



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

UPPER PRIMARY LEVEL CURRICULUM DESIGNS

INDIGENOUS LANGUAGES

GRADE 6

First Published in 2021

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ISBN:978-9914-724-84-4

Published and printed by Kenya Institute of Curriculum Development

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

SUGGESTED TIME ALLOCATION

#	Subject	Lessons Per Week
	Mathematics	5
	Physical and Health Education	5
	English language	4
	Kiswahili Language KSL for learners who are deaf	4
	Science and Technology	4
	Agriculture	3
	Creative Arts (Art and craft, Music)	3
	Home science	3
	Religious Education (CRE/IRE/ HRE)	3
	Social Studies (Citizenship, Geography, History)	3
	Other Languages	2
	Pastoral Programme and Instructions	1
	TOTAL	40

GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION

By the end of Middle School, the learner should be able to:

- 1) apply literacy, numeracy skills and logical thinking appropriately in self-expression,
- 2) communicate effectively in diverse contexts,
- 3) apply digital literacy skills appropriately for communication and learning in day-to-day life,
- 4) practise hygiene, appropriate sanitation and nutrition to promote health,
- 5) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
- 6) demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
- 7) demonstrate social skills, spiritual and moral values for peaceful co-existence,
- 8) demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence,
- 9) manage pertinent and contemporary issues in society effectively.

ESSENCE STATEMENT FOR INDIGENOUS LANGUAGES

The learning area develops the language skills acquired in lower primary as well as positive attitudes and behaviours towards learning. Having been exposed to concrete learning activities and basic literacy skills in lower primary, the learners' thought processes are more mature. According to Piaget, at this level, they are capable of solving problems in a more logical manner. Learners will, therefore, be provided with a rich and supportive environment to develop their indigenous language learning. They will also be equipped with language skills to enable them acquire a second language more proficiently and achieve relevant competences. In addition, learning in a language they are already familiar with will give the learners the required confidence to express themselves clearly, participate more actively in the learning process and think critically as well as imaginatively. The indigenous language will further enable learners to interact effectively with peers, teachers and instructional materials, thus enhancing their cognitive and affective development. This resonates with Vygotsky's social cultural development theory, which asserts that learning is majorly a social activity. In addition, the learning area will provide opportunities for nurturing self-identity, self-acceptance, appreciation of cultural diversity as well as national unity

and cohesion. Further, the knowledge and skills acquired at this level will support cognitive and learning development at the lower secondary level. Continuous advancement of knowledge in indigenous languages could guide learners to make decisions on future career choices such as acting, broadcasting, development of orthography and editing among others.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of middle school, the learner should be able to:

- 1) Respond appropriately to a variety of communication in the indigenous language.
- 2) Express themselves confidently and appropriately in a variety of social contexts.
- 3) Comprehend information in different contexts in the indigenous language.
- 4) Read texts accurately and fluently with comprehension.
- 5) Write legibly in different formats to express a variety of ideas and opinions.
- 6) Enjoy communicating using a variety of cultural language strategies.

1.0 CEREMONIES AND FESTIVALS				
Suggested Vocabulary: gather, dances, elders, gif, balloons, decorate, parade, celebrate, anniversary, cheer, tradition				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.1 LISTENING AND SPEAKING	1.1.1 Attentive listening	By the end of the sub strand, the learner should be able to: a) identify vocabulary from a story for comprehension, b) using phrases in sentences correctly for expression, c) cultivate attentive listening skills for effective.	The learner is guided to: <ul style="list-style-type: none"> • listen to a dictation of adverbs and copy in the notebook, • listen to a story based on the theme and identify adverbial phrases, • watch a video clip on the theme collaboratively and answer oral questions, • listen to peer presentations on the theme using adverbial phrases, • record themselves making presentation and give peer review, • sing song commonly used in ceremonies and festivals. 	<ol style="list-style-type: none"> 1. How do we demonstrate attentive listening? 2. When do we use adverbial phrases?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination is acquired as the learner composes and makes presentations based on the theme. • Learning to learn is enhanced as the learner listens to peer presentations and give peer review. 				

Values:

- **Unity** is developed as the learner works with peers harmoniously to watch video clips.
- **Responsibility** is acquired as the learner takes initiative to perform a presentation during their turn.

Pertinent and Contemporary Issues:

Talent development and nurturing is promoted as the learner enjoys singing songs for different ceremonies and festivals.

Link to other learning areas:

The learner is able to learn and relate the concept of singing to their learning of content in Creative Arts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.2 READING	1.2.1 Reading to acquire information-Note Making	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify key points in a text for information, summarize key information from a text for expression, appreciate the role of making summary in reading. 	The learner is guided to: <ul style="list-style-type: none"> read a paragraph on the theme and identify adverb phrases, read adverbial phrases aloud with peers, use digital devices to search for information on the theme, read a passage and identify key points to make notes, use key points from a story to summarise information, peer review written 	Why do we make notes?

			summaries collaboratively.	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication is enhanced as the learner correctly makes summaries of information in texts. • Digital literacy is promoted as the learner uses digital devices to search for information on adverbs from the internet. 				
Links to Pertinent and Contemporary Issues (PCIs): Self-esteem is cultivated as the learner reads their summaries confidently in class for peer review.				
Values: <ul style="list-style-type: none"> • Unity is promoted as the learners work harmoniously with peers to review and correct mistakes in the summaries. • Responsibility is nurtured as the learner use digital devices correctly to search for information on the theme without diverting to inappropriate sites. 				
Links to other learning areas: The learner is able to apply the concept of note making and summary writing to their reading in English and Kiswahili.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.3 WRITING	1.3.1 Handwriting	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify features of essays for effective communication, compose an essay using neat and legible handwriting for 	The learner is guided to: <ul style="list-style-type: none"> brainstorm on features of an essay with peers, note down the components of an essay using neat and legible handwriting, read short essays on the theme with peers, make adverbial phrases in 	Why should we write legibly and neatly?

		comprehension, c) appreciate neatness and legibility in handwriting.	sentences, • compose a short essay using adverbial phrases, • practice writing short essays neatly and legibly, • proofread essays with peers.	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication is enhanced as the learner expresses their ideas through written short essays. • Learning to learn is cultivated as the learner identifies features of an essay and use them in composing essay. 				
Values: <ul style="list-style-type: none"> • Responsibility is developed as the learner engages in assigned roles and duties when working with peers. • Unity is enhanced as the learner cooperated with peers to complete tasks. 				
Pertinent and Contemporary Issues (PCIs): Festivals and ceremonies knowledge is enhanced as the learner interacts with content and activities in various cultural celebrations.				
Links to other learning areas: The learner is able to apply essay writing skills to their learning in Kiswahili and English Languages.				

2.0 ENVIRONMENTAL CONSERVATION				
Suggested Vocabulary: surrounding, conserve, pollute, awareness, energy, recycle, sustainable, preserve				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.1 LISTENING AND SPEAKING	2.1.1 Listening for information - Active and passive voice	By the end of the sub strand, the learner should be able to: a) respond to oral instruction related	The learner is guided to: • listen to oral instructions from a recorder and identify sentences in active and passive voice,	How do we use active and passive voice in sentences?

		<p>to theme for effective communication,</p> <p>b) use passive and active voice in sentences correctly for effective communication,</p> <p>c) appreciate attentive listening skill in comprehending instructions.</p>	<ul style="list-style-type: none"> ● compete with peers to convert sentences from active to passive voice, ● pick sentence cards from a basket and say whether the sentence is in active or passive voice, ● construct sentences showing active and passive voice, ● collaborate to identify the subject and the object in sentences, ● compose poems or a song containing sentences in active and passive voice. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problems solving is developed as the learner composes poems and songs in active and passive voice. ● Communication and collaboration is cultivated as the learner listens to oral instruction and identify correctly sentence in active and passive voice. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is nurtured as the learner participate in the activity of picking sentence cards from the basket. ● Respect is developed as the learner appreciates attempts made by their peers to convert sentences into active or passive voice. 				
<p>Pertinent and Contemporary Issues:</p> <p>Environment conservation knowledge is enhanced as the learner interacts with content on the theme.</p>				
<p>Link to other learning areas:</p> <p>Learners are able to relate to the learning of the concept of active and passive voice in other language areas such as Kiswahili and English.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.2 READING	2.2.1 Reading fluency	By the end of the Sub Strand the learner should be able to: a) explain the meaning of intonation and pause in reading for expression, b) read texts using the right intonation and pause for expression, c) desire to apply reading strategies on texts for fluency.	The learner is guided to: <ul style="list-style-type: none"> • brainstorm the meaning of intonation with peers, • listen to an audio recording based on the theme and identify instances of pauses, • search for texts from print and non-print sources on the theme and read, • practice reading with correct intonation and pause with peers, • role play news item based on the theme using the right intonation, • look for newspaper cuttings, and skim through to get general ideas, • Scan for vocabulary based on the theme from the newspaper cuttings. 	<ol style="list-style-type: none"> 1. Why is it important to read using the right intonation and pause? 2. Why is it important to conserve the environment?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication is enhanced effectively as the learner reads texts about the theme fluently with correct intonation and pause. 				

<ul style="list-style-type: none"> ● Learning to learn is enhanced as the learner works with peers to practice and learn reading with correct intonation and pause for fluency.
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is promoted as the learner perform diligently roles assigned to them as they work collaboratively. ● Love is enhanced as the learner assists and guides peers to read texts fluently with correct intonation and pause.
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Health issues are promoted as the learner reads texts to acquire and share information on clean environment.</p>
<p>Links to other learning areas:</p> <p>The learner is able to relate the concepts about environmental conservation to the content learnt in Integrated Science.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.3 WRITING	2.3.1 Writing using a variety of sentence structures	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> identify imperatives from a written text based on the theme for comprehension, use punctuation marks in a written text for 	The learners is guided to: <ul style="list-style-type: none"> ● practice presenting ideas in logical sequence and neat handwriting, ● discuss environmental conservation with peers, ● write sentences on environmental conservation using imperatives correctly, ● work with peers to write ideas based on the theme in logical sequence, 	<ol style="list-style-type: none"> 1. How do you organise ideas logically in texts? 2. Why is punctuation important?

		effective communication, c) enjoy writing ideas in logical sequence and neat handwriting	<ul style="list-style-type: none"> • take turns to assess each other's work, • collaborate and use digital devices to create short passages on the theme using imperatives and write them. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Collaboration is promoted as the learner works harmoniously with peers to create short passages using imperatives. • Learning to learn is nurtured as the learner assesses their peers' work and make necessary corrections for improvement. 				
Values: <ul style="list-style-type: none"> • Unity is cultivated as the learner is able to cooperate with peers to discuss topics on environment conservation. • Respect is developed as the learner appreciates the ideas from their peers as they assess each other's work. 				
Pertinent and Contemporary Issues (PCIs): Digital literacy is promoted as the learner manipulates digital devices to create short passages using imperatives.				
Link to other learning areas: The learner is able to relate the concepts on environmental conservation to the teaching of similar content in Social Studies.				

3.0 DISASTER AWARENESS Suggested vocabulary: emergency, disaster, hazard, mitigation, response, drought, tremor, windstorm				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.1 LISTENING AND SPEAKING	3.1.1 Listening Comprehension	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> recognise adjectives from an oral text accurately for comprehension, use adjectives correctly in conversations related to the theme for effective communication enjoy using adjectives to make inferences in varied communication contexts 	The learner is guided to: <ul style="list-style-type: none"> identify adjectives in an oral text and use them to make sentences, make inferences of vocabulary related to the theme from a listening text, listen to sentences containing adjectives from digital devices and say them aloud, complete sentences, by filling in gaps with appropriate prepositions from the choices given, brainstorm together the various adjectives on colour, shape and size of objects, play preposition games from a digital device for pleasures, 	How do we describe objects?
Core Competencies to be developed: <ul style="list-style-type: none"> Communication is developed as the learner identifies and constructs sentences using a variety of adjectives correctly. Digital literacy is nurtured as the learner uses digital devices to listen, watch and play digital games on prepositions. 				

Values:

- **Love** is enhanced as the learner harmoniously enjoys playing preposition games with peers.
- **Responsibility** is cultivated as the learner takes up various roles during class activities.

Pertinent and Contemporary Issues (PCIs):

Climate change resilience is enhanced as the learner is exposed to content and understanding of their roles in managing disasters in their community .

Link to other subjects:

The learner can relate the knowledge on disaster management to other learning areas like Social Studies and Integrated Science.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.2 READING	3.2.1 Reading to acquire information	By the end of the Sub strand the learner should be able to: a) identify proverbs, riddles and sayings in passages for information, b) paraphrase proverbs and sayings in texts for information, c) appreciate using proverbs, sayings and riddles in reading for information.	The learner is guided to: <ul style="list-style-type: none"> • collect proverbs, riddles and sayings from the community, • role play a riddling session based on the theme, • collaborate to compose songs using proverbs and wise sayings, • sing songs for the other learners in class, • paraphrase sentences using proverbs and wise sayings based on the theme, 	<ol style="list-style-type: none"> 1. Why is disaster awareness important? 2. Why value proverb, riddles and wise saying in reading?

			<ul style="list-style-type: none"> • read the sentences in class for peer review. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication is enhanced as the learner uses songs, proverbs, sayings and riddles to pass messages. • Creativity and imagination is enhanced as the learner composes songs containing proverbs and sayings on the theme. 				
Values: <ul style="list-style-type: none"> • Love is cultivated as the learner assists peers to improve their work by correcting errors during peer review. • Social justice is promoted as the learner gives peers fair chance and hearing during peer review. 				
Pertinent and Contemporary Issues (PCIs): Healthy living is promoted as the learner learns ways of preventing disaster from happening through improper waste disposal.				
Links to other subjects: The learner can relate the use of riddles, sayings and proverbs to their communication in Kiswahili and English languages.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
3.3 WRITING	3.3.1 Sequencing ideas	By the end of the Sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify main parts of a composition for expression, b) write a composition in a logical sequence for effective communication, c) develop a desire to write a composition in a logical 	The learner is guided to: <ul style="list-style-type: none"> • discuss main parts of a composition collaboratively, • read and rearrange the sentences to form a meaningful paragraph, • observe pictures and write a composition collaboratively, • prove read compositions and correct mistakes, 	<ol style="list-style-type: none"> 1. How do we sequence ideas in paragraphs? 2. What does a composition entail?

		sequence.	<ul style="list-style-type: none"> ● read a variety of composition from a digital device with peers and talk about the introduction, body and conclusion, ● complete an open ended composition with peers. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Creativity and imagination is developed as the learner collaborates with peers to write short paragraphs in sequence. ● Digital literacy is enhanced as the learner uses digital devices to read and talk about parts of compositions. 				
Values: <ul style="list-style-type: none"> ● Responsibility is promoted as the learner owns up own mistakes committed as they write composition and purpose to correct. ● Respect is enhanced as the learner appreciates ideas of peers as they discuss main parts of a composition. 				
Pertinent and Contemporary Issues (PCIs): Social economic issues such as prevention of losses are promoted as the learn takes initiative to mitigate disasters through awareness raising.				
Link to other learning areas: The learner can relate and apply composition-writing skills to their writing of texts in English and Kiswahili.				

4.0 PEER INFLUENCE Suggested Vocabulary: mentorship, peer pressure, risky behaviour, clique, puberty, obedience				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.1 LISTENING AND SPEAKING	4.1.1 Self-expression-Pronunciation of words and phrases	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify punctuation marks used in words and phrases for articulation and self-expression, use correct pronunciation and pause in words, sentences and phrases for self-expression, appreciate punctuation in accurate pronunciation of words for self-expression. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> read sentences in a short paragraph while applying correct pronunciation of words and phrases, discuss different punctuation marks and how they affect pronunciation and pause in phrases, practice observing the use of full stop, exclamation mark and question mark in sentences collaboratively, say and combine sounds in words with peers, record themselves reading phrases aloud, use offline and online dictionaries to pronounce words and phrases. 	<p>Why is it important to observe punctuation marks in self-expression?</p>
Core Competencies to be developed: <ul style="list-style-type: none"> Communication is developed as the learner pronounces words, sentences and phrases accurately in a variety of contexts. Self-efficacy is enhanced as the learner discusses various punctuation marks and how they affect pronunciation of words, sentences and phrases. 				

Values:

- **Respect** is acquired as the learner appreciates each other's opinion during group discussion.
- **Love** is developed as the learner assists peers to acquire good pronunciation of words, phrases and sentences.

Pertinent and Contemporary Issues (PCIs):

Internet safety is promoted as the learner acquires responsible online behaviour as they use online dictionaries to learn pronunciation.

Link to other subjects:

The learner can apply the concept of pronunciation to their learning in the English Learning area.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
4.2 READING	4.2.1 Extensive reading	By the end of the Sub strand the learner should be able to: a) identify various text reading strategies for information, b) apply various reading strategies(prediction, visualizing) in reading texts for information, c) recognize the importance of using strategies for extensive reading.	The learners is guided to: <ul style="list-style-type: none"> ● brainstorm various reading strategies with peers, ● search from print and non-print sources for reading material related to the themes, ● apply the reading strategies(prediction, visualizing) to read the materials, ● find passages on the theme using digital devices, ● create a collection of thematic vocabulary from the passage, ● organise a collection of thematic vocabulary in a portfolio. 	Why are reading strategies important?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Creativity and imagination is promoted as the learner brainstorms various reading strategies and creates a collection of thematic vocabulary from passages. 				

<ul style="list-style-type: none"> • Digital literacy is enhanced as the learner uses digital devices to search for passages on the theme.
Values: <ul style="list-style-type: none"> • Unity is promoted as the learner works harmoniously with peers to make a collection of thematic vocabulary. • Responsibility is enhanced as the learner uses digital devices to find passages on the theme without diverting to inappropriate sites.
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Peer education and mentorship is promoted as learners get to learn on how to overcome peer pressure.
Link to other learning areas: The learner is able to relate the concept of peer influence to their learning in Religious Education.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
4.3 WRITING	4.3.1 Creative writing- Handwriting and fluency	By the end of the Sub Strand the learner should be able to: <ul style="list-style-type: none"> a) identify features of a topical essay for comprehension, b) write topical essays creatively for expression and information, c) value the importance of 	The learner is guided to: <ul style="list-style-type: none"> • identify personal experiences based on the theme and share with peers, • discuss features of topical essays collaboratively, • practice writing short essays based on the theme, • find text with the use of a digital device based on the theme, • use pictures cut outs to develop a 	<ol style="list-style-type: none"> 1. What is a topical essay? 2. How is creativity developed?

		writing a topical essay for communication .	topical essay, • engage peers to analyse sample topical essays, • work with peers to write and present a topical essay.	
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination are promoted as the learner views picture cut outs and uses them to compose a topical essay. • Self -efficacy is nurtured as the learner gains confidence to compose and present own topical essays in class. 				
Values: <ul style="list-style-type: none"> • Unity is developed as the learner cooperates with peers to analyse and give feedback on sample topical essays. • Love is cultivated as the learner embraces the aspect of living together as they collaborate to write essays. 				
Pertinent and Contemporary Issues (PCIs): Peace education is enhanced as the learner is exposed to content on living together and influencing each other positively.				
Link to other learning areas: The learner is able to relate and apply the knowledge acquired on topical essays to English and Kiswahili.				

5.0 FARM TOOL Suggested vocabulary: planting, exchange, selling, income, profit, greengrocer, advertisement				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
5.1 LISTENING AND SPEAKING	5.1.1 Giving directions	<p>By the end of the Sub Strand the learner should be able to:</p> <ol style="list-style-type: none"> write words with correct spelling for accuracy, construct correct sentences to give directions for information, value correct spelling in written texts for effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> listen to a text related to the theme and based on directions related to the farm, create jumbled up letters to make words, write correct words from a dictation, organise words to make sentences, fish word cards and make sentences from the word, describe and give direction to a particular place with peers, play word games and write singular and plural of words. 	Why are directions important?
Core Competencies to be developed: <ul style="list-style-type: none"> Communication is inculcated as the learner describes direction to a particular place accurately to peers. Self-efficacy is promoted as the learner confidently and accurately constructs sentences to give directions. 				

Values:

- Unity is enhanced as the learner collaborates with peers as they play word games.
- Respect is cultivated as the learner allows peers to take their turns as they make words and sentences.

Pertinent and Contemporary Issues (PCIs):

Civic education is enhanced as the learner is exposed to content on trade and currencies in their community.

Link to other learning areas:

The learner is able to apply the concept of giving directions to their learning of Map work in Social studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
5.2 READING	5.2.1 Reading to acquire information	By the end of the Sub Strand the learner should be able to: a) identify the adverbs of degree and time in a text for comprehension, b) infer the meaning of vocabulary from texts for information, c) appreciate reading varied texts to acquire information.	The learner is guided to: <ul style="list-style-type: none"> • search for passages from print and non-print sources based on the theme, • identify adverbs of degree and time from the passages read, • read the adverbs of degree aloud to peers, • collects adverts from the community and identify the vocabulary, • infer the meaning of the vocabulary from 	How are adverts important in communication?

			passages.	
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to learn is enhanced as the learner collects adverts from the community and infers meaning of vocabulary from them. • Communication is developed as the learner identifies adverbs correctly from sentences in texts and passages. 				
Values: <ul style="list-style-type: none"> • Love is promoted as the learner works harmoniously with peers to search for passages from print and non-print sources based on the theme to identify adverbs. • Respect is enhanced as the learner appreciates each other's opinion as they work collaboratively. 				
Pertinent and Contemporary Issues (PCIs): Financial literacy is cultivated as the learner is able to understand the concept of farming for crop production and subsistence.				
Links to other learning areas: The learner is able to relate the concept of adverts to their learning in Kiswahili language.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
5.3 WRITING	5.3.1 Creative writing- Handwriting and fluency	By the end of the sub strand, the learner should be able to: a) write texts based on the theme neatly, legibly and in good handwriting for effective communication,	The learner is guided to: <ul style="list-style-type: none"> • copy alphabets, words and sentences in charts in good handwriting with peers, • discuss the use of creative language in writing: <i>proverbs, metaphors, saying and similes,</i> 	How do we develop good handwriting?

		b) identify aspects of creative language in texts based on the theme for fluency, c) appreciate creativity and handwriting in effective communication	<ul style="list-style-type: none"> ● read sample compositions online and offline to identify creative language, ● write a creative composition neatly and legibly, ● use digital devices to create own collections of proverbs, similes, sayings and metaphors, ● participate in a competition of writing words and sentences neatly with peers. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication is developed as the learner composes own compositions creatively neatly and in good handwriting. ● Self-efficacy is cultivated as the learner confidently uses digital devices to create own collections of creative language items. 				
Values: <ul style="list-style-type: none"> ● Unity is cultivated as the learner collaborates with peers to search for creative language items offline and online. ● Responsibility is developed as the learner takes own initiative to create own collections of language creative items. 				
Pertinent and Contemporary Issues (PCIs): Career guidance and development is enhanced as learners get exposed to content on farming for crop production.				
Link to other learning areas: The learner is able to apply the concept of good handwriting and creative language in their writing activities in English.				

6.0 HEALTH AND DISEASES Suggested vocabulary: ailments, prevent, treatment, germs, symptoms, hygiene				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
6.1 LISTENING AND SPEAKING	6.1.1 Listening to give information-Interrogatives	By the end of the sub strand, the learner should be able to: a) identify interrogative sentences from a listening text for comprehension, b) use interrogatives appropriately to ask questions based on the theme for information, c) take pleasure in using interrogatives in different oral communication contexts.	The learner is guided to: <ul style="list-style-type: none"> • listen and identify interrogative sentences from an oral text, • read aloud different interrogatives from a wall chart and use them to ask question, • observe a sample sentence given by the teacher and make own sentences, • role play using interrogative sentences and giving responses, • play the game of fishing interrogatives from flash cards, • discuss main issues related to theme using interrogative sentences. 	How do we use different interrogatives?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination is developed as the learner creates own sentences during the fishing game and role play. • Communication and collaboration is developed as the learner uses interrogatives appropriately to ask for information. 				
Values: <ul style="list-style-type: none"> • Love is cultivated as the learner collaborates and enjoys playing the role play and the interrogative fishing game. • Social justice is enhanced as the learner discusses various ways of practicing farming of crops to earn a living. 				

Pertinent and Contemporary Issues (PCIs):

Cultural awareness and cohesion is enhanced as the learner works in groups and interacts with different farming activities unique to diverse localities.

Link to other learning areas:

The learner is able to acquire and relate the content farm tools to the learning in Integrated Science.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
6.2 READING	6.2.1 Reading fluency	By the end of the Sub Strand the learner should be able to: a) differentiate intonation, pace and speed in reading for self-expression, b) read a text in the correct intonation, pace and speed for self-expression, c) enjoy reading various texts in the correct intonation, pace and speed.	The learners is guided to: ● brainstorm on intonation, pace and speed, ● watch a video recording of a conversation on the theme, ● observe the use of intonation, pace and speed in conversation, ● collect texts from print and non-print sources based on the theme, ● take turns to read the texts with correct intonation, pace and speed.	Why do you use correct intonation, pace and speed in reading?

Core Competencies to be developed:

- Communication and collaboration is enhanced as the learner takes turns in collecting texts from print and non-print sources based on the theme.
- Digital literacy is enhanced as the learner watches a video recording of a conversation on the theme.

Pertinent and Contemporary Issues (PCIs): Inter-ethnic cohesion and empathy is promoted as the learner accommodates others irrespective of their disabilities.
Values: <ul style="list-style-type: none"> • Love is developed as the learner collects texts from print and non-print sources based on the theme in groups. • Respect is enhanced as the learner take turns to read the texts with correct intonation, pace and speed.
Link to other learning areas: The learner is able to learn the concept of farm tools and crop production to the economic activities learnt in Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
6.3 WRITING	6.3.1 Creative writing	By the end of the Sub Strand the learner should be able to: <ul style="list-style-type: none"> a) identify stanza and rhythms in a poem for information, b) compose a poem for comprehension, c) enjoy indigenous poetry for lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • identify aspects of poetry such as stanzas and rhythms, • compose simple poems and present to the class, • search for poems from online platforms and copy them, • recite simple poems , • brainstorm on ideas incorporated when composing a poem, • read a variety of poems. 	Why do we compose poems?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination as the learner composes and recites poems. • Digital literacy is enhanced as the learner uses digital devices from online sources. 				

Values:

- **Respect** is enhanced as the learner takes into consideration the ideas presented by other members and incorporates them when composing a poem.
- **Integrity** is promoted as the learner uses technology to access information on poems related to the theme without visiting inappropriate sites.

Pertinent and Contemporary Issues (PCIs):

- **Self- esteem** is developed as the learner composes different poems and presents them meticulously in class.

Link to other learning areas:

The learner is able to apply the concept of poetry acquired to the learning of Kiswahili language.

7.0 CAREERS AND PROFESSIONS**Suggested vocabulary; guide, career, employment, talent, vocation, work, job and profession, train**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
7.1 LISTENING AND SPEAKING	7.1.1 Socializing and taking action- Debates and Discussions	By the end of the sub strand, the learner should be able to: a) use imperatives in sentences to debate and discuss topics on the theme for self-expressions, b) identify debating skills from audio visual content on the theme for comprehension, c) appreciate debates and discussions on topics for	The learner is guided to: ● make sentences with imperatives , ● watch a debate from a video and identify debating skills, ● select a topic and debate to support or oppose in class, ● listen to peers contributing ideas in a debate and agree or disagree,	1. Which skills do we use to debate? 2. How do we use imperatives in sentences?

		information sharing and socialisation.	<ul style="list-style-type: none"> make reviews and summary of ideas in support or to oppose a topic of debate. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Self- efficacy is developed as the learner gains confidence when contributing their ideas in debates and discussions. Creativity and imagination is enhanced as the learner creates sentences using imperatives. 				
Values: <ul style="list-style-type: none"> Respect is cultivated as the learner accommodates the opinion of peers during debates and group discussions. Responsibility is enhanced as the learner takes various roles during group activities. 				
Pertinent and Contemporary Issues (PCIs): Career guidance and development is enhanced as the learner debates on topics related to the theme of careers and professions.				
Link to other learning areas: The learner is able to relate the debating skills acquired to the learning of concepts in Kiswahili language.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
7.2 READING	7.2.1 Reading comprehension	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> summarize information in a text based on a theme for comprehension, read and infer meaning of vocabulary in a text for comprehension, appreciate the use of reading strategies for 	The learner is guided to: <ul style="list-style-type: none"> search from print and non-print sources for texts based on the theme, summarize the key points, read the points to the class for peer review, listen to a video recording based on the theme, identify vocabulary from the 	Why are careers important?

		comprehension.	video recording with peers, <ul style="list-style-type: none"> infer the meaning of vocabulary. 	
Core Competences to be developed: <ul style="list-style-type: none"> Critical thinking and problem solving is promoted as the learner gets to know careers and is able to think critically based on their skills or abilities. Self-efficacy is enhanced as the learner reads the points to the class for peer review. 				
Pertinent and Contemporary Issues (PCIs): Cyber safety and security is enhanced as the learner is responsibly applies safe online behaviour as they use digital devices and internet				
Values: <ul style="list-style-type: none"> Unity is developed as the learner harmoniously works in groups as they search for information based on the theme. Responsibility is promoted as the learner takes up group roles to complete a task. 				
Links to other learning areas: The learner is able to relate and connect the concept of careers to their learning of different occupations in Social studies.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
7.3 WRITING	7.3.1 Creative writing- Handwriting and fluency	By the end of the sub strand, the learner should be able to: a) write texts based on the theme neatly, legibly and in good handwriting for effective communication,	The learner is guided to: <ul style="list-style-type: none"> copy alphabets, words and sentences in charts in good handwriting, discuss the use of creative language in writing: proverbs, metaphors, saying and similes 	How do we develop good handwriting?

		b) identify aspects of creative language in texts based on the theme for fluency, c) appreciate creativity and handwriting in effective communication.	<ul style="list-style-type: none"> ● read sample compositions online and offline to identify creative language, ● write a composition creatively and read aloud in class ● use digital devices to create own collections of proverbs, similes, sayings and metaphors ● participate in a competition of writing words and sentences neatly. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration is developed as the learner composes own compositions creatively. ● Self-efficacy is promoted as the learner uses digital devices to create own collections of creative language items. 				
Values: <ul style="list-style-type: none"> ● Unity is cultivated as the learner collaborates to do tasks offline and online. ● Responsibility is developed as the learner takes initiatives to make their own collections of language creative items. 				
Pertinent and Contemporary Issues (PCIs): Digital literacy is developed as the learner uses digital devices to create own collections of creative language items.				
Link to other learning areas: The learner can relate the concept of good handwriting and creative language to writing strands in English.				

8.0 TECHNOLOGY				
Suggested vocabulary; browse, computing, processor, diskette, internet desktop, monitor				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
8.1 LISTENING AND SPEAKING	8.1.1 Expressing personal opinions- Direct object	By the end of the sub strand, the learner should be able to: a) use a direct object in oral sentences to describe how to care for digital devices, b) make personal opinion on care for digital devices for information, c) develop a desire to make personal judgements and opinions appropriately in discussions.	The learner is guided to: ● listen to a poem and identify lines with direct objects, ● make sentences with direct objects and read them aloud, ● look at picture cards and use direct objects to make sentences, ● read sentences from the board aloud and point at the direct objects correctly, ● express self in simple debates on different situations requiring them to make personal opinions, ● watch recorded clips to see how direct objects are used in sentences.	1. Why is it important to use the direct object to describe activities? 2. How do we express ourselves to share an opinion?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Critical thinking and problem solving is developed as the learner uses the direct object in sentences to describe care for digital devices. ● Digital literacy is enhanced as the learner manipulates digital devices to access and listen to information on self-expression. 				
Values: <ul style="list-style-type: none"> ● Unity is enhanced as the learner works in groups and share personal experiences based on the theme. ● Respect is acquired as the learner applies discussion skills such as conceding, space and respecting others opinion in groups. 				

Pertinent and Contemporary Issues (PCIs):

Financial literacy is acquired as the learner interacts and appreciates the value of technology and digital devices in day-to-day living.

Link to other learning areas:

The learner is able to relate the concept of sentence construction with direct objects to the learning in English language.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
8.2 Reading	8.2.1 Reading to acquire information: Note Making	By the end of the Sub strand, the learner should be able to: a) identify adverbial phrases in text for information, b) summarize key information from a text for information, c) appreciate the role of making summary in reading.	The learner is guided to: <ul style="list-style-type: none"> listen to an audio recording on the theme, identify adverbial phrases in the audio recording, read the identified adverbial phrases to the other learners in class, use digital devices to search for information on the theme, summarize the key information from the text, read the summarized key information in class for peer review. 	Why do we make notes?

Core Competencies to be developed:

- **Communication and collaboration** is enhanced as the learner listens to audio recording on the theme.
- **Self-efficacy** is enhanced as the learner uses digital devices with confidence to search for information from the internet.

Pertinent and Contemporary Issues (PCIs):

Digital literacy is promoted as the learner manipulates and uses digital devices to search for information on the theme.

Values:

- **Unity** is promoted as the learner works harmoniously in groups identifying adverbial phrases.
- **Responsibility** is promoted as the learner uses digital devices to search for information on the theme without diverting to inappropriate sites.

Link to other learning areas:

The learner is able to relate and apply note-making skills to their learning in the English language.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
8.3 WRITING	8.3.1 Functional writing- Formal letter	By the end of the sub strand, the learner should be able to: a) identify components used in writing a formal letter for effective communication, b) express self through formal letters accurately and coherently in varied contexts for effective communication, c) appreciate the use of formal letters to communicate in real life situations.	The learner is guided to: <ul style="list-style-type: none"> ● look at a collection of sample letters and read, online or offline, ● discuss the various components of formal letters, ● prepare and display a chart showing the structure and the components of a formal letter, ● choose a topic from those given by the teacher and write a formal letter, ● read their own letters aloud and make corrections, ● write formal letters to teachers, parents and community leaders and post them 	Why do we write letters?

			through email or social media platforms.	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Self-efficacy is enhanced as the learner writes and reads their own formal letters in pairs or groups. ● Creativity and imagination is developed as the learner creates charts and discusses components of formal letters. 				
Values: <ul style="list-style-type: none"> ● Responsibility as the learner takes own initiative to do tasks in groups. ● Integrity is enhanced as the learner uses social media responsibly to disseminate letters. 				
Pertinent and Contemporary Issues: Internet safety is developed as the learner uses social media platforms to send letters to peers and community members.				
Link to other learning areas: The learner can relate the concept of letter writing to their learning in Kiswahili, English and Foreign Languages.				

9.0 PATRIOTISM				
Suggested Vocabulary; patriotism, cohesion, nationalist, liberalism, capitalism and socialism				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
9.1 LISTENING AND SPEAKING	9.1.1 Listening for information- Verbs and adverbs	By the end of the sub strand, the learner should be able to: a) identify verbs and adverbs in an oral paragraph based on the theme, b) respond to instructions related to the	The learner is guided to: ● listen to a recorded paragraph on the theme and identify verbs and adverbs, ● participate in a game to listen and respond to instructions promptly using adverbs and verbs,	How do we use verbs and adverbs to give instructions?

		c) theme for comprehension, desire to express self clearly using verbs and adverbs for effective communication.	<ul style="list-style-type: none"> • play a digital language game to create and respond to instructions for classroom activities, • pick cards from a basket containing verbs and match with their corresponding adverbs, • compose and sing songs using adverbs related to the theme. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy is developed as the learner participates in a game to listen and responds to instructions with confidence. • Digital literacy is acquired as the learner uses digital devices to play language games on listening to and responding to instructions. 				
Values: <ul style="list-style-type: none"> • Unity is enhanced as the learner harmoniously plays digital language games in groups. • Respect is developed as the learner learns the importance of responding to instructions appropriately. 				
Pertinent and Contemporary Issues (PCIs): Positive ethnic and racial relations are enhanced as the learner derives lessons on nationalism from the songs composed.				
Link to other learning areas: The learner is able to relate the concept of instructions, verbs and adverbs with the learning in Kiswahili language.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
9.2 READING	9.2.1 Reading to acquire information: Note Making	By the end of the Sub Strand, the learner should be able to: a) identify adverbial phrases in text for information, b) summarize key information from a text for information, c) appreciate the role of making summary in reading.	The learner is guided to: <ul style="list-style-type: none"> ● listen to an audio recording on the theme, ● identify adverbial phrases in the audio recording, ● read the identified adverbial phrases to the other learners in class, ● use digital devices to search for information on the theme, ● summarize the key information from the text, ● read the summarized key information in class for peer review. 	Why do we make notes?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration is enhanced as the learner listens to audio recording on the theme and read the adverbial phrases aloud. ● Digital literacy is enhanced as the learner uses digital devices to search for information from the internet. 				
Link to Pertinent and Contemporary Issues (PCIs): Self-esteem is promoted as the learner reads the summarized key information in class for peer review.				

Values: <ul style="list-style-type: none"> ● Unity is promoted as the learner works harmoniously with peers while identifying adverbial phrases. ● Responsibility is promoted as the learner uses digital devices to search for information on the theme without diverting to inappropriate sites.
Link to other learning areas: The learner is able to relate the concept of nationalism to the learning of similar concepts in Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
9.3 WRITING	9.3.1 Functional Writing- Apology letter	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) identify key elements of an apology letter as used in various contexts of communication, b) write an apology letter to seek forgiveness and reconciliation for coexistence, c) appreciate the use of letters in written communication and reconciliation in varied contexts. 	The learner is guided to: <ul style="list-style-type: none"> ● discuss the format of writing a formal letter, ● search samples of apology letters from digital platforms and discuss , ● engage in a role play on how to ask for forgiveness , ● write an apology letter individually and exchange them for peer review. 	Why do we write apology letters?

Core Competencies to be developed: <ul style="list-style-type: none"> ● Critical thinking and problem solving is enhanced as the learner writes apology letters to ask for forgiveness. ● Communication and collaboration is acquired as the learner discusses samples of apology letters got from digital devices, in groups.

Values:

- **Respect** is enhanced as the learner open-mindedly shares their work for peer review and give suggestions for improvement.
- **Peace** is acquired as the learner demonstrates peaceful co-existence amongst themselves in class.

Pertinent and Contemporary Issues (PCIs):

Inter-ethnic relations and peace is achieved as the learner practices the act of asking for forgiveness from one another during role play.

Link to other learning areas:

The learner can relate the concept of letter writing to the learning of writing strands in the English language.