

COMPETENCES AS PER THE ABRIDGED CURRICULUM FOR PRIMARY TWO TO PRIMARY SEVEN

CLASS	TERM	THEME/TOPIC	SUB-THEME/SUB-TOPIC	COMPETENCES
Primary One	ONE			
Primary Two	ONE	1. OUR SCHOOL AND NEIGHBOURHOOD	<p>1. People, Things and Activities in Our School.</p> <p>2. Location and Symbols of Our School.</p> <p>Location/Symbols / Benefits to School from the neighbourhood</p>	<p>Structures</p> <ul style="list-style-type: none"> • What is your name? • What is his /her name? • What is this/that? • What is he/she doing? <p>Vocabulary The learner;</p> <ul style="list-style-type: none"> • Reads words with correct pronunciation. • Uses the given words and structures correctly • Writes words; flag, tree, red, yellow, black, uniform, badge, signpost, food, water, child, broom, medicine, money, in, on, under, near <p>Structures The learner;</p> <ul style="list-style-type: none"> • What is this/that? • Is this/that a.....? Yes, it is. /No, it is not. • Are these / those.....? Yes, they are./ No, they are not. • Where is the?

			<p>3. Benefits to the Neighbourhood from the School.</p>	<p>Vocabulary The learner;</p> <ul style="list-style-type: none"> • Uses the given words correctly • Constructs and writes the sentences using the given words ; ball,hall,library,blackboard,chalkboard,desk,table,chair,near,in,on,cupboard,books,compound, <p>Structures The learner;</p> <ul style="list-style-type: none"> • Uses the given structures correctly. • What is this/that? This/ That is..... • Show me a..... This/ That is a...../ It is a... • Where is the? The....is...(in/on) the....
		<p>2. OUR HOME AND COMMUNITY</p>	<p>1. People in Our Home and What they do.</p>	<p>The learner;</p> <ul style="list-style-type: none"> • Uses vocabulary and structures related to people in the home and their responsibilities. • Identifies people in our home. • Matches people at home to their work. • Uses the given structures correctly. <p>Vocabulary grandmother,grandfather,father,mother,daughter,son,uncle,aunt,sister,brother.</p> <p>Structures</p>

			<p>2. Important People and Places.</p>	<ul style="list-style-type: none"> • Show me your... / This is my..../She or He is my.../These or Those are my...../They are my/our/their..... • How many ...have you got? I /We have <p>The learner;</p> <ul style="list-style-type: none"> • Uses vocabulary and structures related to important people and places in the community. • Reads and writes words and short sentences related to important people and places in the community. • Draws important people and places in the community. <p>Vocabulary Doctor,teacher,nurse,shopkeeper,carpenter,policeman, policewoman,patient,shoe maker,driver,near,in,on,under,between,inside,outside,bed .</p> <p>Structures</p> <ul style="list-style-type: none"> • Show me a /the..... / This/That is a....(nurse/teacher). • Where is the ...? The (doctor/nurse) is ...(in/under) the(hospital/house/car). The (doctor/nurse) is....between the(carpenter/patient). He/She is(in/inside/outside) the (class/shop). • What does ado? A..... (treats/builds)..(patients/houses).
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		<p>3. HUMAN BODY AND HEALTH</p>	<p>3. Cultural Practices and Values in the Community.</p> <p>1. Parts of the body and their use</p>	<ul style="list-style-type: none"> Where are the...? They are....(inside/outside) the... <p>The learner;</p> <ul style="list-style-type: none"> Uses vocabulary and structures related to cultural practices and values in the community. Reads and writes words related to cultural practices and values in the community. Construct sentences using the vocabulary given. <p>Vocabulary walk, read, wrote, sweep, play, clean, eat, sing, comb, wash, brush, dance, cook, pray, run, present</p> <p>Structures</p> <ul style="list-style-type: none"> What do you do every day? I/We.... every day. What does she/he do every day? She/He every day. <p>The learner;</p> <ul style="list-style-type: none"> Uses vocabulary and structures related to parts of the body and their functions. Reads and writes letters and words related to parts of the body. Draws parts of the body. <p>Vocabulary head, eye, nose, leg, stomach, lips, mouth, knee, finger, toe, hand, ear, see, hear, touch, smell, kneel.</p>
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			<p>2. Personal hygiene and sanitation</p>	<p>Structures</p> <ul style="list-style-type: none"> • Show me your.... This/That is/are my..... • How many....has/have you/he/she got? I/He/She have/has..... • What do you use yourfor? I use my...(hand) to(touch). • Has he/she got two...(eyes/ears/toes/hands)? Yes, he/she/has..... / No, she/he doesn't have.... • What are you doing? I am ...(kneeling). • What is he/she doing? He/She is..... <p>The learner;</p> <ul style="list-style-type: none"> • Uses vocabulary and structures related to personal hygiene and sanitation in simple meaningful expression. • Reads and writes letters and words related to personal hygiene and sanitation. • Draws and names materials used for proper hygiene and sanitation. <p>Vocabulary Throw,boil,brush,wash,clean,sweep,burn, Collect,cover,cut,slash,dig,cook,water.</p> <p>Structures</p> <ul style="list-style-type: none"> • What are you doing? I am/We are.... • What is he/she doing/ He/She is.... • What are they doing? They are..... • Did you ...(clean) your room? Yes, I did. / No, I did not.
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		4. FOOD AND NUTRITION	<p>3. Common diseases</p> <ul style="list-style-type: none"> • What did you/he/she do (yesterday, last Monday/this morning)? I /He/She.....the.... • What did we/they do....? We/They.....(covered the food). <p>The learner;</p> <ul style="list-style-type: none"> • Uses vocabulary and structures related to common diseases. • Reads and writes words related to common diseases. • Constructs sentences using words related to common diseases. <p>Vocabulary related to common diseases: Cough,diarrhoea,influenza or flu, measles,trachoma,tuberculosis,malaria,mumps,COVID-19,HIV and AIDS.</p> <p>Vocabulary related to causes and spread of diseases: Mosquitoes,houseflies,worms,cockroaches,dirty food and water,sharing sharp objects.</p> <p>Structures</p> <ul style="list-style-type: none"> • What are doing? I am...../ We are.... • What is he/she/ doing? He/She is.... • What are they doing? They are..... • Did you....(clean) your room? Yes, I did. /No, I did not. <p>1.Names and classes of food.</p>
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			<p>1. Good feeding and effects of poor feeding.</p>	<ul style="list-style-type: none"> • What is he/she/ suffering from? He/She is suffering from(COVID-19/,malaria, measles,trachoma,tuberculosis,malaria,mumps,etc.). • What did we /they do? We /They <p>The learner;</p> <ul style="list-style-type: none"> • Uses vocabulary and structures related to names of food and their sources. • Reads and writes words, sentences and texts related to food and their sources. • Uses vocabulary and structures in singular and plural forms. • Uses vocabulary and structures related to colours. • Gives the plurals of some countable words related to food. e.g. mango-mangoes,etc. • Matches food to their classes. <p>Vocabulary Food,cassava,rice,pea,egg,fish,potato(es)yam,milk,pawpaw, bean,groundnut,mango(es),orange(fruit),meat,cabbage,brown,orange(colour)</p> <p>NB: Use real objects to teach these lessons.</p> <p>Structures</p> <ul style="list-style-type: none"> • What are these/those/ These/Those are(mangoes/potatoes/oranges/etc). • What are they/
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			<p>2. Keeping food safe</p>	<p>They are(mangoes/potatoes/oranges/etc).</p> <ul style="list-style-type: none"> • Do you like ...? Yes,I/we do. / No, I/we do not./don't. • What colour is/are the....? It is.../They are.... • What is this? This is a/an • What is it? It is a/ an <p>The learner;</p> <ul style="list-style-type: none"> • Uses the vocabulary and structures related to good feeding and bad feeding practices. • Reads and writes words,sentences and texts related to good feeding practices. • Gives the opposites of the words related to good and poor feeding practices. e.g., good-poor (in this context) etc. • Gives the plurals of some countable words related to food. e.g. potato-potatoes, etc. <p>Vocabulary related to food: Eat,drink,bananas,potatoes,meat,fish,beans,fruit,vegetables,egg,millet,fat,thin,well,happy,sad,small,sick,pain,weak,strong,dull.</p> <p>Structures</p> <ul style="list-style-type: none"> • What are you eating? I am eating a/an..... • What is he/she eating? He/She is eating a/an.... <p>The learner;</p> <ul style="list-style-type: none"> • Uses the vocabulary and structures related to food preservation.
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				<ul style="list-style-type: none"> • Reads and writes words, sentences and texts related to food preservation. • Arranges the given words in alphabetical order. • Constructs sentences using the given words. <p>Vocabulary Covering, salting, sun drying, roasting, refrigerating, cooking.</p> <p>Structures</p> <ul style="list-style-type: none"> • What he/she doing? He/She is (roasting/cooking/sun drying/covering/ refrigerating /salting) (meat/food/fish/food/fish). • What are we/you/they doing? We are/ I am/ They are (roasting/cooking/sun drying/covering/ refrigerating /salting) (meat/food/fish/food/fish). <p>Note to the teacher</p> <ul style="list-style-type: none"> • IT IS FROM THE GIVEN CURRICULUM COMPETENCES THAT QUESTIONS ARE GENERATED IN MID TERM AND END OF TERM ASSESSMENTS. • SO AS YOU ARE TEACHING YOUR THEMES AND SUB-THEMES FOR THE TERM, MAKE YOUR LEARNERS DEEPLY UNDERSTAND ALL THE STATED COMPETENCES FOR EXCELLENCE.
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Primary Three	ONE	1. OUR HOME AND COMMUNITY	<p>1. Our Home</p> <p>The learner;</p> <ul style="list-style-type: none"> • Uses the vocabulary and structures related to our home. • Reads and writes words, sentences and texts related to our home. • Gives the opposites of the words related to our home. • Gives the plurals of words related to our home. <p>Vocabulary related to people at home: Grandfather,grandmother,father,mother,daughter,son,uncle, aunt,sister,brother.</p> <p>Structures</p> <ul style="list-style-type: none"> • Show me your This is my..... She/He is my.....They are my/our/their..... • How manydo you have? I/We have <p>Vocabulary related to things found at home: Cup,saucepan,plate,broom,knife,basin,:NB: Add these list of things. Rooms in a house: Bathroom,bedroom; add more.</p> <p>Animals: dog,cat,cow,goat,rabbit,sheep,donkey and then add more.</p> <p>2. Our Community (village/cell)</p> <p>Vocabulary related to people in the sub- county/ward: Doctor,teacher,nurse,shopkeeper,carpenter,policeman,</p>
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		<p>2. OUR SUB-COUNTY/ DIVISION</p>	<p>3. Our Parish</p>	<p>Policewoman, shoe maker, driver,in,on,under,between,inside. You can add others which are within their environment.</p> <p>Structures</p> <ul style="list-style-type: none"> • Show me a/the.....(nurse/teacher).This/That is a.... • Where is the.....? The....(doctor/nurse) is....between the (carpenter/patient). He/ She is....(inside/outside) the (workshop/hospital). <p>Vocabulary Stones, clay,water,tress,grass,animals,birds,insects,buildings, Vehicles(such as cars,lorries,buses,bicycles,motorcycles,trains,aeroplanes)p lants.</p> <p>Structures</p> <ul style="list-style-type: none"> • What is this/that? This is /Those are..... • How manyare those? Those are..... • How manycan you see? I/We can see.... <p>The learner ;</p> <ul style="list-style-type: none"> • Uses vocabulary and structures related to the name and location of their division. • Uses prepositions :in,on,behind,in front of,near,above,opposite. <p>Vocabulary related to direction:</p>
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			<p>2. Physical Features of Our Division</p>	<p>East, West, North, South, sunrise, sunset, in, right, left, above, Opposite, sub-county, division.</p> <p>Structures</p> <ul style="list-style-type: none"> • Where is the/ The.....is....(near/on/in/opposite) the..... • Is the....(.near/in/on/opposite) the.....? Yes, it is. / No, it is not. / isn't. • Where does the sun (set/rise? The sun (sets/rises) in the (East/West). • What direction is the...? Theis in the (East/West). Turn(left/right).I am turning to the (left/right). <p>Vocabulary related to the physical features: Hills, valleys, lakes, rivers, swamps, ponds, mountains, wells, fish(verb), graze, spring. Prepositions commonly used in this sub-theme: along, up the, across the, down the, from</p> <p>Structures:</p> <ul style="list-style-type: none"> • Where is the (hill/valley)? The (hill/valley) is in the (East/West). • Is the(near/along/across) the (spring/mountain)? Yes, the.....is (near/along/across) the (spring/mountain). or No, the.....is not (near/along/across) the (spring/mountain). • Where do we get (fish/water) from? We get(fish/water) from the
			<p>3. People in Our Sub-County/Division</p>	

		<p>3. LIVELIHOOD IN OUR SUB-COUNTY/DIVISION</p>	<p>1. Roles of Different People in the Community</p>	<p>Vocabulary related to people in our sub-county/division: Chairman,secretary,office,parish,leader,chief,children,parents,teacher,police,army,teach,preach,friend,member,clan,tribe.</p> <p>Structures:</p> <ul style="list-style-type: none"> What does a (policeman/policewoman/teacher) do? A ((policeman/policewoman/teacher) (keeps law and order/ teaches). Where is the (chairperson/policeman)? The (chairperson/policeman) is in the (office/house). What do you do every day? I/We (teach/keep law and order) every day.(Standard Curriculum) <p>Vocabulary related to people: doctor,nurse,police,driver,carpenter,shopkeeper,cobbler,patient,chiefs.</p> <p>Prepositions: Near,in,on,under,inside,outside</p> <p>Structures:</p> <ul style="list-style-type: none"> Show me the This /That is the..... Where is the? Theis (near, in/on)
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			<p>2. Occupations of People in Our Sub-County /Division</p> <p>What does a(doctor,nurse,policeman,driver,carpenter,shopkeeper,cobbler, chief,fisherman,fishmonger) do? A doctor,nurse,policeman,driver,carpenter,teacher,shopkeeper, cobbler, ,fisherman,fishmonger) (treats sick people or patients/keeps law and order/makes furniture/teaches/mends shoes/catches fish/sells fish).</p> <p>Vocabulary: Bricks.fish(verb),dance,drum,weave,cook,carpenter,saw (for a carpenter,sew(for a tailor) (Standard Curriculum) play,sell,teacher,secretary,butcher(person),butcher's(place or shop).</p> <p>Structures:</p> <ul style="list-style-type: none"> • Who can (weave)? I/You/ can (weave) but I/We cannot (sew a dress). • Who makes(chairs)? A/ The carpenter makes chairs. • Who sells...(fish/things in a shop)? A/The fishmonger/shopkeeper) sells ...(fish/things in a shop). <p>Vocabulary:</p>
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		<p>4. ENVIRONMENT IN OUR SUB- COUNTY/DIVISI ON</p>	<p>1. Soil</p> <p>2. Natural Causes of Changes in the Environment</p>	<p>aeroplane, trian, water, lorry, taxi, telephone, television, hospital, clinic, police, treat, the internet, computer, school.</p> <p>Structures:</p> <ul style="list-style-type: none"> Using relative clauses with 'who' such as A person who drives a car is a driver. One who makes chairs is a carpenter. What does your (mother/father/sister/brother) do every day? My (mother/father/sister/brother) goes to work at the health centre every day. Why do (I/you/we/they) go the (clinic/hospital)? (I/you/we/they) go to the (clinic/hospital) because.... <p>Vocabulary: soil, stones, sand, clay, charcoal, stove, colour, build(verb), crop, houses, loam, white, black, brown, grey, texture.</p> <p>Structures:</p> <ul style="list-style-type: none"> What do you use (clay/sand) for? (I/We use ((clay/sand) for (making pots. /building houses.) Or (I/We use ((clay/sand) to (make pots. /build houses.)etc. There are many (stones/crops/buildings)in our sub-county. What colour is.... (clay/sand/loam soil)? (Clay/Sand/Loam soil) is (grey/brown/white/black).
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			<p>3. Changes in the Environment through human activities</p>	<p>Vocabulary: wind,rain,hungry,flood</p> <p>Opposites: hot-cold / rainy-sunny / dry-wet / inside-outside</p> <p>Structures:</p> <ul style="list-style-type: none"> • What did (she/he/you/they/you) do? (She/He/You/They/I) (played, walked) in (rain/sand). • When did (she/he/they/you)... (plant/harvest)? (She/He/They/I) (planted/harvested) in (wet/dry) season. • Why did (she/he) cry? (She/He) cried because(she/he) was hungry. <p>Vocabulary: Graze,build,burn,bush,cut,plastic,farm,cover,plant,rubbish , rubbish pit,bricks,make,change,conserve,waste,charcoal (Look up those meanings in the dictionary)</p> <p>Structures:</p> <ul style="list-style-type: none"> • What will you do when you go home? (I/We) shall(graze/plant/collect/cover) the (goats/maize seeds/rubbish/grass) when (I/we) go home. • Will you graze the goats when you go home? Yes, (I shall /we shall) when (I /we) go home. Will you graze the goats when you go home? No, (I shall not /we shall not) graze the goats when (I /we) go home.
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				<ul style="list-style-type: none"> • What will (she/he/they) on Sunday? (She/He/They) will (throw, burn/cut) the (plastic/bush) on Sunday. • Don't(throw/cut down/burn) (rubbish/trees /bush) in the (swamp/river).
Primary Four	ONE	1. ANIMALS IN OUR SUB-COUNTY/DIVISION		<p>The learner;</p> <ul style="list-style-type: none"> • Uses vocabulary related to animals in their Sub-County/ Division in sentences. • Reads and writes letters and words related to animals in their Sub-County/ Division. • Reads and writes sentences from a substitutional table. • Reads a story and answers standard comprehension questions. • Writes simple stories compositions about animals in their Sub- County/ Division. • Completes a guided composition. e.g., passage and conversation. • Rearranges disordered sentences aka jumbled sentences to form meaningful stories.

		2. SERVICES AS A BUSINESS IN OURSUB-COUNTY/DIVISION		<p>The learner;</p> <ul style="list-style-type: none"> • Uses vocabulary related to services and business in their Sub- County/ Division in sentences. • Reads and writes letters and words related to services and business in their Sub- County/ Division. • Reads and writes sentences from a substitutional table. • Reads a story and answers standard comprehension questions. • Writes simple stories or compositions about services and business in their Sub- County/ Division. • Completes a guided composition. e.g., passage and conversation.
		3. DESCRIBING PEOPLE AND OBJECTS	A) Describing People	<p>The learner;</p> <ul style="list-style-type: none"> • Describes self using present tense. • Describes what other people look like using present tense. • Listens and identifies a person from a description. • Compares the appearance of two people in terms of height, weight and looks. • Describes a person's behaviour and character. • Asks questions about how someone looks. • Asks questions about how one behaves. • Reads, draws and matches descriptions of people.

			<p>B) Describing Objects</p>	<ul style="list-style-type: none"> • Reads a short story about a person's character. • Writes a simple description of someone's looks based on a picture. • Writes a paragraph of at least four sentences describing people. <p>The learner;</p> <ul style="list-style-type: none"> • Describes objects using the present tense. • Compares two or three objects in terms of size, shape, colour, or texture. • Asks and answers questions about different objects. • Identifies objects which are similar or different. • Gives the similarities and differences between objects. • Reads a short description of a given object and draws it. • Writes simple descriptions about describing objects.
		<p>4. GIVING DIRECTIONS</p>	<p>Directing People to Places</p>	<p>The learner;</p> <ul style="list-style-type: none"> • Uses given structures to construct sentences. • Talks about appropriate directions of places. • Identifies and describes main features of familiar places. • Directs people to different places following directions. • Interprets and follows directions to specific places.

		2. DEBATING-24 PRDS	B) Traffic Dangers-18 prds <ul style="list-style-type: none"> • Explains the Highway Code. • Applies the Highway Code to use the road safely. • Describes words related to features on the road. • Identifies causes of road accidents. • Reads texts related to dangers on the road. • Writes texts related to dangers on the road. • Spells words correctly. • Uses structures in sentences correctly. <ul style="list-style-type: none"> ○ NB: Only one structure should be taught in a lesson. • The learner; • Uses appropriate vocabulary and structures correctly. • Responds to arguments appropriately. • Reads texts related to debate. • Reads and interprets given motions. • Writes arguments based on the given motion in a debate. • Makes notes during a debate. • Uses appropriate language when reacting to others' views.
	TWO	3. FAMILY RELATIONSHIPS – 24 PRDS	The learner; <ul style="list-style-type: none"> • Describes family relationships appropriately. • Differentiates between family members. • Reads texts related to family relationships. • Interprets family trees. • Spells words correctly. • Defines the merits and demerits of families that over or scarcely populated.

		<p>4. OCCUPATIONS – 36 PRDS</p>	<p>A) Carpentry-7 prds</p> <p>B) Tailoring- 9 prds</p> <p>C) Baking- 11 prds</p> <p>D) Keeping Animals- 9 prds</p>	<ul style="list-style-type: none"> • Writes texts on family relations. • Teach all short forms related to the sub-topic. <p>The learner;</p> <ul style="list-style-type: none"> • Identifies tools used in carpentry. • Describes the processes of making wooden objects. <p>The learner;</p> <ul style="list-style-type: none"> • Uses vocabulary related to tailoring. • Reads texts related to tailoring. • Writes texts related to tailoring. • Describes the processes of making different tailoring products. • Teach all short forms related to the sub-topic. • Teach all synonyms related to the sub-topic. <p>The learner;</p> <ul style="list-style-type: none"> • Uses vocabulary related to baking. • Identifies bakery products. • Describes processes involved in baking. • Interprets recipes for baking. • Teach all short forms related to the sub-topic. • Teach all synonyms related to the sub-topic. <p>The learner;</p> <ul style="list-style-type: none"> • Uses vocabulary related to animal welfare. • Reads and interprets information on animal care.
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				<ul style="list-style-type: none"> • Writes texts related to holiday plans. • Teach all short forms related to the sub-topic.
		2. LETTER WRITING-28 PRDS	B) Holiday Activities Formal Letters	<p>The learner;</p> <ul style="list-style-type: none"> • Describes activities that take place during the holidays. • Uses appropriate language to describe activities and actions • Narrates stories fluently and intelligently. • Reads texts related to holiday activities. <p>The learner;</p> <ul style="list-style-type: none"> • Identifies components of a formal letter. • Identifies the difference between a formal letter and an informal letter. • tells when formal letters are written. • Writes various formal letters. • Interprets given formal letters. • Teach all short forms related to the sub-topic. • Teach all synonyms related to the sub-topic.
		3. EXAMINATIONS-26 PRDS	A) Preparation for Examinations	<p>The learner;</p> <ul style="list-style-type: none"> • Uses language appropriate to preparation for examinations. • Reads texts related to preparation for examinations.

			B) Sitting Examinations	<ul style="list-style-type: none"> • Writes texts related to preparation for examinations. • Follows oral and written instructions on preparation for examinations. • Teach all short forms related to the sub-topic. • Teach all synonyms related to the sub-topic. <p>The learner;</p> <ul style="list-style-type: none"> • Uses language appropriate to sitting examinations. • Follows oral and written instructions. • Reads and interprets text related to sitting examinations. • Writes texts related to sitting examinations. • Teach all short forms related to the sub-topic. • Teach all synonyms related to the sub-topic.
	TWO	4. ELECTRONIC MEDIA-27 PRDS	A) Radio/Television	<p>The learner;</p> <ul style="list-style-type: none"> • Uses vocabulary related to radio/television. • Reads and interprets information about radio/television. • Writes information about radio/television. • Teach all short forms related to the sub-topic. • Teach all synonyms related to the sub-topic.

	THREE	5. RIGHTS, RESPONSIBILITIES AND FREEDOM-41 PRDS	<p>B) Other Electronic Media</p> <p>A) Children's Rights and Responsibilities</p> <p>B) Animal Needs and Freedoms</p>	<p>The learner;</p> <ul style="list-style-type: none"> • Uses vocabulary related to other electronic media. • Uses other electronic media to access information. • Reads and interprets information about other electronic media. • Writes information about other electronic media. • Teach all short forms related to the sub-topic. • Teach all synonyms related to the sub-topic. <p>The learner;</p> <ul style="list-style-type: none"> • Uses vocabulary related to children's rights and responsibilities. • Identifies rights and responsibilities. • Talks about rights and responsibilities. • Writes texts such as compositions related to rights and responsibilities. • Teach all short forms related to the sub-topic. • Teach all synonyms related to the sub-topic. <p>The learner;</p> <ul style="list-style-type: none"> • Uses language related to animal needs and freedoms. • Identifies animal needs and freedoms. • Talks about animal needs and freedom. • Reads and interprets information about animal needs and freedoms.
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		6. ENVIRONMENTAL PROTECTION-25 PRDS	<p>A) Importance of Environmental Protection</p> <p>B) Ways of Protecting the Environment</p>	<ul style="list-style-type: none"> • Writes compositions related to animal needs and freedoms. <p>The learner;</p> <ul style="list-style-type: none"> • Identifies activities that affect the environment. • Explains the importance of protecting the environment. • Reads and interprets information on the importance of environmental protection. • Writes texts like compositions related to environmental protection. • Teach all short forms related to the sub-topic. • Teach all synonyms related to the sub-topic. <p>The learner;</p> <ul style="list-style-type: none"> • Identifies activities that conserve the environment. • Talks about measures of protecting the environment • Explains the importance of protecting the environment. • Reads information on environmental protection. • Writes texts related to environmental protection. • Teach all short forms related to the sub-topic. • Teach all synonyms related to the sub-topic.
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