

# The Abridged Thematic Curriculum

**The theory and practice of the Abridged Curriculum - 2022**

# What constitutes the curriculum

- P2 curriculum is a merger of the content of P1 and P2 curriculum designed by choosing the most critical competences
- The P2 curriculum is made of 12 themes and each theme is divided into three sub-themes
- The P3 curriculum is a merger of the content of the P2 and P3 curriculum
- The P3 curriculum is made up 13 themes and each sub-divided into three sub-themes

# Learning areas

- The P2 and P3 Abridged curriculum focus on the three most critical skills for the lower grades namely ***Literacy, Numeracy and Life skills*** which lay foundation for further learning.
- The curriculum focuses therefore focuses on four learning areas

Literacy

Numeracy

English language

Religious Education (CRE and IRE)

The other learning areas are used as pedagogical supports and are supposed to be integrated in the four.

# Time Allocation for P.2

Strand	Curriculum number of periods a week	Suggested no. of periods a week
English	5	8
Mathematics	5	8
Literacy 1	5	8
Literacy 2	5	8
RE	3	3
CPA	5	-
News	5	-
PE	5	-
Free Activity	2	-
CAPE time	-	5
Total no. periods	40	40



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# Time allocation p.3



Strand	Std. Curr. No. of pds a week	Suggested no. of pds a week
English	10	10
Mathematics	9	10
Literacy 1	6	10
Literacy 2	6	10
RE	3	5
Oral Literature	4	-
CPA	5	-
PE	5	-
Library	2	-
CAPE time	-	5
Total no. pds	50	50

# Time allocation

- Each lesson takes 30 minutes
- Three extra lessons have been added to the normal teaching time for English, Literacy and Numeracy
- CAPE time is single period every day devoted to practical play- based activity related to theme of study.

# Instructional strategies

The most effective methods at this level must be drawing to learner-centred approaches across strands. Learner-centred approaches require a wide range of practical learning activities which range from simple to complex. The activities require the use of as many learning aids as possible to make learning enjoyable, real and engaging to learners. There are numerous methods that are beneficial in the lower grades, P1- P3 which can include:

- **Integration**
- **Multi-sensory instruction**
- **Collaborative learning**
- **Problem solving**
- **Scaffolding**
- **Project work**
- **Individualized instruction**

# SUGGESTED INTEGRATIVE ACTIVITIES

Learning area	Literacy	Numeracy	English	Religious Education
<b>News</b>	<p>Learners:</p> <ul style="list-style-type: none"> <li>tell short stories related to the theme</li> <li>draw pictures</li> <li>label drawn with a word or a sentence</li> <li>listen to stories told and give comment</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>Introduce lessons with related news stories</li> <li>Learners tell news related to content being learned</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>listen to stories</li> <li>tell simple stories in English</li> <li>answer questions</li> <li>Draw theme related pictures</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>relate issues discussed with realities in their community</li> <li>Draw pictures of logical events</li> </ul>



# SUGGESTED INTEGRATIVE ACTIVITIES

Learning area	Literacy	Numeracy	English	Religious Education
Oral literature	<p>At the beginning of the lesson recite rhymes, riddles, poems and tongue twisters or sing a song related to the theme</p> <p>Tell and retell stories</p> <p>Compose a story related to the theme</p>	<p>Tell a short story that requires solving a problem using mathematical concepts</p>	<p>Tell simple logical stories</p> <p>Re-tell stories</p> <p>Sing songs</p> <p>Recite poems, rhymes riddles and tongue twisters related to the theme</p> <p>Answer questions orally</p>	<p>Tell stories</p> <p>Retell stories</p> <p>Sing simple hymns</p> <p>Compose prayers</p>

# SUGGESTED INTEGRATIVE ACTIVITIES

Learning area	Literacy	Numeracy	English	Religious Education
<b>CPA - Music</b>	<p>Sing songs, perform dances related to the themes</p> <p>Play simple percussion</p> <p>Compose oral pieces</p> <p>Write oral pieces</p>	<p>Sing counting songs</p> <p>Recite number rhymes</p> <p>Count number of claps, beats</p>	<p>Recite, sing or perform short oral texts related to the theme.</p> <p>Listen to oral texts.</p> <p>Comment on a given performance</p>	<p>Sing simple hymns</p> <p>Role play</p> <p>Dramatise different parts of the lesson</p> <p>Perform different prayer</p>

Step	Time	Competence	Instructional activities	Resources
1	20mins	Oral language work	Reciting Poem /rhyme/riddle/tongue twister/ song/ game related to the theme	Traditional oral text
		Concept development	Thematic content	Resources related to the theme: pictures, models, real objects

Step	Time	Competence	Instructional activities	Resources
2	20mins	Reading target letter(s) letter name , letter sound	Letter(s) of the local language alphabet  Letter symbol (capital and small),	Letter cards
		Building syllables and words	Building syllables from letters  Building words from syllable	Lettercards Syllablecards Syllable matrix
		Reading words	Reading key words  Using key words in oral sentences	Words related to the theme  Pictures related to the theme  Word cards
		Reading texts	Reading text related to the theme  Answering comprehension questions	Texts related to the theme

Step	Time	Competence	Instructional activities	Resources
3	30mins	Writing	<p>Prewriting and handwriting</p> <p>Writing letter(s) and letter patterns</p> <p>Writing syllables</p> <p>Writing theme-related word(s)</p> <p>Writing sentences with key words</p> <p>Drawing and labelling pictures</p> <p>Writing short texts related to the theme.</p>	<p>Chalk board</p> <p>Letter cards</p> <p>Syllable cards</p>

## Critical changes P.2

Abridged content		What has been merged	What has been left out
Term 1			
Theme 1: Our School and neighbourhood	P1 Theme 1: Our school P2 Theme 1: Our school and neighbourhood	Causes of conflict between school and neighbourhood	
Theme 2: Home and community	P1 Theme 2: Our home P2 Theme 2: Our home and community	Content merged	
Theme 3: Human body and health	P1 Theme 3: Human body and health P2 Theme 4: Human body and health	Content merged	

## Critical changes

Abridged content	What has been merged	What has been left out
<b>Term 1</b>		
<b>Theme 4: Food and Nutrition</b>	P1 Theme 8: Food and nutrition P2 Theme 4: Food and nutrition	Effects of bad feeding
<b>Term2</b>		
<b>Theme 5: Our environment</b>	P1 Theme 5 – Weather P2 Theme 5- Our environment	Activities in different seasons
<b>Theme 6: Things we make</b>	P1 theme 10: Things we make P2 Theme 6: Things we make	Sources of materials

# Critical changes

Abridged content	What has been merged	What has been left out
Term 1		
Theme 7: Transport	P1 Theme 9: Transport P2 Theme 7: Transport in our community	Measures related to transport
Theme 8: Accidents and safety	P1 Theme 6: Accidents and safety P2 Theme 8: Accidents and safety	Content merged
Term 3		
Theme 9: Peace and security	P1 Theme 12: Peace and security P2 Theme 9: Peace and	Importance of keeping peace and security



# Critical changes

Abridged content	What has been merged	What has been left out
Term 1		
Term 3		
Theme 10: Child protection	P1 Theme 7: Ways of living together P2: Child protection	The family Living together in the community
Theme 11: Measures	P1 Transport (measures related to transport) P2 Measures	Means and types of transport
Theme 12: Recreation festivals and holidays	P1 Theme 7: Ways of living Together; P2 Recreation	Content merged

# Critical changes P.3

Theme	What has been merged	What has been left out	JUSTIFICATION
Term 1			
Theme 1: Our Home and community	P2 Our Home and community and P1 Our Community	Responsibilities of different family member	The theme is meant for orientation of learners to the basic units of the society – the home, village/cell and parish/ward before introducing the sub-county/division
Theme 2: Name and location of my sub-county/ division	P3 Our sub-county P2 Our community	Different people in the community	Learners are introduced to the sub-county/division as a larger unit of their society.

# Critical changes P.3

Theme	What has been merged	What has been left out	JUSTIFICATION
Term 1			
Theme 3: Livelihood in our sub-county	P2 Our community and P3 Livelihood	Challenges in social services	Learners are supported to appreciate how different people support development of the entire community.
Theme 4: Environment	P2 Our Environment P3 Environment	Plants, insects, animals and birds	Learners need to appreciate the non-living components of their immediate environment and how they can be conserved.
Theme 5: Weather	P2 Weather P3 Our environment	Content merged	Learners need to be aware of the different components of weather and how they support life.

# Critical changes P.3

Theme	What has been merged	What has been left out	JUSTIFICATION
Term 2			
Theme 6: Living things	P2 Our environment and P3 Living things	Content merged	Learners need to focus on the different, insects, birds and animals and how they can be cared for.
Theme 7 Common plants:	It combines part of P2 and P3 theme Our environment	Non-living components	Learners need to be supported to appreciate plants as a critical part of the environment. They need to acquire best practices in care and conservation of plant life.
Theme 8: Managing resources	It merges aspects of caring for our environment in P2 and Management of resources P3	Content merged	Learners need to be aware of basic resources in their immediate environment, how they can be spent and conserved.

# Critical changes P.3

Theme	What has been merged	What has been left out	JUSTIFICATION
Term 2			
Theme 9: Keeping Peace	It merges content of living together and Peace and Security for P2 and P3 Keeping Peace	Cultural festivals left out	Learners are oriented to structures that promote harmonious living in their community.
Term 3			
Theme 10: Culture and gender	It combines content of Recreation and Festivals for P2 and P3 Living together in our sub	Child abuse shifted to theme 9	Learners need to be aware of the different cultural practices, norms and values in their society. They also need awareness on dangerous practices.

## Critical changes P.3

Theme	What has been merged	What has been left out	JUSTIFICATION
Term 2			
Theme 11: Health	It combines content of P2 Human body and Health and P3 Health	Parts of the body and their uses Life cycle of disease vectors	Learners need awareness in respect to common diseases and how to control their spread.
Theme 12: Basic Technology	It combines content of P2 Things we make and P3 Basic Technology	Content merged	Learners need be aware of the various ways different components of the environment can be used to earn a living.
Theme 13: Energy	It merges content of the theme Safety P2 and P3 Energy in our sub-county	Accidents and safety at school	Learners need to be orientated to the different forms of energy, their sources and how energy can be conserved