



Nurturing Every Learner's Potential

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

UPPER PRIMARY SCHOOL CURRICULUM DESIGN

INDIGENOUS LANGUAGES

GRADE 5

First Published 2017

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LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral Instruction Programme	1
Total		35

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.

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary Education, the learner should be able to:

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

ESSENCE STATEMENT

The learning area develops the language skills acquired in lower primary as well as positive attitudes and behaviour 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. Moreover, the learning area will provide opportunities for nurturing acceptance and appreciation of cultural diversity. 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 upper primary school the learner should be able to:

- a) Respond appropriately to a variety of communication in the indigenous language
- b) Express themselves confidently and appropriately in a variety of social contexts
- c) Comprehend information in different contexts in the indigenous language
- d) Read texts accurately and fluently with comprehension
- e) Write legibly in different formats to express a variety of ideas and opinions
- f) Enjoy communicating using a variety of cultural language strategies

1.0 MY CULTURE- CULTURAL ATTIRE Suggested Vocabulary: dress, ornament, footwear, style, attire, fabric, beads				
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 features of a poem for comprehension, b) translate an oral poem into prose with accuracy for communication, c) appreciate the benefits of attentive listening for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • identify names of clothes and attire (nouns) from the community, • work collaboratively to construct sentences using the nouns identified, • brainstorm on various features of a poem with peers, • recite poems based on the theme with expressions (<i>non-verbal cues</i>), • work with peers to paraphrase the poem in their own words without altering the ideas, • listen attentively to recorded clips of simple poems on cultural attire and answer comprehension questions, • compose spoken word items on the theme. 	What should you do in order to listen attentively?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration is developed as the learner listens and responds to peers as they brainstorm various features of a poem. • Creativity and imagination is enhanced as the learner explores possibilities of reciting poems on cultural attire using non-verbal cues. 				
Values: <ul style="list-style-type: none"> • Peace is achieved as the learner respects self and others while working collaboratively with peers to construct sentences. • Unity is developed as the learner works harmoniously with peers to paraphrase the poems in their own words. 				

Pertinent and Contemporary Issues (Pertinent and Contemporary Issues (PCIs)): Cultural awareness is promoted as the learner identifies cultural attire and clothing in various communities in their neighbourhood.
Link to other subjects: The learner is able to relate the attentive listening skills acquired to their learning and use of English language.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.2 READING	1.2.1 Reading for information	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> read a text with accuracy and fluency for information, interpret written instructions from a text for comprehension, develop an interest in reading texts on topical issues for information. 	The learner is guided to: <ul style="list-style-type: none"> match names and pictures of cultural attire and clothing, practice reading texts based on the theme fluently and with accuracy, read instructions and interpret their meaning with peers, organize a reading theatre to read texts based on the theme, identify various cultural attire from stories and make short notes, listen to a resource person explaining various cultural attires. 	<ol style="list-style-type: none"> What is the importance of fluency in reading? Why should we use cultural attire in our community?

Core Competencies to be developed:

- **Communication** is promoted as the learner reads texts fluently with accuracy and interpret instructions in texts.
- **Citizenship** is enhanced as the learner is exposed to information on the importance of cultural attires of different communities in Kenya.

Values:

- **Patriotism** is cultivated as the learner appreciate diversity in community's cultural attires.
- **Responsibility** is achieved as the learner takes initiative to care for reading materials used during the readers theatre.

Pertinent and Contemporary Issues (PCIs):

Environmental knowledge is promotes as the learner observes and identifies materials from the environment used to make different cultural attires in their community.

Links to other learning areas:

The learner is able to relate the different cultural attires and dressing codes used in the community to concepts in Creative activities.

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 stand, the learner should be able to: a) outline letters of the alphabet neatly for effective communication, b) compose a paragraph neatly and legibly for effective communication, c) appreciate the importance of writing legibly and neatly.	The learner is guided to: <ul style="list-style-type: none"> • trace letters of the alphabet in upper case and lower case neatly, • identify various cultural attire from pictures, • create target words on flashcards using the letters of the alphabet, • work jointly with peers to write a short paragraph neatly and legibly on the theme, • share the short paragraphs developed in class for peer review, • organise their neatly written paragraphs in the class portfolio. 	<ol style="list-style-type: none"> 1. How do we write instructions? 2. Why should we write neatly and legibly?
Core Competencies to be developed: <ul style="list-style-type: none"> • Collaboration is enhanced as the learner work jointly with peers to create flashcards with words using letters of the alphabet. • Creativity and imagination is developed as the learner composes and writes a short paragraph on the theme neatly and legibly. 				
Values: <ul style="list-style-type: none"> • Unity is promoted as the learner works harmoniously with peers to write short paragraphs on the theme neatly and legibly. • Responsibility is achieved as the learner takes up specific roles as they work jointly to compose and write paragraphs. 				
Pertinent and Contemporary Issues (PCIs): Learner's self-esteem is nurtured as they develop skills of writing short paragraphs neatly and legibly.				

Links to other learning areas:

The learner is able to connect the concept of diverse community cultural attires to the strand of citizenship in Social Studies.

2.0 ENVIRONMENTAL AWARENESS

Suggested Vocabulary: Environment, nature, forests, sea, rivers, vegetation, protect, climate

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.1 LISTENING AND SPEAKING	2.1.1 Listening for information	By the end of the sub strand, the learner should be able to: a) identify components of a conversation for comprehension, b) respond to an oral conversation related to the theme effectively, c) appreciate expressing self logically and coherently for communication.	The learner is guided to: <ul style="list-style-type: none">• listen to a conversation from an audio clip to identify conjunctions,• collaborate with peers to talk about their experiences on environmental awareness in their community,• answer oral questions based on a listening comprehension,• role play giving or taking instructions during a conversation with peers,• construct sentences using conjunctions,• narrate and retell stories based on the theme collaboratively,• listen to songs sung by peers on environmental issues and discuss main ideas,• compose simple stories and songs using conjunctions.	<ol style="list-style-type: none">1. What is the importance of listening in a conversation?2. How do we express self logically and coherently?

Core Competencies to be developed:

- **Creativity and imagination** is developed as the learner engage in activities to explore ideas for constructing sentences and telling stories.
- **Digital literacy** is enhanced as the learner manipulates and uses digital devices to listen to conjunctions and songs.

Values:

- **Love** is enhanced as the learner constructs and sings songs to show affection for their environment.
- **Responsibility** is developed as the learner interact and share roles during a role play on giving and taking instructions.

Pertinent and Contemporary Issues:

Environmental awareness and climate change knowledge is promoted as the learner listens and composes songs about their environment.

Link to other learning areas:

The learner is able to connect content environmental awareness to their learning of similar concepts in Integrated Science.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.2 READING	2.2.1 Reading fluency	<p>By the end of the sub stand, the learner should be able to:</p> <ol style="list-style-type: none"> read a passage on the theme aloud for fluency and expression, answer questions from texts based on the theme for comprehension, appreciate reading texts on importance of conserving the environment for information. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> conduct a reader's theatre to read a simple passage based on the theme, identify instances of change in intonation from the texts read, read a passage independently and answer comprehension questions, work jointly with peers to discuss and infer meaning of vocabulary in context, use vocabulary to make sentences based on the theme collaboratively, collaboratively compose an oral narrative on weather, perform an oral narrative with fluency and expression in class. 	<ol style="list-style-type: none"> How do we read fluently? Why should we be alert on weather changes?

Core Competencies to be developed :

- Creativity and imagination** is promoted as the learner collaboratively explore ideas to compose an oral narrative on weather.
- Collaboration** is enhanced as the learner works jointly with peers to discuss and infer meaning of vocabulary in contexts.

Values:

- Responsibility** is enhanced as the learner seeks to care and conserve their home and school environment.
- Love** is promoted as the learner listens and appreciates the contribution of peers as they make sentences collaboratively

Pertinent and Contemporary Issues (Pertinent and Contemporary Issues (PCIs)):

Learner's self-esteem is cultivated as they confidently read fluently and expressively narratives in class.

Link to other learning areas:

The learner is able to transfer the skills learnt on inferring meaning of vocabulary in context to the learning of unfamiliar words in English.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.3 WRITING	2.3.1 Punctuation	By the end of the sub stand,the learner should be able to: a) identify punctuation marks (exclamation, double quotation and question marks) in a variety of texts, b) combine sentences to form a coherent and logical paragraph, c) appreciate sequencing of ideas for in writing for effective communication.	The learner is guided to: <ul style="list-style-type: none">• work with peers to identify punctuation marks (<i>exclamation, double quotation and question marks</i>) in texts,• use exclamation, double quotation and question mark in sentence construction,• share the punctuated sentences in class for peer review,• fill blanks in sentences using punctuation marks,• brainstorm with peers the uses of exclamation, double quotation and question marks in sentences.• Collaborate to play online games involving the use of punctuations marks.	Why do we punctuate sentences?

Core Competencies to be developed:

- **Collaboration** as is enhanced as the learner works with peers to play online games involving identification and use of punctuation marks.

- **Self-efficacy** is promoted as the learner confidently shares with peers ideas on the use of punctuation marks in sentences.

Values:

- **Integrity** is achieved as the learner uses digital devices responsibly to play online games without deviating to inappropriate sites.
- **Unity** is enhanced as the learners work harmoniously with peers to complete tasks.

Pertinent and Contemporary Issues (PCIs):

Digital literacy is cultivated as the learner interacts with digital devices to play online games involving punctuation.

Links to Other learning areas:

The learner is able to connect and apply the concept of punctuation to the learning of writing in English and Kiswahili.

3.0 ROAD SAFETY

Suggested Vocabulary: road, safe, crossing, pedestrian, motorists, vehicle, passenger, traffic rules

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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3.1 LISTENING AND SPEAKING	3.1.1 Listening for comprehension	By the end of the sub strand, the learner should be able to: a) identify vocabulary items in oral texts for effective communication, b) use vocabulary in sentences to express self accurately and effectively, c) advocate for the use of acquired language in communication.	The learner is guided to: <ul style="list-style-type: none">• listen and identify pronouns in oral sentences,• listen to a story from a digital device and identify sentences with pronouns,• create oral sentences using pronouns in collaboratively,• fill gaps in sentences using pronouns,• play pronouns games using cards or through online platforms• talk about a topic in class using pronouns,• compose and sing songs containing pronouns,• create a collection list of commonly used pronouns,• match pronouns in singular and plural forms	How do you use pronouns in communication?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication is developed as the learner listens to a story and creates oral sentences using pronouns. • Citizenship is enhanced as the learner interacts harmoniously and cohesively with peers as they play pronoun games. 				
Values: <ul style="list-style-type: none"> • Love is enhanced as the learner shares with peers cards as they play pronoun games. • Social justice is promoted as the learner gives peers equal chance to participate in pronoun games. 				
Pertinent and Contemporary Issues: Socio economic issues such as safety and security is developed as the learner is exposed to content on road safety in the theme.				
Link to other learning areas: Learners are able to relate the concepts of pronouns to their learning of English and Kiswahili languages.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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3.2 READING	3.2.1 Reading for information	<p>By the end of the sub stand,the learner should be able to:</p> <ol style="list-style-type: none"> read a passage based on the theme fluently for comprehension, respond to instructions to perform a relevant task for communication, appreciate the importance of following instructions. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> work jointly with peers to read a passage on the theme, identify vocabulary used from the passage, identify pronouns from the passage, use pronouns to construct sentences with peers, work collaboratively to build a vocabulary bank with words identified, use a digital device to read content and follow steps of performing simple tasks, respond to questions based on the content read, collect reading materials for reference during a library lesson. 	<ol style="list-style-type: none"> Why is it important to read instructions with comprehension? What is the importance of following instructions on performing a task?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> Collaboration is achieved when the learner work collaboratively to build a vocabulary bank with words identified from texts. Communication is enhanced as the learner demonstrates comprehension of texts by responding to questions. 				
<p>Values:</p> <ul style="list-style-type: none"> Peace is nurtured as the learner works jointly with peers to read a passage on the theme for information. Responsibility is promoted as the learner utilizes with care digital devices to read content. 				
<p>Pertinent and Contemporary Issues (PCIs): Digital literacy is nurtured as the learner works collaboratively to accomplish tasks such reading online materials using digital devices.</p>				
<p>Links to Other Subjects: The learner is able to apply library skills acquired to search for reading materials in English and Kiswahili.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.3 WRITING	3.3.1 Sequencing of ideas	By the end of the sub stand, the learner should be able to: a) identify connectors in varied texts for effective communication, b) use connectors to sequence ideas in paragraphs for fluency, c) enjoy writing texts using connectors for effective communication.	The learner is guided to: <ul style="list-style-type: none"> work collaboratively to use digital devices to search for various connectors, list connectors on charts for display, work jointly with peers to identify connectors (<i>therefore, yet, also, because</i>) in texts, use connectors to write two paragraphs on the theme, read the paragraphs on the theme in class for peer review, prepare sentence strips on the theme collaboratively, connect sentence strips to form a paragraph using the connectors given. 	Why do we use connectors in writing?
Core Competencies to be developed to be developed: <ul style="list-style-type: none"> Digital literacy is enhanced as the learner uses digital devices to search for various connectors used in writing. Critical thinking and problem solving is enhanced as the learner connects sentence strips to form a paragraph using appropriate connectors. 				
Values: <ul style="list-style-type: none"> Love is enhanced as the learner uses digital devices carefully and shares them with peers as they search for various sentence connectors. Honesty is promoted as the learner gives genuine and constructive feedback to peers during peer review. 				

Pertinent and Contemporary Issues (PCIs):

The concept of personal safety when using the road is enhanced as learner gets knowledge on prevention of possible instances of road accidents.

Links to Other learning areas:

The learner is able to connect the concept of road safety learnt to similar content learnt in Social Studies.

4.0 LIVING TOGETHER: PEACE BUILDING

Suggested Vocabulary: peace, cohesion, conflict, harmony, society, resolutions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.1 LISTENING AND SPEAKING	4.1.1 Self - expression	By the end of the sub strand, the learner should be able to: a) articulate vocabulary related to the theme correctly for communication, b) use nouns to construct sentences accurately for self-expression, c) Appreciate speaking clearly, fluently and efficiently in a conversation for communication.	The learner is guided to: <ul style="list-style-type: none"> • match nouns with their synonyms, • listen to recorded clips on articulation and pronunciation of words and repeat saying them, • record each other as they pronounce words and peer review for correctness, • take turns to select nouns from a word basket and use them to create own sentences, • participate in a debate on a topic related to the theme using sentences containing nouns fluently, • engage in digital language games to identify synonyms of words. 	<ol style="list-style-type: none"> 1. Why is it important to speak clearly? 2. How do we learn correct pronunciation of words?

Core Competencies to be developed:

- **Collaboration** is developed as the learner works with peers to select nouns from the word basket and uses them to construct sentences accurately,
- **Self-efficacy** is enhanced as the learner develops good pronunciation skills in their varied communication contexts.

Values:

- **Respect** is developed as the learner listens to and accommodates other learner's ideas during the debate.
- **Love** is enhanced as the learner plays word and language games together on digital devices without discrimination.

Pertinent and Contemporary Issues (PCIs):

Negotiation skills are acquired as the learner interacts with peers during the debate to give alternative opinions and persuade the listeners with views on a topic related to the theme.

Link to other learning areas:

The learner is able to relate concept of peace building to similar content covered in Social Studies and Religious Education.

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) read a dialogue on peace building and summarise the main points, b) create a list of vocabulary based on the theme for comprehension, c) appreciate reading text on conflict resolution	The learner is guided to: <ul style="list-style-type: none">• use a dictionary to search for synonyms of word,• use the dictionary to find the meaning of vocabulary and create a word bank,• conduct a reader's theatre to practice reading dialogues,• work jointly with peers to practice library rules on selection of materials,• identify materials in the library appropriately and read silently to make notes on conflict resolution,• use a digital device to find simple poems based on the theme.	What do you consider when selecting materials from the library?

Core Competencies to be developed:

- **Self-efficacy** is promoted as the learner works jointly with peers to practice library rules on selection of materials.
- **Learning to learn** is developed as the learner uses the dictionary to find synonyms and meaning of vocabulary and create a personal word bank.

Values: <ul style="list-style-type: none"> • Respect is nurtured as the learner adheres and observes library rules when selecting reading materials in the school library. • Social justice as is enhanced as the learner shares with peers reading materials borrowed from the library.
Pertinent and Contemporary Issues (PCIs): Nationalism and patriotism is promoted as the learner reads materials on peace building for general information.
Links to other learning areas: The learner is able to connect and apply the use of reference materials like dictionary and the library skills acquired in their learning of English.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.3 WRITING	4.3.1 creative writing	By the end of the sub stand, the learner should be able to: a) highlight features of an interesting story, b) write an interesting story based on the theme, c) enjoy writing imaginative stories.	The learner is guided to: <ul style="list-style-type: none"> • work with peers to highlight features of an interesting story , • collect interesting stories from their community, • collaboratively hold storytelling sessions, • create a collection of vocabulary items from the stories they have read, • work together to write an interesting story based on the theme, • search for interesting pictures relevant to the theme from print and non-print sources, • write an interesting story based on the pictures retrieved, • present the written stories in class for peer review, • organize their stories in a class portfolio. 	How can we make stories interesting in writing?

Core Competencies to be developed:

- **Creativity and imagination** is enhanced as the learner works with peers to explore ideas as they write an interesting story.
- **Self-efficacy** is promoted as the learner confidently narrates stories before peers.

Values:

- **Responsibility** is achieved as learners use digital devices to search for interesting pictures without diverting to inappropriate sites.
- **Honesty** is promoted as learners give honest opinions about peers work during review.

Pertinent and Contemporary Issues (PCIs):

Healthy interpersonal relationship is enhanced as the learner harmoniously relates with peers during presentations and peer reviews.

Link to other learning areas:

The learner is able to relate the concept of conflict resolution to their learning in Social Studies and Religious Education.

5.0 TRADE – MARKET

Suggested Vocabulary: market, traders, goods, market days, money, stalls, customer

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.1 LISTENING AND SPEAKING	5.1.1 Expressing self creatively	By the end of the sub strand, the learner should be able to: a) identify creative language elements in narratives for comprehension, b) use creative language in narration for self-expression, c) appreciate the use of creative language conversation for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • use adjectives to describe events and experiences with peers, • watch recorded clips of narratives and riddles and identify creative expressions, • listen to each other telling stories and pick out creative language elements such as proverbs, sayings and idioms, • participate in a riddle game, • discuss and role play events at market places, • make own narrative using creative language to describe events and experiences, • say meaning of commonly used proverbs, sayings and idioms, • make display charts containing proverbs and sayings. 	<ol style="list-style-type: none"> 1. How do we use language creatively? 2. What is the importance of creative language?

Core Competencies to be developed:

- **Critical thinking and problem solving** is improved as the learner participates in the riddle game to solve riddles.
- **Creativity and imagination** is developed as the learner creates own narratives using proverbs, sayings and idioms

Values:

- **Responsibility** is developed as the learner watches recorded videos and handles digital devices with care.
- **Social justice** is enhanced as the learner share roles with peers equally during role-plays.

Pertinent and Contemporary Issues:

Social awareness is enhanced as learner interacts and competes with peers in riddle games for enjoyment.

Link to other learning areas:

Learners are able to apply creative language skills to their writing of compositions in English and Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.2 READING	5.2.1 Reading for information	By the end of the sub stand, the learner should be able to: a) read a text based on the theme fluently for comprehension, b) Interpret information from news and adverts for understanding, c) Enjoy reading texts on a variety of subjects at appropriate speed.	The learner is guided to: <ul style="list-style-type: none">• describe products based on their colour, size, shape and origin (adjectives),• with peers, read texts on advertisement in the market,• connecting ideas in passages to improve reading speed,• read texts fluently observing punctuation marks for correct interpretation,• read articles from digital devices and answer comprehension questions,• practice identifying the sequence of ideas in paragraphs as they	Why are adverts important?

			read to acquire correct speed, • role play a product advert based on its descriptions.	
Core Competences to be developed <ul style="list-style-type: none"> • Critical thinking and problem solving is cultivated as the learners interpret information from texts containing news and adverts. • Communication is developed as the learner confidently connects ideas in passages to improve reading speed. 				
Values: <ul style="list-style-type: none"> • Integrity is promoted as the learner is exposed to importance of honesty when designing advertisements of products for consumers. • Respect is cultivated as the learner appreciates the use of advertisement to convince consumers to purchase products. 				
Pertinent and Contemporary Issues (PCIs): Financial literacy is developed as the learner acquires knowledge on trade and use of advertisements to increase sales.				
Links to other learning areas: The learner is able to relate the concept of trade and advertisement to the content learnt in Social Studies.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.3 WRITING	5.3.1: Functional writing	By the end of the sub strand, the learner should be able to: a) highlight the format of a shopping list, b) write a shopping list for life-long	The learner is guided to: • work collaboratively to search for varied samples of shopping lists from print and non-print sources, • write down the components of a shopping list, • describe things to be bought using aspects such as <i>colour, amount, material, shape, size</i> (adjectives)	Why is a shopping list important?

		learning, c) enjoy personal writing for communication.	<ul style="list-style-type: none"> • work jointly with peers to write a shopping list for an event based on the theme • present the shopping list in class for peer review • organize the shopping lists in the class portfolio for reference. 	
Core Competences to be developed <ul style="list-style-type: none"> • Communication is enhanced as the learner uses developed shopping lists in the market to pass their requests to shopkeepers. • Self- efficacy is developed as the learner confidently presents his shopping lists for peer review. 				
Values: <ul style="list-style-type: none"> • Integrity is developed as the learner acquires the knowledge of using shopping lists to budget for their money. • Love is enhanced as the learner appreciates and gives positive comments to peers during review session. 				
Pertinent and Contemporary Issues (PCIs): Financial literacy is enhanced as the learner is able to appreciate the importance of preparing shopping lists before going to purchase.				
Links to other learning areas: The learner is able to relate the concept of shopping lists to their learning in mathematics.				

6.0 CARING FOR SPECIAL AND VULNERABLE GROUPS
Suggested Vocabulary: help, sick, elderly, compassion, love, vulnerable, children

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.1 LISTENING AND SPEAKING	6.1.1 Listening for information.	By the end of the sub strand, the learner should be able to: a) identify special and vulnerable groups from a listening comprehension for information, b) use vocabulary based on the theme in conversations for communication, c) appreciate vocabulary acquisition in language development.	The learner is guided to: <ul style="list-style-type: none"> • listen to a listening comprehension from the teacher and identify vocabulary related to the theme, • read words aloud and identify verbs, • view pictures in books and identify vocabulary, • mimic and say vocabulary in cards accurately with peers, • collaborate with peers to discuss the meaning of vocabulary, • create sentences using vocabulary and read them aloud, • search for vocabulary related to the theme online and create vocabulary charts, • narrate stories containing vocabulary related to the theme with peers. 	<ol style="list-style-type: none"> 1. How do we get meaning of words? 2. What is the importance of vocabulary in communication?

Core Competencies to be developed:

- **Communication and collaboration** is developed as learners listen to texts, discuss vocabulary and narrate stories based on the theme.
- **Digital literacy** is promoted as the learner uses technology to search for vocabulary related to the theme.

Values:

- **Responsibility** is acquired as the learner takes different roles during general class activities.
- **Social justice** is enhanced as the learner is exposed to content about special and vulnerable groups in society.

Pertinent and Contemporary Issues (PCIs):

Human rights education is promoted as the learner is exposed to content on issues of concern to special and vulnerable groups; and take initiative to cultivate social justice.

Link to other learning areas:

The learner is able to relate the content on special and vulnerable groups to the teachings in Religious Education.

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) predict events in a text bases on the theme for comprehension, b) skim and scan texts based on the theme for general information, c) appreciate skimming and	The learner is guided to: <ul style="list-style-type: none">• observe pictures and identify action words(verbs),• Predict texts based on the title or picture clues,• practice skimming and scanning texts for specific details collaboratively,• practice reading texts clearly and fluently and give peer reviews,• read texts and answer comprehension questions,• brain storm skimming and scanning strategies with peers,• use digital devices to find information on	Why do we skim and scan text?

		scanning in reading a variety of texts.	skimming and scanning, <ul style="list-style-type: none"> recite a poem based on the theme fluently using expressions. 	
Core Competences to be developed: <ul style="list-style-type: none"> Communication is promoted as the learner skims and scans through a text for pick out specific details and information with ease. Self-efficacy is promoted as the learner confidently recites poems fluently and with expressions. 				
Values: <ul style="list-style-type: none"> Responsibility is cultivated as the learner uses the digital devices appropriately and for the right purpose. Respect is portrayed as the learner accommodates divergent opinion as they brainstorm on skimming and scanning strategies. 				
Pertinent and Contemporary Issues (PCIs): Digital literacy is enhanced as the learner manipulates and uses technology devices to search for information about skimming and scanning strategies.				
Links to Other learning areas: The learner is able to apply the skimming and scanning strategies acquired to their reading activities in English and Kiswahili.				

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: a) identify idioms commonly used in the locality for	The learners is guided to: <ul style="list-style-type: none"> mention idioms commonly used in the locality with peers listen to an audio recording on a creative story, 	Why are idioms important?

		information, b) use idioms commonly used in the locality to write an imaginative story, c) Enjoy using idioms from their locality in writing.	<ul style="list-style-type: none"> • list idioms from the audio story, • discuss the meaning of various idioms used in the locality, • use idioms from the locality to write creative stories collaboratively, • read their creative stories in class for peer review, 	
Core Competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration is enhanced as the learner shares their ideas and opinion on meanings of various idioms. • Creativity and imagination is cultivated as the learner uses idioms to write own creative stories. 				
Values: <ul style="list-style-type: none"> • Respect is enhanced as the learner accommodates peers as they work together despite their physical and cultural background differences. • Honesty is enhanced as the learner gives honest opinion as they read the creative stories in class for peer review. 				
Pertinent and Contemporary Issues (PCIs): Social cohesion is enhanced as the learners accommodates in their life's special and vulnerable groups of people.				
Links to Other learning areas: The learner is able to relate and connect their learning of idioms to Kiswahili and English languages.				

7.0 TALENTS AND GIFTS

Suggested Vocabulary: career, occupation, work, hard work, employment, honesty

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.1 LISTENING AND SPEAKING	7.1.1 Making opinions and judgements	By the end of the sub strand, the learner should be able to: a) identify interjections accurately in a conversation for comprehension, b) apply turn taking and interrupting politely in a conversation, c) advocate for good interrupting and turn taking skills in conversations.	The learner is guided to: • view and watch recorded clips and identify components of a conversation, • role play using introductory and closing phrases in a conversation with peers, • pick out interjections in an oral conversation in class, • participate in a dialogue about the theme while using interjection and turn taking skills, • compose and sing a song about talents, • discuss about the theme while applying appropriate skills for a conversation collaboratively,	1. How do you respond or ask questions during conversations? 2. Why is it important to take turns and interject appropriately in conversations?

Core Competencies to be developed:

- **Self-efficacy** is promoted as the learner role plays, sings and discusses the theme confidently.
- **Learning to learn** is developed as the learner practices using interjections and taking turns in varied conversations settings.

Values:

- **Unity** is enhanced as the learner harmoniously watches videos and discuss the theme with peers.
- **Love** is developed as the learners and peers discover their different talents and appreciate their diverse potential.

Pertinent and Contemporary Issues:

Peer education and mentorship is promoted as the learner is able to link their talents and abilities to future careers and occupations.

Link to other learning areas:

The learner is able to link and apply two-way conversation skills in their learning of Kiswahili and English languages.

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 stand, the learner should be able to: a) read stories fluently and with expression for comprehension, b) answer comprehension question based on the theme, c) enjoy reading texts for comprehension.	The learner is guided to: <ul style="list-style-type: none">• read short stories on animals and answer comprehension questions,• read poems and identify the message• discuss characters and themes in stories collaboratively,• read and discuss the moral lessons in the short stories• pick out interjections from simple texts,• role play different characters in stories with peers,• use dictionary to search for meaning of vocabulary.	1. How do we identify characters in a story? 2. What moral lesson can we learn from a story?

Core Competences to be developed:

- **Communication and collaboration** as is promoted as the learner reads stories and comprehend the moral lessons collaboratively.
- **Problem solving skill** is developed as the learner identifies characters and moral lessons in stories.

Values:

- **Respect** is enhanced as the learner role play and appreciates the different character roles in a story.
- **Responsibility** is inculcated as the learners draws and applies moral lessons from stories in their day-to-day living.

Pertinent and Contemporary Issues (PCIs):

Career progression and development is enhanced as the learner is able to link their talents to future occupations in the society.

Links to other subjects:

The learner is able to apply the skills of drawing moral lessons from the story to their interpretation of teachings in Religious Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.3 WRITING	7.3.1 Creative writing	By the end of the Sub strand the learner should be able to: a) highlight features of a poem, b) write a simple poem using neat and legible handwriting for communication, c) appreciate written poetry for self-expression.	The learner is guided to: <ul style="list-style-type: none">• listen to audio recording on simple poems,• identify features of a poem from the audio recording,• compose and write simple poems based on the theme using a neat and legible handwriting,• recite the poems fluently and do a peer review collaboratively,• record their poem recitations using digital devices,• write a paragraph of a story and punctuate appropriately.	Why write legibly and neatly?

Core Competences to be developed:

- **Communication** is enhanced as the learner listens to an audio recording and identify features of a poem.
- **Creativity and imagination** is cultivated as the learner composes and writes poems in neat and legible handwriting.

Values:

- **Unity** is enhanced as the learner works harmoniously with peers to create simple poems based on the theme.
- **Respect** is promoted as the learner accommodates opinion given by others during peer review sessions.

Pertinent and Contemporary Issues (PCIs):

Digital literacy is promoted as the learner manipulates digital devices to record themselves reciting poems.

Links to Other Subjects:

The learner is able to relate the concept of talents to the learning in Religious Education.

8.0 TECHNOLOGY-CARE FOR DIGITAL DEVICES Suggested Vocabulary: technology, digital, telephone, television, internet, care				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.1 LISTENING AND SPEAKING	8.1.1 Expressing personal opinions	By the end of the sub strand, the learner should be able to: a) speak clearly and audibly on a topic to express personal opinions effectively, b) apply audience awareness skills in public speaking, c) appreciate public speaking skills for self-expression.	The learner is guided to: • organise ideas on a topic and present audibly and in good sound projection, • discuss with peers audience awareness skills for presentations, • use words and their opposites in sentences correctly, • record themselves performing speeches and share in class, • take part in a public speaking competition on a topic, • imitate public speeches and presentations clearly and accurately, • watch popular public speeches on care for digital devices and discuss with peers.	1. What do we consider when speaking in public? 2. Why is it important to speak clearly and audibly? 3. How do we express personal opinions clearly
Core Competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy is acquired as the learner organises ideas and make public speeches effectively and efficiently. • Creativity and imagination is developed as the learner explores topics and take part in a public speaking competition with peers. 				
Values: <ul style="list-style-type: none"> • Unity is promoted as the learner collaborates with peers to organise ideas on a topic for presentation in class. • Love is cultivated as the learner discovers varied ways of caring for digital devices. 				
Pertinent and Contemporary Issues (PCIs): Self-management and awareness is enhanced as the learner discovers and applies public speaking skills in their communication.				
Link to other learning areas:				

The learner is able to relate the knowledge on care for digital devices to the concepts learnt in Integrated Science.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.2 READING	8.2.1 Extensive Reading	By the end of the sub stand, the learner should be able to: a) outline the characters in the narrative for comprehension, b) retell the flow of the events in the story for expression, c) appreciate the moral lesson from stories for lifelong learning.	The learner is guided to: <ul style="list-style-type: none"> collect a variety of narratives in the community, read level readers individually and make notes or summaries, read texts based on the theme and identify vocabulary, find meaning of vocabulary from context, use dictionary to confirm meaning of vocabulary from texts, respond to comprehension questions from level readers, discuss lessons learnt from level readers, visit a library to select a material for individual reading. 	<ol style="list-style-type: none"> What should you consider when reading silently? How do you keep a record of learnt vocabulary?
Core Competences to be developed: <ul style="list-style-type: none"> Learning to learn is enhanced as the learner search for meaning of vocabulary from contexts and in the dictionary. Critical thinking and problem solving is cultivated as the learner confidently writes summaries of texts read. 				
Values: <ul style="list-style-type: none"> Responsibility is nurtured as the learner keeps records of summaries of the materials read. Unity is promoted as the learner bonds well with peers and community as they collect narratives. 				

Pertinent and Contemporary Issues (PCIs): The knowledge on care for digital devices is enhanced as the learner reads and interacts with content on the theme.				
Links to other learning areas: The learner is able to relate and apply dictionary skills in their learning of vocabulary in English and Kiswahili languages.				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.3 WRITING	8.3.1 Functional writing	By the end of the sub stand, the learner should be able to: <ol style="list-style-type: none"> identify the components of a friendly letter for comprehension, write a friendly letter based on the theme for expression, Enjoy writing friendly letters for communication. 	The learner is guided to: <ul style="list-style-type: none"> work collaboratively to collect samples of friendly letters from print and non-print sources, identify components of a friendly letter, discuss with peers the various components of sample friendly letters, compose a friendly letter and type in a digital device, proofread their friendly letters and make corrections, read and share friendly letters through social media and emails. 	Why write friendly letters?
Core Competences to be developed: <ul style="list-style-type: none"> Creativity and imagination is enhanced as learners use a digital device to write a friendly letter based on the theme. Learning to learn is developed as learners are being exposed to the concept of friendly letter writing for life-long learning. 				
Values: <ul style="list-style-type: none"> Responsibility is nurtured as the learner takes initiative to care for digital devices and use them appropriately. Love is promoted as the learner sends messages to peers using friendly letters. 				
Pertinent and Contemporary Issues (PCIs): Digital literacy is promoted as the learner appreciate and takes responsibility to care for digital devices.				

Links to other learning areas:

The learner is able to apply the skills of writing friendly letters to their learning of similar concept in English and Kiswahili.

9.0 NATIONALISM- NATIONAL DAYS				
Suggested Vocabulary: nation, celebration, speeches, leaders, entertainment, national address, people, colour, guests, patriotic songs				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.1 LISTENING AND SPEAKING	9.1.1 Language strategies on daily experiences.	By the end of the sub strand, the learner should be able to: a) describe national events fluently and with expression, b) compose songs based on patriotism for expression, c) value the place of national days in promoting ethnic cohesion.	The learner is guided to: <ul style="list-style-type: none"> listen to recorded events on national days, work collaboratively to build a vocabulary bank on words based on national days, describe the events fluently, with accuracy and with expression (adverbs), listen to each other describing events and identify adverbs used, work collaboratively to compose patriotic songs for a national day, perform the patriotism songs during an interclass festival. 	<ol style="list-style-type: none"> Why do we celebrate national days? How can we describe an event interestingly?
Core Competencies to be developed: <ul style="list-style-type: none"> Citizenship is enhanced as the learner work collaboratively with peers to compose patriotic songs to show love for their country. Communication is developed as the learner describes national events and sing to pass messages on national days. 				

Values: <ul style="list-style-type: none"> • Unity is acquired as the learner uses songs to preach social cohesion in the country. • Patriotism is enhanced as the learner performs the patriotic songs during festivals to show love for their country.
Pertinent and Contemporary Issues: Ethnic and positive racial relations is enhanced as the learner is exposed to content on patriotism and nationalism.
Link to other learning areas The learner is able to relate the concept nationalism and patriotism to their learning in Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.2 READING	9.2.1 Reading Comprehension	By the end of the sub stand, the learner should be able to: a) read a story based on the theme for comprehension, b) make predictions on the events of the story, c) answer comprehension questions correctly, d) enjoy reading texts for comprehension.	The learner is guided to: <ul style="list-style-type: none"> • select a reading material based on the theme, • predict and preview text based on the theme, • read simple passages on national days and answer questions collaboratively, • elicit topical words from passages on national days and infer the meaning from context, • discuss events in the stories read with peers, • use digital devices to find texts for reading and make notes. 	Why make predictions in stories?
Core Competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration is promoted as the learner finds and discusses meaning of new words collaboratively. • Digital literacy is developed as the learner uses digital devices to search for information on national days. 				

Pertinent and Contemporary Issues (PCIs): Self-esteem is enhanced as he learner confidently reads passages and discusses events in the stories for comprehensions.
Values: <ul style="list-style-type: none"> • Love is nurtured as the learner interacts with reading materials on nationalism. • Unity is cultivated as the learner is able to cooperate with peers as they work together.
Links to other subjects: Languages teach reading to infer meaning from context while social studies teaches national days.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.3 WRITING	9.3.1 Functional writing	By the end of the sub strand, the learner should be able to: a) identify components of a recipe for information, b) write a recipe of their favourite food for instruction, c) enjoy writing recipes of various foods for information.	The learner is guided to: <ul style="list-style-type: none"> • make a list of adverbs based on the theme, • role play various adverbs based on the theme with peers, • identify adverbs and write them on flashcards, • discuss different components of recipes with peers, • collaborate to write a recipe on a common cultural food from their community, • share their recipes with other groups in class, • pin the recipes on the classroom gallery for a gallery walk, 	How do you write clear instructions?
Core Competences to be developed: <ul style="list-style-type: none"> • Creativity and imagination is enhanced as the learner composes and organises ideas to write a recipe on a common cultural food. 				

<ul style="list-style-type: none"> • Learning to learn is promoted as the learner interacts with information on recipes of preparing different foods.
<p>Values:</p> <ul style="list-style-type: none"> • Unity is achieved as the learner works with peers to write a recipe on a common cultural food from their community. • Love is cultivated as the learner share positive feedback on recipes with other classmates.
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Cultural awareness is enhanced as the learner is exposed to recipes on different cultural foods.</p>
<p>Links to Other Subjects:</p> <p>The learner is able to relate and apply the concept of recipe writing to the learning of method of food preparation in Integrated Science.</p>