marriage, name, dance, dress, gomas, shirt, coat, blouse, kazu, trouser, skirt, sash, work, cook. STRUCTURES <ul style="list-style-type: none"> • What is your name? • My / her / his name is ... (Sophie, Peter, Hadija). • What language do you speak? • I speak ... (Lumasaba, Lango, Luganda) • Where do you come from? • I come from ... (Mbale, Bundibugyo, Gulu) • What a nice ...! (dress, name, home) LISTENING AND SPEAKING <ul style="list-style-type: none"> • Acting a conversation • Telling / re-telling / signing traditional stories. • Answering questions. READING / TACTILE <ul style="list-style-type: none"> • Reading simple stories WRITING / BRAILING <ul style="list-style-type: none"> • Writing simple stories • Writing dictated words and sentences 	<ul style="list-style-type: none"> • Singing / signing the notes on a major scale. • Singing / signing known songs. • Listening to a variety of pitches in melodies. • Movement leading to a dance. ❖ <ul style="list-style-type: none"> • Constructing figures to make the shapes of the moving figures. 	<ul style="list-style-type: none"> •

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
8.2 Tradition and customs in our sub-county / division e.g. marriage, circumcision / female genital mutilation (FGM), burials, greetings, norms taboos, totems, child rearing practices, worship <ul style="list-style-type: none"> • Importance of traditions and customs. - Promotion of societal values e.g. for:- identity, moral development, learning purposes, unity / co-operation, prestige, continuity / heritage. 	<ul style="list-style-type: none"> • Comparing fractions: $\frac{1}{2}$ - $\frac{1}{10}$. • Subtracting fractions: $\frac{1}{2}$ - $\frac{1}{10}$. • Solving word problems in subtractions of fractions. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> • Talking about traditions and customs and their importance • Role playing traditional customs of greetings and marriages. • Listening to traditional stories. • Reciting rhymes. • Describing other people's traditions and customs. READING / TACTILE <ul style="list-style-type: none"> • Reading sentences • Reading stories • Reading rhymes WRITING / BRAILING <ul style="list-style-type: none"> • Writing sentences • Writing stories • Writing rhymes • Writing patterns. 	VOCABULARY Greet, child, worship, learn, kneel, dance, share, pray, thank, praise, respect, clean, church, mosque, pain, death, sick. STRUCTURES <ul style="list-style-type: none"> • When did she / he ... (danced, prayed, thanked) • He / she ... (danced, prayed, thanked) ... (during, before, after, on) ... (day, on Monday). • Come and ... (pray, dance) LISTENING AND SPEAKING <ul style="list-style-type: none"> • Listening to stories. • Asking and answering questions • Singing / signing songs READING / TACTILE <ul style="list-style-type: none"> • Reading stories WRITING / BRAILING <ul style="list-style-type: none"> • Completing stories • Writing sentences using the vocabulary and the structures. • Write own stories 	<ul style="list-style-type: none"> • Writing / brailing simple phrases / melodies (4-8 notes) in length. • Reading of notes of the major scale in stepwise tonal movement. • Singing / signing simple rounds. ❖ • Modelling various articles depicting the traditions and customs. • Painting the articles made using primary colours. 	<ul style="list-style-type: none"> •
8.3 Ways of promoting and preserving culture <ul style="list-style-type: none"> • Music, Dance and Drama • Sharing roles and responsibilities. • documenting • Tree planting, • Practicing traditional education. • Initiation. • Enthronement / installation. • Attending funerals. 	<ul style="list-style-type: none"> • Drawing picot graphs • Representing information on picot graphs. • Interpreting information on picot graphs • Drawing bar graphs. • Representing information on bar graphs. • Interpreting information on bar graphs. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> • Explaining ways of promoting and preserving culture. • Describing dangers of some cultural practices • Talking about ways through which some diseases can be spread by cultural practices. • Narrating the importance of respecting and appreciating cultural norms. • Identifying cultural responsibilities that can be shared. READING / TACTILE <ul style="list-style-type: none"> • Reading words 	VOCABULARY dance, sing, tell, story, share, visit, tree, plant, razor blade, knife, thorn, medicine, drum STRUCTURES <ul style="list-style-type: none"> • What did you / they do? • I / they ... (danced, sang, visited) • He / she ... (danced, sang, visited). LISTENING AND SPEAKING <ul style="list-style-type: none"> • Singing songs • Telling stories • Acting a play let. READING / TACTILE <ul style="list-style-type: none"> • Reading stories 	<ul style="list-style-type: none"> • Singing / signing traditional songs. • Playing percussion instruments. • Movement leading to dance. ❖ • constructing various music costumes. 	<ul style="list-style-type: none"> •

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<ul style="list-style-type: none"> • Respecting cultural norms. • Planting traditional medicinal plants. • Dangers of some cultural practices <ul style="list-style-type: none"> - Spread of diseases e.g. HIV / AIDS e.g. through use of unsterilised instruments. - sharing sharp objects. • Human sacrifices • Child trafficking • Witch craft • Cannibalism 		<ul style="list-style-type: none"> • Reading sentences • Reading paragraphs • Building sentences to make a paragraph. <p>WRITING / BRAILING</p> <ul style="list-style-type: none"> • Writing words • Writing sentence • Writing paragraphs • Writing patterns 	<ul style="list-style-type: none"> • Asking and answering questions <p>WRITING / BRAILING</p> <ul style="list-style-type: none"> • Writing sentences using structures learnt. • Form sentences from substitutional table. 		

Theme 9: Livelihood in our Sub-county / Division

Expected Learning outcome: The child understands appreciates the benefits of work and production and factors that cause migration in the society.

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
9.1 Activities carried out in our Sub-county / Division Examples <ul style="list-style-type: none"> Trading, lumbering, fishing, keeping animals, crop growing, mining, teaching, carpentry, building, tailoring, cookery, weaving, knitting, hotel services, brewing, hair dressing, music, dance and drama, transport, modelling (brick making, pottery), secretarial work. Sculpture Black smithing Wood work 	<ul style="list-style-type: none"> Telling time in hours, half hours, quarter hours. Solving word problems in telling time. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Identifying activities carried out in the sub-county / division. Explaining how some of the activities are carried out Saying tongue twisters Role playing different people carrying out different activities. READING / TACTILE <ul style="list-style-type: none"> Reading words / sentences. Reading a story. Asking and answering questions. WRITING / BRAILING <ul style="list-style-type: none"> Writing a jingle. Writing a paragraph. Writing a simple story. Writing words, sentences. Writing patterns. 	VOCABULARY Bricks, fish, dance, drum, weave, sew, cook, crop, beer, trade, pot, grow, crop, brew, hotel, wood, carpenter, sorghum, millet. STRUCTURES <ul style="list-style-type: none"> What do you ... (grow) in your garden? I / we / they ... (grow) e.g. beans / maize / peas in my / our / their garden. What ... (crops) do you have in your garden? I / we / they have ... (e.g. beans, peas, groundnuts) in my / our / their garden. I can ... (weave) a mat but I cannot ... (sew) a dress. I / we / they can play a ... (drum) but I / we / they cannot dance. I / we / they can ... (dance) but I / we / they cannot play a ... (drum). Sarah / John can ... (dance) but she / he cannot play a ... (drum). My / his / her / our / their goes to the lake to fish everyday. My / his / her / our / their brother is a ... (trader), he is buying and selling shirts and dresses. (use a situational game / play let) 	<ul style="list-style-type: none"> Listening to a variety of rhythms to recognise correct tempo (speed) Reading and writing / brailing. Simple melodies up to 8 notes without leaps. Movement of hands / waist. Listening to pitches of the major scale. ❖ Weaving ropes / balls. 	<ul style="list-style-type: none">

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
			<ul style="list-style-type: none"> • He / she is a carpenter and uses ... (wood) to make (e.g. chairs, tables, desks). • I / we / they brew ... (beer) from bananas / millet / sorghum) • My mother / father / sister / brother works / services food / sleeps in a ... (hotel) <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Acting a dialogue <p>WRITING / BRAILING</p> <ul style="list-style-type: none"> • Writing sentences using the learnt structures. • Writing spelt words. • Playing writing games. • Completing a story. 		
<p>9.2 Importance of activities carried out in our Sub-county / Division</p> <ul style="list-style-type: none"> • Employment (jobs) • Getting enough food. • To get money. • Teaching • Provision of services. • Availability of essential commodities e.g. milk, sugar, food. • Improved quality of life. 	<ul style="list-style-type: none"> • Drawing a calendar • Representing information on a calendar. • Solving word problems about <ul style="list-style-type: none"> - Days of the week - Months of the year. 	<p>LISTENING AND SPEAKING / SIGNING</p> <ul style="list-style-type: none"> • Talking about the importance of different activities done in our sub-county / division. • Narrating stories about activities • Asking and answering questions • Discussing the importance of some of the essential commodities found in the sub-county / division. • Acting a dialogue. <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading sentences related to activities. • Reading short stories • Reading texts • Reading a dialogue <p>WRITING / BRAILING</p> <ul style="list-style-type: none"> • Writing sentences 	<p>VOCABULARY</p> <p>food, dig, harvest, weed, plant, feed, teachers, doctor, secretary, Chief, police, nurse, school, hospital, salt, sugar, paraffin, soap, market, shop.</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • What do you / we / they do everyday? • I / we / they ... (plant, dig, weed, harvest) everyday • What does she / he do everyday? • She / he ... (plants, digs, weeds, harvests) everyday. • Where do you / we / they go everyday) • I / we / they go to ... (school, hospital, market) everyday. • Where do you / we / they buy ... (food, salt, sugar, 	<ul style="list-style-type: none"> • Listening to a variety of rhythms to recognise tempo (speed) and dynamics (volume) • Singing / signing a simple song about jobs • Playing percussion instruments. • Writing / brailing dictation phrases / melodies. ❖ • Modelling articles for domestic use e.g. pots, cups, plates. 	<ul style="list-style-type: none"> •

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
		<ul style="list-style-type: none"> • Writing short stories • Writing texts • Drawing the narratives • Writing patterns 	<ul style="list-style-type: none"> paraffin, soap) from? • I / we / they buy ... (food, salt, paraffin, soap) from the ... (market, shop). • Who buys ... (salt, soap, sugar, paraffin) everyday? • I / we / they / buy ... (paraffin, salt, food, sugar, soap) everyday. • Where does he / she go everyday? • She / he goes to ... (school, hospital, market) everyday. • What do you / we / they buy everyday? • I / we / they buy ... (food, salt, sugar, paraffin, soap) everyday. • What does he / she buy everyday? • She / he buys ... (food, salt, sugar, paraffin, soap) everyday? • What do you like to be when you grow up? • I like to be a ... (teacher, doctor, secretary, chief, policeman/woman, nurse) when I grow up. <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Reciting rhymes • Singing songs <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading sentences • Reading words <p>WRITING / BRAILING</p> <ul style="list-style-type: none"> • Writing short stories • Write short sentences. 		
9.3 Migration and settlement.	<ul style="list-style-type: none"> • Measuring length and height in metres and 	LISTENING AND SPEAKING / SIGNING	<p>VOCABULARY</p> <p>Water, rain, work, fish, farm, animals, shop, guard, buy, sell,</p>	<ul style="list-style-type: none"> • Listening to wood wind music 	<ul style="list-style-type: none"> •

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<ul style="list-style-type: none"> • Causes <ul style="list-style-type: none"> - Land disputes - Famine - Bad cultural practices - Shortage of water/drought - Wars - Ignorance • Factors of Settlement patterns <ul style="list-style-type: none"> - Location. - Availability of water - Availability of medical services. - Availability of fertile soils - Availability of reliable rain fall - Availability of job opportunities. 	<ul style="list-style-type: none"> centimetres. • Measuring length in kilometres. • Adding in km, metres and centimetres. • Subtracting in km, metres, and centimetres. • Solving word problems about length and height. • 	<ul style="list-style-type: none"> • Explaining the meaning of migration and settlement • Talking about causes of migration • Discussing factors of settlement • Listening to a text on migration • Answering questions • Saying proverbs. <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading words • Reading sentences • Reading a short story • Reading a text • Reading short texts on causes of migration • Reading short texts on factors of settlement • Reading proverbs. • Asking and answering questions. • Matching sentences <p>WRITING / BRAILING</p> <ul style="list-style-type: none"> • Recording the causes and factors of migration and settlement • Copying the sentences 	<p>teach, treat, pray, dig.</p> <p>STRUCTURES</p> <ul style="list-style-type: none"> • What are they / you / we doing? • You / we / they are ... (fishing, digging) • Who is ... (shopping, treating, teaching) • The ... (doctor(s), teacher(s)) is/are ... (treating, teaching). • Where do you / they / we go to ... (sell, buy, pray) • You / we / they go to ... (shop, church, lake) to ... (pray, buy, sell). <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Telling / signing stories • Acting a conversation. <p>READING / TACTILE</p> <ul style="list-style-type: none"> • Reading stories • Answering comprehension question. <p>WRITING / BRAILING</p> <ul style="list-style-type: none"> • Writing simple stories • Answering written questions. 	<p>instruments.</p> <ul style="list-style-type: none"> • Moving according to organised contract rhythms between vigorous / lively and light gentle movement • Singing / signing traditional songs. <p>❖</p> <ul style="list-style-type: none"> • Decorating the articles made. 	

Theme 10: Energy

Expected learning outcome: The child appreciates, demonstrates knowledge and skills to use and preserve the existing sources and save available resources.

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
10.1 Sources of energy e.g. <ul style="list-style-type: none"> • Natural sources e.g. <ul style="list-style-type: none"> - Moon - Star - Wind - Glow worm • Artificial sources e.g., <ul style="list-style-type: none"> - Lamp - Fire - Torch - Generator - Candle. 	<ul style="list-style-type: none"> • Constructing different shapes. • Measuring Area of shapes. • Solving word problems about Area. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> • Explaining the meaning of energy • Identifying different types of energy • Describing different sources of energy • Making simple technology to produce energy • Demonstrating the use of energy • Playing a situational game. READING / TACTILE <ul style="list-style-type: none"> • Reading sentences • Reading a play let • Reading short texts • Reading pictures on technology WRITING / BRAILING <ul style="list-style-type: none"> • Writing sentences • Writing a short story • Drawing and labelling • Writing patterns 	VOCABULARY light, fire, torch, lamp, bulb, stove, match box, grass, dark, wind, sun, water, moon, star, glow worm, candle STRUCTURES <ul style="list-style-type: none"> • I / we make fire using ... and ... • I / we make fire using a match box and grass. • A stove uses paraffin but a torch uses batteries. • He / she made fire yesterday. LISTENING AND SPEAKING <ul style="list-style-type: none"> • Reciting a rhyme • Telling stories • Answering questions READING / TACTILE <ul style="list-style-type: none"> • Reading stories WRITING / BRAILING <ul style="list-style-type: none"> • Writing guided compositions • Writing sentences using vocabulary and structures 	<ul style="list-style-type: none"> • Singing / signing a religious song • Reading and writing / brailing simple phrases / melodies from dictation with the length of 4-8 note of the major scale. • Acting from a written source e.g. story books. ❖ <ul style="list-style-type: none"> • designing collage articles using different materials. 	•
10.2 Uses and ways of saving energy e.g. <ul style="list-style-type: none"> • Using energy saving stoves, bulbs, switch off refrigerating appliances when not in use 	<ul style="list-style-type: none"> • Measuring Capacity • Comparing Capacity • Adding in litres. • Subtracting in litres. • Solving word problems about Capacity. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> • Identifying uses of energy • Talking about the ways of saving energy • Telling a story • Asking and answering 	VOCABULARY cook, boil, winnow, fly, stove, bulb, tree, plant. STRUCTURES <ul style="list-style-type: none"> • What did they do? • They ... (cooked, planted, ironed) 	<ul style="list-style-type: none"> • Singing / signing simple rounds • Playing percussion music instruments. • Dramatising / acting situation e.g. from events positive 	•

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<ul style="list-style-type: none"> Putting out fire after use Planting trees Following instructions on proper use of energy. Electric shocks Burning houses Destruction of plants and property. 		questions <ul style="list-style-type: none"> Acting a dialogue Saying proverbs Listening to a text. READING / TACTILE <ul style="list-style-type: none"> Reading sentences Reading a text Reading a short story Reading the proverbs Matching Interpreting posters WRITING / BRAILING <ul style="list-style-type: none"> Writing proverbs Writing patterns Copying a short story Copying sentences. 	<ul style="list-style-type: none"> He/ she ... (ironed, planted, cooked) ... Commands: <ul style="list-style-type: none"> Tom / Mary (cook, iron clothes) LISTENING AND SPEAKING <ul style="list-style-type: none"> Acting a dialogue Answering questions READING / TACTILE <ul style="list-style-type: none"> Reading words related to energy. Reading sentences related to energy. WRITING / BRAILING <ul style="list-style-type: none"> Writing sentences using vocabulary and the structures. 	situations. <ul style="list-style-type: none"> ❖ Designing attractive shapes of saving stoves, bulbs using clay. 	
10.3 Dangers of energy and ways of avoiding them e.g. <ul style="list-style-type: none"> Electric shock Death Burning houses Destruction of plants and property Avoiding dangers of energy e.g. <ul style="list-style-type: none"> - Tree planting to act as wind breakers - Use of fire extinguisher - Avoid playing with fire - Avoid pushing nails on the socket - Avoid playing with electric wires 	<ul style="list-style-type: none"> Measuring weight Comparing weight Adding in kgs and gms Subtracting in kgs and gms Solving word problems about weight. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> Identifying dangers of energy. Talking about ways of avoiding dangers of energy. Listening to scenarios on dangers of energy. Acting a dialogue Answering questions READING / TACTILE <ul style="list-style-type: none"> Reading sentences Reading a short story Reading a dialogue Reading questions and answers Reading short paragraphs WRITING / BRAILING <ul style="list-style-type: none"> Writing a dialogue Copying sentences Writing patterns Copying a paragraph 	VOCABULARY die, hurt, wire, socket, nail, fire, burn, shock, plant, tree, wind breaker, fire, extinguisher. STRUCTURES <ul style="list-style-type: none"> Don't ... (touch, play) with ... (fire, electricity, wire) You / she / he will get hurt when you ... (push nails in the socket) Who played with ... (fire, electric wire) Don't play with ... (fire, electric wire). LISTENING AND SPEAKING <ul style="list-style-type: none"> Acting a dialogue Telling stories Asking and answering questions READING / TACTILE	<ul style="list-style-type: none"> Listening to string instruments on a variety of pitches in melodies and recognise dynamics (volume) Singing / signing notes of the major scale ascending and descending. Moving according to applied movements e.g. hand, leg, waist header or neck. ❖ Drawing articles showing ways of avoiding dangers. 	<ul style="list-style-type: none">

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
		<ul style="list-style-type: none"> • Copying messages • Writing messages. 	<ul style="list-style-type: none"> • Reading a story • Reading words • Reading sentences WRITING / BRAILING <ul style="list-style-type: none"> • Writing sentences • Writing dictated sentences 		

Theme 11: Animals and Crops in our Sub-county / Division

Expected Learning outcome: The child understands and appreciates the usefulness of animals and crops and how to care for them.

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
11.1 Animals <ul style="list-style-type: none"> • Examples of animals: <ul style="list-style-type: none"> - Goats - Sheep - Rabbits - Cows - Sheep - Chicken • Caring for animals <ul style="list-style-type: none"> - Feeding - Housing - Grooming - Vaccinating - Treating • Animal breed: <ul style="list-style-type: none"> - Local - Cross - Exotic - 	<ul style="list-style-type: none"> • Recognising different money denominations (50/= to 50,000/=) • Adding money • Subtracting money • Solving word problems about money in addition and subtraction. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> • Talking about the different animals. • Naming different animal breeds. • Describing different ways of caring for animals. • Naming common rabbit diseases. • Talking about different ways of controlling, prevention and treatment. • Naming different homes of animals. • Talking about how different animal homes should be made. • Reciting rhymes. • Telling and re-telling stories • Asking and answering questions. READING / TACTILE <ul style="list-style-type: none"> • Reading words. • Reading sentences. • Reading stories. WRITING / BRAILING <ul style="list-style-type: none"> • Writing words • Writing sentences • Writing stories • Writing patterns. 	VOCABULARY goat, sheep, cow, pig, rabbit, dog, chicken, house, feed, disease, treat, immunise, kraal, hutch, sty. STRUCTURES <ul style="list-style-type: none"> • What do you do everyday? • Everyday I ... (feed, treat) ... (cow, goat) • What does he / she do? • He / she ... (feeds, treats) ... (cows, goats) • Where is ... (cow, rabbit)? • It is in the ... (kraal, hutch) LISTENING AND SPEAKING <ul style="list-style-type: none"> • Telling / re-telling a stories. • Asking and answering questions. READING / TACTILE <ul style="list-style-type: none"> • Reading sentences • Reading a simple story. WRITING / BRAILING <ul style="list-style-type: none"> • Writing sentences • Writing a simple story. 	<ul style="list-style-type: none"> • Reading melodies • Singing / signing simple melodies of the major scale up to 8 notes • Writing / brailing phrases / melodies of 4-8 notes in length without leaps from dictation. • Moving the hands and head. ❖ • Modelling animals 	<ul style="list-style-type: none"> • Problem solving • Critical thinking • Creative thinking • Decision making • Coping with emotion • Coping with stress ❖ • Appreciation • Care • Responsibility • Endurance • Patience • Love • Concern
11.2 Crops <ul style="list-style-type: none"> • Examples of crops: <ul style="list-style-type: none"> - groundnuts, millet, rice, sorghum, mangoes, paw paws, cabbage, carrots, beans, peas, soya beans, green 	<ul style="list-style-type: none"> • Multiplying money • Dividing money • Solving word problems in multiplication and division • 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> • Naming different crops. • Talking about classification of crops. • Describing different ways of caring for crops. 	VOCABULARY mango, orange, paw paw, pineapple, rice, millet, maize, sorghum, Cabbage, tomatoes, sim-sim, groundnuts, sunflower, peas, beans, cow peas, soya bean, weed, water, cassava	<ul style="list-style-type: none"> • Singing / signing ceremonial songs • Playing percussion instruments • Dramatizing. ❖ • Drawing and 	<ul style="list-style-type: none"> • Problem solving • Critical thinking • Creative thinking • Decision making • Coping with emotion • Coping with

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
vegetables, sunflower, yams • Classification of crops - Cereals, legumes, fruits, vegetables, root crops, oil crops. • Caring for crops - Weeding, manuring, watering, thinning, pruning, controlling diseases and pests e.g. spraying and trapping, harvesting, drying, storage.		• Naming crop diseases and pests. • talking about methods of controlling crop diseases and pests. • Reciting rhymes • Telling and re-telling stories. • Asking and answering questions. READING / TACTILE • Reading words • Reading sentences • Reading stories. WRITING / BRAILING • Writing words • Writing sentences • Writing stories • Writing patterns	STRUCTURES • What do you grow at ... (school, garden) • I / we grow ... (oranges, maize, tomatoes). • She / he ... (waters, weeds) ... (cabbages, tomatoes). LISTENING AND SPEAKING • Acting a conversation • Telling / re-telling stories • Asking and answering questions. READING / TACTILE • Reading a story • Answering questions • Reading sentences from substitution table WRITING / BRAILLING • Writing sentences from the substitution table • Answering comprehension questions.	• Colouring •	stress. ❖ • Appreciation • Care • Responsibility • Endurance • Love • Concern
11.3 Benefits of animals and crops • Money • Medicine • Hides and skins • Meat • Milk • Ghee • Transport • Ploughing • Dowry • Ceremonies • Manure	• Solving Algebraic problems in addition and subtraction • Solving word problems about Algebra in addition and subtraction.	LISTENING AND SPEAKING / SIGNING • Naming different benefits of animals and crops. • Talking about the importance of the benefits of animals to us. • Telling and re-telling stories about benefits of animals and crops. • Asking and answering questions. READING / TACTILE • Reading words • Reading sentences • Reading stories WRITING / BRAILING • Writing words • Writing sentences	VOCABULARY milk, meat, paw paw, mangoes, skin, medicine, ghee, get, buy, eat, drink, wash, cut, boil, cook, give, take. STRUCTURES • What did ... (Tom, Mary) do? • (Tom, Mary) ... (milked, sold) the ... (cow, skin) • What did she / he do? • She / he ... (bought, sold) ... (meat, milk) LISTENING AND SPEAKING • Telling / re-telling a story • Asking and answering questions. READING / TACTILE	• Singing / sighing simple rounds • Listening to wood wind – for pitches in melodies • Reading and writing / brailing simple melodies / phrases. ❖ • Drawing • Colouring • Shading • Painting	• Negotiation • Decision making • Critical thinking • Creative thinking ❖ • Appreciation • Responsibility • Care • Hard work

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
		<ul style="list-style-type: none"> • Writing stories • Writing patterns 	<ul style="list-style-type: none"> • Reading a story • Reciting a rhyme WRITING / BRAILLING <ul style="list-style-type: none"> • Writing a simple story • Completing the guided composition. 		

Theme 12: Services as a business in our Sub-county / Division

Expected Learning outcome: The child demonstrates knowledge and skills of saving and using units of measures in business with honesty.

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
12.1 Types of social services e.g. <ul style="list-style-type: none"> • Education • Health care • Water supply • Communication <ul style="list-style-type: none"> - Telephone - Radio - Television - Letter - News paper • Security 	<ul style="list-style-type: none"> • Solving algebraic problems in multiplication and division. • Solving word problems about algebra in multiplication and division. 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> • Discussing different services in the sub-county • Identifying different services in the sub-county. • Telling and re-telling stories in relation to services. • Talking about how these services are provided. • Talking about people who provide services. • Identify places where this services are provided. • Role playing • Asking and answering questions READING / TACTILE <ul style="list-style-type: none"> • Reading sentences • Reading short stories • Asking and answering questions. WRITING / BRAILING <ul style="list-style-type: none"> • Writing short stories. • Completing stories. • Drawing and labelling 	VOCABULARY hair, dresser, farmer, tailor, driver, conductor, turn boy, farming, fishing, tailoring, hair dressing, barb, garden, saloon, farm, bus, taxi, singer, waiter, waitress, cook, fish monger, butcher, butchery. STRUCTURES <ul style="list-style-type: none"> • What does a ... (waiter, farmer, driver) do? • He / she ... (serves, grows, plaits) • Where does ... work? • A ... works in / a ... (restaurant, saloon, bus, taxi) • Who sells / markets ... (clothes, food) • Waiter is to waitress as hair dresser is to barber. LISTENING AND SPEAKING <ul style="list-style-type: none"> • Telling a story. • Asking and answering questions • Acting a dialogue WRITING / BRAILING <ul style="list-style-type: none"> • Completing a story • Writing sentences from a substitution table. 	<ul style="list-style-type: none"> • Singing / signing religious songs • Moving according to applied body movement leading to a dance. • Playing music instruments to accompany the singing / signing. ❖ <ul style="list-style-type: none"> • modelling using paper, wires, strings (telephone, radio, TV). 	<ul style="list-style-type: none"> •
12.2 Importance, problems and how to overcome it a) Importance of services in the community e.g. <ul style="list-style-type: none"> • A healthy community • Socialisation • Literate community 	<ul style="list-style-type: none"> • Revision of Mathematics Competences from themes (7-12). 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> • Explaining how these services help us earn a living. • Talking about the importance of different services in the sub-county. • Talking problem faced when 	VOCABULARY buy, sell, treat, shoe-making, steal, repair, teach, customer, theft, transport. STRUCTURES <ul style="list-style-type: none"> • Who ... (sold, treated, bought, stole) ...? • Tom / he / she ... • What did he / she they do ...? 	<ul style="list-style-type: none"> • Writing / brailing simple phrase / melodies of 4-8 notes long without leaps. • Singing / signing religious songs. • Dramatizing / acting situations from the environment e.g. 	<ul style="list-style-type: none"> •

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
<ul style="list-style-type: none"> • A healthy community b) Problems in providing services e.g. <ul style="list-style-type: none"> • lack of market • accidents • low education • insecurity • Inadequate transport and communication skills. • Lack of electricity. c) Solutions to problems <ul style="list-style-type: none"> • Provision of education • Primary health care and health messages. • Lack of money • By-laws • Sensitisation 		providing services <ul style="list-style-type: none"> • Talking about ways of overcoming problems. • Telling and re-telling stories. • Asking and answering questions • Acting a dialogue READING / TACTILE <ul style="list-style-type: none"> • Reading stories. • Reading sentences • Reading messages. WRITING / BRAILING <ul style="list-style-type: none"> • Writing sentences • Writing stories. 	<ul style="list-style-type: none"> • He / she / they ... (bought, sold, treated) ... LISTENING AND SPEAKING <ul style="list-style-type: none"> • Listen to a story • Asking and answering questions. • Acting a dialogue READING / TACTILE <ul style="list-style-type: none"> • Reading a story • Answering comprehension questions. WRITING / BRAILING <ul style="list-style-type: none"> • Answer comprehension questions • Completing sentences. 	marriage, religious work etc. <ul style="list-style-type: none"> ❖ • Drawing and colouring 	
12.3 Saving and spending <ul style="list-style-type: none"> • Meaning of saving • Ways of saving • Things to save <ul style="list-style-type: none"> - money • Importance of saving <ul style="list-style-type: none"> - To keep food and money for future use. - To meet needs - To improve standards of living • Ways of saving <ul style="list-style-type: none"> - In a bank - Buying property - In a safe (wooden box / piggy bank) - In a granary - In a store. • Meaning of spending • Ways of spending money e.g. on food, 	<ul style="list-style-type: none"> • Revision of Mathematics Competences from themes (1-12) 	LISTENING AND SPEAKING / SIGNING <ul style="list-style-type: none"> • Explaining the meaning of saving and spending. • Identifying different ways of selling and spending. • Talking about importance of saving and spending. • Reciting rhymes. • Asking and answering questions. READING / TACTILE <ul style="list-style-type: none"> • Reading sentences • Reading stories • Reading texts • Matching WRITING / BRAILING <ul style="list-style-type: none"> • Writing stories • Copying stories • Drawing and labelling • Writing patterns 	VOCABULARY food, money, bank, safe, clothing, books., fees, uniform, pens, pencils, land, houses, granary, store. STRUCTURES <ul style="list-style-type: none"> • What will you / he / she do tomorrow? • He / she will ... (save, get money). • Where does he / she keep ...? (money, food). • He / she keeps ... in ... (bank, granary). LISTENING AND SPEAKING <ul style="list-style-type: none"> • Telling a story • Asking and answering questions. • Acting a conversation. READING / TACTILE <ul style="list-style-type: none"> • Reading a story 	<ul style="list-style-type: none"> • Listening to instrumental families – percussion and wind string to recognise rhythms, pitches of known songs. • Playing music instruments. • Singing / sighing known melodies. ❖ • Weaving different articles using different fibres. 	<ul style="list-style-type: none"> •

Sub-theme / Content	Mathematics Competencies	Literacy Competences	English (non-medium) Competences	Creative Performing Arts	Life skills and Values
clothing, medical care • Proper ways of spending - Budgeting			<ul style="list-style-type: none"> • Answering questions on a story. WRITING / BRAILING <ul style="list-style-type: none"> • Writing dictation sentences • Writing sentences on vocabulary and structures learnt. • Writing simple stories 		

CHRISTIAN RELIGIOUS EDUCATION (PRIMARY 3)

TERM I

THEME: CHRISTIANS GROW IN JESUS

(Week 1-3)

Learning Outcome: The child understands and appreciates different traditions in the light of biblical teachings for purposes of building social harmony.

Sub-theme	Content	Competencies	Life skills	Values
TRADITIONS	<ul style="list-style-type: none"> Traditional customs, practices, values and their importance <i>Mark 7: 1-15</i> <i>Luke 7: 44-46</i> <i>John 13: 4-17</i> 	<ul style="list-style-type: none"> Identifying individual societal traditional customs and practices. Talking about the importance of traditional customs and practices. Telling / re-telling stories. Demonstrating some societal traditional practices. Asking and answering questions. 	<ul style="list-style-type: none"> Interpersonal relationship Friendship formation Self esteem Self awareness Effective communication 	<ul style="list-style-type: none"> Appreciation Respect Sharing Responsibility Identity
	<ul style="list-style-type: none"> Traditions and customs from other cultures <i>John 4: 7- 9</i> <i>Acts 10: 1-35</i> 	<ul style="list-style-type: none"> Identifying other people's customs and practices. Talking about the importance of other people's customs and practices. Telling / re-telling stories. Role playing other people's traditional practices. Asking and answering questions. 	<ul style="list-style-type: none"> Interpersonal relationship Effective communication Friendship formation Self awareness Coping with emotions Empathy 	<ul style="list-style-type: none"> Confidence Appreciation Respect Sharing Togetherness Responsibility Acceptance
	<ul style="list-style-type: none"> Some Christian customs <i>Acts 2: 44-46</i> <i>John 2: 1-12</i> 	<ul style="list-style-type: none"> Identifying different Christian practices Talking about the importance of some Christian practices. Role playing some Christians practices. Telling / re-telling stories Asking and answering questions 	<ul style="list-style-type: none"> Friendship formation Interpersonal relationship Self esteem 	<ul style="list-style-type: none"> Appreciation Identity Co-operation Respect Share Care Responsibility Love

(Week 4-6)

Learning Outcome: The child explores and appreciates the concept and qualities of good leadership in the society.

Sub-theme	Content	Competencies	Life skills	Values
LEADERSHIP	<ul style="list-style-type: none"> Different levels of leadership in the society e.g. <ul style="list-style-type: none"> Family Village Clan (relatives) School <p><i>Luke 2: 51-52</i> <i>Genesis: 18: 1-8</i> <i>Mathew 28: 18-19</i> <i>Ephesians 4: 11-13</i> <i>Mark 9: 33-35</i></p>	<ul style="list-style-type: none"> Talking about different levels of leadership in society. Role playing leadership at different levels Telling stories about leadership Singing songs about traditional leadership. Asking and answering questions. 	<ul style="list-style-type: none"> Interpersonal relationship Self esteem Effective communication Negotiation Friendship formation 	<ul style="list-style-type: none"> Respect Responsibility Co-operation Unity Love Care
	<ul style="list-style-type: none"> Examples of good leaders from the old testament e.g. <ul style="list-style-type: none"> Abraham Ruth Moses Joshua <p><i>Genesis 12: 1-5</i> <i>Deuteronomy 31: 1-3</i> <i>Joshua 3: 1-17</i> <i>Ruth 1 and 2</i> <i>Exodus 14: 9</i></p> <ul style="list-style-type: none"> Jesus the leader <p><i>Mark 10: 13-14</i> <i>John 2: 13-16</i> <i>John 13: 4-15</i></p>	<ul style="list-style-type: none"> Naming good leaders in the Old Testament. Identifying good qualities that leaders from the Old Testament showed. Telling stories about good leaders from the Old Testament. Talking about the qualities of Jesus as a good leader Role playing Jesus as a good leader 	<ul style="list-style-type: none"> Effective communication Assertiveness Friendship formation Interpersonal relationship 	<ul style="list-style-type: none"> Respect Responsibility Love Cooperation Care Tolerance Endurance
	<ul style="list-style-type: none"> Qualities of good leadership today e.g. society, church <p><i>1 Timothy 3: 1-7</i> <i>Mark 9: 33-35</i></p> <ul style="list-style-type: none"> Demonstration of leadership through service 	<ul style="list-style-type: none"> Identifying qualities of good leadership today in society and church. Role playing leadership in society and church Telling stories about leadership in society and church today. Singing songs about good leadership in society and church. 	<ul style="list-style-type: none"> Effective communication Interpersonal relationship Friendship formation Coping with stress 	<ul style="list-style-type: none"> Respect Responsibilities Concern Care Love Endurance Tolerance Obedience

(Week 7-9)

Learning Outcome: The child accepts and appreciates the different ways through which God's message manifest itself.

Sub-theme	Content	Competences	Life skills	Values
MESSENGERS OF GOD	<ul style="list-style-type: none"> Different ways / media through which God speaks to his people <i>Isaiah 6: 1-10</i> <i>Jonah 1 and 3</i> <i>Luke 16: 19-25</i> Qualities of God's messengers e.g. Elijah, Isaiah, children <i>Genesis 18: 1-15</i> <i>1 Samuel 13: 1-21</i> <i>1 Kings 17: 1-24</i> <i>Isaiah 6: 1-8</i> <i>Isaiah 7: 14</i> <i>Micah 5: 2</i> 	<ul style="list-style-type: none"> naming some of God's messengers Talking about qualities of people God chooses to be His messengers. Explaining ways in which children are God's messengers Reciting key messages from God. Writing the messages from God. Telling / re-telling stories. 	<ul style="list-style-type: none"> Effective communication Critical thinking Friendship formation Interpersonal relationship 	<ul style="list-style-type: none"> Cooperation Sharing Love Respect Responsibility Care Obedience Acceptance
	<ul style="list-style-type: none"> Lessons about Jesus from special messengers John Baptist's message about Jesus <i>Mathew 3: 1-11</i> <i>Mathew 3: 3 and 8</i> 	<ul style="list-style-type: none"> Naming special messengers who talked about the coming of Jesus. Talking about the special message about the coming of Jesus Reciting John's message about the coming of Jesus Dramatizing John's message Asking and answering questions Telling / re-telling stories. 	<ul style="list-style-type: none"> Effective communication Friendship formation Empathy Interpersonal relationship Critical thinking Coping with stress Coping with emotion 	<ul style="list-style-type: none"> Concern Care Love Sharing Cooperation Respect Responsibility Acceptance
	<ul style="list-style-type: none"> Angels as messengers of God <ul style="list-style-type: none"> God speaks through Angels Messages from God through Angels The need to listen and respond to God's message <i>Genesis 18: 1-15</i> <i>Luke 1: 11-17, 26-38</i> <i>Acts 12: 1-12</i> 	<ul style="list-style-type: none"> Naming Angels who acted as God's messengers Telling stories about messages brought by Angels. Singing songs about messages from Angels. Asking and answering questions 	<ul style="list-style-type: none"> Effective communication Interpersonal relationship Creative thinking Coping with emotion Coping with stress 	<ul style="list-style-type: none"> Acceptance Responsibility Obedience Faithfulness Love Concern Care

(Week 10-12)

Learning Outcome: The child understand, appreciates and practices the Christian events which include, Lent, Holy Week and Easter in order to manage different life situations.

Sub-theme	Content	Competences	Life skills	Values
SORROW AND JOY IN LIFE	<ul style="list-style-type: none">• Lent<ul style="list-style-type: none">- The time and purpose of Jesus' stay in the wilderness- How to observe Lent.- Special time for self denial<i>Mathew 4: 1-11</i> <i>John 11: 17-44</i>	<ul style="list-style-type: none">• Telling the meaning of Lent.• Talking about the purpose of Lent.• Singing songs about Lent.• Dramatizing the events about the temptations of Jesus in the wilderness.• Asking and answering questions.	<ul style="list-style-type: none">• Coping with stress• Coping with emotion• Empathy• Creative thinking• Critical thinking	<ul style="list-style-type: none">• Sympathy• Appreciation• Responsibility• Endurance• Tolerance• Faithfulness
	<ul style="list-style-type: none">• Jesus during the Holy Week<ul style="list-style-type: none">- Palm Sunday- Jesus in the Temple<i>Zachariah 9: 9</i> <i>Luke 19: 28-38, 45-48</i>• Last supper<ul style="list-style-type: none">- Events of Jesus' farewell meal.- Holy Communion as a remembrance of Jesus<i>Mark 14: 22-26</i> <i>Luke 22: 12-20</i> <i>Corinthians 11: 23-25</i>	<ul style="list-style-type: none">• Role playing palm Sunday events• Talking about the preparation for the visit of an important person in an area.• Singing songs about Palm Sunday• Dramatizing bidding farewell to a loved person.• Dramatizing the Lord's Supper (event of the last supper).• Asking and answering questions.• Telling / re-telling stories.	<ul style="list-style-type: none">• Creative thinking• Critical thinking]• Effective communication• Friendship formation• Coping with stress• Coping with emotions• Interpersonal relationship	<ul style="list-style-type: none">• Appreciation• Respect• Responsibility• Concern• Care• Acceptance• Obedience• Love
	<ul style="list-style-type: none">• Events of Good Friday and Easter morning<ul style="list-style-type: none">- The death of Jesus- Resurrection of Jesus- The appearance of Jesus to his disciples<i>Luke 22: 39-54</i> <i>Luke 23: 44-56</i> <i>Luke 24: 1-43</i> <i>Mark 15: 33-41</i> <i>Luke 24: 13-35</i> <i>Mark 16: 12-13</i> <i>Mark 16: 14-18</i>•	<ul style="list-style-type: none">• Talking about events of Good Friday• Talking about experiences on planting and watering seeds which grow and show new life.• Dramatizing the resurrection of Jesus.• Singing songs about Jesus' death and resurrection• Talking about the events on the road to Emmaus.• Asking and answering questions.• Telling / re-telling stories	<ul style="list-style-type: none">• Creative thinking• Critical thinking]• Effective communication• Interpersonal relationship• Friendship formation• Empathy• Coping with emotions• Coping with stress	<ul style="list-style-type: none">• Sharing• Concern• Love• Sympathy• Respect• Care• Responsibility

TERM II

THEME: CHRISTIANS GROW IN JESUS

(Week 1-3)

Learning Outcome: The child understands events of Jesus' ascension, Pentecost and appreciates the work of the Holy Spirit in the day-to-day Christian life.

Sub-theme	Content	Competencies	Life skills	Values
JESUS GIVES US THE HOLY SPIRIT	<ul style="list-style-type: none"> Jesus' promise of the Holy Spirit <i>John 14: 16</i> <i>John 16: 6-8</i> The events of Pentecost <i>Acts 2: 1-4</i> 	<ul style="list-style-type: none"> Talking about Jesus' promise of the Holy Spirit Describing the work of the Holy Spirit on the day of Pentecost. Telling and re-telling stories. Asking and answering questions Singing songs about the coming of the Holy Spirit 	<ul style="list-style-type: none"> Effective communication Self awareness Critical thinking Creative thinking Interpersonal relationship 	<ul style="list-style-type: none"> Acceptance Obedience Faithfulness Belonging Sharing
	<ul style="list-style-type: none"> The work of the Holy Spirit to the early Christians <i>Acts 4: 1-31</i> <i>Acts 7: 54-60</i> <i>Acts 8: 26-40</i> <i>Acts 10" 1-34</i> 	<ul style="list-style-type: none"> Talking about the work of the Holy Spirit to the early Christians. Telling and re-telling stories about the work of the Holy Spirit Asking and answering questions. Singing songs about the work of the Holy Spirit. 	<ul style="list-style-type: none"> Effective communication Critical thinking Interpersonal relationship Creative thinking 	<ul style="list-style-type: none"> Sharing Acceptance Faithfulness Respect Obedience
	<ul style="list-style-type: none"> Gifts of the Holy Spirit <i>Acts 3: 1-10</i> <i>Acts 4: 30-31</i> <i>Acts 5: 12-16</i> <i>Exodus: 30: 30-35</i> <i>1 Samuel: 16: 18-23</i> <i>Judges 13: 24-25</i> <i>Acts 9: 22</i> 	<ul style="list-style-type: none"> Identifying gifts of the Holy Spirit Talking about the importance of the gifts of the Holy Spirit in Christian life. Telling and re-telling stories about gifts of the Holy Spirit. Asking and answering questions 	<ul style="list-style-type: none"> Critical thinking Creative thinking Effective communication Self awareness Self esteem Coping with stress Coping with emotion 	<ul style="list-style-type: none"> Sharing Love Concern Acceptance Obedience Appreciation Endurance Tolerance

(Week 4-6)

Sub-theme	Content	Competences	Life skills	Values
JESUS GIVES US THE HOLY SPIRIT	<ul style="list-style-type: none"> The work of the Holy Spirit in the joint activities of Christians <ul style="list-style-type: none"> - Sharing Good News - Sharing positions - Sharing meals - Praying together <i>Acts 2: 38-47</i> <i>Acts 4: 32-35</i>	<ul style="list-style-type: none"> Talking about the guidance of the Holy Spirit in sharing Good News, sharing positions, sharing meals and praying together. Telling and re-telling stories. Asking and answering questions Singing / signing songs. 	<ul style="list-style-type: none"> Effective communication Friendship formation Interpersonal relationship Creative thinking Negotiations Coping with stress Coping with emotion Self esteem 	<ul style="list-style-type: none"> Sharing Acceptance Love Care Respect Responsibility Endurance Tolerance Determination Co-operation Team work Patience Unity

Learning Outcome: The child understands, appreciates harmonious and joyful different aspects of worship with others.

Sub-theme	Content	Competences	Life skills	Values
THE WORSHIPPING COMMUNITY	<ul style="list-style-type: none"> Reasons for worshipping God. <ul style="list-style-type: none"> - Reasons for giving special honour to leaders and elders <i>Psalm 96: 1-13</i> <i>Psalm 99: 5</i> <i>Luke 4: 8</i> <i>Luke 17: 12-18</i> <i>Luke 18: 9-14</i> <i>Mathew 7: 7-11</i> <i>1 Thessalonians 5: 18</i>	<ul style="list-style-type: none"> Talking about the importance of worshipping God. Identifying different ways through which elders and leaders are given special respect / recognition Telling and re-telling stories about leaders and elders. Asking and answering questions Singing / signing songs about worship 	<ul style="list-style-type: none"> Effective communication Interpersonal relationship Friendship formation Non-violent conflict resolution 	<ul style="list-style-type: none"> Respect Sharing Unity Obedience Faithfulness
	<ul style="list-style-type: none"> Biblical aspects of worship <ul style="list-style-type: none"> - Offering - Listening - Praising <i>Psalm 135: 3</i> <i>Psalm 100: 1-5</i> <i>1 Samuel 3: 1-10</i>	<ul style="list-style-type: none"> Identifying different Biblical aspects of worship Telling and re-telling stories about the Biblical aspects of worship Asking and answering questions Singing songs about the Biblical aspects of worship 	<ul style="list-style-type: none"> Critical thinking Interpersonal relationship Friendship formation Effective communication 	<ul style="list-style-type: none"> Sharing Appreciation Generosity Respect Responsibility Team work Unity

	Luke: 3: 2-4 Mark 12: 41-44			• Joy
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(Week 7-9)

SUB-THEME	CONTENT	COMPETENCES	LIFE SKILLS	VALUES
THE WORSHIPPING COMMUNITY	<ul style="list-style-type: none"> Christian's joint activities and experiences in worshipping God <ul style="list-style-type: none"> God in church Worshipping God at home Enjoying worshipping God with others <p> <i>Psalm 47: 1-</i> <i>Psalm 95: 6</i> <i>Psalm 117: 1</i> <i>Psalm 135: 1</i> <i>Acts 2: 41-47</i> <i>Acts 10: 30-33</i> <i>1 Corinthians 11: 23-26</i> </p>	<ul style="list-style-type: none"> Identifying different Christian activities and experiences I worshipping God. Talking about the importance of Christian joint activities and experiences in worshipping God. Singing / signing songs about Christian joint activities and experiences in worshipping God. Asking and answering questions Telling / re-telling stories. 	<ul style="list-style-type: none"> Interpersonal relationship Friendship formation Effective communication Non-violent conflict resolution 	<ul style="list-style-type: none"> Care Love Cooperation Unity Respect Team work Responsibility Sharing
	<ul style="list-style-type: none"> Personal prayers of different types <ul style="list-style-type: none"> Thanks giving prayers Confession prayers Petition prayers <p> <i>Psalm 35: 1-8</i> <i>Mathew 6: 6</i> <i>Mark 1: 35</i> <i>Mathew 7: 7-11</i> <i>Luke 17: 12-18</i> <i>Luke 18: 19-14</i> <i>Daniel 9: 5</i> </p>	<ul style="list-style-type: none"> Identifying different situations which require confession, thanks giving and petition prayers. Talking about the importance of confession, thanks giving and petition prayers. Telling / re-telling stories about prayers. Singing / signing songs related to confession thanks giving and petition prayers. Asking and answering questions about different prayers. Composing personal confession, thanks giving and petition prayers. 	<ul style="list-style-type: none"> Creative thinking Critical thinking Effective communication Coping with stress Coping with emotions Non-violent conflict resolution 	<ul style="list-style-type: none"> Forgiveness Sharing Love Unity Concern Responsibility Faithfulness Team work

Learning Outcome: The child appreciates Jesus' character and teaching about good conduct in order to demonstrate responsible behaviour in day-to-day life.

SUB-THEME	CONTENT	COMPETENCES	LIFE SKILLS	VALUES
THE TEACHING OF JESUS	<ul style="list-style-type: none"> Values that Jesus taught e.g. <ul style="list-style-type: none"> Honesty Responsibility Service <p><i>Mathew 21: 28-32</i> <i>Mark 8: 1-9</i> <i>Luke 19: 1-8</i></p>	<ul style="list-style-type: none"> Identifying different values that Jesus taught Talking about the importance of the values that Jesus taught Telling and re-telling stories about the values that Jesus taught Singing / signing songs about the values that Jesus taught. Role playing life situation about honesty, responsibility and service Asking and answering question 	<ul style="list-style-type: none"> Interpersonal relationship Friendship formation Effective communication Empathy Negotiation 	<ul style="list-style-type: none"> Honesty Responsibility Service Appreciation Sharing

(Week 10-12)

SUB-THEME	CONTENT	COMPETENCES	LIFE SKILLS	VALUES
THE TEACHING OF JESUS	<ul style="list-style-type: none"> Personal abilities from God and their usage <p><i>Mathew 25: 14-27</i></p>	<ul style="list-style-type: none"> Identifying different personal abilities. Talking about the importance of different personal abilities Telling and re-telling stories about different personal abilities. Singing songs about different personal abilities. Demonstrating how to use personal abilities Asking and answering questions 	<ul style="list-style-type: none"> Creative thinking Critical thinking Problem solving Self esteem Self awareness Interpersonal relationship 	<ul style="list-style-type: none"> Cooperation Unity Responsibility Appreciation Interdependence
	<ul style="list-style-type: none"> Characteristics of God found in Jesus <ul style="list-style-type: none"> Love Kindness Thoughtfulness Power Holiness Authority <p><i>John 17: 20-21, Mathew 5: 43-48, Mathew 21: 23-27, Luke 4: 38-44, John 14: 7, John 3: 16, Mathew 5: 48, Mark 4: 35-41</i></p>	<ul style="list-style-type: none"> Identifying the characteristics of God found in Jesus. Talking about the different ways in which family members resemble. Telling and re-telling stories about the characteristics of God found in Jesus. Singing songs about characteristics of God found in Jesus Asking and answering questions 	<ul style="list-style-type: none"> Critical thinking Creative thinking Effective communication Interpersonal relationship 	<ul style="list-style-type: none"> Appreciation Faithfulness Love Cooperation Obedience Respect.

	<ul style="list-style-type: none"> Jesus' example of prayer and teaching When, where and how to pray The Lord's prayer Praying for others. <i>Mark 1: 35, Mathew 6: 9-13, Luke 22: 32, John 17: 20-21</i>	<ul style="list-style-type: none"> Identifying different situations which require prayer and teaching Talking about different occasions on which Jesus prayed and taught Talking about when, where and how to pray Reciting the Lord's Prayer. Asking and answering questions. Singing songs about prayer and teaching 	<ul style="list-style-type: none"> Interpersonal relationship Effective communication Creative thinking Critical thinking Problem solving 	<ul style="list-style-type: none"> Appreciation Forgiveness Faithfulness Unity Cooperation Obedience
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TERM III

THEME: CHRISTIANS GROW IN JESES

(Week 1-3)

Learning Outcome: The child appreciates and practices the value of tolerance and forgiveness for purposes of maintaining good relationship with others in society.

SUB-THEME	CONTENT	COMPETENCES	LIFE SKILLS	VALUES
FORGIVENESS AND ACCEPTANCE	<ul style="list-style-type: none"> Traditional ways of encouraging forgiveness <i>Mathew 18: 15-16</i> <i>Luke 17: 23</i>	<ul style="list-style-type: none"> Talking about traditional ways of encouraging forgiveness. Talking about the importance of forgiveness Telling and re-telling stories. Asking and answering questions Singing songs about forgiveness Reciting the gospel message <i>Luke 17: 23</i> 	<ul style="list-style-type: none"> Critical thinking Creative thinking Friendship formation effective communication problem solving Non-violent conflict resolutions. 	<ul style="list-style-type: none"> Care Acceptance Tolerance Kindness Responsibility
	<ul style="list-style-type: none"> Ways of forgiveness <ul style="list-style-type: none"> Wrong doings that required forgiveness Resolving differences without violence Desire for forgiveness <i>Genesis 27: 30-36</i> <i>Genesis 33: 1-11</i> <i>Mathew 18: 15-35</i> <i>Genesis 37: 25-28</i> <i>Luke 15: 11-24</i> <i>Mathew 6: 12</i> <i>Mathew 5: 38-42</i>	<ul style="list-style-type: none"> Reciting a memory verse numbers 5:7 Talking about how to resolve differences without violence. Telling and re-telling stories. Asking and answering questions Role playing forgives. 	<ul style="list-style-type: none"> Friendship formation Empathy Self awareness Non-violent conflict resolutions. Coping with stress Coping with emotions 	<ul style="list-style-type: none"> Acceptance Tolerance Unity Concern Friendliness Responsibility
	<ul style="list-style-type: none"> Acceptance <ul style="list-style-type: none"> Need to accept others. The joy of good relationship The help of the Holy Spirit in forgiving others. 	<ul style="list-style-type: none"> Identifying causes of conflicts. Telling and re-telling the story of Joseph and his brothers. Talking about ways of accepting and being tolerant of others differences. 	<ul style="list-style-type: none"> Critical thinking Coping with emotions Coping with stress Creative thinking 	<ul style="list-style-type: none"> Acceptance Forgiveness Tolerance Friendliness Love

		• Asking and answering questions		• Concern
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(Week 4-6)

Learning Outcome: The child understands and appreciates the concept and practice of fairness as well as forgiveness in different daily interaction and life situations.

SUB-THEME	CONTENT	COMPETENCES	LIFE SKILLS	VALUES
TREATING OTHERS FAIRLY	<ul style="list-style-type: none"> Fair and unfair behaviour Genesis 27: 1-29 Genesis 37: 1-4 Luke 3: 10-14 Mathew 18: 21-34 	<ul style="list-style-type: none"> Identifying the causes of unfair behaviour. Talking about the causes of unfair behaviour. Talking about the importance of fair behaviour. Telling and re-telling stories. Asking and answering questions. 	<ul style="list-style-type: none"> Critical thinking Coping with emotion Coping with stress Effective communication Interpersonal relationship 	<ul style="list-style-type: none"> Sharing Cooperation Friendliness Care Love
	<ul style="list-style-type: none"> Being fair <ul style="list-style-type: none"> At home At school Community <p>Luke 3: 10-14 Mathew 20: 1-16 Exodus 16: 4-26 John 6: 1-13</p>	<ul style="list-style-type: none"> Talking about the need to treat others fairly Telling / re-telling Bible stories Exodus 16: 4-26 John 6: 1-13 Asking and answering questions 	<ul style="list-style-type: none"> Friendship formation Interpersonal relationship Self esteem Coping with emotion Coping with stress. 	<ul style="list-style-type: none"> Sharing Love Concern Friendliness Acceptance Care Obedience
	<ul style="list-style-type: none"> Cheating <ul style="list-style-type: none"> Causes of cheating How to avoid cheating <p>Luke 19: 1-7</p>	<ul style="list-style-type: none"> Identifying causes of cheating Talking about how to avoid cheating Telling and re-telling stories. Asking and answering questions. Dramatizing cheating and without cheating situation. 	<ul style="list-style-type: none"> Coping with emotion Coping with stress. Non-violent conflict resolution. 	<ul style="list-style-type: none"> Acceptance Concern Care Responsibility Respect Love

(Week 7-9)

Learning Outcome: The child understands, relates the prophecies in the Old Testament to the coming of Jesus and appreciates the Messiahship and joy brought by Jesus to all Christians for harmonious living.

SUB-THEME	CONTENT	COMPETENCES	LIFE SKILLS	VALUES
JESUS BRINGS JOY	<ul style="list-style-type: none"> Prophecies and the fulfillment <ul style="list-style-type: none"> Prophecies from the Old Testament about Jesus Isaiah 40: 1-10 Micah 5: 2 Luke 3: 3-6 Events of the first Christmas related to the 	<ul style="list-style-type: none"> Naming different prophets in the Old Testament who prophesied the coming of Jesus Christ. Talking about the importance of the prophecy about the coming of Jesus. Telling and re-telling stories about the prophecy of Jesus coming. Talking about the events of the first Christmas in relation into the prophecy in the Old Testament. 	<ul style="list-style-type: none"> Critical thinking Interpersonal relationship Creative thinking Effective communication Friendship formation. 	<ul style="list-style-type: none"> Love Cooperation Unity Sharing Acceptance Respect Obedience Responsibility

	<p>prophecies to the Old Testament.</p>	<ul style="list-style-type: none"> Asking and answering questions 		<ul style="list-style-type: none"> Faithfulness Care Tolerance
	<ul style="list-style-type: none"> Events of the first Christmas related to the prophecies in the Old Testament. <ul style="list-style-type: none"> The birth of Jesus The visit of Angels to the shepherd. The visit of the wise men <i>Mathew 1: 18-24</i> <i>Luke 2: 8-20</i> <i>Mathew 2: 1-12</i> <i>Luke 2: 1-7</i> 	<ul style="list-style-type: none"> Identifying the most important events of the first Christmas Describing the birth of Jesus. Talking about different categories of people who worshipped baby Jesus as a king. Naming the gifts which were offered to baby Jesus. Telling and re-telling stories about the birth of Jesus. Asking and answering questions about the birth of Jesus. Singing songs about the birth of Jesus. 	<ul style="list-style-type: none"> Friendship formation. Coping with emotions Coping with stress Problem solving Interpersonal relationship Creative thinking Critical thinking Negotiation 	<ul style="list-style-type: none"> Love Obedience Care Sharing Cooperation Unity Acceptance Concern Respect Responsibility
	<ul style="list-style-type: none"> Preparation for Christmas <ul style="list-style-type: none"> How to prepare for Christmas Celebrating with others <i>Luke 1: 39-48</i> <i>Luke 2: 4-20</i> <i>Luke 2: 25-25</i> <i>Isaiah 9: 6</i> 	<ul style="list-style-type: none"> Talking about how to prepare for Christmas at home and in the church. Naming different people with whom we celebrate Christmas celebrations. Identifying different activities of entertainment that we engage in during Christmas. Asking and answering questions. Telling and re-telling stories about the celebrations of Christmas Singing / signing songs about Christmas Dramatizing the birth of Jesus. 	<ul style="list-style-type: none"> Interpersonal relationship Friendship formation. Critical thinking Creative thinking Effective communication 	<ul style="list-style-type: none"> Sharing Responsibility Love Care Respect Team work Obedience Cooperation

(Weeks 10-12)

SUB-THEME	CONTENT	COMPETENCES	LIFE SKILLS	VALUES
	<ul style="list-style-type: none"> Preparation for Christmas play <ul style="list-style-type: none"> Making Christmas cards Making Christmas costumes <i>Mathew 2: 1-12</i> 	<ul style="list-style-type: none"> Talking about the importance of Christmas Identifying different activities we do in preparation for Christmas. Designing Christmas cards Writing Christmas messages Designing and making Christmas costumes. Telling and re-telling stories related to preparation for Christmas. Singing / signing songs related to Christmas celebrations. Asking and answering questions. 	<ul style="list-style-type: none"> Critical thinking Creative thinking Friendship formation. Assertiveness Interpersonal relationship. Effective communication. 	<ul style="list-style-type: none"> Respect Responsibility Unity Cooperation Sharing Creativity Care.
	<ul style="list-style-type: none"> Preparation for Christmas play <ul style="list-style-type: none"> Christmas carols 	<ul style="list-style-type: none"> Singing Christmas carols. Talking about the importance of the 	<ul style="list-style-type: none"> Effective communication. Critical thinking 	<ul style="list-style-type: none"> Making choice Acceptance

	<ul style="list-style-type: none"> - Different roles in the play (from the visit of the Angel to the Virgin Mary , to the birth of baby Jesus in the manger as Part 1) <i>Luke 2: 1-19</i> <i>Mathew 1: 18-24</i> 	<p>messages in the Christmas carols.</p> <ul style="list-style-type: none"> • Identifying different roles in the Christmas play. • Acting the first part in the Christmas play. • Asking and answering questions. 	<ul style="list-style-type: none"> • Creative thinking • Interpersonal relationship. • Friendship formation. • Decision making • Self esteem 	<ul style="list-style-type: none"> • Responsibility • Respect • Obedience • Sharing • Cooperation • Unity • Love
	<ul style="list-style-type: none"> • Preparation for Christmas play <ul style="list-style-type: none"> - Christmas carols - Different roles in the play (from the Angel with the shepherds to the coming of the wise men with gifts to baby Jesus as Part 2 of the play) <i>Mathew 2: 7-12</i> <i>Luke 2: 8-20</i> - Acting Part 1 and 2 of the play. 	<ul style="list-style-type: none"> • Singing / signing Christmas carols. • Acting different roles in the Christmas play, • Talking about the importance of different roles in the Christmas play. • Telling and re-telling stories. • Asking and answering questions about Christmas play. 	<ul style="list-style-type: none"> • Effective communication. • Critical thinking • Creative thinking • Interpersonal relationship. • Friendship formation. • Decision making • Self esteem 	<ul style="list-style-type: none"> • Making choice • Acceptance • Responsibility • Respect • Obedience • Sharing • Cooperation • Unity • Love

ISLAMIC RELIGIOUS EDUCATION (PRIMARY 3)

TERM I

THEME 1: (Week 1 – 3) **READING FROM THE QUR'AN**

Sub-theme: Nature of the Qur'an

Learning outcome: The child understands and appreciates the aspects of holiness of the Qur'an for meaningful religious practices and spiritual growth.

CONTENT	COMPETENCES	LIFE SKILLS	VALUES
<ul style="list-style-type: none"> Arabic Alphabet <ul style="list-style-type: none"> - Recognition of the Alphabet - Pronunciation of the Alphabet - Letters of the Arabic Alphabet 	<ul style="list-style-type: none"> • Recognizing Latin and Arabic Alphabet. • Differentiating between Arabic and Latin alphabet. • Reading the Arabic Alphabet • Writing the Arabic alphabet • Asking and answering questions • Reciting the Arabic alphabet 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Effective communication 	<ul style="list-style-type: none"> • Appreciation • Responsibility • Determination • Sense of belonging • Patience.
<ul style="list-style-type: none"> Units of the Qur'an <ul style="list-style-type: none"> - Ayah (verse) - Surah (chapter) - Juzu (section) 	<ul style="list-style-type: none"> • Identifying the Ayah, Surah and Juzu from the Qur'an • Reciting the Ayah, Surah and Juzu from the Qur'an. • Asking and answering Questions. 	<ul style="list-style-type: none"> • Critical thinking • Effective communication • Creative thinking • Interpersonal relationship • Decision making. 	<ul style="list-style-type: none"> • Sharing • Responsibility • Obedience • Respect • Patience • Acceptance
<ul style="list-style-type: none"> Nature of the Qur'an. <ul style="list-style-type: none"> - Definition of the nature of the Qur'an - How the Qur'an text should be kept - People who should not read the Qur'an. 	<ul style="list-style-type: none"> • Talking about the divine nature of the Qur'an. • Explaining how the Qur'an text should be kept. • Identifying people who should not read the Qur'an. • Asking and answering questions • Demonstrating how a Qur'an should be handled and kept. 	<ul style="list-style-type: none"> • Effective communication • Interpersonal Relationship • Creative thinking • Critical thinking • Decision making 	<ul style="list-style-type: none"> • Acceptance • Sharing • Obedience • Respect • Responsibility • Care.
<ul style="list-style-type: none"> Holiness of the Qur'an <ul style="list-style-type: none"> - From God - Not to be touched without Wudhu. - Qur'an has remained the same. 	<ul style="list-style-type: none"> • Identifying people who should not touch Qur'an. • Talking about why such people should not touch the Qur'an • Identifying elements that make the Qur'an to remain the same. • Asking and answering questions. 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Decision making • Effective communication 	<ul style="list-style-type: none"> • Respect • Care • Responsibility • Obedience

THEME 2: (Week 4 – 6) TAWHIID (FAITH)

Sub-theme: Divine books

Learning outcome: The child recognizes appreciates the importance of the four divine books and applies their teaching / concern in the day-to-day life

CONTENT	COMPETENCES	LIFE SKILLS	VALUES
<ul style="list-style-type: none"> Nature of the four revealed books <ul style="list-style-type: none"> - Zaburi - Tawrat / Taurat - Qur'an - Injili 	<ul style="list-style-type: none"> • Naming the four revealed books • Identifying the equivalent books from the Holy Bible. • Asking and answering questions. 	<ul style="list-style-type: none"> • Critical thinking • Effective communication 	<ul style="list-style-type: none"> • Respect • Care • Sharing
<ul style="list-style-type: none"> Prophets to whom the four books were revealed. <ul style="list-style-type: none"> - Zaburi – Prophet Daudi - Taurat – Prophet Musa - Injili – Prophet Isa - Qur'an – Prophet Muhammed 	<ul style="list-style-type: none"> • Naming the prophets to whom the four books were revealed. • Naming the places where the books were received from. • Identifying the order of the revelation of the books. • Asking and answering questions. 	<ul style="list-style-type: none"> • Effective communication • Decision making • Creative thinking • Friendship formation 	<ul style="list-style-type: none"> • Respect • Care • Responsibility • Sharing

THEME: (Week 7 – 9) FIQH (PRACTICE)

Sub-theme: Nullifiers of Salat

Learning outcome: The child understands and takes care of the different aspect that nullify Salat in the daily Fiqh (practice) for meaningful prayer and spiritual growth.

CONTENT	COMPETENCES	LIFE SKILLS	VALUES
<ul style="list-style-type: none"> Nullifiers of Salat <ul style="list-style-type: none"> - Praying at a wrong time - Eating or drinking during Salat - Taking words not connected to Salat. - Praying in impure cloth - Fighting during Salat - Unnecessary movement - Excretion, urinating - Praying without wudhu - Drunkardness - Sleeping during Salat. 	<ul style="list-style-type: none"> • Identifying nullifiers of Salat. • Explaining each of the nullifiers. • Asking and answering questions. 	<ul style="list-style-type: none"> • Critical thinking • Assertiveness • Coping with stress • Coping with emotions • Effective communication 	<ul style="list-style-type: none"> • Care • Tolerance • Endurance • Obedience • Respect • Responsibility.
<ul style="list-style-type: none"> Avoiding nullifiers of prayers 	<ul style="list-style-type: none"> • Identifying ways of avoiding nullifiers of prayers • Talking about ways of avoiding nullification of prayers • Asking and answering questions 	<ul style="list-style-type: none"> • Effective communication • Empathy • Problem solving • Critical thinking • Decision making • Coping with stress • Coping with emotions 	<ul style="list-style-type: none"> • Respect • Obedience • Responsibility •

THEME: (Week 7 – 9) MORAL SPIRITUAL TEACHING**Sub-theme: Islamic Values – Patience, Perseverance and Reliance to Allah (God)****Learning outcome:** The child appreciates, recognizes and applies Islamic moral, and Spiritual teaching for harmonious interaction in society.

CONTENT	COMPETENCES	LIFE SKILLS	VALUES
<ul style="list-style-type: none"> Islamic values <ul style="list-style-type: none"> Swabru (Patience) Tahammu (Perseverance) Tawakkul (Reliance of God) 	<ul style="list-style-type: none"> Naming the Islamic values. Explaining the meaning of values and each value. Telling and re-telling the Islamic values. Asking and answering questions. Role playing to illustrate the value of patience, perseverance and reliance to Allah (God) 	<ul style="list-style-type: none"> Effective communication Critical thinking Creative thinking Decision making 	<ul style="list-style-type: none"> Patience Perseverance Respect Reliance Obedience Responsibility Love

(Week 10 – 12)

CONTENT	COMPETENCES	LIFE SKILLS	VALUES
<ul style="list-style-type: none"> Importance of Islamic values 	<ul style="list-style-type: none"> Talking about importance of Islamic values. Explaining how these values can help in daily life. Telling and re-telling stories. Asking and answering questions. 	<ul style="list-style-type: none"> Effective communication Creative thinking Critical thinking Decision making 	<ul style="list-style-type: none"> Respect Obedience Unity Responsibility

THEME: (Weeks 10-12) HISTORY OF ISLAM**Sub-theme: The first Revelation****Learning outcome:** The child understands and appreciates the messages the prophet received from God for meaningful religious practices and effective communication in daily life interaction with others.

CONTENT	COMPETENCES	LIFE SKILLS	VALUES
<ul style="list-style-type: none"> Prophet Mohammad (PBUH) <ul style="list-style-type: none"> His life shortly after first revelation. Visit to Mount Hira. Receiving the first revelation. Time and place where he received the first revelation. Reaction to Gibreal Gibreals message to Mohammad and his response. 	<ul style="list-style-type: none"> Talking about the life of Mohammad before revelation. Identifying things that happened in the Arabian society which Mohammad hated. Identifying date and place of revelation Telling and re-telling stories Asking and answering questions. 	<ul style="list-style-type: none"> Effective communication Critical thinking Empathy Creative thinking 	<ul style="list-style-type: none"> Appreciation Acceptance Obedience Respect. sympathy
<ul style="list-style-type: none"> Prophet Mohammad (PBUB) <ul style="list-style-type: none"> The content of the first revelation Mohammad's age at the time of revelation. Mohammad's behaviour What his wife did. 	<ul style="list-style-type: none"> Talking about Mohammad on receiving the first message. Talking about the content of the message. Role playing Mohammad and Hadija's reactions Asking and Answering questions. Telling and re-telling stories. 	<ul style="list-style-type: none"> Effective communication Critical thinking Creative thinking Problem solving Coping with stress Coping with emotion. 	<ul style="list-style-type: none"> Respect Obedience Patience Responsibility Loyalty

TERM II

THEME: (Week 1 – 3) READING OF THE QUR'AN

Sub-theme: Vowels in Arabic

Learning outcome: The child understands, appreciates and applies Arabic knowledge in religious interactions for effective communication.

CONTENT	COMPETENCES	LIFE SKILLS	VALUES
<ul style="list-style-type: none"> Arabic alphabet Arabic Vowels <ul style="list-style-type: none"> Fatiha, kasira, Sakna, dhumma 	<ul style="list-style-type: none"> Recognizing vowels in the Arabic alphabet. Reciting the Arabic Vowels. Pronouncing Arabic vowels. Reading the Arabic Vowels it's sounds and symbols. Fatina-Fat'ha. Kasra – Kkasira Dhumma. 	<ul style="list-style-type: none"> Effective communication Critical thinking Creative thinking 	<ul style="list-style-type: none"> Appreciation Responsibility Determination Patience
<ul style="list-style-type: none"> Arabic alphabet Arabic vowels <ul style="list-style-type: none"> Marks (shadda, madda) 	<ul style="list-style-type: none"> Recognizing the marks shadda, madda. Pronouncing the marks shadda, madda. Reading vowels with marks. Reciting vowels with marks. Writing vowels in Arabic alphabet. 	<ul style="list-style-type: none"> Effective communication Critical thinking Creative thinking 	<ul style="list-style-type: none"> Responsibility Patience Determination Appreciation
<ul style="list-style-type: none"> Arabic alphabet Arabic vowels <ul style="list-style-type: none"> Marks (shadda, madda) 	<ul style="list-style-type: none"> Recognizing the marks shadda, madda. Pronouncing the marks shadda, madda. Reading vowels with marks. Writing vowels in Arabic alphabet. 	<ul style="list-style-type: none"> Critical thinking Effective communication Creative thinking 	<ul style="list-style-type: none"> Responsibility Patience Determination Appreciation

THEME: TAWHIID (FAITH) (Weeks 4-6)

Sub-theme: Important of Divine books

Learning outcome: The child recognizes, appreciates the contents of the Holy / divine books and practices what they teach for harmonious living.

CONTENT	COMPETENCES	LIFE SKILLS	VALUES
<ul style="list-style-type: none"> Content of the divine books <ul style="list-style-type: none"> Zaburi Tawrat 	<ul style="list-style-type: none"> Identifying the contents of the Holy Books. Describing the content of the Holy books. Asking and answering questions. 	<ul style="list-style-type: none"> Effective communication Creative thinking Coping with stress Coping with emotion Critical thinking 	<ul style="list-style-type: none"> Appreciation Respect Obedience Care.
<ul style="list-style-type: none"> Content of the divine books <ul style="list-style-type: none"> Injil Quran 	<ul style="list-style-type: none"> Identifying the contents of the Holy Books. Describing the content of the Holy books. Asking and answering questions. 	<ul style="list-style-type: none"> Effective communication Coping with stress Coping with emotion Critical thinking Creative thinking 	<ul style="list-style-type: none"> Appreciation Respect Obedience Care.
<ul style="list-style-type: none"> Content of the Divine Books 	<ul style="list-style-type: none"> Talking about the good things we learn from the 	<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Appreciation

	Divine Books. <ul style="list-style-type: none"> Identifying the usefulness of the message contained in the Divine Books in regards e.g. laws, rules, governing society, moral code and life issue. 	<ul style="list-style-type: none"> Critical thinking Creative thinking Coping with stress Coping with emotion 	<ul style="list-style-type: none"> Respect Obedience Care.
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THEME: FIGH PRACTICE (Week 7 – 9)

Sub-theme: Dua after Adhan

Learning outcome: The child recognizes, appreciates and practices Dua after Adhan in appropriate religious situations.

CONTENT	COMPETENCES	LIFE SKILLS	VALUES
<ul style="list-style-type: none"> Dua after Adhan <ul style="list-style-type: none"> Dua recited after Adhan Dua in it's translated form The meaning of Dua 	<ul style="list-style-type: none"> Reciting the Dua after Adhan Talking about the importance of the Dua after Adhan Role playing events related to Dua after Adhan 	<ul style="list-style-type: none"> Effective communication Critical thinking Creative thinking Coping with stress Coping with emotion 	<ul style="list-style-type: none"> Appreciation Respect Obedience Care.

THEME: MORAL AND SPIRITUAL TEACHINGS

(Weeks 10-12)

Sub-theme: Laws

Learning outcome: The children understands, appreciates and applies the moral and spiritual teachings about divine laws at various situations for a peaceful living.

CONTENT	COMPETENCES	LIFE SKILLS	VALUES
<ul style="list-style-type: none"> Law <ul style="list-style-type: none"> Definition of law. Categories of law e.g. man laws by God. Types of laws Laws of the State, family, school, divine laws 	<ul style="list-style-type: none"> Identifying the different laws. Talking about types of laws. Asking and answering question. Naming the types of man made laws. Role playing a law in forcer and criminal. 	<ul style="list-style-type: none"> Critical thinking Creative thinking Interpersonal relationship Coping with emotions Coping with stress. 	<ul style="list-style-type: none"> Care Unity Obedience Respect Responsibility Sharing Loyalty
<ul style="list-style-type: none"> Purpose of laws <ul style="list-style-type: none"> Orderliness Equity Protection of the weak Promotion of state policy Control selfish tendencies 	<ul style="list-style-type: none"> Identifying other types of man made laws Talking about the reasons why laws should be respected Talking about what happens / would happen if laws are violated Asking and answering questions. 	<ul style="list-style-type: none"> Critical thinking Creative thinking Coping with emotions Coping with stress. 	<ul style="list-style-type: none"> Responsibility Respect Obedience Unity Loyalty

Term III

THEME: HISTORY OF ISLAM (Weeks 1 – 3)

Sub-theme: Khadijah and the revelation

Learning out come: The child understands and appreciates the important of continuous revelation occurrences right from the time of the prophet (PBUH) to the present daily religious experiences.

CONTENT	COMPETENCES	LIFE SKILLS	VALUES
<ul style="list-style-type: none"> Events which occurred immediately after the revelation. Khadijahs reactions The role of Naufal 	<ul style="list-style-type: none"> Talking about the first revelation Talking about the first revelation to Khadijahs responses Talking about Naufals reactions and how Khadijah helped Muhamad. Asking and answering questions. 	<ul style="list-style-type: none"> Critical thinking. Effective communication Interpersonal relationship Creative thinking Coping with stress Coping with emotions. 	<ul style="list-style-type: none"> Sharing Care Sympathy Cooperation Love Respect Obedience

THEME: READING OF THE QUR'AN (Weeks 1-3)

Sub-theme: Rites of the Qur'an

Learning out come: The child understands recognizes and practices the performance of the required religious rites in the day today interaction with the Qur'an.

CONTENT	COMPETENCES	LIFE SKILLS	VALUES
<ul style="list-style-type: none"> Rites <ul style="list-style-type: none"> Definition of rites Rites performed reading the Qur'an <ul style="list-style-type: none"> a) Wudhu b) Saying Istidha and Basmallah. 	<ul style="list-style-type: none"> Talking about the divine nature of the Qur'an Identifying the rites performed before reciting the Qur'an Asking and answering questions Role playing the rites. 	<ul style="list-style-type: none"> Effective communication Creative thinking Coping with stress Coping with emotions Interpersonal relationship. 	<ul style="list-style-type: none"> Respect Responsibility Care Sharing.
<ul style="list-style-type: none"> Reading the Arabic Alphabet <ul style="list-style-type: none"> Recognizing the vowels Formation of words out of combined letters Pronouncing words <ul style="list-style-type: none"> Letters with vowels 	<ul style="list-style-type: none"> Talking about the Arabic Alphabet with vowels Identifying the technique of word formation Identifying one vowel and two different letters to form two letters words with similar vowels. Asking and answering questions Writing translated Arabic words. 	<ul style="list-style-type: none"> Creative thinking Critical thinking Effective communication Decision making. 	<ul style="list-style-type: none"> Respect Responsibility Care Sharing

THEME: TAWHIID (FAITH) (Weeks 4-6)

Sub-theme: Uniqueness of the Qur'an

Learning out come: The child appreciates and recognizes the uniqueness of the Qur'an for meaningful spiritual insight and growth.

CONTENT	COMPETENCES	LIFE SKILLS	VALUES
<ul style="list-style-type: none"> Uniqueness of the Qur'an <ul style="list-style-type: none"> The unique nature of the Qur'an (miracle) Universality of it's message 	<ul style="list-style-type: none"> Explaining what uniqueness means. Talking about uniqueness nature of the Quran. 	<ul style="list-style-type: none"> Critical thinking Effective communication. Creative thinking. 	<ul style="list-style-type: none"> Respect Care Responsibility

<ul style="list-style-type: none"> - A summary of other books - It's authenticity 	<ul style="list-style-type: none"> • Asking and answering questions. 		
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THEME: FIQH (PRACTICE) (Weeks 4 – 6)

Sub-theme: Impurities and toilet manners

Learning outcome: The child appreciates and practices the teaching about impurities, Najasah and Istinja for meaningful performance of Wudhu in order to live a healthy religious life.

CONTENT	COMPETENCES	LIFE SKILLS	VALUES
<ul style="list-style-type: none"> • Impurities <ul style="list-style-type: none"> - Definition of Najasah (impurities) - Types of impurities - Examples of impurities on salat, Wudhu and reading the Qur'an. 	<ul style="list-style-type: none"> • Explaining what Najasah means. • Identifying the examples of impurities • Asking and answering questions. 	<ul style="list-style-type: none"> • Coping with stress • Coping with emotions • Effective communication • Critical thinking 	<ul style="list-style-type: none"> • Obedience • Responsibility • Sharing • Cleanliness • Care
<ul style="list-style-type: none"> • Islamic teaching in respect to Istinja (toilet manners) • Ablution • Condition why ablution becomes necessary 	<ul style="list-style-type: none"> • Talking about how Moslems should use toilets with or without water. • Explaining the conditions under which ablutions becomes necessary. <ul style="list-style-type: none"> a) Salat b) Recitation of the Qur'an • Asking and answering questions 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Coping with stress • Coping with emotions • Effective communication. 	<ul style="list-style-type: none"> • Cleanliness • Care • Responsibility • Obedience • Sharing

THEME: MORAL AND SPIRITUAL TEACHINGS

(Weeks 7-9)

Sub-theme: Dua

Learning outcome: The child understands, appreciates and participates in the practice of a variety of Duas for appropriate occasions in order to acquire meaningful religious experiences and relationships with others.

CONTENT	COMPETENCES	LIFE SKILLS	VALUES
<ul style="list-style-type: none"> • Dua <ul style="list-style-type: none"> - Acquisition of knowledge - Reciting Duas <ul style="list-style-type: none"> a) Rabizidin ilmawar b) Zukinfalimanoh <p>(Lord advance me in knowledge and grant me wisdom)</p>	<ul style="list-style-type: none"> • Reciting Duas related to knowledge • Talking about each Dua • Role playing the Dua practices. • Asking and answering questions. 	<ul style="list-style-type: none"> • Effective communication • Creative thinking • Critical thinking • Coping with stress • Coping emotions • Effective communication • Coping with emotions • Coping with stress • Interpersonal relationship • Critical thinking 	<ul style="list-style-type: none"> • Obedience • Cleanliness • Care • Responsibility • Respect • Obedience • Care • Sharing • Responsibility.
<ul style="list-style-type: none"> • Dua <ul style="list-style-type: none"> - Acquisition of knowledge - Reciting Duas c) Rabizidin ilmawar 	<ul style="list-style-type: none"> • Reciting Duas related to knowledge • Talking about each Dua • Role playing the Dua practices. • Asking and answering questions. 	<ul style="list-style-type: none"> • Effective communication • Creative thinking • Critical thinking • Coping with stress 	<ul style="list-style-type: none"> • Obedience • Cleanliness • Care • Responsibility

d) Zukinfalimanoh (Lord advance me in knowledge and grant me wisdom) •		• Coping emotions • Effective communication • Coping with emotions • Coping with stress • Interpersonal relationship • Critical thinking	• Respect • Obedience • Care • Sharing • Responsibility.
• Dua - Acquisition of knowledge - Reciting Duas e) Rabizidin ilmawar f) Zukinfalimanoh (Lord advance me in knowledge and grant me wisdom)	• Reciting Duas related to knowledge • Talking about each Dua • Role playing the Dua practices. • Talking about the important seeking knowledge • Reciting the Duas • Asking and answering questions.	• Effective communication • Creative thinking • Critical thinking • Coping with stress • Coping emotions • Effective communication • Coping with emotions • Coping with stress • Interpersonal relationship • Critical thinking	• Obedience • Cleanliness • Care • Responsibility • Respect • Obedience • Care • Sharing • Responsibility.
• Dua - Important of seeking knowledge to a Moslem.	• Talking about the importance of seeking knowledge. • Reciting the Duas. • Asking and answering questions.	• Effective communication • Coping with emotions. • Coping with stress. • Interpersonal relationship • Critical thinking.	• Respect • Obedience • Care • Sharing • Responsibility

THEME: HISTORY OF ISLAM (Week 10 – 12)

Sub-theme: The Call

Learning outcome: The Child understands and appreciates the call and mission of Prophet Muhammad (PBUH) in order to enrich the daily religious experiences in different life situations.

CONTENT	COMPETENCES	LIFE SKILLS	VALUES
• The call - The beginning of the call - The first people who receive his call - The approach Mohammad used to preach his words.	• Talking about revelation • Talking about Mohammad's plans for calling people • Explaining how Mohammad's close companions reacted. • Asking and answering questions • Telling and re-telling stories.	• Effective communication • Critical thinking • Creative thinking • Coping with stress • Coping with emotions.	• Tolerance • Respect • Endurance • Responsibility
• The reactions - How other people reacted to his call	• Identifying the first converts • Talking about how Mohammad called, people out side his family and how they reacted. • Asking and answering questions. • Telling and re-telling stories.	• Effective communication • Critical thinking • Creative thinking • Coping with emotions • Coping with stress	• Tolerance • Responsibility • Respect • Endurance
• Problems - Immediate problems Mohammad faced.	• Identifying problems Mohammad faced • Talking about the problems Mohammad faced • Telling and Re-telling stories • Asking and answering questions.	• Coping with stress • Coping with emotions • Interpersonal relationship • Effective communication	• Obedience • Respect • Tolerance • Perseverance

PHYSICAL EDUCATION (PRIMARY 3)

TERM I

THEME: BASIC BODY MOVEMENTS (Weeks 1-3)

CONTENT (ABILITIES, SKILLS AND KNOWLEDGE)	ACTIVITIES	COMPETENCES	LIFE SKILLS	VALUES
EXPERIENCES WITH MORE APPARATUS <ul style="list-style-type: none"> Sticks Hanging ropes Wheels 	<ul style="list-style-type: none"> Moving off apparatus and stretching Striking activities with different parts of the body. Skipping activities Jumping on the apparatus hanging / resting on hands / feet / belly / back / knees. Getting off the apparatus slowly: forward / backwards / sideways. Jumping off the apparatus with a twist in the air. 	<ul style="list-style-type: none"> Stretching Striking Skipping Jumping Getting off 	<ul style="list-style-type: none"> Decision making Interpersonal relationship Effective communication Friendship formation 	<ul style="list-style-type: none"> Appreciation Cooperation Determination Respect Patience Endurance

Assessment Guidelines (Weeks 1-3)

- Skip according to rhythm
- Strike the ball to the partner
- Jump off, on and over apparatus

THEME: TRADITIONAL GAMES (Weeks 4-6)

CONTENT (ABILITIES, SKILLS AND KNOWLEDGE)	ACTIVITIES	COMPETENCES	LIFE SKILLS	VALUES
STRENGTH AND COORDINATIVE ACTIVITIES. traditional games aimed at development of physical benefits such as <ul style="list-style-type: none"> Strength Coordination Speed Flexibility Endurance 	<ul style="list-style-type: none"> Climbing Lifting Hopping Running Carrying with emphasis on strength, coordination, speed and flexibility of different body parts. 	<ul style="list-style-type: none"> Climbing Lifting Hopping Running Carrying Co-ordinating 	<ul style="list-style-type: none"> Decision making Problem solving Critical thinking Effective communication Creative thinking Coping with emotions Self esteem Self awareness 	<ul style="list-style-type: none"> Perseverance Caring Appreciation Cooperation Appreciation Respect Confidence Team work Endurance

Assessment Guidelines (Weeks 4-6)

- Lift and carry as instructed
- Hope freely

- Follow the rules of the games

THEME: RHYTHM AND MOVEMENT (Weeks 7-9)

CONTENT (ABILITIES, SKILLS AND KNOWLEDGE)	ACTIVITIES	COMPETENCES	LIFE SKILLS	VALUES
IMITATIONAL DANCES AND CREATION OF SIMPLE MOVEMENT RHYTHMS a) Imitation dances b) Creation of simple rhymes <ul style="list-style-type: none"> • Clapping • Stamping • Drumming 	<ul style="list-style-type: none"> • Performing various imitation dances created by pupils or teachers through - Individual activities e.g. jumping, clapping, swinging. • Participation with partners e.g. dancing, swinging a rope. - Practice without apparatus. - Practice without apparatus. - Combinations of practices. - Sequence building. 	<ul style="list-style-type: none"> • Imitating • Swinging • Clapping • Dancing 	<ul style="list-style-type: none"> • Friendship formation • Interpersonal relationship • Assertiveness • Friendship formation • Decision making • Coping with emotions 	<ul style="list-style-type: none"> • Confidence • Endurance • Appreciation • Patience • Determination • Commitment • Tolerance • Team work

Assessment Guidelines (Weeks 7-9)

- Dance according to rhythms.
- Swing the rope with the partner.
- Imitate rhythms of dances.

THEME: GAMES FOR LOWER PRIMARY (Weeks 10-12)

CONTENT (ABILITIES, SKILLS AND KNOWLEDGE)	ACTIVITIES	COMPETENCES	LIFE SKILLS	VALUES
SIMPLE GAMES <ul style="list-style-type: none"> • Reaction games • Contests 	<ul style="list-style-type: none"> • Tunnel race • Hold, touch and balance the ball in different parts of your body. • Hand the ball to a partner in front / behind / sideways. • Run with a ball to hand it to a partner. • Run on the mountain. 	<ul style="list-style-type: none"> • Holding • Touching • Balancing • Running 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Coping with emotion • Effective communication • Interpersonal relationship • Decision making • Self esteem. 	<ul style="list-style-type: none"> • Caring • Perseverance • Appreciation • Cooperation • Respect • Tolerance • Responsibility

ASSESSMENT GUIDELINES (WEEKS 10-12)

- Hold, touch and balance the ball in different parts of the body appropriately.
- Run with the ball and pass it to partner.
- Balance with / on objects as instructed.

TERM II

(Week 1-3)

THEME: GAMES FOR LOWER PRIMARY

CONTENT (ABILITIES, SKILLS AND KNOWLEDGE)	ACTIVITIES	COMPETENCES	LIFE SKILLS	VALUES
SIMPLE GAMES <ul style="list-style-type: none"> Ball games Relay contests 	<ul style="list-style-type: none"> Tunnel race Hold, touch and balance the ball in different parts of your body. Hand the stick to a partner in front / behind / side ways. Run with stick to hand it to partner. Run on the mountain. 	<ul style="list-style-type: none"> Holding Touching Balancing Running 	<ul style="list-style-type: none"> Decision making Critical thinking Effective communication Interpersonal relationship 	<ul style="list-style-type: none"> Cooperation Tolerance Appreciation Endurance Patience

Assessment Guidelines (Weeks 1-3)

- Hold, touch and balance the ball accordingly
- Run with the ball to hand it to partner.
- Balance with / on objects as instructed.

THEME: GYMNASTICS

(Weeks 4-6)

CONTENT (ABILITIES, SKILLS AND KNOWLEDGE)	ACTIVITIES	COMPETENCES	LIFE SKILLS	VALUES
INTRODUCTION TO GYMNASTICS <ul style="list-style-type: none"> Exercises with <ul style="list-style-type: none"> Small light balls Ball and partner Coordination and balancing Flexibility and coordination Rope or string 	<ul style="list-style-type: none"> Cat spring over bean bag Caterpillar walk across the compound, turn around and repeat. Throwing and catching Lying on back and cycling in the air. 	<ul style="list-style-type: none"> Walking Lying on back Cycling 	<ul style="list-style-type: none"> Self esteem Effective communication Assertiveness Creative thinking Decision making 	<ul style="list-style-type: none"> Confidence Endurance Caring Respect Appreciation Cooperation

Assessment Guidelines (Weeks 4-6)

- Lay on the back and cycle in the air as instructed
- Throw and catch the ball with a partner.
- In groups of ten(10) hold and walk like a caterpillar.

THEME: GYMNASTICS (Weeks 7-9)

CONTENT (ABILITIES, SKILLS AND KNOWLEDGE)	ACTIVITIES	COMPETENCES	LIFE SKILLS	VALUES
INTRODUCTION TO GYMNASTICS <ul style="list-style-type: none"> • Coordination and balancing • Flexibility and coordination • Rope and string. 	<ul style="list-style-type: none"> • Crouch position, knees, stretching and bringing them back. • Back lying and supported on hands, move legs towards shoulders to curve the back. • One skip jump. 	<ul style="list-style-type: none"> • Crouching • Stretching • Moving • Jumping • Balancing • Coordinating • Holding 	<ul style="list-style-type: none"> • Effective communication • Coping with emotion • Friendship formation • Decision making 	<ul style="list-style-type: none"> • Patience • Tolerance • Acceptance • Cooperation • Determination

Assessment Guidelines (Weeks 7-9)

- Balance with support
- Bend and stretch as instructed
- Hold and handle objects skillfully.

THEME: ATHLETICS FOR LOWER PRIMARY (Weeks 10-12)

CONTENT (ABILITIES, SKILLS AND KNOWLEDGE)	ACTIVITIES	COMPETENCES	LIFE SKILLS	VALUES
WALKING AND RUNNING <ul style="list-style-type: none"> • Walking experiences <ul style="list-style-type: none"> - According to speed. 	<ul style="list-style-type: none"> • Walking freely in an easy relaxed way. • Walking in different ways: <ul style="list-style-type: none"> - Short or long steps - Fast or slow - High or low • Walking on tip toes • Walking side ways by crossing one foot in front of the other. 	<ul style="list-style-type: none"> • Walking 	<ul style="list-style-type: none"> • Effective communication • Self awareness • Interpersonal relationship • Creative thinking • Critical thinking • Decision making 	<ul style="list-style-type: none"> • Cooperation • Tolerance • Acceptance • Respect • Appreciation • Team work • Confidence

Assessment Guidelines (Weeks 10-12)

- Walk freely according to instructions
- Walk on long and short steps.
- Walk backwards, forwards and sideways accurately.

TERM III

THEME: ATHLETICS FOR LOWER PRIMARY (Weeks 1-3)

Content (Abilities, skills and knowledge)	Activities	Competences	Life skills	Values
WALKING AND RUNNING (ii) Running experiences <ul style="list-style-type: none"> Rhythmic runs <ul style="list-style-type: none"> Hops with various speed and forms Jogs Over taking Races Relays 	<ul style="list-style-type: none"> Running freely around the area of play. Running short or long steps Running with high knee lift Running and changing direction 	<ul style="list-style-type: none"> Running Hopping Handling Passing 	<ul style="list-style-type: none"> Creative thinking Critical thinking Decision making Effective communication Interpersonal friendship 	<ul style="list-style-type: none"> Cooperation Patience Respect Tolerance Team work Leadership Acceptance

Assessment Guidelines (Weeks 1-3)

- Run according to instructions
- Hop using different speeds
- Handling and passing the baton to a partner.
- Jogging on spot.

THEME: ATHLETICS FOR LOWER PRIMARY (Weeks 4-6)

Content (Abilities, skills and knowledge)	Activities	Competences	Life skills	Values
JUMPING EXPERIENCES <ul style="list-style-type: none"> Ropes, logs, sticks Jump areas e.g. free space, play fields, pit. Take off games <ul style="list-style-type: none"> Standing long jump Standing high jump 	<ul style="list-style-type: none"> Jumping with feet together Jumping forward side ways and backwards. Jumping from crouched position Jumping over objects 	<ul style="list-style-type: none"> Jumping Running as instructed. 	<ul style="list-style-type: none"> Effective communication Creative thinking Critical thinking Decision making Coping with emotion 	<ul style="list-style-type: none"> Appreciation Acceptance Patience Tolerance

Assessment Guidelines (Weeks 4-6)

- Jump forwards, side ways, backwards in space against objects.
- Run as instructed
- Jump on to and off various objects.

THEME: ATHLETICS FOR LOWER PRIMARY (Weeks 7-9)

Content (Abilities, skills and knowledge)	Activities	Competences	Life skills	Values
JUMPING EXPERIENCES <ul style="list-style-type: none"> Take off games Jumps Heights Run 	<ul style="list-style-type: none"> Jumping backwards, forwards, sideways, in space. Jumping in time to signal Jumping from various heights. Running and jumping Standing long jump, high jump. 	Jumping Running Responding to instructions	<ul style="list-style-type: none"> Effective communication Decision making Coping with emotions Creative thinking 	<ul style="list-style-type: none"> Co-operation Respect Appreciation Tolerance Determination

Assessment Guidelines (Weeks 7-9)

- Jump marking the wall with chalked finger tips in time to signal and from various heights.
- Jump off, on and over objects.
- Run as instructed.

THEME: ATHLETICS FOR LOWER PRIMARY (Weeks 10-12)

Content (Abilities, skills and knowledge)	Activities	Competences	Life skills	Values
THROWING EXPERIENCES <ul style="list-style-type: none"> Throwing and aiming over objects. Throwing games and targets 	<ul style="list-style-type: none"> Throwing and catching with partner Throwing a few feet from the target, the gradually increase distance (use large balls and large targets) Rolling the ball to aim at a target. Throwing and catching the ball (individual) 	<ul style="list-style-type: none"> Throwing Targeting Aiming Playing 	<ul style="list-style-type: none"> Effective communication Coping with emotions Decision making Creative thinking Critical thinking 	<ul style="list-style-type: none"> Confidence Acceptance Appreciation Respect Patience Tolerance Cooperation

Assessment Guidelines (Weeks 4-6)

- Throw and catch with partner
- Aim at the target from a given position.
- Play with partner a targeting game using various objects.

