

Republic of Malawi

MALAWI

PRIMARY SCHOOL SYLLABUSES

STANDARD 1

INTRODUCTION TO SCHOOL LIFE AND LEARNING

LITERACY AND LANGUAGES

- CHICHEWA
- ENGLISH

NUMERACY AND MATHEMATICS

EXPRESSIVE ARTS

BIBLE KNOWLEDGE

RELIGIOUS EDUCATION

Ministry of Education

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Foreword

Education plays a critical role in all aspects of development for any country. Apart from preparing the youth to play their current and future roles effectively, education also prepares them to live healthy and productive lives.

Malawi as a nation desires to have children develop into responsible and productive adults, through acquisition of appropriate knowledge, skills and attitudes. Education should, therefore, help the youth develop high standards of conduct, attitudes, judgment and a sense of responsibility.

Primary school education is a sub-sector which is in constant interaction with all communities, therefore, impacting on social, economic and political changes. Consequently, changes experienced in the other sectors necessitate adjustments in the primary school curriculum.

The previous primary school curriculum came into effect in 1991 and since then Malawi has experienced changes not only in the education sector but also in others such as the political, social, economic and health sectors. For example, in the education sector, Malawi has experienced an increase in school enrollment with the introduction of free primary school education in 1994. Politically, Malawi changed from one party system of government to multiparty system of government in 1993. These and other changes need to be addressed in the primary school curriculum. Hence the need to develop and implement a curriculum that addresses current issues in order to equip children with up to date and relevant knowledge and skills.

The revised primary education syllabuses were developed by various learning area/subject panels in 2004 at the Malawi Institute of Education, Domasi, in an attempt to address current issues and developments. The revised curriculum is a shift from the objectives based curriculum model to the outcome based education (OBE) curriculum model. OBE is designed to measure the quality of education as driven by the outcomes displayed by the learner at the end of an instruction. The model stipulates that when knowledge, skills, attitudes and values are clearly defined, all learners have the ability to go through the course successfully.

Outcome based education spells out the outcomes to be achieved at the end of the process. Benchmarks are set at different levels to ensure that learners are achieving the expected outcomes before they move to the other levels.

In addition to the shift to OBE, the revised curriculum has also introduced reform in assessment procedures in which continuous assessment is an integral part of the teaching and learning process.

It is the hope of the Ministry of Education that the OBE approach will not only ensure that the quality of education improves, but also that tangible results will be seen at every level of the primary school.

The Ministry of Education is grateful to all those who were actively involved in the primary education curriculum reform process. We are also greatly indebted to DFID, GTZ and USAID for their technical, material and financial support which made it possible for the primary education curriculum to be developed.

J.J. Matope
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Outcome based education

Outcome based education (OBE) originates from two roots namely competence based education and mastery learning. It is a teaching and learning process which is achievement oriented, activity-based and learner centred. Outcome based education defines clearly what learners are to learn, measures their progress based on actual achievement, meet their needs through various forms of mediated learning experiences and give them enough time and help to meet their potential. It focuses on a learner's achievement. To achieve this learners are introduced to new knowledge basing on what they already know. The two are integrated and they contribute to the final product which is the 'outcome'. The outcome is what the learner is expected to achieve in terms of knowledge, skills, attitudes and values which are stated before teaching and learning begins. The teacher states before hand what learners are expected to achieve. Learners are expected to transfer outcomes to life beyond school.

Developmental outcomes

The developmental outcomes are over arching; they are what the learner is expected to achieve by the end of the primary cycle both in and outside the school. These outcomes apply to all learning areas and they have been derived the Malawi's Constitution of the Republic of Malawi Vision 2020, PRSP, PIF and other education policy documents including global agreements to which Malawi is a signatory as well as from the PCAR *needs identification report*. The following are the developmental outcomes whereby learners are expected to:

- communicate competently, effectively and relevantly in a variety of contexts and in multiple languages
- apply mathematical concepts in scientific, technological, socio, environmental, cultural and economic contexts to solve problems
- produce products and solutions through science and technology in a creative way and demonstrate respect for their environment to solve problems
- demonstrate health promoting behaviour in their personal lives as well as their communities and wider environment with particular attention to prevalent diseases such as malaria, sexually transmitted diseases and HIV/AIDS
- observe, interact with the natural and physical environment in order to understand and make use of their interrelationship in a responsible and appreciative manner
- demonstrate appropriate moral, ethical and healthy behaviour in accordance with the acceptable norms and values of their society
- make use of basic knowledge and skills necessary for life-long learning, personal advancement, the development of society and the nation
- apply an imaginative, creative mind, vocational and managerial skills in order to initiate and participate in productive manner that will serve the individual and society

Primary education outcomes

The primary outcomes are derived from the developmental outcomes. The primary education outcomes are what the learners should know, should be able to do and the desirable attitudes that they should display by the end of the primary education cycle for each learning area. Each of the learning areas has its own primary outcomes and its own core elements which collectively form the primary curriculum.

Assessment standards

These are outcomes that indicate the stipulated level of achievement during and at the end of each year. An accumulated achievement of the standards from Standard 1 to Standard 8 per learning area determines the achievement of primary education outcomes.

Success criteria

This indicates learner's level of attainment in a given activity. A given set of such levels of attainment indicates the achievement of an assessment standard.

Principles of OBE

Clarity of focus

This means that everyone involved must have a clear picture of what is wanted at the end of the lesson. Educators must be clear about what the learners are expected to achieve.

Expanded opportunity

Educators must find multiple ways of exposing learners to learning opportunities that will help them demonstrate their full potential.

High expectations

Educators must assist learners to reach their full potential.

Criterion referenced measurement

Measurability of outcomes in OBE is based on agreed indicators such as assessment standards and success criteria.

Syllabus for
Introduction to school life and learning

Standard 1

1st Seven weeks of Term 1

Rationale

In Malawi, most children come to primary school without any previous exposure to pre-school education. As such, they face many challenges in their first year of primary school education. Some of the challenges are:

- lack of proper orientation to school life and environment
- mixing of pupils of different age groups and socio-economic and cultural backgrounds
- different levels of knowledge and understanding
- problems in understanding the language of instruction
- large class sizes
- differences in the socio-economic backgrounds of the learners
- failure to adapt quickly to the school environment and life

This syllabus aims at supporting children's socialization into formal schooling. It introduces pupils to school life, the school environment and learning situation so as to bridge the gap between the home and the school.

Core elements and their outcomes

a) Orientation to the school

The learner will be able to participate in school life, express himself/herself and show the appropriate classroom behaviour

b) Promotion of sensory- motor development

The learner will acquire necessary large and fine motor skills and perceptive prerequisites for reading, writing and numeracy

c) Games, plays, songs and dances

The learner will be able to participate in physical activities like , games, singing, and dancing, and enjoy school life.

Term 1
Core element : Orientation to the school
Primary outcome : The learner will be able to participate in school life, express herself /himself and show the appropriate classroom behaviour.

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of themselves in their school environment	Learners must be able to: 1 **say** their names and ages 2 **say** names of their friends 3 **locate** their classroom by its features 4 **name** and **locate** sources of clean water at the school/ rubbish disposal points	**Getting to know my school**	• saying their names and ages • saying the names of friends • singing the song eg: "Iwe ndiwe yani, yani, yani" • locating their classroom by its features • naming and locating sources of clean water at the school/ and rubbish disposal points	• teacher observation • demonstration • discussion • group work • pair work • question and answer • brainstorming • singing • peer assessment • dramatisation • role play • spot visits • practice	• learners • learners' book • food • school compound • toilets in the school compound • pail of water • a tap • borehole • observation checklists • portfolio • pictures/ drawings • poster 1 • name cards

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of the themselves in their school environment	5 **locate** and **use** toilets properly 6 **wash** hands after using the toilet 7 **behave** properly in the classroom and school 8 **sing** the National Anthem		• identifying the location of toilets at school • demonstrating using toilets properly • washing hands after using the toilet • picking litter and disposing it in rubbish disposal points • washing hands after disposing off litter • singing the song "Tisambe" • raising a hand when to speak • asking for permission to get in and out of the classroom • singing the National Anthem	• teacher observation • demonstration • discussion • group work • pair work • question and answer • brainstorming • singing • peer assessment • dramatisation	• learners' experiences • learners' book • food • school compound • toilets in the school compound • pail of water • a tap • observation checklists • sign language interpreter • National Anthem song

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of the themselves in their school environment	Learners must be able to: 1 **name** parts of their body 2 **do** tasks to take care of their classroom 3 **explain** how to take care of books and classroom property 4 **explain** how they take care of their body, hair, teeth and nails 5 **explain** what they like and dislike doing	**Taking care of myself, my things and school property**	• naming parts of the body • doing tasks to take care of the classroom • explaining how to take care of books and classroom property • demonstrating how to take care of school property • practising how to take care of school property • explain how to take care of the body, hair, teeth and nails • demonstrating how to take care of the body, hair, teeth and nails • practising how to take care of the body, hair, teeth and nails • explaining what they like and dislike doing	• teacher observation • demonstration • discussion • group work • pair work • question and answer • brainstorming • singing • peer assessment • role play • dramatisation	• classroom • learners' book • pictures/ drawings • classroom furniture • flower beds, tins • moppers, • brooms • observation checklists • video • television • sign language interpreter

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of the themselves in their school environment	Learners must be able to: 1 **locate** school gardens, offices and sports grounds 2 **identify** the headteacher, teachers, school prefects and their classroom monitors and group leaders 3 **explain** the different roles of the school leaders and how they can help them	**Getting to know people and places in the school**	• locating school gardens, offices and sports grounds • identifying the headteacher, teachers, school prefects and their classroom monitors and group leaders • explaining the different roles of school leaders and how they can help them	• teacher observation • demonstration • discussion • group work • pair work • question and answer • brainstorming • singing • peer assessment • role play • dramatisation • games	• charts on road safety • classrooms • school offices • school boundaries • play grounds • school gardens • football grounds • portfolio • observation checklists • sign language interpreter • pictures/drawings • map of the school

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of safety and health at home and school	Learners must be able to: 1 **identify** common accidents that take place at home and school 2 **state** some of the common causes of the accidents 3 **explain** how the accident may be prevented 4 **demonstrate** knowledge of left and right 5 **demonstrate** road safety rules	**Staying safe at home, along the road and at school**	• brainstorming accidents that happen at home and at school • identifying causes of accidents • discussing how to prevent accidents • singing the song " Moto inu ndi woopsa" • demonstrating knowledge of left and right • demonstrating road safety rules • singing the songs "Msewu siwako" or Oyenda pansi	• teacher observation • demonstration • discussion • group work • pair work • question and answer • brainstorming • singing • role play • teacher assessment • dramatisation	• learners' experiences • learners' book • pictures • magazines • newspapers

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of safety and health at home and school	Learners must be able to: 1 **explain** how to keep healthy 2 **explain** the need for sleep, exercise and food 3 **identify** local foods that are good for health	**Staying healthy at home and school**	• explaining how to keep healthy • explaining the need for sleep, exercise and food • identifying local foods that are good for health • miming activities on how to keep healthy • singing the song "Kodi nonse mwasamba?" • brainstorming the importance of food	• teacher observation • demonstration • discussion • group work • pair work • question and answer • brainstorming • singing • role play • dramatisation • peer assessment	• learners' experiences • learners' book • basin • soap • tooth brush • comb • nail cutter • food • water • observation checklists • sign language interpreter • pictures

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of their social environment outside school	Learners must be able to: 1 **state** the names of family members 2 **describe** what family members do 3 **explain** where their family members live	**Talking about my family**	• saying the names of their mother, father, grandparents siblings and other relatives (aunts, uncles, cousins, nephews) • describing what family members do • explaining where their family members live • singing the songs 'Ili ndi banja langa', or Chibale or 'Alimi ndi abwino'	• teacher observation • demonstration • discussion • group work • pair work • question and answer • brainstorming • singing • games • peer assessment	• learners' experiences • learners' book • pictures of learners' family members • pictures showing different professions • sign language interpreter • observation checklists • portfolio • video/television

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of their language and culture	Learners must be able to: 1 **listen** to stories and respond in different ways 2 **tell** and **retell** stories 3 **show** a cooperative spirit and respect for others	**Listening to and telling stories**	• listening to and retelling the story 'chikondi ndi makolo ake' • listening to and retelling the story 'Mandela mnyamata odziwa kumvetsera' • listening to and retelling the story' Ezekiel ayamba sukulu' • listening to and retelling the story 'Dyera' • listening to and retelling the story 'Kuvala bwino' • listening to and retelling the story 'Lusungu mwana wa chifundo' • listening to and retelling the story "Kuyipa kwa nsanje"	• discussion • question and answer • singing • dramatisation • role play • storytelling • demonstrations • teacher observation • group work	• learners • learner's book • story books • pictures/ drawings • raised pictures • sign language interpreter • television • magazines • observation checklists • bokosi la kanema • play from radio

Term 1
Core element : Promotion of sensory – motor development
Primary outcome : The learner will acquire necessary gross and fine motor skills and perceptive prerequisites for reading, writing and numeracy

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • perform motor skills effectively	Learners must be able to: 1 **give** and respond to commands 2 **balance** the body 3 **move** in different directions	**Practising body movement exercises**	• giving commands like "stand up", "sit down", • responding to commands • standing on toes and on one leg • balancing a book on the head • moving backwards, forwards, left and right • climbing on objects • rotating parts of the body • singing the song "Alugalu galu"	• teacher observation • demonstration • discussion • group work • pair work • question and answer • brainstorming • singing • role play • peer assessment • individual assessment • portfolio	• books • chalk • swing • see-saw • bicycle • assorted objects • pictures (raised) • charts • wooden blocks • climbing frames • ladder • sign language interpreter • observation checklists

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • perform motor skills effectively	Learners must be able to: 1 **use** sticks and pencils 2 **solve** jigsaw puzzles 3 **match** pairs of obects 4 **fold** and tear paper 5 **trace** shapes 6 **model** objects, numbers and letters 7 **mould** toys	**Doing exercises using hands and fingers**	• playing with fingers • scribbling in the air • holding sticks and pencils • using sticks and pencils • solving jigsaw puzzles • matching pictures • identifying pairs of objects • folding paper • tearing paper • tracing shapes • modelling objects • modelling numbers and letters • moulding toys	• teacher observation • demonstration • discussion • group work • pair work • question and answer • brainstorming • singing • peer assessment • individual assessment • portfolio	• charts • pictures • pairs of objects, • pairs of scissors • pieces of paper • chalk/ crayons • ink • pens • toys • alphabet charts • number cards • tracing rulers • rubbers • slates • hardboards • water • wooden blocks • observation checklists

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	8 **draw** and paint shapes 9 **hold** and use piece of chalk 10 **move** fingers in different directions 11 **draw** shapes and patterns 12 **fit** shapes into matching slots 13 **tear** shapes and patterns	**Doing exercises using hands and fingers**	• identifying different shapes and patterns • drawing shapes and patterns • colouring shapes and patterns • playing with fingures • tearing shapes and patterns • fitting shapes into matching slots	• teacher observation • demonstration • discussion • group work • pair work • question and answer • brainstorming • singing • peer assessment • individual assessment • portfolio	• charts • pictures • pairs of objects, • pairs of scissors • pieces of paper • chalk/ crayons • ink • pens • toys • alphabet charts • number cards • tracing rulers • rubbers • slates • hardboards • water • wooden blocks • observation checklists • chalk

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • perform motor skills effectively	Learners must be able to: 1 **copy** different objects, shapes and patterns 2 **trace** shapes lines and symbols 3 **handle** different objects	**Copying and tracing objects, shapes, lines and patterns**	• copying different objects, shapes and patterns • tracing lines, shapes and symbols • handling different objects and shapes • using different objects	• teacher observation • demonstration • discussion • group work • pair work • question and answer • brainstorming • singing • peer assessment • individual assessment • portfolio	• pens • pencils • chalk • paper • rubbers • rulers • observation checklists • sign language interpreter • charts

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • identify and discriminate different objects	Learners must be able to: 1 **identify** the background of a picture 2 **sorting** objects according to special features 3 **arranging** objects according to size	**Talking about similarities and differences of objects**	• describing the background of pictures • identify different colours in the picture • grouping objects of similar materials • identifying objects of different sizes and make • arranging objects from the smallest to the biggest • arranging objects from the biggest to the smallest	• teacher observation • demonstration • discussion • group work • pair work • question and answer • brainstorming • singing • individual assessment • peer assessment • portfolio	• charts • pictures • learners • objects of different textures • sticks • stones • leaves • sign language interpreter • observation checklists

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • identify and discriminate different objects	Learners must be able to: 1 **identify** parts of the body 2 **balance** and walk on straight and curved lines 3 **walk** on their toes 4 **jump** over a block of wood 5 **give** and obey commands	**Performing physical exercises following commands**	• identifying parts of the body under special conditions • walking on a straight line • walking on a curved line • balancing and hopping • climbing and jumping • walking on toes • practising moving in response to gestures • practising moving parts of the body simultaneously • practising jumping over objects and lines • practising giving and obeying commands related to movement	• teacher observation • demonstration • discussion • group work • pair work • question and answer • brainstorming • singing • peer assessment • individual assessment • portfolio	• learners • charts of parts of the body • pictures • ropes • strings • tables • chairs • blocks of wood • sign language interpreter • observation checklists

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • identify and discriminate different objects	Learners must be able to: 1 **compare** the volume of substances in different containers 2 **compare** size and distance 3 **compare** sizes of objects in different conditions	**Comparing volume and sizes of objects**	• comparing the volume of substances in different containers • comparing sizes of objects from different distances • comparing objects under different conditions	• teacher observation • demonstration • discussion • group work • pair work • question and answer • brainstorming • singing • peer assessment • individual assessment • portfolio	• sticks • sand • flour • strings • plastic containers • bottles • observation checklists

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • identify and discriminate different objects	Learners must be able to: 1 **describe** surfaces of different objects 2 **identify** objects of different weight	**Describing surfaces and weight of objects**	• discussing surfaces of different objects • comparing objects of different weights	• teacher observation • demonstration • discussion • group work • pair work • question and answer • brainstorming • singing • peer assessment • dramatisation • portfolio	• tables • bricks • stones • books • chalkboard • floor • sticks • balls • clay • fruits • observation checklists • sign language interpreter • pictures and drawings • weighing scale/ a simple balance

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • listen to different sounds and retell stories	Learners must be able to: 1 **interpret** different sounds 2 **differentiate** various sounds 3 l**isten** to and retell stories 4 **interpret** picture stories 5 **sing** songs	**Talking about different sounds and stories**	• identifying sources of sounds • identifying common environmental sounds • identifying sources of sounds under special conditions • differentiating sounds • imitating different sounds • singing songs with different sounds • listening to stories • retelling stories • interpreting picture stories • responding to simple questions, instructions and commands • singing songs with different sounds	• teacher observation • demonstration • discussion • group work • pair work • question and answer • brainstorming • singing • peer assessment • individual assessment • portfolio	• bells • drums • musical instruments • vehicles • tins • animal sounds • recorded sounds • pictures • charts • bottles • metal objects • observation checklists • learners book

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • listen to different sounds and retell stories	Learners must be able to: 1 **listen** to and retell stories 2 **interpret** picture stories 3 **arrange** pictures according to their similarities 4 **develop** left – right movement 5 **handle** books properly	**Practising pre-reading activities**	• listening to stories read • retelling stories • telling stories from pictures • arranging pictures according to similarities • practising handling books properly • identify the front and back of a book • moving objects in different directions left – right • holding books right way up • opening the book from right to left	• teacher observation • demonstration • discussion • group work • pair work • question and answer • brainstorming • singing • peer assessment • individual assessment • story telling • dramatisation	• charts • learners • story books • picture cards • recorded songs • pictures/ drawings • toys • wooden blocks • tyres • chalk • sticks • pencils • learner's book • observation checklists • sign language interpreter • portfolio

Term : 1
Core element : Games, plays, songs and dances
Primary outcome : The learner will be able to participate in physical activities like playing, singing and dancing and enjoy school life.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • participate in team, group and pair games and play activities and be able to express preference	Learners must be able to: 1 **play** a variety of games in teams, pairs and independently 2 **cooperate** with others in games and play activities 3 **demonstrate** physical fitness	**Performing games and plays**	• performing various games, plays, songs and dances • teaching each other games, plays, songs and dances • performing games and play activities with others • performing physical exercises	• demonstration • practice • discussion • group work • teacher observation • peer assessment • individual assessment • question and answer • role play • dramatisation	• learners' book • television • video • observation checklists • magazines/ newspapers • pictures • sign language interpreter • radio

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	4 **use** language of congratulation for winners and commiseration for losers appropriately 5 **support** teams with appropriate language and behaviour 6 **express** likes and dislikes of games and play activities with reasons		• using language congratulation winners appropriately • using language to sympathise with losers appropriately • supporting teams using appropriate language and behaviour • playing activities for a purpose	• demonstration • practice • discussion • group work • teacher observation • peer assessment • individual assessment • question and answer • role play • dramatisation	• learners' book • television • video • observation checklists • magazines/ newspapers • pictures • sign language interpreter • radio

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • participate in performances of songs and dances independently and with others and evaluate performances	Learners must be able to: 1 **identify** songs sung in their area 2 **sing** songs sung in their area 3 **dance** to songs sung in their area	**Performing songs and dances**	• identifying common songs sing in their area • sing and dance to the songs • sung in their area	• demonstration • practice • teacher observation • singing • peer assessment • individual assessment • portfolio	• National Anthem song • pictures • learners • sign language interpreter • observation checklists • television • video

Silabasi yophunzitsira kuwerenga, kulemba ndi chiyankhulo – Chichewa

Sitandade 1

Kufunika kwa phunziro la Chichewa

Chiyankhulo ndi chofunika kwambiri pa moyo wa munthu choncho ndi bwino kuti ana aphunzire Chichewa. Pofuna kudziwitsa, kuchenjeza, kukopa kapena kuti zinthu zina zichitike, anthu amagwiritsa ntchito chiyankhulo. Izi zimatheka pogwiritsa ntchito luso la kumva, kuyankhula, kuwerenga ndi kulemba. Maluso a kuwerenga ndi kulemba ndi ofunika kwambiri pa maphunziro. Ophunzira akamvetsetsa bwino malamulo a chiyankhulo amaphunzira maluso omwe angagwiritse ntchito m'zochitika zosiyanasiyana.

Maluso ndi zolinga zake

a) **Kumva**
   Ophunzira adzamvetsera mwatcheru kuti amvetsetse ndi kuyankhapo m'njira komanso m'nkhani zosiyanasiyana.

b) **Kuyankhula**
   Ophunzira adzapereka maganizo awoawo poyankhula mosakaika kwa ena m'zochitika zosiyanasiyana.

c) **Kuwerenga**
   Ophunzira adzawerenga nkhani zosiyanasiyana mosadodoma ndi mwachidwi kuti amvetse ndi kuyankhapo pa zomwe awerenga.

d) **Kulemba**
   Ophunzira adzadziwa kulemba nkhani zochitika ndi zopeka molondola m'njira zosiyanasiyana.

e) **Kuganiza mozama ndi modekha**
   Ophunzira adzagwiritsa ntchito chiyankhulo poganiza mozama ndi modekha komanso powunika kagwiritsidwe ntchito koyenera ka mfundo zokhudza maphunziro.

f) **Kusanja mawu ndi kugwiritsa ntchito chiyankhulo**
   Ophunzira adzadziwa mmene maliwu ndi malamulo a chiyankhulo amagwiritsidwira ntchito poyankhula komanso polemba.

Chigawo : Chachiwiri
Luso : Kumva
Cholinga cha luso: Ophunzira adzamvetsera mwatcheru kuti amvetsetse ndi kuyankhapo m'njira komanso m'nkhani zosiyanasiyana

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati:	Ophunzira:				
• amva malonje	1 **amva** moni molondola 2 **apatsana** moni molondola 3 **apatsana** moni mwaulemu	**Malonje**	• kuyankhana moni mwaulemu • kupatsana moni molondola • kupatsana moni ndi akuluakulu mwaulemu • kupereka malonje kwa akuluakulu mwaulemu	• mafunso ndi mayankho • ntchito ya awiriawiri • kukambirana • kuyesana/ kupimana nzeru • kuonetsetsa zomwe ena akuchita	• nyimbo • ophunzira • mphunzitsi • galasi logwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • nthenga/pepala logwiritsa ntchito mbuwu • zithunzi zotukuza
• azindikira zithunzi zosiyanasiyana	1 **atchula** mayina a zithunzi molondola 2 **aloza** zithunzi molondola 3 **afananitsa** zithunzi molondola	**Zithunzi zosiyanasiyana**	• kutchula zithunzi molondola • kuloza zithunzi molondola • kufananitsa zithunzi molondola		

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira malembo osiyanasiyana	Ophunzira: 1 **atchula** malembo molondola 2 **aloza** malembo molondola 3 **afananitsa** malembo 4 **awumba** malembo	**Malembo**	• kutchula malembo molondola • kuloza malembo molondola • kufananitsa malembo • kuwumba malembo	• mafunso ndi mayankho • kuyesana/ kupimana nzeru • ntchito ya m'magulu • ntchito ya awiriawiri • kukambirana • kufotokoza	• nthenga • zithunzi zofukuza • matchati • mabuku • makadi • ng'oma • galasi/kalilole

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• azindikira maphatikizo a malembo osiyanasiyana	1 **atchula** maphatikizo a malembo molondola 2 **aloza** maphatikizo a malembo 3 **afananitsa** maphatikizo a malembo 4 **awumba** maphatikizo	**Maphatikizo a malembo**	• kutchula maphatikizo molondola • kuloza maphatikizo • kufananitsa maphatikizo • kuwumba maphatikizo	• mafunso ndi mayankho • kuyesana kapena kupimana nzeru • ntchito ya m'magulu • ntchito ya awiriawiri • kukambirana • kufotokoza	• nthenga • zithunzi zotukuza • matchati • mabuku/makadi • ng'oma • galasi/kalilole

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira kusiyana kwa maliwu • azindikira mawu osiyanasiyana	Ophunzira: 1 **asiyanitsa** maliwu 2 **atsanzira** maliwu osiyanasiyana 1 **atchula** mawu osiyanasiyana molondola 2 **aloza** mawu osiyanasiyana	**Maliwu osiyanasiyana** **Mawu osiyanasiyana**	• kuyeseza maliwu a anthu, nyama ndi zinthu zina • kusiyanitsa maliwu a wanthu, nyama ndi zinthu zina • kuzindikira maliwu a zinthu atatsinzina • kutsanzira maliwu osiyanasiyana • atchula mawu osiyanasiyana molondola • aloza mawu osiyanasiyana	• masewero • ntchito ya gulu • ntchito ya awiri awiri • zisudzo • mafunso ndi mayankho • masewero a talota (mwa chitsanzo: ana alote maliwu osiyanasiyana atatsinzina) • kukambirana • kufotokoza	• makasu • zibekete • zisekese • ng'oma yogwiritsa ntchito mbuwu • wenzulu khelele pinto wogwiritsa ntchito mbuwu • mabotolo/tindodo • mbalame • ophunzira • mauthenga ojambulidwa

Luso : Kuyankhula

Cholinga cha luso: Ophunzira adzapereka maganizo awoawo poyankhula mosakaika kwa ena m'zochitika zosiyanasiyana

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • adziwana • azindikira zithunzi zosiyanasiyana	Ophunzira: 1 **apatsana** moni 2 **ayankhana** molondola 1 **atchula** mayina a zithunzi molondola 2 **afananitsa** zithunzi molondola	**Malonje** **Zithunzi zosiyanasiyana**	• kupatsana moni molondola • kuyankhana molondola • kufunsana mayina moyenera • kutchula zithunzi molondola • kufananitsa zithunzi molondola	• kuonetsetsa zomwe ena akuchita • mafunso ndi mayankho • kukambirana m'magulu/ • kukambirana awiriawiri • kuyesana nzeru • kuwonetsetsa zomwe ena akuchita • kuyimba nyimbo	• mabuku a mu braille ndi zilembo zikuluzikulu • munthu wotanthauzira zoyankhula mwa zizindikiro • nyimbo • mndandanda wa zowuzidwa

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• atchula ndi kusiyanitsa maliwu	1 **atchula** maliwu a zinthu	**Maliwu**	• kutchula maliwu a zinthu monga: belu, ng'oma, galimoto, mphaka, galu, nkhunda	• kuyeseza • kukambirana • mafunso ndi mayankho • kuyesana/ kupimana nzeru • ntchito ya awiriawiri	• matchati • ophunzira • ng'oma • galasi/kalilole • makadi a maphatikizo • zithunzi zotukuza • mabuku
	2 **ayeseza** maliwu azinthu		• kusiyanitsa maliwu a zinthu		
	3 **asiyanitsa** maliwu a zinthu		• kuyeseza maliwu a zinthu		
• azindikira malembo osiyanasiyana	1 **atchula** malembo molondola	**Malembo**	• kutchula malembo molondola		
	2 **aloza** malembo		• kuloza malembo molondola		
	3 **afananitsa** malembo		• kufananitsa malembo		
	4 **asiyanitsa** malembo		• kusiyanitsa malembo		

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• atchula maphatikizo a malembo molondola • azindikira mawu osiyanasiyana	1 **atchula** maphatikizo a malembo 2 **afananitsa** malembo 3 **asiyanitsa** maphatikizo a malembo 1 **atchula** mawu molondola 2 **aloza** mawu osiyanasiyana	**Maphatikizo a malembo** **Mawu osiyanasiyana**	• kutchula maphatikizo a malembo monga ba, fa • kufananitsa malembo • kusiyanitsa maphatikizo a malembo monga *ba* ndi *pa, da* ndi *ba* • kutchula mawu molondola • kuloza mawu osiyanasiyana	• kuyeseza • kukambirana • mafunso ndi mayankho • kuyesana/ kupimana nzeru • ntchito ya awiriawiri	• matchati • ophunzira • ng'oma • galasi/kalilole • makadi a maphatikizo • zithunzi zotukuza • mabuku

Luso : Kuwerenga

Cholinga cha luso: Ophunzira adzawerenga nkhani zosiyanasiyana mosadodoma ndi mwachidwi kuti amvetse ndi kuyankhapo pa zomwe awerenga

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • atchula mayina a zinthu zosiyanasiyana	Ophunzira: 1 **atchula** mayina a zinthu monga: a ziwiya b ziweto c nyama zakutchire d zopezeka m'kalasi	**Mayina a zinthu zosiyanasiyana**	• kutchula mayina a zinthu monga: ziwiya, ziweto, nyama zakutchire - zopezeka m'kalasi (bolodi, mabuku, mphunzitsi, choko)	• kuyesana/ kupimana nzeru • kuonetsetsa zomwe ena akuchita • mafunso ndi mayankho • kukambirana m'magulu • kukambirana awiriawiri • kuyesana nzeru • kuwonetsetsa zomwe ena akuchita	• zithunzi • zithunzi zotukuza • mabuku a mu braille ndi zilembo zikuluzikulu • munthu wotanthauzira zoyankhula mwa zizindikiro • ziwiya • mabuku • ophunzira • matchati • zinthu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
	2 **aloza** ndi kutchula zinthu 3 **asisita/apapasa** ndi kutchula maina a zinthu		• kuloza ndi kutchula zinthu monga: ziwiya, ziweto • kusisita/kupapasa ndi kutchula mayina a zinthu monga: ziwiya, ziweto, zinthu zopezeka m'kalasi	• mafunso ndi mayankho • kukambirana m'magulu • kukambirana awiriawiri • kuyesana nzeru • kuwonetsetsa zomwe ena akuchita	• matchati • zithunzi (zotukuza) kwa osaona • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • pepala/nthenga yogwiritsa ntchito mbuwu • ophunzira • mabuku • mabuku a mu braille ndi zilembo zikuluzikulu • munthu wotanthauzira zoyankhula mwa zizindikiro • zithunzi

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira malembo osiyanasiyana	Ophunzira: 1 **atchula** malembo molondola 2 **aloza** malembo molondola 3 **awerenga** malembo molondola 4 **afananitsa** malembo molondola	**Malembo**	• kutchula malembo molondola • kuloza malembo molondola • kuwerenga malembo molondola • kufananitsa malembo molondola	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyimba nyimbo • masewero	• galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mabuku, matchati, makadi a mu braille ndi zilembo zazikuluzikulu • munthu wotanthauzira zoyankhula mwa zizindikiro

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• azindikira maphatikizo a malembo	1 **atchula** maphatikizo a malembo 2 **aloza** maphatikizo a malembo 3 **awerenga** maphatikizo a malembo	**Maphatikizo a malembo**	• kutchula maphatikizo a malembo molondola • kuloza maphatikizo a malembo monga: ba, be, bi, bo, bu; da, de, di, do, du • kuwerenga maphatikizo a malembo monga: ba, be, bi, bo, buda, de, di, do, du	• kukambirana • kufotokoza • ntchito ya m'magulu • mafunso ndi mayankho • kuyesana kapena kupimana nzeru	• matchati • galasi/kalilole • nthenga • mabuku • zithunzi zotukuza
• azindikira mawu osiyanasiyana	1 **atchula** mawu molondola 2 aloza mawu molondola 3 apanga mawu ndi maphatikizo 4 awerenga mawu molondola	**Mawu osiyanasiyana**	• kutchula mawu molondola • kuloza mawu molondola • kupanga mawu ndi maphatikizo • kuwerenga mawu molondola		

Luso : Kulemba
Cholinga cha luso: Ophunzira adzadziwa kulemba nkhani zochitika ndi zopeka molondola m'njira zosiyanasiyana

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • adziwa zitchetche molondola	Ophunzira: 1 **alemba** zitchetche 2 **awumba** zitchetche 3 **apanga** zitchetche	**Kukonzekera kulemba**	• kuyimba nyimbo ya 'do'! zunguliru' kapena 'kwera tsika' ndi nyimbo zina • kukambirana za zitchetche patchati • kutchula zinthu zofanana ndi zitchetche • kulemba zitchetche • kuona zitchetche • kuwumba zitchetche • kupanga zitchetche pogwiritsa ntchito zinthu monga: timitengo	• kukambirana • ntchito ya m'magulu • ntchito ya awiriawiri • kuyesana nzeru • mafunso ndi mayankho • tinkhokwe ta zomwe ophunzira akonza /achita (potofoliyo) • ntchito ya m'magulu	• mapepala • zolembera • labala • ophunzira • dongo • timitengo tating'onoting'ono

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira malembo osiyanasiyana	Ophunzira: 1 **alemba** zitchetche 2 **alemba** malembo molondola	**Malembo**	• kulemba zitchetche monga: |||=|||=||||=||||=||| • kulemba malembo molondola	• ntchito ya m'magulu • kukambirana • kuyesana nzeru • chiwonetsero cha mphunzitsi • mafunso ndi mayankho • ntchito ya awiri awiri • mafunso ndi mayankho • kufotokoza	• ophunzira • zolembera • zithunzi • zinthu zojambulidwa kale/ zowumbidwa kale • makadi • mawaya • zinthu zosiyana siyana • zithunzi zotukuza

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• alemba maphatikizo a malembo molondola • alemba mawu osiyanasiyana	1 **alemba** maphatikizo a malembo molondola 1 **alemba** mawu osiyanasiyana 2 **alemba** mayina awo	**Maphatikizo a malembo** **Mawu osiyanasiyana**	• kulemba maphatikizo a malembo monga: ba, be, bi, bo, bu • kulemba mawu a maphatikizo awiri monga bafa, bedi, buku • kulemba mawu osiyanasiyana • kulemba mayina awo	• kufotokoza • mafunso ndi mayankho • kuyesana kapena kupimana nzeru • kukambirana • ntchito ya m'magulu • kuonetsana zomwe wina walemba	• mabuku • matchati • zithunzi zotukuza • mabuku otanthauzira • masileti

Luso : Kuganiza mozama ndi modekha

Cholinga cha luso: Ophunzira adzagwiritsa ntchito chiyankhulo poganiza mozama ndi modekha komanso powunika kagwiritsidwe ntchito koyenera ka mfundo zokhudza maphunziro

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira kufanana kwa zinthu /zithunzi ndi mawu kapena ziganizo zosiyanasiyana	Ophunzira: 1 **afananitsa** zithunzi ndi mawu/ziganizo 2 **afananitsa** ndi **kusiyanitsa** maphatikizo a malembo osiyanasiyana	**Kufananitsa zithunzi ndi mawu/ziganizo**	• kufananitsa zithunzi ndi mawu/ziganizo • kufananitsa ndi kusiyanitsa maphatikizo a malembo monga: ba ndi da	• mafunso ndi mayankho • kukambirana • kutsanzirana • kusonyeza • kuwonetsetsa zomwe ena akuchita • kufotokoza • ntchito ya m'magulu • ntchito ya awiriawiri • kuyesana ndi kupimana nzeru	• zinthu zosiyanasiyana • makadi • zithunzi • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • pepala / nthenga zogwiritsa ntchito mbuwu • ophunzira • nthenga

Luso : Kusanja mawu ndi kugwiritsa ntchito chiyankhulo

Cholinga cha luso: Ophunzira adzadziwa m'mene maliwu ndi malamulo a chiyankhulo amagwiritsidwira ntchito poyankhula komanso polemba

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • asonyeza kugwiritsa ntchito mafunso ndi mayankho	Ophunzira: 1 **afunsa** mafunso osiyanasiyana moyenera 2 **ayankha** mafunso osiyanasiyana molondola	**Mafunso ndi mayankho**	• kufunsana mafunso monga: - dzina lako ndani? - umachokera kuti? - umakonda kudya chiyani? • kuyankha mafunso monga: - dzina langa ndine… - ndimachokera ku … - ndimakonda kudya … • kufunsidwa mafunso osiyanasiyana monga: - mbale wako ndani? - amakonda chiyani?	• mafunso ndi mayankho • kukambirana • kufotokoza • ntchito ya awiriawiri • kuyesana/ kupimana nzeru	• ophunzira • zithunzi • zithunzi zotukuza • ophunzira • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• asonyeza kugwiritsa ntchito maphatikizo a malembo osiyanasiyana	1 **apanga** mawu ndi maphatikizo a malembo osiyanasiyana	**Kupanga mawu ndi maphatikizo**	• kupanga mawu ndi maphatikizo a malembo osiyanasiyana	• mafunso ndi mayankho • kukambirana • ntchito ya awiriawiri • kuyesana ndi kupimana nzeru	• matchati • ng'oma • nthenga • zithunzi zotukuza • ophunzira • kalilole

Chigawo : Chachitatu
Luso : Kumva
Cholinga cha luso: Ophunzira amvetsera mwatcheru kuti adzamvetsetse ndi kudzayankhapo m'njira komanso m'nkhani zosiyanasiyana

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • achita zomwe alamulidwa • atsatira malangizo	Ophunzira: 1 **achita** zomwe alamulidwa 2 **atsatira** malangizo 3 **apempha** moyenera	**Malangizo ndi kulamula**	• kuchita zomwe alamulidwa • kukana zomwe alamulidwa • kulamulana • kutsatira malangizo • kulangiza (mwachitsanzo: uzigwada ukamalonjera alendo) • kupempha chinthu monga cholembera moyenera	• masewero • ntchito ya gulu • ntchito ya awiri awiri • zisudzo • mafunso ndi mayankho • masewero a talota (mwa chitsanzo: ana alote maliwu osiyanasiyana atatsinzina) • kukambirana • kufotokoza	• makasu • zibekete • zisekese • ng'oma yogwiritsa ntchito mbuwu • wenzulu khelele pinto wogwiritsa ntchito mbuwu • mabotolo/tindodo • mbalame • ophunzira • mauthenga ojambulidwa

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• amvera nyimbo • achita masewero osiyanasiyana • amva katchulidwe ka maphatikizo • azindikira mawu osiyanasiyana	1 **ayimba** nyimbo 2 **avina** motsatira nyimbo 3 **awomba** m'manja motsatira nyimbo 1 **achita** masewero 2 **ayimba** nyimbo 1 **atchula** maphatikizo molondola 2 **aloza** maphatikizo 1 **atchula** molondola 2 **aloza** mawu osiyanasiyana	**Nyimbo** **Masewero** **Maphatikozo a malembo** **Mawu osiyanasiyana**	• kuyimba nyimbo • kuvina motsatira nyimbo • kuwomba m'manja motsatira nyimbo • kuchita masewero • kuyimba nyimbo • kutchula maphatikizo molondola • kuloza maphatikizo molondola • kutchula mawu molondola • kuloza mawu osiyanasiyana	• kuwona ntchito ya ana • ana awonetsana ntchito • masewero • ntchito ya gulu • ntchito ya awiri awiri • zisudzo • mafunso ndi mayankho • masewero a talota (mwa chitsanzo: ana alote maliwu osiyanasiyana atatsinzina) • kukambirana • kufotokoza	• makasu • zibekete • zisekese • ng'oma yogwiritsa ntchito mbuwu • wenzulu khelele pinto wogwiritsa ntchito mbuwu • mabotolo/tindodo • mbalame • ophunzira • mauthenga ojambulidwa • galasi/kalilole zogwiritsa ntchito mbuwu

Luso : Kuyankhula
Cholinga cha luso: Ophunzira adzapereka maganizo awoawo poyankhula mosakaika kwa ena m'zochitika zosiyanasiyana

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • aloza zochitika m'zithunzi • akambirana zochitika m'zithunzi	Ophunzira: 1 **aloza** zochitika m'zithunzi 1 **akambirana** zochitika m'zithunzi 2 **apereka** maganizo awo a zochitika m'zithunzi	**Zochitika m'zithunzi**	• kuloza zochitika m'zithunzi • kukambirana zochitika m'zithunzi • kupereka maganizo a zochitika m'zithunzi	• mafunso ndi mayankho • kuyesana nzeru • kukambirana • kuwonetsetsa zomwe ena akuchita • ntchito ya m'magulu • ntchito ya awiriawiri	• mphunzitsi/ munthu wotanthauzira zoyankhula mwa zizindikiro • zolemba mu braille ndi zilembo zikuluzikulu • mabuku • zithunzi • zithunzi zotukuza

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati:	Ophunzira:				
• azindikira maphatikozo a malembo	1 **atchula** maphatikizo a malembo molondola	**Maphatikizo a malembo**	• kutchula maphatikizo a malembo molondola	• mafunso ndi mayankho • kukambirana • kufutokoza • kuchita sewero • kuyesana/ kupimana nzeru • nyimbo/ndakatulo • mpikisano	• zithunzi zotukuza • ophunzira • zovala za mitundu yosiyanasiyana • maluwa a mitundu yosiyanasiyana • galasi/kalilole zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu
	2 **aloza** maphatikizo a malembo		• kuloza maphatikizo a malembo		
• azindikira mawu osiyanasiyana	1 **atchula** mawu molondola	**Mawu osiyanasiyana**	• kutchula mawu molondola		
	2 **aloza** mawu osiyanasiyana		• kuloza mawu osiyanasiyana		

Luso : Kuwerenga

Cholinga cha luso: Ophunzira adzawerenga nkhani zosiyanasiyana mosadodoma ndi mwachidwi kuti amvetse ndi kuyankhapo pa zomwe awerenga

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • awerenga nkhani m'zithunzi	Ophunzira: 1 **aloza** zochitika m'zithunzi 2 **afotokoza** zochitika m'zithunzi	**Zochitika m'zithunzi**	• kuloza zochitika m'zithunzi • kufotokoza zochitika m'zithunzi monga: zakuchipatala	• kukambirana • kufotokoza • mafunso ndi mayankho • kuyesana/ kupimana nzeru • kuwonetsetsa zomwe ena akuchita • kuchita sewero	• zithunzi zotukuza • galasi/kalilole zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mabuku, matchati a mu braille ndi zilembo zazikuluzikulu • munthu wotanthauzira zoyankhula mwa zizindikiro

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• azindikira maphatikizo osiyanasiyana • azindikira mawu osiyanasiyana	1 **atchula** maphatikizo molondola 2 **aloza** maphatikizo molondola 3 **awerenga** maphatikizo molondola 1 **atchula** mawu molondola 2 **aloza** mawu osiyanasiyana 3 **awerenga** mawu osiyanasiyana molondola	**Maphatikizo a malembo** **Mawu osiyanasiyana**	• kutchula maphatikizo a malembo molondola • kuloza maphatikizo a malembo molondola • kuwerenga maphatikizo molondola • kuchula mawu molondola • kuloza mawu osiyanasiyana • kuwerenga mawu osiyanasiyana molondola	• kukambirana • kufotokoza • mafunso ndi mayankho • kuyesana/ kupimana nzeru • kuwonetsetsa zomwe ena akuchita • kuchita sewero	• ophunzira • zithunzi zotukuza • galasi/kalilole zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mabuku, matchati a mu braille ndi zilembo zazikuluzikulu • munthu wotanthauzira zoyankhula mwa zizindikiro

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• azindikira ziganizo zosiyanasiyana	1 **atchula** ziganizo molondola 2 **aloza** ziganizo zosiyanasiyana 3 **awerenga** ziganizo zosiyanasiyana 4 **apanga** ziganizo ndi mawu osiyanasiyana moyenera	**Ziganizo**	• kutchula molondola • kuloza ziganizo • kuwerenga ziganizo • kupanga ziganizo ndi mawu osiyanasiyana moyenera	• kukambirana • kufotokoza • mafunso ndi mayankho • kuyesana/ kupimana nzeru • kuwonetsetsa zomwe ena akuchita • kuchita sewero	• ophunzira • zithunzi zotukuza • galasi/kalilole zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mabuku, matchati a mu braille ndi zilembo zazikuluzikulu • munthu wotanthauzira zoyankhula mwa zizindikiro

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• azindikira zithunzi ndi mawu/ ziganizo	1 **afananitsa** zithunzi ndi mawu/ ziganizo 2 **awerenga** mawu okhala m'munsi mwa zithunzi 3 **atola** mawu olondola pa makadi	**Kufananitsa zithunzi ndi mawu/ziganizo**	• kufananitsa zithunzi ndi mawu/ziganizo • kuwerenga mawu molondola • kutola mawu molondola pa makadi	• kukambirana • kufotokoza • mafunso ndi mayankho • kuyesana/ kupimana nzeru • kuwonetsetsa zomwe ena akuchita • kuchita sewero	• ophunzira • zithunzi zotukuza • mabuku • matchati • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mabuku a mu braille ndi zilembo zazikulu-zikulu • munthu wotanthauzira zoyankhula mwa zizindikiro

Luso : Kulemba

Cholinga cha luso: Ophunzira adzadziwa kulemba nkhani zochitika ndi zopeka molondola m'njira zosiyanasiyana

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati:	Ophunzira				
• alemba maphatikizo osiyanasiyana	1 **atchula** maphatikizo molondola 2 **alemba** maphatikizo molondola	**Maphatikizo a malembo**	• kutchula maphatikizo molondola • kulemba maphatikizo molondola	• kufotokoza • mafunso ndi mayankho • kuyesana/kupima na nzeru • kuchita sewero	• mabuku, matchati a mu braille ndi zilembo zazikuluzikulu • munthu wotanthauzira zoyankhula mwa zizindikiro
• alemba mawu osiyanasiyana	1 **atchula** mawu molondola 2 **alemba** mawu molondola	**Mawu osiyanasiyana**	• kutchula mawu molondola • kulemba mawu molondola	• kuwonetsetsa zomwe ena akuchita • kukambirana	
• alemba ziganizo zosiyanasiyana	1 **atchula** ziganizo molondola 2 **alemba** ziganizo molondola 3 **apanga** ziganizo ndi mawu moyenera	**Ziganizo**	• kuchula ziganizo • kulemba ziganizo molondola • kupanga ziganizo ndi mawu moyenera	• kuwonetsana zojambula ndi zolemba	

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• awumba zinthu zosiyanasiyana	1 **awumba** zinthu zosiyanasiyana 2 **atchula** zowumbidwa zosiyanasiyana 3 **asiyanitsa** zowumbidwa	**kuwumba**	• kuwumba zinthu zosiyanasiyana monga: malembo • kutchula zowumbidwa zosiyanasiyana • kusiyanitsa zinthu zowumbidwa	• kuchita sewero • kuwonetsetsa zomwe ena akuchita • kukambirana • kufotokoza • kuyesana • mafunso ndi mayankho • kuwumba	• munthu wotanthauzira zoyankhula mwa zizindikiro • matumba • makatoni • timitengo tolembera • dongo • makala • choko • makaka • ufa

Luso : Kuganiza mozama ndi modekha

Cholinga cha luso: Ophunzira adzagwiritsa ntchito chiyankhulo poganiza mozama ndi modekha komanso powunika kagwiritsidwe ntchito koyenera ka mfundo zokhudza maphunziro

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira kufanana kwa zinthu ndi mawu/ ziganizo • asonyeza kugwiritsa ntchito maphatikizo a malembo osiyanasiyana	Ophunzira: 1 **atchula** zithunzi molondola 2 **afananitsa** zithunzi ndi mawu/ ziganizo **1 atchula** maphatikizo a malembo 2 **apanga** mawu ndi maphatikizo a malembo osiyanasiyana	**Kufananitsa zithunzi ndi mawu/ ziganizo** **Kupanga mawu ndi maphatikizo**	• kutchula zithunzi molondola • kufananitsa zithunzi ndi mawu/ziganizo • kupanga mawu ndi maphatikizo a malembo osiyanasiyana	• ntchito ya m'magulu • ntchito ya awiriawiri • kukambirana • kufokokoza • kuyesana • mafunso ndi mayankho • kusonyeza • kuwonetsetsa zomwe ena akuchita	• mapepala • mayani/masamba • zibekete • miyala • timitengo • maluwa • mchenga • zipatso • nthenga • mabotolo

Luso : **Kusanja mawu ndi kugwiritsa ntchito chiyankhulo**

Cholinga cha luso: Ophunzira adzadziwa m'mene maliwu ndi malamulo a chiyankhulo amagwiritsidwira ntchito poyankhula komanso polemba

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • asonyeza kugwiritsa ntchito maphatikizo a malembo	Ophunzira: 1 **apanga** mawu ndi malembo 2 **apanga** mawu ndi maphatikizo 3 **atsiriza** ziganizo moyenera 4 **apanga** ziganizo molondola	**Kupanga mawu/ziganizo**	• kupanga mawu ndi malembo • kupanga mawu ndi maphatikizo • kutsiriza ziganizo • kupanga ziganizo molondola	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana/kupi-mana nzeru • ntchito ya awiriawiri	• ophunzira • zithunzi • zojambula • matchati • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• afotokoza nkhani/ nthano	1 **afotokoza** zochitika m'zithunzi	**Zochitika m'zithunzi**	• kufotokoza zochitika m'zithunzi	• mafunso ndi mayankho • kukambirana • kufutokoza • kuchita sewero • kuyesana/ kupimana nzeru • nyimbo/ndakatulo • mpikisano	• zithunzi zotukuza • ophunzira • zovala za mitundu yosiyanasiyana • maluwa a mitundu yosiyanasiyana • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • munthu wotanthauzira zoyankhula mwazizindikiro

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Syllabus for Literacy and Languages - English

Standard 1

Rationale

Literacy and languages are key to human development. People use language to get things done, to inform, warn, persuade or influence others to behave in a particular way. This is achieved through listening, speaking, reading and writing. The ability to read and write well is crucial to children's academic achievement. When children have a good understanding of grammar and syntax of the language they learn they acquire skills to communicate to a wide range of audiences for different purposes.

Core elements and their outcomes

a) **Listening**

The learner will be able to **listen** attentively and critically to understand and respond to others in a wide range of situations through a variety of media.

b) Speaking

The learner will be able to confidently **express** their own ideas fluently and respond appropriately to others orally in a wide range of situations.

c) Reading

The learner will be able to **read** fluently and critically to understand and respond to different types of texts for enjoyment and information.

d) Writing

The learner will be able to **write** legible factual and imaginative texts for a wide range of purposes.

e) Critical thinking and reasoning

The learner will be able to **use** language to think and reason as well as to access, process and use information for learning.

f) Structure and use of language

The learner will be able to understand how sounds, words and grammar can be used to create and interpret texts.

Term : I
Core element : Listening
Primary outcome : The learner will be able to listen attentively and critically, to understand and respond to others in a wide range of situations and using variety of media.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when learners are able to: • socialise with others	Learners must be able to: • **greet** others casually/ formally	**Socialising**	• greeting others casually formally eg: "Hello" • responding to greetings eg: "I am fine" • greeting others formally	• role play • group work • pair work • dramatization • question and answer	• drums/tins/bells • observation checklists • whistles • bottles • hoes • learners
• listen to stories, songs and rhymes with understanding	• **perform** songs and rhymes	**Songs and Rhymes**	• singing songs and rhymes • acting out the song and rhyme eg: clapping hands, shaking their bodies, dancing, beating drums, metal objects, etc	• teacher observation • peer assessment • individual assessment • singing • games • miming • dancing	• tape recorders • recorded greetings • sign language interpreter • mirror/feather for SEN • story books • pictures/drawings • raised pictures/rawings • portfolio

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching and learning resources
• distinguish different sounds	• **recognise** different sounds of letters of the alphabet • **respond** to various sounds appropriately	**Sound differentiation**	• producing sounds of letters of the alphabet • relating sounds to letters of the alphabet • responding to various sounds appropriately	• role play • group work • pair work • dramatization • question and answer • teacher observation • peer assessment • individual assessment • singing • games • miming • demonstration	• use of local environment • drums, bells, tins • whistles • bottles • birds • tins • learners • tape recorders • imitated sounds • sign language interpreter • mirror/feather for Special Education Needs • observation checklists

Term : I
Core element : Speaking
Primary outcome : The learner will be able to confidently express their own ideas fluently, and respond appropriately to others orally in a wide range of situations.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when learners are able to: • socialise with others	Learners must be able to: • **greet** other people casually • **greet** other people formally • **respond** to greetings casually and formally appropriately • **bid** farewell casually • **bid** farewell formally • **identify** themselves their names, where they live and their ages	**Socializing** **Parting** **Introductions**	• greeting other people casually eg: "Hello!" • greeting peers and other people formally eg. "Good morning…" • responding to greetings appropriately eg: "I'm fine." • parting with peers and other people casually eg. "bye! bye!" • parting with peers and other people formally eg. "Good bye,...." • mentioning their names and where they live, eg: "My name is…I live at/in …" and their ages I am … years old	• pair work • explanation • demonstration • individual work • group work • question and answer • teacher observation • peer assessment • self assessment • role play • singing • games • miming • portfolio	• learners • charts • pencils • text books • name cards • stylus • sign language interpreter • observation checklists • recorded • songs • pictures/ drawing • recorded greetings

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching and learning resources
• get things done • express and find out attitudes, feeling and thoughts	• **give** commands to others • **respond** to commands appropriately • **praise** others • **make** polite requests	**Commands** **Attitudes, feelings and thoughts**	• giving commands to others • responding to commands from others appropriately • singing a command song with gestures • praising others, eg: "Well done," "That's good." • expressing apologies, eg: "I'm sorry." • making polite requests eg: "Can I come in, please?"	• pair work • explanation • demonstration • individual work • group work • question and answer • teacher observation • peer assessment • self assessment • role play • singing • games • discussion • dramatisation	• learners • charts • pencils • notebooks • name cards • stylus • sign language interpreter • observation checklists • television • portfolio

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching and learning resources
• ask for and give information	• **ask** for information • **give** information	**Asking for and giving information**	• asking for and giving information, eg: What's this?" "It's a … (book)", "Show me your… (head/nose)" "How many…are there?" "There are …"	• demonstration • individual/pair/group work • question and answer • teacher observation • peer assessment • self assessment • role play • singing • games • discussion	• assorted objects • learners • charts • pencils • books • name cards • stylus • sign language interpreter • observation checklists • pictures/ drawings • raised pictures

Term : I
Core element : Reading
Primary outcome : The learner will be able to read fluently and critically to understand and respond to different types of texts for enjoyment and information.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methodologies**	**Suggested teaching, learning resources**
We will know this when learners are able to: • develop an awareness of concepts about print	Learners must be able to: • **point** to letters in a word	**Eye and hand coordination**	• pointing to letters in a word in the book	• individual work • pair work • question and answer • discussion • peer observation • demonstration • group work • teacher observation • explanation • individual assessment	• learners' books • letters of the alphabet • sign language interpreter • alphabet in braille • stylus • illustrated stories • observation checklists • pictures/ • drawings

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching, learning resources
• recognise different shapes, colours, objects and letters of the alphabet	• **identify** different shapes and objects • **identify** letters of the alphabet	**Shapes and objects** **Letters of the alphabet**	• identifying different shapes and objects • sorting different shapes and objects • matching different shapes and objects • counting different shapes and objects • identify letters of the alphabet • singing the alphabet song	• individual work • group work • question and answer • teacher observation • peer assessment • discussion • singing • jigsaw puzzles • demonstration • games • pair work	• assorted objects • drawing pictures • raised drawings/ pictures • pieces of pictures • sign language interpreter • alphabet chart • alphabet in braille

Term : I
Core element : Writing
Primary outcome : The learner will be able to write legible, factual and imaginative texts for a wide range of purposes.

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning resources
We will know this when learners are able to: • demonstrate eye and hand coordination	Learners must be able to: • **scribble** patterns • **make** shapes with their bodies • **model** letters of the alphabet	**Holding different simple objects** **Shapes, letters and patterns**	• scribbling patterns using pencils, pens, chalk from left to right • removing scribbles using erasers • writing letters • making shapes with their bodies • making letters and patterns with their bodies • modelling letters of the alphabet	• individual work • pair work • discussion • demonstration • peer assessment • teacher observation • question and answer • task analysis • group work	• pictures • chalk • duster/erasers • beads • pieces of paper, newspaper, magazines • pairs of scissors • pencils/crayons • erasers • strings/threads • sign language interpreter • alphabet chart • portfolios

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching. learning resources
	• **play** games • **solve** simple jigsaw puzzles	**Eye and hand coordination**	• playing games that foster developing eye and hand coordination (eg: I can fly like a bird ….. • solving simple jig saw puzzles of 3 – 5 pieces	• individual work • group work • pair work • question and answer • demonstration • discussion • portfolio • peer assessment • teacher observation • task analysis • manual prompt • games • songs	• sign language interpreter • learners • patterns • shapes • braille paper • sand • charts • pencils • crayons • observation checklists • jigsaw puzzles

Term : I
Core element : Critical thinking and reasoning
Primary outcome : The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methodologies**	**Suggested teaching, learning resources**
We will know this when learners are able to: • demonstrate an understanding of concepts and vocabulary • recognise similarities and differences between objects, pictures colours and numbers	Learners must be able to: • **introduce** themselves • **introduce** others • **identify** numbers shapes, colours and size • **match** objects and pictures according to numbers, shapes, colours and sizes	**Introductions** **Identification**	• introducing themselves eg: "What is your name?" "My name is Thokozani" • itroducing others eg: 'What is his/her name?' "His/her name is ....." • identifying numbers, shape colours and size • matching objects and pictures with shapes • matching objects and pictures with colours • matching objects and pictures with numbers	• portfolio • question and answer • pair/group work • explanation • teacher observation • individual work • individual assessment • demonstration • discussion • singing • peer assessment	• learners • pieces of wood/grass • assorted objects • observation checklists • recorded songs • pictures/ shapes • sign language interpreter • raised shapes and pictures • charts

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching and learning resources
	• **sort** objects		• matching objects and pictures according to sizes • sorting various objects according to size, shape, colour, numbers • arranging objects numbers, shapes in ascending order • arranging objects, numbers, shapes in descending order	• individual work • pair work • group work • demonstration • teacher observation • peer assessment • question and answer • explanation • individual assessment • discussion	• learners • assorted objects • pictures/ drawings • raised pictures/ drawings • observation checklists • recorded songs • sign language interpreter • textbooks • portfolio

Term : I
Core element : Structure and use of language
Primary outcome : The learner will be able to understand how sounds, words and grammar can be used to create and interpret texts.

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate an understanding and use of imperatives, positive and negative forms in oral texts	Learners will be able to: • **use** imperatives (commands) in oral texts • **respond** to imperatives	**Imperatives (commands)**	• using imperatives (commands) in oral texts, eg: "Stand up!" • responding to imperatives (commands) in oral texts • playing command games • sing songs	• demonstration • pair work • group work • question and answer • teacher observation • peer assessment • self assessment • role play • singing • portfolio • discussion • dramatisation	• learners • charts • pencils • notebooks • name cards • stylus • sign language interpreter • observation checklists • pictures/drawings • raised pictures/ drawings • recorded songs or commands

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching and learning resources
• demonstrate an understanding and use of simple questions and answers in oral texts • demonstrate an understanding and use of simple present and continuous tenses in oral texts	• **ask** simple questions in oral text • **respond** to simple questions in oral texts • **say** what they use are doing use continuous simple tenses in oral texts	**Questions** **Verb tense**	• asking simple questions, eg: "What's your name?" • responding to simple questions in oral texts, eg: "My name is …" • using simple tense, in oral texts, eg: "I eat nsima everyday" "She is cleaning the chalkboard."	• demonstration • individual work • pair work • question and answer • teacher observation • peer assessment • self assessment • role play • singing • discussion • dramatisation	• learners • charts • pencils • notebooks • name cards • stylus • sign language interpreter • observation checklists • television • video • radio cassette recorder • raised pictures/ drawings • pictures

Term : II
Core element : Listening
Primary outcome : The learner will be able to listen attentively and critically, to understand and respond to others in a wide range of situations and using variety of media.

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when learners are able to: • socialise with others • listen to stories, songs and rhymes with understanding	Learners must be able to: • **greet** others • **mime** songs and rhymes • **answer** questions on a story • **listen** to stories	**Socialising** **Songs and Rhymes**	• greeting others casually formally eg: "Hello" • responding to greetings eg: "I am fine" • miming songs and rhymes • acting out the song and rhyme eg: clapping hands, shaking their bodies, dancing, beating drums, metal objects, etc • listening to stories	• role play • group work • pair work • dramatization • question and answer • teacher observation • peer assessment • individual assessment • singing • games • miming • dancing	• drums/tins/bells • observation checklists • whistles • bottles • hoes • learners • tape recorders • recorded greetings • sign language interpreter • mirror/feather for SEN • story books • pictures/drawings • raised pictures/rawings • portfolio

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching and learning resources
• distinguish different sounds	• **recognise** differences of various sounds of objects; animals and people. • **respond** to various sounds appropriately	**Sound differentiation**	• producing sounds of animals, vehicles, people, bells, etc. • relating the sounds to objects, animals and people that produce it • contrasting different sounds • imitating various sounds • making signs related to various sounds (for children with special needs) • responding to various sounds appropriately	• role play • group work • pair work • dramatization • question and answer • teacher observation • peer assessment • individual assessment • singing • games • miming • demonstration	• use of local environment • drums, bells, tins • whistles • bottles • birds • tins • learners • tape recorders • imitated sounds • sign language interpreter • mirror/feather for Special Education Needs • observation checklists

Term : I I
Core element : Speaking
Primary outcome : The learner will be able to confidently express their own ideas fluently, and respond appropriately to others orally in a wide range of situations.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when learners are able to: • socialise with others	Learners must be able to: • **greet** other people casually • **greet** other people formally • **respond** to greetings casually and formally appropriately • **bid** farewell casually • **bid** farewell formally • **introduce** themselves their names, where they live and their ages	**Socializing** **Parting** **Introductions**	• greeting other people casually eg: "Hello!" • greeting peers and other people formally eg. "Good morning…" • responding to greetings appropriately eg: "I'm fine." • parting with peers and other people casually eg. "bye! bye!" • parting with peers and other people formally eg. "Good bye,...." • introducing themselves, eg: "My name is…I live at/in …" and their ages I am … years old	• pair work • explanation • demonstration • individual work • group work • question and answer • teacher observation • peer assessment • self assessment • role play • singing • games • miming • portfolio	• learners • charts • pencils • text books • name cards • stylus • sign language interpreter • observation checklists • recorded • songs • pictures/ drawing • recorded greetings

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching and learning resources
• get things done	• **give** commands to others • **respond** to commands appropriately	**Commands**	• giving commands to others • responding to commands from others appropriately • singing a command song with gestures	• pair work • explanation • demonstration • individual work • group work • question and answer • teacher observation • peer assessment • self assessment • role play • singing • games • discussion • dramatisation	• learners • charts • pencils • notebooks • name cards • stylus • sign language interpreter • observation checklists • television • portfolio
• express and find out attitudes, feeling and thoughts	• **praise** others • **make** polite requests	**Attitudes, feelings and thoughts**	• praising other, eg: "Well done," "That's good." • expressing apologies, eg: "I'm sorry." • making polite requests eg: "Can I come in, please?"		

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching and learning resources
• express and find out attitudes, feeling and thoughts • ask for and give information	• **accept** requests • **reject** requests • **ask** for information • **give** information	**Asking for and giving information**	• accepting requests eg: "Yes you can, yes, please" • rejecting requests eg: "May I…?", "No you may not." • asking for and giving information, eg: What's this?" "It's a … (book)", "Show me your…(head/nose)" "How many…are there?" "There are …"	• demonstration • individual/pair/group work • question and answer • teacher observation • peer assessment • self assessment • role play • singing • games • discussion	• assorted objects • learners • charts • pencils • books • name cards • stylus • sign language interpreter • observation checklists • pictures/ drawings • raised pictures

Term : II
Core element : Reading
Primary outcome : The learner will be able to read fluently and critically to understand and respond to different types of texts for enjoyment and information.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methodologies**	**Suggested teaching, learning resources**
We will know this when learners are able to: • develop an awareness of concepts about print	Learners must be able to: • **point** to letters in a word	**Eye and hand coordination**	• pointing to letters in a word in the book	• individual work • pair work • question and answer • discussion • peer observation • demonstration • group work • teacher observation • explanation • individual assessment	• learners books • letters of the alphabet • sign language interpreter • alphabet in braille • stylus • illustrated stories • observation checklists • pictures/ • drawings

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching, learning resources
• recognise different shapes, colours, objects and letters of the alphabet	• **identify** different shapes of objects	**Shapes and objects**	• identifying different shapes and objects • sorting different shapes and objects • matching different shapes and objects • counting different shapes and objects	• individual work • group work • question and answer • teacher observation • peer assessment • discussion • singing • jigsaw puzzles • demonstration • games • pair work	• assorted objects • drawing pictures • raised drawings/ pictures • pieces of pictures • sign language interpreter • alphabet chart • alphabet in braille
	• **solve** jigsaw puzzles	**Jigsaw puzzles**	• solving simple jigsaw puzzles of 2 – 3 pieces		
	• **identify** letters of the alphabet	**Letters of the alphabet**	• identify letters of the alphabet • singing the alphabet song		

Term : II
Core element : Writing
Primary outcome : The learner will be able to write legible, factual and imaginative texts for a wide range of purposes.

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning resources
We will know this when learners are able to: • demonstrate eye and hand coordination	Learners must be able to: • **scribble** patterns • **make** shapes with their bodies • model letters of the alphabet	**Holding different simple objects** **Shapes, letters and patterns**	• scribbling patterns using pencils, pens, chalk from left to right • removing scribbles using erasers • writing letters • making shapes with their bodies • making letters and patterns with their bodies • modelling letters of the alphabet	• individual work • pair work • discussion • demonstration • peer assessment • teacher observation • question and answer • task analysis • group work • modeling	• pictures • chalk • duster/erasers • beads • pieces of paper, newspaper, magazines • pairs of scissors • pencils/crayons • erasers • strings/threads • sign language interpreter • alphabet chart • portfolios

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning resources
	• **play** games • **join** simple jigsaw puzzles	**Eye and hand coordination**	• playing any games that foster developing eye and hand coordination (eg: I can fly like a bird ….. • joining simple jig saw puzzles of 3 – 5 pieces	• individual work • group work • pair work • question and answer • demonstration • discussion • portfolio • peer assessment • teacher observation • task analysis • manual prompt • games • songs	• sign language interpreter • learners • patterns • shapes • braille paper • sand • charts • pencils • crayons • observation checklists • jigsaw puzzles

Term : II
Core element : Critical thinking and reasoning
Primary outcome : The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methodologies**	**Suggested teaching & learning resources**
We will know this when learners are able to: • demonstrate an understanding of concepts and vocabulary • recognise similarities and differences of objects, pictures colours and numbers	Learners must be able to: • **introduce** themselves • **introduce** others • **identify** numbers shapes, colours and size • **match** objects and pictures according to numbers, shapes, colours and sizes	**Self introduction** **Identification**	• introducing themselves eg: "What is your name?" "My name is Thokozani" • introducing others eg: 'What is his/her name?' "His/her name is ....." • identifying numbers, shape colours and size • matching objects and pictures with shapes • matching objects and pictures with colours • matching objects and pictures with numbers • matching objects and pictures according to sizes	• portfolio • question and answer • pair/group work • explanation • teacher observation • individual work • individual assessment • demonstration • discussion • singing • peer assessment	• learners • pieces of wood/grass • assorted objects • observation checklists • recorded songs • pictures/ shapes • sign language interpreter • raised shapes and pictures • charts

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching and learning resources
	• **sort** objects		• sorting various objects according to size, shape, colour, numbers • arranging objects numbers, shapes in ascending order • arranging objects, numbers, shapes in descending order	• individual work • pair work • group work • demonstration • teacher observation • peer assessment • question and answer • explanation • individual assessment • discussion	• learners • assorted objects • pictures/ drawings • raised pictures/ drawings • observation checklists • recorded songs • sign language interpreter • textbooks • portfolio

Term : II
Core element : Structure and use of language
Primary outcome : The learner will be able to understand how sounds, words and grammar can be used to create and interpret texts.

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate an understanding and use of imperatives, positive and negative forms in oral texts	Learners will be able to: • **use** imperatives (commands) in oral texts • **respond** to imperatives	**Imperatives (commands)**	• using imperatives (commands) in oral texts, eg: "Stand up!" • responding to imperatives (commands) in oral texts • playing command games • sing songs	• demonstration • pair work • group work • question and answer • teacher observation • peer assessment • self assessment • role play • singing • portfolio • discussion • dramatisation	• learners • charts • pencils • notebooks • name cards • stylus • sign language interpreter • observation checklists • pictures/drawings • raised pictures/ drawings • recorded songs or commands

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching and learning resources
• demonstrate an understanding and use of simple questions and answers in oral texts • demonstrate an understanding and use of simple present and continuous tenses in oral texts	• **ask** simple questions in oral text • **respond** to simple questions in oral texts • **say** what they are doing use continuous simple tenses in oral texts	**Questions** **Verb tense**	• asking simple questions, eg: "What's your name?" • responding to simple questions in oral texts, eg: "My name is …" • using simple tense, present continuous tense in oral texts, eg: "I eat nsima everyday" "She is cleaning the chalkboard."	• demonstration • individual work • pair work • question and answer • teacher observation • peer assessment • self assessment • role play • singing • discussion • dramatisation	• learners • charts • pencils • notebooks • name cards • stylus • sign language interpreter • observation checklists • television • video • radio cassette recorder • raised pictures/ drawings • pictures

Term : III
Core element : Listening
Primary outcome : The learner will be able to listen attentively and critically, to understand and respond to others in a wide range of situations and using a variety of media.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methodologies**	**Suggested teaching & learning resources**
We will know this when learners are able to: • distinguish between different sounds	Learners must be able to: • **distinguish** various sounds of letters at the beginning and end of words • **relate** the sounds of the alphabet they hear within a word, their names and friends names	**Phonics**	• identifying sounds of letters they hear within a word • pointing to the mentioned letters of the alphabet in a word • singing an alphabet song • relating the sounds of the alphabet they hear within a word • identifing phonemes in words they hear	• individual/pair/group work • demonstration • teacher observation • peer assessment • question and answer • discussion	• alphabet chart • alphabet in braille • stylus • learners • observation checklists • songs/ rhymes • ball/ring balls • pictures/ drawings • raised letter cards • assorted objects • sign language interpreter • portfolio
• listen to stories, songs and rhymes with understanding	• **retell** stories	**Stories**	• listening to simple stories • retelling stories • narrating stories	• role play • dramatisation	

Term : III
Core element : Speaking
Primary outcome : The learner will be able to confidently express their own ideas fluently and respond appropriately to others orally in a wide range of situations

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when learners are able to: • socialise with others • express and find out attitudes, feelings and thoughts	Learners must be able to: • **introduce** class members, peers • **apologise** to others • **express** likes/dislikes and wants	**Introductions** **Attitudes, feelings and thoughts**	• introducing class members, peers eg: "Who is this?" "It's Dalitso." • naming class members and peers eg: "This is hikondi." "It's Chimwemwe." • apologising eg: "I am sorry or sorry." • expressing likes eg: "I like oranges." • expressing wants eg: "What do you want?" " I want a cup of tea."	• demonstration • question and answer • individual work • pair work • group work • peer assessment • teacher observation • discussion • role play • self-assessment • dramatisation	• magazines • learners • observation checklists • songs rhymes • ball/ring balls • pictures/ drawings • raised pictures/ drawings • assorted objects • name cards • illustrated stories

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching and learning resources
• ask for and give information	• **ask** for information • **give** information • **ask** for permission • **give** permission • **rejecting** permission	**Asking for and giving information**	• expressing dislikes eg: "I do not like nsima with beans." • asking for information, eg: "What's this?" • naming objects in the classroom and parts of their bodies "It's a …" • singing a song of parts of the body eg: "This is my head..." • counting objects up to 5, eg: "How many... are there …?"/, "There are …" • asking for permission, eg: "May I go out, Sir/ madam?" • giving permission, eg: "Yes, you may." • rejecting permission, eg: "No, you may not."	• explanation • demonstration • pair/group work • question and answer • discussion • role play • singing • teacher observation • peer assessment • dramatization • miming	• assorted objects • sing language interpreter • learners • observation checklists • songs/rhymes • ball/ring balls • pictures/drawings • raised pictures/ drawings • assorted objects • stylus • sign language interpreter • portfolio

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching and learning resources
• describe different professions	• **identify** professions	**Professions**	• identifying different people's professions, eg: "What is (Mr Phiri/Mrs Phiri)?" "He/She is a (teacher/driver/pilot)" • describing people's profession, eg: A driver drives a car • role playing different professions	• discussion • pair work • question and answer • peer assessment • role play • teacher observation • demonstration • dramatisation • individual work • group work • modelling • miming	• pictures/ drawings • sign language interpreter • letter cards (raised) • songs and rhymes • assorted objects • illustrated stories/ magazines • observation checklists • portfolio

Term : III
Core element : Reading
Primary outcome: The learner will be able to read fluently and critically to understand and respond to different types of texts for enjoyment and information

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methodologies**	**Suggested teaching, learning resources**
We will know this when learners are able to: • recognise different shapes, colours, objects and letters of the alphabet	Learners must be able to: • **identify** different shapes, colours, objects and letters of the alphabet	**Shapes/colours/ objects/ letters of the alphabet**	• identifying different shapes, colours, objects • identifying letters of the alphabet A – Z • sorting different shapes, colours, objects • sorting letters of the alphabet • matching different shapes, colours, objects and letters of the alphabet	• individual work • group work • pair work • question and answer • teacher observation • peer assessment • discussion • singing • jigsaw puzzles • demonstration • individual assessment	• assorted objects of different shapes, colours • drawings pictures (raised) • portfolio • observation checklists • stylus • sign language interpreter • alphabet

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching, learning resources
• read picture stories	• **solve** jigsaw puzzles • **narrate** a story from picture(s)	**Jigsaw puzzles** **Picture stories**	• counting different shapes/objects • singing a number song • solving simple jigsaw puzzles of 3-5 pieces • solving simple jigsaw puzzles of 6 – 9 pieces • describing what they see in a picture • describing what they feel/touch in a picture • describing what is happening in a picture • narrating a story from the picture(s)	• question and answer • group/pair work • discussion • peer observation • role play • moulding/ modelling • colouring • teacher observation • miming • dramatization • demonstration • explanation	• drawings/pictures • sign language interpreter • letter cards/raised letter cards in braille • songs • raised drawings/ pictures • number cards/Braille number cards • assorted objects • clay • coloured pencils/crayons • radio • video • television • magazines • newspapers

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching, learning resources
• develop an awareness of concepts about print	• **discuss** illustrations	**Concepts about print**	• reading a series of illustrations in a story from left to right • discussing objects or people in the illustrations	• individual work • pair work • question and answer • discussion • peer observation • demonstration • teacher observation • explanation	• learners' books • alphabet chart • sign language interpreter • alphabet in braille • illustrated stories • observation checklists • stylus • magazines • newspapers • television

Term : III
Core element : Writing
Primary outcome : The learner will be able to write legible, factual and imaginative texts for a wide range of purposes

Assessment standard	**Success criteria**	**Theme/ Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching, learning resources**
We will know this when learners are able to: • demonstrate eye and hand coordination	Learners must be able to: • **write** letters • **draw** different shapes • **solve** simple jigsaw	**Shapes**	• scribbling patterns using pencils (from left to right) • using rubbers to erase the scribbles • drawing different shapes on sand, slate and then notebook • joining simple jigsaw puzzles of 3 – 5 and 6-9 pieces • playing any game that fosters development of eye and hand coordination	• group work • individual work • pair work • discussion • demonstration • peer assessment • teacher's observation • question and answer • task analysis	• assorted objects • chalk • duster • pieces of paper • pairs of scissors • pencils/crayons • erasers • strings/threads • breads • pictures for puzzles • textbooks of extracts in braille • observation checklists • slates • portfolios

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning resources
• write letters of the alphabet and names of people	• **write** patterns and letters of the alphabet • **sort** letters in alphabetical order • **model** letters of the alphabet	**Patterns and letters of alphabet**	• writing patterns and letters of the alphabet using letter face templates • arranging letters in alphabetical order • singing the alphabet song • modeling letters of the alphabet	• pair work • individual work • group work • demonstration • discussion • questions and answer • peer assessment • portfolio • teacher observation • modeling	• learners • pencils, crayons • note books • folders • raised patterns and shapes • drawings of patterns or shapes • slates • chalk • observation checklists • erasers/ duster

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning resources
	• **write** names of people and objects	**Copying letters** **Copying their names** **Writing names**	• copying different letters of the alphabet • copying their own names • copying names of objects • writing their own names • writing names of objects	• individual work • demonstration • discussion • peer assessment • portfolio • question and answer • teacher observation	• tactile • alphabet chart • stylus • bottle tops • learners • notebooks/paper • pencils • crayons • name cards • sign language interpreter • observation checklists • letter cards • raised name cards • raised letter cards • assorted objects

Term : III
Core element : Critical thinking and reasoning
Primary outcome : The learner will be able to use language to think and reason, as well as to access, process and use information for learning

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate an understanding of concepts and vocabulary	Learners will be able to: • **express** ability to do something • **express** inability to do something • **express** likes/ wants • **express** dislikes	• **concepts and vocabulary** • **Likes/wants**	• expressing their ability to do different things, eg: "I can swim." • expressing inability eg: "I cannot fly like a bird." • expressing likes eg: "I like bananas." • expressing wants eg: "I want some rice." • expressing dislikes eg: "I don't like lemons."	• demonstration • portfolio • singing • pair work • group work • explanation • individual assessment • teacher observation • peer assessment • questions and answer • discussion • dramatisation • role play	• learners • songs • assorted objects • sign language interpreter • pictures/ drawings • recorded expressions • assorted objects • recorded songs • observation checklists

Term : III
Core element : Structure and use of language
Primary outcome : The learner will be able to understand how sounds, words and grammar can be used to create and interpret texts

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate an understanding and use of simple present and continuous tenses in oral texts • demonstrate an understanding and use of imperatives, positive and negative forms in oral texts	Learners must be able to: • **use** simple present tense in oral texts (say what they do everyday) • **use** continuous simple tenses in oral texts (say what they are doing) • **give** imperatives (commands) to others	**Verb tense** **Imperatives**	• using simple present tense in oral texts, eg: "I go to school everyday." • using simple continuous tense in oral texts, eg: "She is cleaning the chalkboard." • giving imperatives (commands) to others in oral texts, eg: "Come here!"	• demonstration • question and answer • individual work • pair work • group work • peer assessment • teacher observation • dramatisation • role play • individual assessment • singing • discussion • portfolio	• grammar books • journals • pictures/ drawings (raised) • observation checklists • sign language interpreter • stylus • television/video • radio cassette recorder • recorded songs • magazines • story books

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching and learning resources
• demonstrate an understanding and use of prepositions, nouns, verbs and articles in oral texts	• **use** articles (use 'a' and 'an') • **use** naming words (nouns) in oral texts • **use** verbs (action words) in oral texts • **use** preposions in oral texts	**Articles, nouns, verbs and prepositions**	• using articles, 'a', 'an' in oral texts, eg: "The book is on the table." • naming things (using nouns in oral texts) • saying what they/others do everyday (using simple present tense) • saying what they/others are doing (use present tense) • saying where things are (using prepositions) on, under, in	• demonstration • question and answer • individual work • pair work • peer assessment • teacher observation • discussion • explanation • dramatization • role play • group work • miming	• assorted objects • learners • pictures/drawings • raised pictures/ drawings • tables • textbooks • stylus • video/television • magazines • newspapers • radio cassette recorder • observation checklists

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methodologies	Suggested teaching and learning resources
• demonstrate an understanding and use of personal pronouns, and adjectives in oral texts	• **use** modal verbs (auxiliary verbs) in oral texts • **use** positive and negative forms in oral texts • **use** personal pronouns and adjectives in oral texts	**Modal verbs** **Positive/ negative forms** **Personal pronouns and adjectives**	• using modal verbs in oral texts, eg: "Can you jump/run?" • using positive forms in oral texts using eg: "Yes, I can." • using negative forms in oral texts, eg: "No, I can't" • using personal pronouns in oral texts, eg: "<u>She</u> is talking to her". • using adjectives in oral texts eg: "She is wearing a <u>red</u> dress." "A big stone" "A round thing"	• discussion • pair work • peer assessment • explanation • teacher observation • question and answer • role play • demonstration • question and answer • group work • dramatisation • role play • singing • pair work • demonstration	• sign language interpreter • letter cards (raised) • songs/ rhymes • assorted objects • pictures/ drawings (raised) • illustrated stories • observation checklists • stylus • radio cassette recorder • video • television • braille texts

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Syllabus for Numeracy and mathematics

Standard 1

Rationale

Numeracy and mathematics aims at developing learners' critical awareness of how mathematical relationships are used in social, environmental, cultural and economic contexts.

At an early stage the learners will be able to count and carry out basic mathematical operations.

At a later stage the learners will be able to make inferences using manipulated data and to apply that knowledge of mathematics for solving practical problems in daily life.

Core elements and their outcomes

a. **Numbers, operations and relationships**
   The learner will be able to use numbers and their relationships to solve practical problems.

b. **Accounting and business studies**
   The learner will be able to **use** simple accounting procedures that will enhance decision making in business and private enterprise.

c. **Space and shape**
   The learner will be able to describe characteristics of space and shape and their application in everyday life.

d. **Patterns, functions and algebra**
   The learner will be able to use algebraic language and skills to solve textual problems.

e. **Measurement**
   The learner will be able to use appropriate measurement concepts and skills in real life situation.

f. **Data handling**
   The learner will be able to analyze and interpret data for decision making by using graphs, tables and models.

Term : II
Core element : Number, operations and relationships
Primary outcome : The learner will be able to use numbers and their relationships to solve practical problems

Assessment standard	**Success criteria**	**Topic/ Theme**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when learners are able to: • recognise numbers 0 - 9	Learners must be able to: 1 **count** up to 5 2 **write/trace** Numbers up to 5 3 **arrange** numbers in ascending and descending orders	**Introducing numbers**	• pronouncing/miming numbers 1, 2, 3, 0, 4 and 5 • counting using objects • counting from 1 to 5 • writing/tracing numbers 1, 2, 3, 0, 4 and 5 • modelling numbers 1, 2, 3, 0, 4 and 5 • ordering numbers 0 to 5 and vice versa • arranging numbers 0 to 5 in ascending order • arranging numbers 0 to 5 in descending order	• group work • individual work • question and answer • demonstration • number games • number songs • peer assessment • self assessment • observation	• bottle tops • stones • leaves • strings • sticks • bow abacus • boxes • beads • seeds • number cards • pegs

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
• add and subtract numbers	1 **add** any 2 numbers with sum not exceeding 5 2 **subtract** any 2 numbers within the range of 0 - 5	**Addition** **Subtraction**	• modelling addition using objects • writing addition sentences, eg: 1 + 2 = 3 • completing addition sentences • modelling subtraction using objects • writing subtraction sentences, eg: 5 - 2 = 3 • completing subtraction sentences	• mental mathematics • group work • individual work • question and answer • demonstration • number games • number songs • peer assessment • self assessment • observation • folk tales	• bottle tops • leaves • stones • bow abacus • boxes • strings • sticks

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when learners are able to: • recognise numbers 0 - 9	Learners must be able to: 1 **count** up to 9 2 **write/trace** numbers up to 9 3 **arrange** numbers in ascending and descending orders	**Introducing numbers**	• pronouncing/miming numbers 1, 2, 3, 0, 4, 5, 6, 7 and 9 • counting using objects • counting from 1 to 9 • writing/tracing numbers 1, 2, 3, 0, 4, 5, 6, 7, 8, 9 • modelling numbers 1, 2, 3, 0, 4, 5, 6, 7, 8, 9 • ordering numbers 0 to 9 and vice versa • arranging numbers 0 to 9 in ascending order • arranging numbers 0 to 9 in descending order	• group work • individual work • question and answer • demonstration • number games • number songs • peer assessment • self assessment • observation	• bottle tops • stones • leaves • strings • sticks • bow abacus • boxes • beads • seeds • number cards • pegs

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
• add and subtract numbers	1 **add** any 2 numbers with sum not exceeding 9 2 **subtract** any 2 numbers within the range of 0 - 9	**Addition** **Subtraction**	• modelling addition using objects • writing addition sentences, eg: 1 + 2 = 3 • completing addition sentences • modelling subtraction using objects • writing subtraction sentences, eg: 5 - 2 = 3 • completing subtraction sentences	• mental mathematics • group work • individual work • question and answer • demonstration • number games • number songs • peer assessment • self assessment • observation • folk tales	• bottle tops • leaves • stones • bow abacus • boxes • strings • sticks

Term : III
Core element : Accounting and business studies
Primary outcome : The learner will be able to use simple accounting procedures that will enhance decision making in business and private enterprise

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when learners are able to: • recognise money	Learners must be able to: 1 **identify** 1t, 2t, 5t, K1 and K5 coins 2 **describe** features on the coins	**Money**	• observing coins • sorting out coins • identifying coins: 1t, 2t, 5t, K1 and K5 • arranging coins according to their values • writing money using correct symbols within the range of 1t to 9t • expressing 2t and 5t coins in terms of other coins • naming features on coins • tracing/drawing features on coins	• group work • pair work • peer assessment • explanation • demonstration • discussion • role play • question and answer • field trip	• shopping corner • coins • dummy coins • chart • local markets • shopping items • price tags

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
• carry out basic operations on money	1 **add** money with sum up to 9 2 **subtract** money within the range 0 to 9	**Money**	• adding money with sum not exceeding 9 tambala • adding money in kwacha with sum not exceeding K9 • role playing buying and selling activities involving addition of money • subtracting money within the range of 1t to 9t • subtracting money in kwacha within the range of K1 to K9 • role playing buying and selling activities involving subtraction of money	• group work • pair work • peer assessment • explanation • demonstration • discussion • role play • question and answer • field trip	• shopping corner • coins • dummy coins • chart • local markets • shopping items • price tags

Core element : Space and shape
Primary outcome : The learner will be able to describe characteristics of space and their application in everyday life.

Assessment standard	**Success criteria**	**Topic/ Theme**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when learners are able to: • identify 3-dimensional shapes	Learners must be able to: 1 **Identify** 3-dimensional shapes 2 **classify** objects according to shape 3 **order** objects according to size	**Shapes**	• picking objects according to their shapes • shading similar shapes • testing objects whether they roll or slide (from the pile of objects given) • moulding the 3 dimensional shapes from clay • modelling shapes using paper • comparing objects according to size and height • arranging objects according to size and height	• group work • question and answer • observation • individual work • games • group assessment • peer assessment • discussion • demonstration	• containers • observation check list • raised illustrations • boxes • chairs • tins • bottles tops • fruits • wooden blocks • leaves • sticks • pipes • empty match boxes • clay • containers • cuttings from magazine

Core element : Measurement
Primary outcome : The learner will be able to use appropriate measurement concepts and skills in real life situation

Assessment standard	**Success criteria**	**Topic/ Theme**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when learners are able to: • describe length of objects	Learners must be able to: 1 **identify** objects of different heights and lengths 2 **compare** heights and lengths of objects using appropriate language	**Height and length**	• collecting objects of different heights and lengths • naming the objects • ordering objects according to heights and lengths • sorting out objects of the same length and height • comparing heights and lengths of objects using appropriate language such as longer, is as long as, shorter	• role play • group work • discussion • pair work • individual work • question and answer • peer assessment • self assessment • explanation • singing	• pictures showing different activities at different time • sticks • strings • tins • boxes • bottles • books • pupils • leaves • charts • raised diagrams • songs • sand • water
• describe capacity of objects	1 **identify** different containers 2 **compare** containers using appropriate language	**Capacity**	• collecting different containers • naming the containers • discussing uses of different containers • filling in containers with sand and water • comparing containers of different capacities • ordering containers according to capacity • drawing containers of different capacities		

Assessment standard	Success criteria	Topic/Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
• relate events with time	1 **describe** daily events related to specific times of the day 2 **describe** events related to specific days of the week	**Time**	• mentioning times of the day eg: morning, noon, etc • identifying daily events in relation to times of the day • naming the days of the week • identifying events related to different days of the week	• role play • group work • discussion • pair work • individual work • question and answer • group work • peer assessment • self assessment • explanation • singing	• pictures showing different activities at different time • sticks • strings • tins • boxes • bottles • books • pupils • leaves • charts • raised diagrams • songs • sand • water

Core element : Patterns, functions and algebra
Primary outcome: The learner will be able to use algebraic language and skills to solve textual problems

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when learners are able to: • copy and extend simple patterns • create patterns	Learners must be able to: 1 **copy** simple patterns 2 **extend** given simple patterns 1 **design** patterns 2 **display** designed patterns	**Patterns**	• clapping hands in a given pattern • copying patterns using given objects • extending given patterns (clapping hands, walking, games) • extending patterns using objects • making patterns using objects • drawing patterns • displaying patterns • appraising drawings by peers	• role play • group work • pair work • individual work • demonstration • observation • question and answer • self assessment • group assessment • peer assessment	• bottle tops • coloured objects • leaves • stones • seeds • coins • short and long objects • locally made balls • crayons • beads • games

Core elements : Data handling
Primary outcome : The learner will be able to analyse and interpret data for decision making by using graphs, tables and models

Assessment standard	Success criteria	Topic/Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when learners are able to: • make and interpret physical graphs	Learners must be able to: 1 **collect** data (information) 2 **make** graphs using objects 3 **interpret** physical graphs	**Physical Graphs**	• collecting objects • naming objects collected • classifying objects collected according to stated features • drawing some of the collected objects • making graphs by arranging objects in rows and columns (in horizontal and vertical lines) • comparing physical graphs made • answering questions on the graphs made • telling simple stories from graphs made	• group work • question and answer • peer assessment • discussions • discovery • story telling • pair work • explanation • observation	• bottle tops • blocks of wood • books • tins • cards • rough and smooth objects • (assorted • physical objects)

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Syllabus for Expressive Arts

Standard 1

Rationale

Expressive Arts enables learners to have exposure to traditional and diverse cultural experiences and enjoyment in music, dance, art, drama and sporting activities. Through their active involvement in the creation of these activities and demonstration of various abilities, learners do not only contribute to their holistic development as individuals or teams, but also offer alternative means of communication and promote the sense of pride in their cultural heritage. They also develop a sense of appreciation for their country's artistic skills in the fields of music, dance, art, drama and sporting activities.

Core elements and their outcomes

a **Creating, interpreting and presenting work**

The learners will be bale to design, produce, demonstrate and perform sporting and artistic activities to ensure an all round development.

b **Participating and collaborating**

The learners will be able to demonstrate personal and interpersonal skills, through individual and group participation, in sports and arts in order to develop leadership skills and teamwork.

c **Expressing and communicating**

The learners will be able to analyse and use multiple forms of communication and expression in sports and arts.

d **Holistic performance**

The learners will be able to demonstrate an ability to perform in sports and arts in a way that integrates the psychomotor, the affective and the cognitive domains

Term : I
Core element : Creating, interpreting and presenting work
Primary outcome : The learner will be able to design, produce, demonstrate and perform sporting and artistic activities to ensure all round development

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • perform simple body movements	The learners must be able to: 1 **demonstrate** simple body movements 2 **perform** simple dances 3 **design** different lines and basic shapes	**Simple body movements**	• swinging arms • running freely • jumping • hopping freely • skipping freely • hand clapping • identifying local dances • performing the local dances • tracing different lines and basic shapes • producing different lines and basic shapes	• demonstration • discussion • question and answer • group work • pair work • role playing • self discovery • brainstorming • excursion • teacher observation • self assessment • peer assessment	• talular • observation checklist • drums • whistles • shakers • flutes • portfolio • papers • pens • pencils • pictures • raised diagrams • braille paper • rubrics

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
• perform creatively to local songs and folktales	1 **identify** local songs associated with folk tales 2 **dance** to local songs on cross cutting issues	**Folk tales and local songs**	• naming local songs of folktales • singing songs of local folktales • dancing to local songs of folktales • performing local dances with messages on cross cutting issues such as: – HIV and AIDS – corruption – child abuse	• demonstration • discussion • question and answer • group work • pair work • brainstorming • practice • teacher observation • self assessment • peer assessment	• talular • observation checklist • portfolio • drums • shakers • whistles • flutes • trumpets • songs • sign language interpreter • rubrics

Core element : Creating, interpreting and presenting work
Primary outcome : The learner will be able to design, produce, demonstrate and perform sporting and artistic activities to ensure all round development

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when learners are able to: • explore freely with various art materials	The learners will be able to: 1 **create** a variety of games using various art materials 2 **show** produces with art materials	**Simple games**	• identifying art materials from the local environment • creating games using various art materials • identifying games they can play using the art materials • play games with different art materials	• demonstration • discussion • question and answer • group work • pair work • self discovery • brainstorming • practice • excursion • teacher observation • self assessment • peer assessment	• talular • observation checklist • whistles • balls • sticks • papers • pencils • pens • glue • brush • portfolio • flannel graph • tables • mats • rubrics

Term : II
Core element : Participating and collaborating
Primary outcome : The learner will be able to demonstrate personal and interpersonal skills, through individual and group participation in sports and arts in order to develop leadership skills and teamwork

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • move in response to instruction without causing accidents	The learners must be able to: 1 **move** freely in a given space to avoid accidents 2 **move** forward and backward in an orderly way in a group to avoid accidents	**Safe practices in free play**	• running freely • dancing within a given space safely • drawing shapes on the ground within a given space • dancing safely to local dances which involve forward/ backward movements such as: – *chiterera* – *tchopa* – *mwinoghe* • running forward and backward in a given space safely	• demonstration • discussion • question and answer • group work • pair work • practice • teacher observation • self assessment • peer assessment	• talular • observation checklist • mats • raised diagrams • clay • drums • whistles • flutes • shakers • sign language interpreter • songs • portfolio • rubrics

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	3 **move** in rhythm as a group following group leaders' signals or instructions	**Safe practices in free play**	• making body movements in response to a drum beat or other signals such as: – making big steps – slow motions	• demonstration • discussion • question and answer • group work • pair work • teacher observation • self assessment • peer assessment	• talular • observation checklist • papers • pencils • pictures • charts • rubrics

Core element : Participating and collaborating
Primary outcome : The learner will be able to demonstrate personal and interpersonal skills, through individual and group participation in sports and arts in order to develop leadership skills and teamwork

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • engage in creative play	The learners must be able to: 1 **identify** various family roles 2 **perform** the identified roles	**Family roles**	• identify the roles of family members • discuss the roles of family members • acting out family roles • drawing members of the family	• demonstration • discussion • question and answer • group work • pair work • role playing • self discovery • practice • teacher observation • self assessment • peer assessment	• talular • observation checklist • papers • pens • pencils • glue • mats • raised diagrams • containers • baskets • tins • rubrics • portifolio

Core element : Participating and collaborating
Primary outcome : The learner will be able to demonstrate personal and interpersonal skills, through individual and group participation in sports and arts in order to develop leadership skills and teamwork

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate active involvement in individual and group art activities	The learners must be able to: 1 **participate** and **coordinate** with others in art activities 2 **perform** game songs on their own	**Working together in art activities**	• gathering and sorting materials from the surroundings for drawing, modelling, colouring and music • modelling and threading, drawing and acolouring activities • imitating game songs such as: – *'ogode'* – *'suyo sali mwendo'* • playing game songs such as: – *'ogode'* – *'suyo sali mwendo'*	• demonstration • discussion • question and answer • group work • pair work • role playing • practice • teacher observation • self assessment • peer assessment	• talular • observation checklist • mats • containers • baskets • wood • leaves • papers • pens • pencils • local paint • glue • sticks • costumes • portfolio • rubrics

Core element : Expressing and communicating
Primary outcome : The learner will be able to analyse and use multiple forms of communication and expression in sports and arts

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • express their own feelings through different forms of art	The learners must be able to: 1 **design** different shapes to show feelings 2 **create** different sounds to express feelings	**Artistic expression**	• modelling objects within their environment including numbers and letters • displaying modelled objects • producing sounds that express feelings • intepreting the meanings of the different sounds	• demonstration • discussion • question and answer • excursion • brainstorming • practice • teacher observation • self assessment • peer assessment	• talular • observation checklist • whistles • papers • pens • pencils • local paint • containers • baskets • sand • clay • tables • mats • charts • rubrics • portifolio

Core element : Expressing and communicating
Primary outcome : The learner will be able to analyse and use multiple forms of communication and expression in sports and arts

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • respond to indigenous expressive and communicative forms of art	The learners must be able to: 1 **explore** the environment for indigenous forms of art 2 **move** following a given rhythm 3 **produce** figures for expressing and communicating	**Indigenous forms of art**	• identifying indigenous forms of art in the locality such as: – traditional dances – curios – paintings – clay pots – musical instrument • producing indigenous forms of art • dancing following thythm of shakers, trumpets, hand clapping • matching following rhythm of drums and hand clapping • drawing matchstick figures • colouring the figures • displaying the figures • storing the figures	• demonstration • discussion • question and answer • brainstorming • teacher observation • self assessment • peer assessment	• talular • observation checklist • papers • pens • pencils • local paint • leaves • flowers • shakers • drums • whistle • trumpets eg. vuvuzela • flutes • tables • mats • rubrics

Term : III
Core element : Expressing and communicating
Primary outcome : The learner will be able to analyse and use multiple forms of communication and expression in sports and arts

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • use imagination and fantasy to express and communicate	The learners must be able to: 1 **create** different body movements to show expression and communication 2 **sing** songs to explore shapes, numbers and letters of the alphabet	**Communicating through various forms of art**	• identifying different grstures • producing different gestures to show acceptance, refusal, direction and agreement. • singing action songs of alphabet letters, numbers and shapes such as: *pamchenga timatere posewera. Uyu ndani?* a! e! i! o! u!; a b c d e f g h I j k l m n…' • tracing shapes, letters and numbers	• demonstration • discussion • question and answer • group work • pair work • excursion • role playing • brainstorming • practice • self discovery • teacher observation • self assessment • peer assessment	• talular • observation checklist • papers • pens • pencils • local paint • number chart • shakers • whistles • drums • trumpets • flutes • rubrics • portifolio

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	3 **dress** dolls	**Communicating through various forms of art**	• displaying shapes, letters and numbers • storing shapes, letters and numbers • identifying and collecting materials for dressing dolls • dressing dolls with rags, leaves and pieces of paper • displaying dressed dolls	• demonstration • discussion • question and answer • group work • pair work • role playing • self discovery • practice • teacher observation • self assessment • peer assessment	• talular • observation checklist • number chart • pieces of fabrics • sign language interpreter • tables • mats • rags • leaves • paper • pens • pencils • pair of scissors • strings • costumes • portfolio • rubrics

Core element : Holistic performance
Primary outcome : The learner will be able to demonstrate an ability to perform in sports and art in a way that integrates the psychomotor, the affective and the cognitive domains

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • make representations of things found in their homes and school	The learners must be able to: 1 **design** things found in the home and school 2 **perform** activities using things found in the home and school	**Artistic representations**	• identifying things found in their homes and school such as: – goats – desks – vegetable garden • modelling, drawing and tracing things found in their homes and school • role playing using things found in their homes and school	• demonstration • discussion • question and answer • group work • pair work • role playing • brainstorming • self discovery • practical • teacher observation • self assessment • peer assessment • field visit	• talular • observation checklist • flip charts • pictures • raised diagrams • sign language interpreter • pencils • papers • pens • clay • wood • tins • bottles • seeds

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	3 **exhibit** the produced items	**Artistic representations**	• singing and dancing to action songs to demonstrate the roles in the homes and school such as: – *'Pakhomo pamunthu pafunika ziti?'* – *'kamtoletole'* • displaying the products • storing the items made	• demonstration • discussion • question and answer • practice • teacher observation • self assessment • peer assessment	• costumes • shakers • flutes • whistle • trumpets eg. vuvuzela • talular • observation checklist • papers • pens • tables • mats • portfolio • flannel graph • flip charts • rubrics • songs

Core element : Holistic performance
Primary outcome : The learner will be able to demonstrate an ability to perform in sports and arts in a way that integrates the psychomotor, the affective and the cognitive domains

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate different ways of performing given artistic activities	The learners will be able to: 1 **explore** and experiment with a variety of materials from the environment 2 **respond** artistically to different stimuli	**Exploring with materials from the environment**	• identifying various materials from the environment • collecting various materials from the environment • experimenting with the materials • displaying the products made • displaying different dancing styles to stimuli such as: – music from radio – guitar – drums	• demonstration • discussion • question and answer • group work • pair work • brainstorming • practice • teacher observation • self assessment • peer assessment	• talular • observation checklist • flip charts • papers • pens • pencils • pair of scissors • pictures • newspapers/ magazines • clay • seeds • wood • raised diagrams • rubrics

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	3 **perform** various artistic activities using different skills	**Exploring with materials**	– whistle • singing in response to stimuli such as in 'follow the leader' • performing different tunes on cross-cutting issues such as: – HIV and AIDS – child abuse – child labour • drawing familiar objects • colouring and pasting the drawn objects • decorating the modelled items	• demonstration • discussion • question and answer • group work • pair work • role playing • self discovery • practice • teacher observation • self assessment • peer assessment	• portifolio • talular • observation checklist • radio • guitar • drums • whistle • shakers • flutes • songs • costumes • rubrics • resource person • portifolio

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Syllabus for

Bible knowledge

Standard 1

Rationale

The primary school Bible knowledge syllabus will offer an alternative to address the generic issues such as environmental degradation, moral decay, violence and juvenile delinquency, Sexuality transmitted infections (STIs), HIV/AIDS and drug and substance abuse. The syllabus therefore aims at focusing the teaching of Bible knowledge to address these generic issues besides giving historical facts, beliefs, doctrines and practices. It also encourages learner centred/participatory teaching methodologies.

Bible beliefs, skills and practices are used to assist the child live in harmony with the spiritual and physical world and be responsible citizens.

Core elements and their outcomes

God the Father

The learner will be able to demonstrate an understanding of creation, obedience, God as the Father and His leadership through the prophets, judges and kings.

Life of Jesus

The learner will be able to demonstrate an understanding of the family, life, work, death and resurrection of Jesus.

Christian life

The learner will be able to demonstrate an understanding of Christian principles as a guide for this life and the life to come.

Christian approaches to contemporary issues

The learner will be able to demonstrate an understanding of Christian approaches on human rights and democracy, gender, politics, HIV and AIDS, the environment, drugs and substance abuse and vulnerable people

Term : II
Core element : God the Father
Primary outcome : The learner will be able to demonstrate an understanding of creation, obedience, God as the Father and His leadership through prophets, judges and kings.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of the creation of the earth	The learners must be able to: 1 **identify** things that God created 2 **describe** the things that God created 3 **explain** how to care for things created by God	**Creation**	• listing things that God created • collecting different things that God created • drawing things that God created • naming things that God created • listing uses of the things that God created • suggesting ways of caring for things that God created • discussing the importance of caring for God's creation	• question and answer • pair work • group work • class discussion • teacher observation • peer assessment • self-assessment	• talular • pupils' experiences • observation checklists • charts • pictures • radio cassette • local environment • the Bible Genesis 1: 1-31; 2: 2; 8: 17 • films/video tapes on creation • tape/audio tapes on creation

Core element : God the Father
Primary outcome : The learner will be able to demonstrate an understanding of creation, obedience, God as the Father and His leadership through prophets, judges and kings.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • describe human beings as creatures of God	The learners must be able to: 1 **describe** differences between human beings and other created things 2 **show** how special the human body is 3 **explain** how God shows his love for mankind	**Human creation**	• identifying the differences between human beings and other created things • discussing the differences between human beings and other created things • listing parts of the body • discussing uses of parts of the body • singing songs to thank God for creating parts of the body • explaining God's love for mankind • giving examples of man's priviledges given by God other than other creatures	• question and answer • pair work • singing • group work • class discussion • teacher observation • peer assessment • self-assessment	• talular • pupils' experiences • observation checklists • charts • pictures • song books • radio cassette • local environment • the Bible Genesis 1: 1-31, 2: 2 8: 17 • films/video tapes on creation • tape/audio tapes on creation

Core element : The Life of Jesus

Primary outcome : The learner will be able to demonstrate an understanding of the family, life, work, death and resurrection of Jesus

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of a family	The learners must be able to: 1 **tell** the composition of a family 2 **describe** duties of family members as given by God 3 **explain** the importance of a family	**Our family**	• mentioning their own family members • giving the meaning of a family as understood in the Bible • discussing ways in which sunday school class is a family • brainstorming daily duties of members of a family • discussing daily duties of members of a family • giving reasons for sharing duties in a family • stating the teaching of the Bible about work • discussing the importance of a family	• brainstorming • group work • question and answer • class discussion • teacher observation • peer assessment • self assessment	• talular • pictures • pupils' experiences • observation checklists • charts • the Bible: 2 Thess. 3: 10; Proverbs 31: 10, 23, 27 – 28 Genesis 1: 28 Genesis 2: 15 Colossians 3: 22–24 Matt. 13: 55 Mark 6: 3 • portifolios • rubrics • braille materials • hand frames • stylus

Core element : Christian approaches to contemporary issues
Primary outcome : The learner will be able to demonstrate an understanding of christian approaches on human rights and democracy, gender, politics, HIV and AIDS, the environment, drug and substance abuse and vulnerable people.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • describe the roles and responsibilities of family members	The learners must be able to: 1 **describe** roles and responsibilities of family members 2 **explain** stories from the Bible on roles and responsibilities of family members	**Roles and responsibilities of family members**	• brainstorming roles and responsibilities of family members • discussing the roles and responsibilities • classifying roles and responsibilities according to sex • discussing stories from the Bible on roles and responsibilities of family members • role playing roles and responsibilities of family members	• brainstorming • discussion • question and answer • role playing • teacher observation • group work • peer assessment • oral exercises	• local environment • checklists • pupils' experiences • video tapes/audio tapes • the Bible Genesis 2: 15,18 Genesis 25: 27-34 Genesis 37: 12-13 Matt 19: 13-15 Acts 9: 36-41 Luke 2: 42-49 Luke 18: 15-17 • portifolios • rubrics • raised diagrams • feathers

Core element : The Life of Jesus
Primary outcome : The learner will be able to demonstrate an understanding of the family, life, work, death and resurrection of Jesus

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when learners are able to: • describe the family of Jesus	The learners must be able to: 1 **tell** the composition of the family of Jesus 2 **describe** the occupation of members of Jesus' family 3 **discuss** the learners' desired occupation	**The family of Jesus**	• mentioning the parents of Jesus • discussing how Jesus is our brother • singing songs about Jesus • mentioning the work that Joseph used to do • telling the work that Jesus was doing with his parents • singing songs about work • discussing the learners' desired occupations • discussing why learners want those occupations	• pair work • group work • question and answer • class discussion • teacher observation • peer assessment • singing • self assessment	• talular • pictures • pupils' experiences • observation checklists • charts • film/video tape/audio tapes • the Bible: Matt 1: 18–24 Lk 2: 1–7 Genesis 1: 28 Matt 12: 46-50 Mk 3:31-35 • songs • portifolios • rubrics

Term : III
Core element : Christian Life
Primary outcome: The learner will be able to demonstrate an understanding of christian principles as a guide for this life and the life to come

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate an understanding of the need for each other	The learners must be able to: 1 **describe** people's interdependence on each other 2 **explain** Bible stories on interdependence	**Interdependence among people**	• discussing ways in which people depend on each other • giving reasons for assisting each other • role playing assisting each other • telling life experiences on interdependence • discussing Bible stories on interdependence such as interdependence between - Naomi and Ruth - David and Jonathan - Joseph and his brothers - Jesus and his disciples	• discussion • question and answer • pair work • role playing • teacher observation • singing • group work • peer assessment • self assessment	• talular • environment • checklists • pupils' experiences • video tapes/ audio tapes • song books/songs • the Bible Mark 4: 30 Matt. 5: 42 Phil. 2: 34 Rom. 15: 1 – 2 1 Sam. 18: 3 – 4 Ruth 1: 16

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
			• singing songs showing interdependence among people		Genesis 47:13 • portifolios • rubrics • braille materials • hand frames • stylus

Core element : Christian approaches to contemporary issues

Primary outcome : The learner will be able to demonstrate an understanding of christian approaches on human rights and democracy, gender, politics, HIV and AIDS, the environment, drug and substance abuse and vulnerable people.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate an understanding of diseases	The learners must be able to: 1 **describe** diseases 2 **explain** christian care for the sick 3 **discuss** how to cure diseases	**Diseases**	• listing down diseases they know • stating causes of diseases • discussing how diseases are spread • discussing how to care for the sick • role playing how to care for the sick • singing songs about caring for the sick • discussing how diseases can be cured • discussing the importance of curing diseases • discussing how Christians help the sick	• discussion • question and answer • brainstorming • role playing • teacher observation • singing • peer assessment • oral exercises	• local environment • checklists • pupils' experiences • pictures • video tapes/audio tapes • song books • the Bible Math. 25: 36 James 5: 14-16 Prov. 12: 10 Prov. 30:31-33 Exodus 3: 1 Lv 11 Gen 29: 13-20 • portifolios • rubrics

Core element : Christian Life
Primary outcome : The learner will be able to demonstrate an understanding of christian principles as a guide for this life and the life to come

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when learners are able to: • describe how Jesus shows kindness to people	The learners must be able to: 1 **explain** kindness 2 **disuss** kindness as shown by Jesus	**Kindness**	• brainstorming the meaning of the term 'kindness' • telling experiences of kindness from their families • role playing kindness to each other • identifying Bible passages where Jesus showed kindness: - feeding people - healing the leper - blessing children • discussing Bible passages where Jesus showed kindness. • singing songs which show kindness	• brainstorming • discussion • question and answer • role playing • teacher observation • singing • story telling • peer assessment	• checklists • food stuffs • pupils' experiences • pictures • video tapes/ audio tapes • song books • the Bible Mark 9: 36-37 Mtt. 25: 35-40 James 1: 27 • portifolios • rubrics • braille materials • hand frames • stylus • raised diagrams • feathers

Core element : Christian approaches to contemporary issues

Primary outcome : The learner will be able to demonstrate an understanding of christian approaches on human rights and democracy, gender, politics, HIV and AIDS, the environment, drug and substance abuse and vulnerable people.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • appreciate animals found in the environment	The learners must be able to: 1 **describe** animals found in the environment 2 **tell** passages from the Bible on animals 3 **discuss** how to care for animals	**Environment and animal rights**	• naming animals found in the environment • identifying animals from a chart • modelling the animals • narrating passages from the Bible on animals • isolating passages from the Bible on the care of animals • discussing passages from the Bible on the care of animals • discussing how to care for animals • discussing the importance of caring for animals • drawing animals	• discussion • question and answer • brainstorming • role playing • teacher observation • modelling • peer assessment • oral exercises	• local environment • checklists • pupils' experiences • pictures • video tapes/audio tapes • song books • the Bible Math. 25: 36 James 5: 14-16 Prov. 12: 10 Prov. 30:31-33 Exodus 3: 1 Lv 11 Gen 29: 13-20 • portifolios • rubrics

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Syllabus for

Religious Education

Standard 1

Rationale

A child is always preoccupied with discovering oneself, family and the world around him/her. Religious Education will contribute to the development of the learner's full identity, dignity and self-esteem through moral, social and spiritual development. This will influence the learners to act as responsible citizens and live in harmony with others.

Core elements and their outcomes

a) **An awareness of God**

The learner will be able to demonstrate an understanding of how people perceive God and Creation of the world from different religious perspectives.

b) **Speaking and listening to God**

The learner will be able to demonstrate an understanding of origins of various religions, how God communicates to people, how people respond to God, respect for religious leaders and worship in different religions.

c) **Moral values and beliefs**

The learner will be able to demonstrate an appreciation of human virtues, religious symbols and artefacts, festivals and celebrations and value of life.

d) **Social development**

The learner will be able to understand his/her role, that of religious groups and charitable organizations on poverty, politics, critical contemporary issues such as HIV/AIDS and Gender, disabilities, and world of work.

Term : I
Core element : An awareness of God
Primary outcome : The learner will be able to demonstrate an understanding of how people perceive God and creation of the world from different religious perspectives

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • develop an awareness of themselves	The learners must be able to: 1 **identify** parts of their bodies 2 **describe** uses of parts of the body	**Myself**	• identifying parts of their bodies • naming parts of their bodies • discussing uses of parts of the body • naming parts of the body used when eating • discussing parts of the body of a moulded human being model	• pair work • class discussion • group work • teacher observation • peer assessment • question and answer • singing	• pupils' experiences • observation checklist • braille materials • charts • pictures • songs • drawing materials • raised pictures • sign language interpreter

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of oneself as a creation of God	The learners must be able to: 1 **tell** their names 2 **explain** stories from different religions on the creation of human beings	**Myself as a creation of God**	• identifying each other by name • greeting each other by names • identifying each other by sex • identifying stories from different religions on the creation of human beings • discussing stories from different religions of the creation of human beings • differenciating human beings from other creatures • identifying human beings as special creatures before God	• pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing	• pupils' experiences • observation checklist • charts • pictures • songs • modeling materials • radio cassette • raised pictures • sign language interpreter • stories

Term : II
Core element : Moral values and beliefs
Primary outcome : The learner will be able to demonstrate an appreciation of human virtues, religious symbols and artefacts, festivals, celebrations and value of life

Assessment standard	**Success Criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • develop an understanding of acceptable behaviour	The learners must be able to: 1 **explain** behaviours which attract praise 2 **describe** behaviours that make other people unhappy	**Moral values and beliefs in society**	• identifying good behaviours • discussing behaviours that attract praise • explaining the importance of the moral values • identifying bad behaviours • discussing bad behaviours which make people unhappy	• question and answer • pair work • teacher observation • group work • story telling • role playing • peer assessment • class discussion	• raised pictures • pictures • charts • pupils checklist • Bible • Quran • Hadith • pupils' experiences • role play • songs • stories • sign language interpreter

Core element : Social development

Primary outcome : The learner will be able to understand his/her role, that of religious and charitable organisations on poverty, politics, critical contemporary issues such as HIV/AIDS and Gender, disabilities, and the world of work.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • show knowledge of sources of food	The learners must be able to: 1 **mention** names of food in the home 2 **state** sources of food in the home	**Sources of food in the home**	• brainstorming names of food found at home • identifying the food eaten at home • thanking God for food • discussing that God provides food • discussing that God helps parents to find food • discussing the importance of sharing	• drawing • pair work • group work • class discussion • teacher observation • peer assessment • singing • role playing • reciting • research	• pupils' experiences • observation checklist • charts • pictures • songs • role play • stories • religious books • resource persons • newspapers • radios • raised pictures • assorted food • sign language interpreter

Core element : Speaking and listening to God

Primary outcome : The learner will be able to demonstrate an understanding of origins of various religions, how God communicates to people, how people respond to God, respect for religious leaders and worship in different religions.

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • recognise good things family members do	The learners must be able to 1 **mention** good things parents do for children 2 **describe** good things brothers and sisters do for one another	**Responsibilities of family members**	• discussing learners' expectations from their parents • identifying the responsibilities of parents • singing songs thanking God for the good things parents do to children • discussing what God expects parents to do for their children • discussing good things brothers and sisters do for one another • narrating religious stories about brothers and sisters helping one another • role playing good things brothers and sisters do for one another	• group work • question and answer • singing • peer assessment • teacher observation	• pupils' experiences • observation checklist • pictures • songs • stories • assorted items • raised pictures • sign language interpreter

Term : III
Core element : Social development
Primary outcome : The learner will be able to understand his/her role, that of religious and charitable organisations on poverty, politics, HIV/AIDS, Gender, disabilities, and the world of work.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • show appreciation that God is the ultimate provider of food	The learners must be able to: 1 **describe** stories from Holy scriptures of how God provided food 2 **describe** occasions in the contemporary world when God provides food	**God provides food for us**	• discussing how God provided food in the past • narrating stories from the scriptures when God provided food • discussing how God fed the Israelites • discussing how the vulnerable people find food • explaining how God provide food to people in the contemporary world • donating foodstuffs to the needy • sharing experiences on their charity work	• pair work • group work • class discussion • teacher observation • peer assessment • singing • role playing • reciting • research	• pupils' experiences • observation checklist • charts • pictures • songs • role play • stories • religious books • resource persons • newspapers • radios • raised pictures • assorted food • sign language interpreter

Core element : Speaking and listening to God

Primary outcome : The learner will be able to demonstrate an understanding of origins of various religions, how God communicates to people, how people respond to God, respect for religious leaders and worship in different religions.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • show appreciation for the good things family members do	The learners must be able to: 1 **explain** ways children show gratitude to parents 2 **compose** a prayer of showing gratitude	**Prayer in the family**	• discussing ways of showing gratitude to parents or guardians • discussing ways of giving gifts to parents • role playing giving gifts to parents • preparing gifts for parents • discussing parents or guardians feelings upon receiving gifts • stating occasions of prayer • composing a prayer of gratitude • saying a prayer that they have composed	• question and answer • drawing • singing • modelling • role playing • peer assessment • teacher • observation • composing	• pupils' experiences • observation checklist • pictures • songs • stories • assorted items • raised pictures • role play • sign language interpreter

Core element : Moral values and beliefs

Primary outcome : The learner will be able to demonstrate an appreciation of human virtues, religious symbols and artefacts, festivals, celebrations and value of life

Assessment standard	**Success Criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • develop an appreciation of behaviours that please God	The learners must be able to: 1 **describe** behaviours that please God 2 **explain** the importance of pleasing God	**Moral values, beliefs and God**	• identifying behaviours that please God • discussing behaviours that please God • discussing how God blesses people • narrating rewarding stories • narrating stories from Holy scriptures of people who were blessed because of good deeds • role playing the stories of people who were blessed because of the good things they did	• brainstorming • singing • question and answer • pair work • teacher observation • group work • story telling • peer assessment • class discussion	• raised pictures • pictures • charts • pupils checklist • Bible • Quran • Hadith • pupils' experiences • role play • songs • stories • sign language interpreter

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