Republic of Malawi

MALAWI

PRIMARY SCHOOL SYLLABUSES

STANDARD 2

LITERACY AND LANGUAGES

- **CHICHEWA**
- **ENGLISH**

NUMERACY AND MATHEMATICS

EXPRESSIVE ARTS

LIFE SKILLS

BIBLE KNOWLEDGE

RELIGIOUS EDUCATION

Ministry of Education

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Prepared by

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Foreword

Primary School Syllabuses

Education is a prerequisite for both individual and national development. It prepares children to play their future roles effectively in an attempt to promote and sustain a country's socio-economic development.

Nothing is more difficult in the field of education than to plan and develop appropriate curricula, to achieve the goals set for the individual and national development.

Every parent would like his /her child to be literate, numerate and have a basic understanding of science and technology; who is responsible, morally sound and a productive citizen in a democratic society, who is also equipped with skills, values and attitudes to live a healthy life, survive socially and economically and has a desire for life long learning.

The approach to teaching and learning in this new curriculum is outcomes based focusing on the development of the whole child. The approach to assessment is also outcomes based with a holistic focus. This means that regular assessment of the knowledge, skills, values and attitudes that the pupils have achieved is an integral part of the teaching and learning process.

Since the last major primary curriculum revision in 1991, there has been an information explosion globally. There have also been major political, social and economic changes here in Malawi. This has necessitated the evaluation of the current primary school curriculum. Three major forces have been catalysts to the need for reform: first, deficiencies in teacher orientation to the current curriculum resulted into poor implementation of the curriculum; second, attempts to accommodate emerging issues such as HIV/AIDS, democracy and human rights, rapid population growth, and environmental degradation into the primary school system, have resulted in an overloaded curriculum; and third, the introduction of Free Primary Education (FPE) in 1994 raised school enrolment by 68.42%. However, the human, material and physical resources were not adequate to deliver quality education. Consequently, the education system has experienced many problems such as high repetition rates, poor attendance, high drop out rates, poor learning environments, and high rates of illiteracy.

The curriculum reform is further justified by government policies introduced after the 1991 curriculum. The Constitution of Malawi (Section 25) affirms that all persons are entitled to education, and Section 13 (f) stipulates that the state shall actively promote the welfare and development of its people and that education should aim, among other things, at "eliminating illiteracy in Malawi and promote national goals such as unity…" Alongside the Constitution, there are other key documents such as Poverty Reduction Strategy Paper (PRSP), Policy and Investment Framework (PIF), and Vision 2020, which necessitate a re-

structuring or reform of the 1991 curriculum to ensure that principles and philosophies of these documents are more firmly embedded. These current policy documents indicate that there is a strong link between poverty reduction and the provision of education; hence the need for all children to have access to quality primary education.

The revised primary education syllabuses attempt to address these issues. The syllabuses were developed by various learning area /subjects panels in 2004 at the Malawi Institute of Education, Domasi, Malawi.

We are 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 assistance and financial support that made it possible for the primary education curriculum reform to take place.

J. J. Matope
Secretary for Education

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Malawi's Outcomes-based Curriculum

An outcome based curriculum means that learners are asked to make sense of new knowledge in the context of their existing knowledge and so develop new understandings as learning takes place. Therefore the process of learning is as important as the final product. The final products are the outcomes, that is, what learners are expected to achieve in terms of knowledge, skills, values and attitudes and they are clearly stated before teaching and learning begins. The achievements made at school however are only seen to be truly beneficial when the learners can transfer the achievements to life beyond the school and can view learning as a life long process. This is considered essential to keep pace with the changing social environment of home and work.

Developmental Outcomes

The Developmental Outcomes are general; 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 the six Learning Areas and they have been derived from Malawi's Constitution, Vision 2020, MPRSP, PIF and other education policy documents including global agreements to which Malawi is a signatory as well as from the PCAR Needs Identification Report. That is, learners should be able 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 product 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 the 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 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 agreed 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 learners' level of attainment in a given activity. A given set of such levels of attainment indicates 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 OBE is based agreed indicators such as assessment standards and success criteria

Silabasi yophunzitsira kuwerenga, kulemba ndi chiyankhulo-

Chichewa

Sitandade 2

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 : Choyamba
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**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • amva malonje	Ophunzira: 1 **ayankha** moni molondola 2 **apatsana** moni molondola 3 **apereka** moni mwaulemu	**Malonje**	• kuyankhana moni mwaulemu • kupatsana moni molondola • kupereka moni mwaulemu kwa akuluakulu monga makolo, aphunzitsi ndi ena	• mafunso ndi mayankho • ntchito ya awiriawiri • kukambirana • kuyesana nzeru • kuonetsetsa zomwe ophunzira akuchita	• ophunzira • mphunzitsi • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • nthenga zogwiritsa ntchito mbuwu • mndandanda wa malonje patchati • zithunzi zotukuza

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira maliwu osiyanasiyana • amva malembo, mawu maphatikizo/ ziganizo	Ophunzira: 1 **asiyanitsa** mitundu ya maliwu 1 **amva** katchulidwe ka malembo ndi maphatikizo osiyanasiyana 2 **amva** mawu okhala ndi maphatikizo osiyanasiyana 3 **amva** ziganizo zokhala ndi mawu a maphatikizo osiyanasiyana 4 **ayankha** mafunso molondola	**Maliwu osiyanasi-yana** **Malembo/ maphatiki-zo/ mawu/ ziganizo**	• kusiyanitsa maliwu a anthu, nyama, malembo, mawu ndi zinthu zina • kumva katchulidwe ka malembo ndi maphatikizo osiyanasiyana • kumva mawu okhala ndi maphatikizo osiyanasiyana • kumva ziganizo zokhala ndi mawu a maphatikizo osiyanasiyana • kuyankha mafunso molondola	• mafunso ndi mayankho • ntchito ya awiriawiri • kukambirana • kuyesana nzeru • kuonetsetsa zomwe ophunzira akuchita	• ophunzira • mphunzitsi • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • nthenga zogwiritsa ntchito mbuwu • mndandanda wa malonje patchati • zithunzi zotukuza

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**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • adziwana	Ophunzira: 1 **ayankhana** moni molondola 2 **afunsana** ndi kuyankhana za kunyumba kwawo moyenera	**Malonje**	• kuyankhana moni molondola ndi mwaulemu • kupereka moni kwa akulu mwaulemu monga makolo, aphunzitsi • kufunsana ndi kuyankhana za kunyumba kwawo monga ; komwe amachokera, makolo ndi abale awo komanso za zinthu zomwe alinazo • kufunsana ndi kuyankhana za malonje a pa matenda molondola	• mafunso ndi mayankho • ntchito ya awiriawiri • kukambirana • kuyesana nzeru • kuonetsetsa zomwe ophunzira akuchita	• ophunzira • mphunzitsi • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • nthenga zogwiritsa ntchito mbuwu • mndandanda wa malonje patchati • zithunzi zotukuza

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera
	3 **apereka** moni mwaulemu		• kupereka moni mwaulemu kwa akuluakulu monga makolo, aphunzitsi ndi ena	• mafunso ndi mayankho • ntchito ya awiriawiri • kukambirana • kuyesana nzeru • kuonetsetsa zomwe ophunzira akuchita	• ophunzira • mphunzitsi • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • nthenga zogwiritsa ntchito mbuwu • mndandanda wa malonje patchati • zithunzi zotukuza
• azindikira zithunzi zosiyanasiyana	1 **atchula** mayina a zithunzi molondola 2 **aloza** zithunzi molondola 3 **afananitsa** zithunzi		• kutchula mayina a zithunzi molondola • kuloza zithunzi molondola • kufananitsa zithunzi		
• azindikira malembo osiyanasiyana	1 **atchula** malembo molondola 2 **aloza** malembo molondola 3 **afananitsa** malembo		• kutchula malembo • kuloza malembo molondola • kufananitsa malembo		

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira maphatikizo a malembo • azindikira mawu osiyanasiyana	Ophunzira: 1 **atchula** maphatikizo a malembo 2 **aloza** maphatikizo a malembo 3 **awerenga** maphatikizo a malembo 1 **atchula** mawu molondola 2 **aloza** mawu molondola 3 **apanga** mawu ndi maphatikizo 4 **awerenga** mawu molondola	**Maphatikizo a malembo** **Mawu osiyanasiyana**	• kutchula maphatikizo a malembo • kuloza maphatikizo a malembo • kuwerenga maphatikizo a malembo • kutchula mawu molondola • kuloza mawu molondola • kupanga mawu ndi maphatikizo • kuwerenga mawu molondola	• mafunso ndi mayankho • ntchito ya awiriawiri • kukambirana • kuyesana nzeru • kuonetsetsa zomwe ophunzira akuchita	• ophunzira • mphunzitsi • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • nthenga zogwiritsa ntchito mbuwu • mndandanda wa malonje patchati • zithunzi zotukuza

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira ziganizo zosiyanasiyana	Ophunzira: 1 **atchula** ziganizo molondola 2 **aloza** ziganizo zosiyanasiyana 3 **awerenga** ziganizo zosiyanasiyana 4 **apanga** ziganizo ndi mawu moyenera	**Ziganizo zosiyanasiyana**	• kutchula ziganizo molondola • kuloza ziganizo • kuwerenga ziganizo • kupanga ziganizo ndi mawu moyenera	• mafunso ndi mayankho • ntchito ya awiriawiri • kukambirana • kuyesana nzeru • kuonetsetsa zomwe ophunzira akuchita	• ophunzira • mphunzitsi • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • nthenga zogwiritsa ntchito mbuwu • mndandanda wa malonje patchati • zithunzi zotukuza

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**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • atchula mayina a zinthu	Ophunzira: 1 **atchula** mayina a a ziwiya b ziweto c nyama zakutchire d zopezeka m'kalasi e zopezeka pa sukulu 2 **aloza** ndi kutchula zinthu 3 **asisita** ndi kutchula zinthu	**Mayina a zinthu zosiyanasi-yana**	• kutchula mayina a - *ziwiya* monga: mbale, mthiko - *ziweto* monga: nkhuku, ng'oma - *nyama* zakutchire monga: kalulu, fisi - *zopezeka* m'kalasi monga: bolodi, choko • kuloza ndi kutchula zinthu monga: mbale, nkhuku, kalulu, bolodi • kusisita ndi kutchula zinthu	• mafunso ndi mayankho • kukambirana • kufotokoza • kuchita sewero • kuyesana/ kupimana nzeru • kuwonetsetsa zomwe ena akuchita • kuyesana • kuwumba • kuyimba	• ophunzira • zithunzi zotukuza • matchati/mabuku • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mabuku a mu braille ndi zilembo zikuluzikulu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina 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 • kuchita sewero • kuyesana/ kupimana nzeru • kuwonetsetsa zomwe ena akuchita • kuyesana • kuwumba • kuyimba	• ophunzira • zithunzi zotukuza • matchati/mabuku • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mabuku a mu braille ndi zilembo zikuluzikulu
• azindikira maphatikizo a malembo	1 **atchula** maphatikizo molondola 2 **aloza** maphatikizo molondola 3 **awerenga** maphatikizo molondola	**Maphatikizo a malembo**	• kutchula maphatikizo a malembo • kuloza maphatikozp a malembo • kuwerenga maphatikizo a malembo		

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira mawu osiyanasiyana • azindikira ziganizo ndi nkhani zosiyanasiyana	Ophunzira: 1 **atchula** mawu molondola 2 **aloza** mawu molondola 3 **apanga** mawu ndi maphatikizo 4 **awerenga** mawu molondola 1 **atchula** ziganizo molondola 2 **aloza** ziganizo molondola 3 **awerenga** ziganizo ndi nkhani zosiyanasiyana 4 **apanga** ziganizo ndi mawu osiyanasiyana	**Mawu osiyanasi-yana** **Ziganizo ndi nkhani zosiyanasi-yana**	• kutchula mawu molondola • kuloza mawu molondola • kupanga mawu ndi maphatikizo • kuwerenga mawu molondola • kutchula ziganizo molondola • kuloza ziganizo molondola • kuwerenga ziganizo ndi nkhani zosiyanasiyana • kupanga ziganizo ndi mawu osiyanasiyana	• mafunso ndi mayankho • kukambirana • kufotokoza • kuchita sewero • kuyesana/ kupimana nzeru • kuwonetsetsa zomwe ena akuchita • kuyesana • kuwumba • kuyimba	• ophunzira • zithunzi zotukuza • matchati/mabuku • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mabuku a mu braille ndi zilembo zikuluzikulu

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**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira mayina a zinthu zosiyanasiyana • azindikira malembo osiyanasiyana • azindikira maphatikizo osiyanasiyana	Ophunzira: 1 **atchula** mayina a zinthu zosiyanasiyana 2 **ajambula** zinthu zosiyanasiyana 1 **atchula** malembo osiyanasiyana 2 **alemba** malembo molondola 1 **atchula** maphatikzo a malembo molondola 2 **alemba** maphatikizo a malembo molondola	**Kujambula zinthu zosiyanasi-yana** **Malembo** **Maphatikizo a malembo**	• kutchula mayina a zinthu zosiyanasiyana • kujambula zinthu zosiyanasiyana • kutchula malembo osiyanasiyana • kulemba malembo molondola • kutchula maphatikizo a malembo molondola • kulemba maphatikizo a malembo molondola	• kuyesana/ kupimana nzeru • kuwonetsetsa zomwe ena akuchita • kufotokoza • kuwumba • kuyimba	• mabuku a mu braille ndi zilembo zikuluzikulu • munthu wotanthauzira zoyankhula mwa zizindikiro • zithunzi • nyimbo • zolembera

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira mawu osiyanasiyana • azindikira ziganizo zosiyanasiyana	Ophunzira: 1 **atchula** mawu molondola 2 **alemba** mawu molondola 1 **awerenga** ziganizo molondola 2 **apanga** ziganizo ndi mawu molondola 3 **alemba** ziganizo molondola	**Mawu osiyanasi-yana** **Ziganizo zosiyana-siyana**	• kutchula mawu molondola • kulemba mawu molondola • kuwerenga ziganizo molondola • kupanga ziganizo ndi mawu molondola • kulemba ziganizo molondola	• kuyesana/ kupimana nzeru • kuwonetsetsa zomwe ena akuchita • kufotokoza • kuwumba • kuyimba	• mabuku a mu braille ndi zilembo zikuluzikulu • munthu wotanthauzira zoyankhula mwa zizindikiro • zithunzi • nyimbo • zolembera

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**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira kufanana kwa zinthu/ zithunzi ndi mawu/ ziganizo • azindikira kapangidwe ka mawu ndi malembo/ maphatikizo a malembo osiyanasiyana	Ophunzira: 1 **afananitsa** zithunzi ndi mawu/ ziganizo 2 **afananitsa** ndi kusiyanitsa maphatikizo a malembo osiyanasiyana 1 **apang**a mawu ndi maphatikizo a malembo osiyanasiyana	**Kufananitsa zithunzi ndi mawu / ziganizo**	• kufananitsa zithunzi ndi mawu/ ziganizo zosiyanasiyana • kufananitsa ndi kusiyanitsa maphatikizo a malembo osiyanasiyana • kupanga mawu ndi maphatikizo a malembo osiyanasiyana	• mafunso ndi mayankho • kukambirana • kutsanzirana • kusonyeza • kuwonetsetsa zomwe ena akuchita • kufotokoza • ntchito ya awiriawiri	• zinthu zosiyanasiyana • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • zikwama • mabotolo • tizidebe • ophunzira

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**	**Zipangizo zina 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 …	• mafunso ndi mayankho • kukambirana • kutsanzirana • kusonyeza • kuwonetsetsa zomwe ena akuchita • kufotokoza • ntchito ya awiriawiri • kuyesana/ kupimana nzeru	• zinthu zosiyanasiyana • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mabuku/zikwama • mabotolo/tizidebe • ophunzira

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera
• asonyeza kugwiritsa ntchito maphatikizo a malembo • asonyeza kugwiritsa ntchito mawu m'ziganizo moyenera	1 **apanga** mawu ndi maphatikizo a malembo osiyanasiyana 1 **apanga** ziganizo ndi mawu 2 **atsiriza** ziganizo ndi mawu	**Kupanga mawu** **Kupanga ziganizo**	• kupanga mawu ndi maphatikizo a malembo osiyanasiyana • kupanga ziganizo ndi mawu osiyanasiyana • kutsiriza ziganizo ndi mawu oyenera	• mafunso ndi mayankho • kukambirana • kutsanzirana • kusonyeza • kuwonetsetsa zomwe ena akuchita • kufotokoza • ntchito ya awiriawiri • kuyesana/ kupimana nzeru	• zinthu zosiyanasiyana • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mabuku/zikwama • mabotolo/tizidebe • ophunzira

Chigawo : Chachiwiri
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**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira maliwu osiyanasiyana	Ophunzira: 1 **asiyanitsa** mitundu ya maliwu 2 **afananitsa** maliwu 3 **ayeseza** maliwu 4 **asiyanitsa** maliwu a maphatikizo osiyanasiyana	**Maliwu osiyanasi-yana**	• kusiyanitsa maliwu a wanthu, nyama, malembo, mawu ndi zinthu zina • kuzindikira maliwu anyama, galimoto, mabelu • kufananitsa maliwu a zinthu atatseka mmaso • kuyeseza maliwu awanthu, nyama, galimoto, malembo, mawu, zibekete, ng'oma ndi zinthu zina • kusiyanitsa maliwu a maphatikizo a malembo osiyanasiyana	• masewero • ntchito ya m'magulu • ntchito ya awiriawiri • masewero atalota (mwa chitsanzo: aloza maliwu atamangana mmaso) • mafunso ndi mayankho	• ng'oma yogwiritsa ntchito mbuwu • tindodo • ophunzira • mbalame • mabotolo • makobidi • mndandanda wa malembo • mawu ojambulidwa • kuyesana maliwu • malamulo

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera
• amva maphatikizo, mawu ndi ziganizo	1 **amva** katchulidwe ka maphatikizo osiyanasiyana 2 **amva** mawu okhala ndi maphatikizo osiyanasiyana 3 **amva** ziganizo zokhala ndi mawu a maphatikizo osiyanasiyana 4 **ayankha** mafunso molondola	**Maphatikizo/ mawu/ ziganizo**	• kumva katchulidwe ka maphatikizo osiyanasiyana • kumva mawu okhala ndi maphatikizo osiyanasiyana • kumva ziganizo zokhala ndi mawu a maphatikizo osiyanasiyana • kuyankha mafunso osiyanasiyana molondola	• masewero • ntchito ya m'magulu • ntchito ya awiriawiri • masewero atalota (mwa chitsanzo: aloza maliwu atamangana mmaso) • mafunso ndi mayankho	• ng'oma yogwiritsa ntchito mbuwu • tindodo • ophunzira • mbalame • mabotolo • makobidi • mndandanda wa malembo • mawu ojambulidwa • kuyesana maliwu • malamulo

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**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • atchula ndi kusiyanitsa maliwu	Ophunzira: 1 **atchula** maliwu a zinthu 2 **ayeseza** maliwu a zinthu 3 **asiyanitsa** maliwu a zinthu	**Maliwu osiyanasi-yana**	• atchula maliwu a zinthu monga: galu, nkhuku, nkhanga, fisi ndi zina • kuyeseza maliwu a zinthu monga galu, fisi, nkhuku, nkhanga ndi zina • kusiyanitsa maliwu a zinthu monga: galu, fisi, nkhuku, nkhanga, ndi zina	• mafunso ndi mayankho • kufotokoza • kukambirana • kuchita sewero • kuyesana/kupimana nzeru • kuyimba nyimbo • kuchita sewero • ntchito ya m'magulu • ntchito ya awiriawiri	• ophunzira • zinthu za nyama • maliwu ojambu lidwa pa tepi • zinthu zotukuza • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • munthu wotanthauzira zoyankhula mwa zizindikiro

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera
• atchula maphatikizo a malembo osiyanasiyana	1 **atchula** maphatikizo a malembo molondola 2 **afananitsa** maphatikizo a malembo 3 **asiyanitsa** maphatikizo a malembo	**Maphatikizo a Malembo**	• kutchula maphatikizo a malembo • kufananitsa maphatikizo a malembo • kusiyanitsa maphatikizo a malembo	• mafunso ndi mayankho • kufotokoza • kukambirana • kuchita sewero • kuyesana/kupimana nzeru • kuyimba nyimbo • kuchita sewero • ntchito ya m'magulu • ntchito ya awiriawiri	• ophunzira • zinthu za nyama • maliwu ojambu lidwa pa tepi • zinthu zotukuza • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • munthu wotanthauzira zoyankhula mwa zizindikiro
• azindikira mawu osiyanasiyana	1 **atchula** mawu molondola 2 **aloza** mawu osiyanasiyana	**Mawu osiyanasiyana**	• kutchula mawu molondola • kuloza mawu osiyanasiyana molondola		
• azindikira ziganizo zokhala ndi mawu a maphatikizo osiyanasiyana	1 **atchula** mawu m'ziganizo molondola 2 **aloza** mawu mu ziganizo	**Ziganizo zosiyanasiyana**	• kutchula mawu m'ziganizo molondola • kuloza mawu mu ziganizo		

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**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • awerenga nkhani m'zithunzi	Ophunzira: 1 **aloza** zochitika m'zithunzi 2 **afotokoza** nkhani m'zithunzi 3 **asisita/apapasa** zochitika za m'zithunzi 4 **afananitsa** ndi kusiyanitsa zithunzi	**Nkhani m'zithunzi**	• kuloza zochitika m'zithunzi • kufotokoza nkhani m'zithunzi • kusisita/kupapasa ndi kufotokoza zochitika m'zithunzi • kufananitsa ndi kusiyanitsa zithunzi	• mafunso ndi mayankho • kukambirana • kufotokoza • kuchita sewero • kuyesana/kupimana nzeru • kuwonetsetsa	• zithunzi zotukuza • matchati/mabuku • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mabuku a mu Braille ndi zilembo zazikulu zikulu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera
• azindikira malembo ndi maphatikizo a malembo komanso mawu	1 **awerenga** malembo 2 **awerenga** maphatikizo 3 **awerenga** mawu a amaphatikizo awiri b amaphatikizo atatu 4 **afananitsa** mawu ndi zithunzi zake 5 **apanga** mawu kuchokera ku maphatikizo a malembo	**Malembo, maphatikizo ndi mawu**	• kuwerenga malembo - aliwu (a e i o u) - opanda liwu • kuwerenga maphatikizo • kuwerenga mawu - amaphatikizo awiri chitsanzo: ana - amaphatikizo atatu zitsanzo: atate, amayi • kufananitsa mawu ndi zithunzi zake • kupanga mawu kuchokera ku	• kukambirana • kufotokoza • mafunso ndi mayankho • kuyesana • kuwonetsetsa zomwe ena akuchita • sewero • kuyesana/ kupimana nzeru	• munthu wotanthauzira zoyankhula mwa zizindikiro • ophunzira • zithunzi zotukuza • matchati • mabuku/makadi • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mabuku a mu braille ndi zilembo zikuluzikulu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera
• awerenge ziganizo zosiyanasiya-na	1 **atchula** mawu mu ziganizo molondola 2 **awerenga** ziganizo molondola	**Ziganizo zosiyanasiyana**	• kutchula mawu mu ziganizo molondola • kuwerenga ziganizo molondola	• mafunso ndi mayankho • kufotokoza • kukambirana • kuyesana/ kupimana nzeru • kuwonetsatsa zomwe ena akuchita • sewero • mpikisano • ntchito ya m'magulu • ntchito ya awiriawiri	• ophunzira • matchati • mabuku • mabuku a mu braille ndi zilembo zikuluzikulu • munthu wotanthauzira zoyankhula mwa zizindikiro • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu

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**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira mayina otchulira anthu ndi nyama zosiyanasi-yana	Ophunzira: 1 **alemba** mayina a nyama zam'tchire 2 **alemba** mayina otchulira anthu 3 **alemba** mayina a mbalame zam'tchire 4 **atsiriza** ziganizo ndi zithunzi	**Mayina a zinthu**	• kulemba mayina: - a nyama - otchulira anthu monga: mwana, atate, amayi, achimwene - mbalame zam'tchire • kutsiriza ziganizo ndi zithunzi	• mafunso ndi mayankho • kuyesana • kuchita ntchito m'magulu • kuchita ntchito awiriawiri • kufotokoza • masewero • ntchito ya mmagulu • ntchito ya awiriawiri • kusonyeza	• ophunzira • makadi • mapepala • zolembera • matchati • miyala • timitengo • mtapo • dongo • mapepala • makope • zibekete

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera
• alemba malembo molongosoka ndi molondola • alemba maphatikizo osiyanasiya-na • alemba mawu osiyanasiya-na	1 **alemba** malembo 1 **alemba** maphatikizo molondola 2 **apanga** mawu ndi maphatikizo 1 **atchula** mawu molondola 2 **alemba** mawu molondola	**Malembo** **Maphatikizo** **Mawu osiyanasiyana**	• kulemba malembo mwaluso • kulemba maphatikizo molondola • kupanga mawu ndi maphatikizo • kutchula mawu molondola • kulemba mawu molondola	• mafunso ndi mayankho • kuyesana • kuchita ntchito m'magulu • kuchita ntchito awiriawiri • kufotokoza • masewero • ntchito ya mmagulu • ntchito ya awiriawiri • kusonyeza	• ophunzira • makadi • mapepala • zolembera • matchati • miyala • timitengo • mtapo • dongo • mapepala • makope • zibekete

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera
• alemba ziganizo zosiyanasi-yana	1 **awerenga** ziganizo zosiyanasiyana 2 **apanga** ziganizo ndi mawu 3 **alemba** ziganizo mwaluso	**Ziganizo zosiyanasiya-na**	• kuwerenga ziganizo zosiyanasiyana • kupanga ziganizo ndi mawu • kulemba ziganizo mwaluso	• mafunso ndi mayankho • kuyesana • kuchita ntchito m'magulu • kuchita ntchito awiriawiri • kufotokoza • masewero • ntchito ya mmagulu • ntchito ya awiriawiri • kusonyeza	• ophunzira • makadi • mapepala • zolembera • matchati • miyala • timitengo • mtapo • dongo • mapepala • makope • zibekete

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**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira kufanana kwa zinthu/ zithunzi ndi mawu	Ophunzira: 1 **afananitsa** zinthu/ zithunzi ndi mawu 2 **afananitsa** ndi kusiyanitsa maphatikizo a malembo 3 **afananitsa** mawu ndi mawu 4 **afananitsa** ziganizo ndi ziganizo	**Kufananitsa zinthu/ zithunzi ndi mawu**	• kufananitsa zinthu/ zithunzi ndi mawu • kufananitsa ndi kusiyanitsa maphatikizo a malembo • kufananitsa mawu ndi mawu • kufananitsa ziganizo ndi ziganizo	• mafunso ndi mayankho • kukambirana • kusonyeza • kuwonetsetsa zomwe ena akuchita • kufotokoza	• mbewu • zinthu zosiyanasiyana • zithunzi • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • ophunzira

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera
• azindikira kapangidwe ka mawu ndiponso ziganizo	1 **apanga** mawu ndi maphatikizo a malembo 2 **apanga** ziganizo molondola	**Kapangidwe ka mawu/ ziganizo**	• kupanga mawu ndi maphatikizo a malembo • kupanga ziganizo molondola	• mafunso ndi mayankho • kukambirana • kusonyeza • kuwonetsetsa zomwe ena akuchita • kufotokoza	• mbewu • zinthu zosiyanasiyana • zithunzi • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • ophunzira

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**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • asonyeza kugwiritsa ntchito maphatikizo a malembo • asonyeza kugwiritsa ntchito mawu m'ziganizo	Ophunzira: 1 **apanga** mawu ndi maphatikizo a malembo molondola 1 **apanga** ziganizo ndi mawu 2 **atsiriza** ziganizo ndi mawu	**Kupanga mawu** **Kupanga ziganizo**	• kupanga mawu ndi maphatikizo molondola • kupanga ziganizo molondola • kutsiriza ziganizo ndi mawu	• mafunso ndi mayankho • kukambirana • kusonyeza • kuwonetsetsa zomwe ena akuchita • kufotokoza	• mbewu • zinthu zosiyanasiyana • zithunzi • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • ophunzira • pepala/nthenga zogwiritsa ntchito mbuwu

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**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira maliwu osiyanasiya-na	Ophunzira: 1 **asiyanitsa** mitundu ya maliwu 2 **afananitsa** maliwu 3 **ayeseza** maliwu	**Maliwu osiyanasiyana**	• kusiyanitsa maliwu osiyanasiyana • kufananitsa maliwu osiyanasiyana • kuyeseza maliwu osiyanasiyana	• ntchito ya m'magulu • ntchito ya awiriawiri • kuchita sewero • kuyimba • kuvina • kudziyesa	• ng'oma yogwiritsa ntchito mbuwu • tizitsulo • makasu zogwiritsa ntchito mbuwu • zibekete zogwiritsa ntchito mbuwu • ophunzira

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera
• amva maphatikizo, mawu ndi ziganizo	1 **amva** katchulidwe ka maphatikizo 2 **amva** mawu okhala ndi maphatikizo osiyanasiyana 3 **amva** ziganizo zokhala ndi mawu a maphatikizo osiyanasiyana 4 **ayankha** mafunso molondola	**Maphatikizo, mawu/ ziganizo**	• kumva katchulidwe ka maphatikizo • kumva mawu okhala ndi maphatikizo osiyanasiyana • kumva ziganizo zokhala ndi mawu a maphatikizo osiyanasiyana • kuyankha mafunso molondola	• ntchito ya m'magulu • ntchito ya awiriawiri • kuchita sewero • kuyimba • kuvina • kudziyesa	• ng'oma yogwiritsa ntchito mbuwu • tizitsulo • makasu zogwiritsa ntchito mbuwu • zibekete zogwiritsa ntchito mbuwu • ophunzira

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**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • atchula maphatikizo a malembo • azindikira mawu osiyanasiyana • azindikira ziganizo zokhala ndi mawu a maphatikizo osiyanasiyana	Ophunzira: 1 **atchula** maphatikizo a malembo molondola 1 **atchula** mawu molondola 2 **aloza** mawu 1 **atchula** mawu m'ziganizo 2 **aloza** mawu m'ziganizo	**Maphatikizo a malembo** **Mawu osiyanasiyana**	• kutchula maphatikizo a malembo molondola • kutchula mawu molondola • kuloza mawu molondola • kutchula mawu m'ziganizo • kuloza mawu m'ziganizo	• kukambirana • mafunso ndi mayankho • ntchito ya m'magulu • ntchito ya awiriawiri • kuyesana/kupimana nzeru • nthano • kufotokoza • kuchita sewero • kuwonetsetsa zomwe ena akuchita	• pepala/nthenga zogwiritsa ntchito mbuwu • ophunzira • maluwa/zovala • nsomba • zithunzi zotukuza • galasi/kalilole zogwiritsa ntchito mbuwu • zithunzi zosiyanasiyana • ng'oma yogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera
• afotokoza nkhani/ nthano zosiyanasiya-na	3 **agwiritsa** ntchito mawu m'ziganizo 1 **afotokoza** nkhani 2 **afotokoza** nthano zosiyanasiyana 3 **ayimba** nyimbo zokhudza nkhani/ nthano zosiyanasiyana	**Nkhani/ nthano zazifupi**	• kugwiritsa ntchito mawu m'ziganizo • kufotokoza nkhani za kufunika kosamalira zinthu monga: zakudya, matupi awo, zovala, zachilengedwe monga nkhalango, nyama zam'tchire ndi zina • kufotokoza nthano za nyama zosonyeza chikhalidwe cha anthu monga nthano za Fisi ndi Kalulu, Gwape, Kamba ndi mbalame zam'tchire • kuyimba nyimbo zokhudza malembo, maphatikizo ndi nkhani/ nthano zosiyanasiyana	• kukambirana • mafunso ndi mayankho • ntchito ya m'magulu • ntchito ya awiriawiri • kuyesana/kupimana nzeru • nthano • kufotokoza • kuchita sewero • kuwonetsetsa zomwe ena akuchita	• pepala/nthenga zogwiritsa ntchito mbuwu • ophunzira • maluwa/zovala • nsomba • zithunzi zotukuza • galasi/kalilole zogwiritsa ntchito mbuwu • zithunzi zosiyanasiyana • ng'oma yogwiritsa ntchito mbuwu

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**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira maphatikizo a malembo osiyanasiya-na • azindikira mawu osiyanasiya-na	Ophunzira: 1 **atchula** maphatikizo 2 **awerenga** maphatikizo **1 atchula** mawu molondola 4 **apanga** mawu ndi maphatikizo 5 **awerenga** mawu molondola	**Maphatikizo** **Mawu osiyanasiya-na**	• kutchula maphatikizo molondola • kuwerenga maphatikizo molondola • kutchula mawu molondola • kupanga mawu ndi maphatikizo • kuwerenga mawu molondola	• kuyesana • mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana/ kupimana nzeru • ntchito ya m'magulu • ntchitio ya awiriawiri • masewero	• ophunzira • mabuku • matchati • makadi • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mapepala • zolembera

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera
• azindikira ziganizo zosiyanasi-yana • awerenga ziganizo ndi nkhani zifupizifupi	1 **awerenga** ziganizo molondola 2 **apanga** ziganizo ndi mawu molondola 3 **atsiriza** ziganizo ndi mawu molondola 1 **awerenga** mawu ndi ziganizo 2 **awerenga** nkhani zosiyanasiyana	**Ziganizo/ nkhani/ nthano**	• kuwerenga ziganizo molondola • kupanga ziganizo molondola • kutsiriza ziganizo ndi mawu molondola • kuwerenga mawu ndi ziganizo zazifupizifupi • kuwerenga nkhani/ nthano zokhudza ulimi, nyanja, mitsinje, nkhalango, nyama zam'tchire ndi zina	• kuyesana • mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana/ kupimana nzeru • ntchito ya m'magulu • ntchitio ya awiriawiri • masewero	• ophunzira • mabuku • matchati • makadi • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mapepala • zolembera

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**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • alemba maphatikizo a malembo • alemba mawu osiyanasiyana	Ophunzira: 1 **atchula** maphatikizo molondola 2 **alemba** maphatikizo mwaluso 1 **atchula** mawu molondola 2 **awerenga** mawu molondola	**Maphatikizo** **Mawu osiyanasiyana**	• kutchula maphatikizo molondola • kulemba maphatikizo molondola • kutchula mawu molondola • kuwerenga mawu molondola	• kuyesana • mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana/ kupimana nzeru • ntchito ya m'magulu • ntchito ya awiriawiri • masewero	• ophunzira • mabuku • matchati • makadi • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mapepala • zolembera

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera
• alemba ziganizo zosiyanasiyana	3 **apanga** mawu ndi maphatikizo 4 **alemba** mawu molondola 1 **atchula** mawu m'ziganizo 2 **awerenga** ziganizo moyenera 3 **alemba** ziganizo molondola	**Ziganizo zosiyanasiya-na**	• kupanga mawu ndi maphatikizo • kulemba mawu molondola • kutchula mawu m'ziganizo • kuwerenga ziganizo moyenera • kulemba ziganizo molondola	• kuyesana • mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana/ kupimana nzeru • ntchito ya m'magulu • ntchito ya awiriawiri • masewero	• ophunzira • mabuku • matchati • makadi • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mapepala • zolembera

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**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati:	Ophunzira:				
• azindikira kufanana kwa zithunzi ndi mawu/ ziganizo	1 **afananitsa** zithunzi ndi mawu	**Kufananitsa zithunzi ndi mawu/ ziganizo**	• kufananitsa zithunzi ndi mawu/ ziganizo	• kuyesana • mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana/ kupimana nzeru	• ophunzira • mabuku • matchati • makadi • ng'oma yogwiritsa ntchito mbuwu
• azindikira kapangidwe ka mawu/ ziganizo	1 **apanga** mawu ndi maphatikizo 2 **apanga** ziganizo molondola		• kupanga mawu ndi maphatikizo • kupanga ziganizo molondola	• ntchito ya m'magulu • ntchito ya awiriawiri • masewero	• galasi/kalilole zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu
• aponyerana ndagi zosiyanasiya-na	1 **aponyerana** ndagi/ zilapi 2 **apeza** matanthauzo a ndagi/ zilapi		• kuponyerana ndagi/zilapi • kupeza matanthauzo a ndagi/ zilapi		• mapepala • zolembera

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**	**Zipangizo zina zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • asonyeza kugwiritsa ntchito maphatikizo a malembo moyenera • asonyeza kugwiritsa ntchito mawu m'ziganizo moyenera	Ophunzira: 1 **apanga** mawu ndi maphatikizo a malembo 1 **apanga** ziganizo 2 **atsiriza** ziganizo ndi mawu	**Kupanga mawu** **Kupanga ziganizo**	• kupanga mawu ndi maphatikizo molondola • kupanga ziganizo molondola • kutsiriza ziganizo ndi mawu	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana / kupimana nzeru • ntchito ya awiriawiri	• ophunzira • zinthu zenizeni • zojambula • zithunzi zotukuza • zithunzi • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu • mabuku

Mabuku ena ofunika

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Syllabus for Literacy and Languages - English

Standard 2

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 a variety of media

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • listen to different sounds	Learners must be able to: • **distinguish** various sounds of letters of the alphabet and words • **produce** various sounds of letters	**Phonics**	• identifying various sounds of letters • relating sounds of letters • differentiating different types of sounds of letters and words • producing sounds of letters of the alphabet and words	• explanation • demonstration • pair/group work • question and answer • teacher observation • peer assessment • self assessment • role play • singing • portfolio	• learners • charts • pencils • notebooks • name cards • observation
• get things done	• **respond** to commands from others	**Commands**	• giving commands • obeying commands		

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• socialise with others • listen to stories, songs/rhymes	• **greet** others formally • **respond t**o greetings formally • **welcome** others • **perform** the song/rhyme	**Socialising** **Stories, folktales, songs/rhymes**	• greeting others, eg: "Good morning/afternoon" • responding to greetings eg: "I'm fine and how are you?" • welocoming others eg "welcome back to school' "Thank you" • singing the song/rhyme • acting out the song/rhyme, eg: clapping hands, shaking their bodies • dramatising the song/ rhyme	• discussion • individual/pair/group work • question and answer • demonstration • teacher observation • peer assessment • self assessment • singing • dramatization • discussion	• learners • charts • pencils • notebooks • name cards • observation

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 rage of situations

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning resources
We will know this when learners are able to: ▪ socialize with others	Learners must be able to: • **greet** peers and other people casually and formally • **respond** to greetings appropriately • **bid** farewell formally and causally • **mention** their names and where they live	**Greetings** **Parting** **Introductions**	• greeting peers and other people casually eg: "Hello …!" and formally eg: "Good morning…" • responding to greetings appropriately eg: "Hello….!" and "Good morning ……." • parting with peers and other people • mentioning their nameand where they live (eg: My name is …I live at / in..)	• individual/group/pair work • question and answer • observation • peer assessment • discussion • singing • jigsaw puzzles • singing command song	• assorted objects eg: stones, leaves, tins, bottle tops, pieces, card boards of different shapes, colours, fruits • flower of different colours/raised flower pictures • drawings and pictures/raised drawings and pictures

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning resources
• get things done	• **welcome** others • **give** commands to others • **respond** to commands appropriately	**Meeting** **Commands**	• **welcoming** others eg "Welcome back to school." "Thank you" • **giving** commands • **responding** to commands from others appropriately • **singing** a command song with gestures	• question and answer • group/pair work • discussion • peer observation • role play • command games • peer assessment	• learners • a list of commands • games

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning resources
• express and find out attitudes, feelings and thoughts	• **praise** others • **make** polite requests • **give** polite responses • **refuse** permission	**Attitudes, feelings and thoughts**	• praising others e.g. "Well done/ That's good /That's nice!" • making polite requests e.g. "Can I come in, please?" • giving polite responses e.g. "Yes, please." • refusing permission e.g. "May I …?" "No, you may not."	• explanation • demonstration • pair/group work • question and answer • teacher observation • peer assessment • self assessment • discussion • role play	• learners • pictures/ drawings • observation checklist
• ask for and give information	• **ask** for information • **give** information	**Asking for and giving information**	• asking for information e.g. "What's this" "It's a (book)" "Show me your ..(head/nose)" "This is my …..(head/nose)" • "How many are there….?" "There are ……..."		

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	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • develop phonemic awareness	Learners must be able to: • **distinguish** various sounds of letters of the alphabet whose words begin with the same consonant	**Phonics**	• distinguishing various sounds of letters of the alphabet whose words begin with the same consonant from 'b' to 'z' eg: "bat, cup, fan" • identifying sounds made by different objects • associating different sounds with pictures of objects that produce them • relate sounds to objects that produce them	• explanation • demonstration • individual/pair/group work • question and answer • teacher observation • peer assessment • self assessment • role play • singing • word games	• letter cards • reading boards • alphabet chart • alphabet song

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• read words, simple sentences, illustrated stories and rhymes	• **read** frequently occurring words • **read** stories		• reading frequently occurring words • reading stories	• explanation • demonstration • individual/pair/ group work • question and answer • teacher observation • peer assessment • self assessment • word games, eg: "I spy with my right eye…"	• letter cards • reading boards • alphabet chart • alphabet song

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 methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • draw different patterns, shapes and pictures	Learners must be able to: • **draw** different patterns, shapes, numerals and pictures	**Pictures, shapes and pictures**	• drawingdifferent shapes, eg: triangle, circles, squares, and rectangles • drawing different numerals, eg 1,2,3….	• explanation • demonstration • individual/pair/ group work • question and answer • teacher observation • peer assessment • self assessment • singing	• letter cards • reading boards • alphabet chart • alphabet song • strings • clay • flash cards • crayons

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• write their names, surnames, peers' names and simple words	• **copy** letters of the alphabet • **copy** their names, surnames, peers' names and words on sand • **write** their names, surnames	**Letters of the alphabet**	• copying letters of the alphabet • copying their names, surnames, • writing their names surnames	• explanation • demonstration • individual/pair/ group work • question and answer • teacher observation • peer assessment • self assessment	• letter cards • reading boards • alphabet chart • alphabet song

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 access, process and use information for learning

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate understanding of concepts and vocabulary • recognise similarities and differences of objects and numbers	Learners will be able to: • **identify** themselves and others • **match** numbers, shapes, colours and sizes • **sort** numbers, shapes, colours and sizes	**Concepts and vocabulary** **Similarities and differences**	• identifying themselves, eg: "My name is ..." • identifying numbers, eg: "ten, eleven …" • matching numbers, shapes, colour and size • arranging numbers, shapes and sizes in ascending, descending and symmetrical order	• discussion • explanation • demonstration • individual/pair/ group work • question and answer • teacher observation • peer assessment • self assessment	• number cards/ braille number cards • reading boards • pictures/ drawings (raised pictures/ drawings) • flowers of different colours

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**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate an understanding and use of simple questions and answers in oral texts	Learners will be able to: • **ask** simple questions. • **answer** simple questions	**Introductions**	• asking simple questions, eg: "What is your name?" • answering simple questions, eg: "My name is …"	• group/pair work • question and answer • discussion • singing • role play • peer assessment	• learners • charts • pencils • note books • name cards

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding and use of prepositions, nouns, personal pronouns, adjectives, adverbs and articles	• **use** prepositions	**Prepositions**	• identifying prepositions in given sentences, eg: "The book is <u>on</u> the box" • filling in gaps in sentences by using appropriate prepositions • role playing the situations where they can use prepositions	• explanation • demonstration • individual/pair/ group work • question and answer • teacher observation • peer assessment • self assessment	• learners • books • box • pencil • pictures/ drawings (raised pictures/ drawings) • hand frame
	• **use** nouns	**Nouns**	• identifying nouns in given sentences, eg: "The <u>book</u> is on the <u>box</u>." • filling gaps in sentences by using prepositions		
	• **use** simple present tense • **use** simple past tense		• using simple present tense in oral texts • using simple past tense in oral texts		

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 a variety of media

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • get things done • listen to stories, songs/rhymes	Learners must be able to: • **give** instructions • **follow** instructions • **perform** the song/rhyme	**Instructions** **Stories, folktales, Songs/rhymes**	• giving instructions • following instructions, eg: collecting and delivering messages • singing the song/rhyme • acting out the song/rhyme, eg: clapping hands, shaking their bodies • dramatising the song/rhyme • miming rhymes • story telling	• question and answer • individual/pair/ group work • teacher observation • peer assessment • role play • singing • miming • dramatization • discussion	• reading boards • name cards • story books • drawings/ pictures (raised drawings/ pictures) • word cards • pupils' books

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	• **retell** the story	**Stories and folktales**	• telling folktales and stories • drawing pictures related to the story • identifying characters in the story • role playing • miming stories	• question and answer • individual/pair/ group work • teacher observation • peer assessment • role play • singing • miming	• a list of instructions • reading boards • name cards • story books • drawings/ pictures (raised drawings/ pictures) • word cards • pupils' books

Term : II
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**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • socialize with others • get things done	Learners must be able to: • **name** members of their families • **describing** themselves • **follow** instructions	**Socializing** **Instructions**	• naming their family members, eg: 'What's your mother's/father's name?' • describing themselves • giving instructions to others • responding to instructions from others, eg: through delivering short messages	• question and answer • individual/pair/ group work • peer assessment • role play • singing • teacher observation • miming	• alphabet song • a list of words beginning with the same consonant • learners • games • a list of instructions

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• express and find out attitudes, feeling and thoughts • ask for and give information	• **express** apologies • **express** likes/ dislikes • **ask** for information • **give** information		• expressing apologies, eg: "I'm sorry" • expressing likes, eg: "Do you like fruits?", "Yes, I do" • expressing dislikes, eg: do you like fruits?, "No I don't" • identifying some parts of their bodies eg: arms, legs, eyes, head, etc.	• question and answer • individual/pair/ group work • teacher observation • peer assessment • role play • singing • miming	• reading boards • name cards • story books • drawings/ pictures (raised drawings/ pictures) • word cards • pupils' books

Term : II
Core element : Reading
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**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to:	Learners must be able to**:**				
• develop phonemic awareness	• **distinguish** various sounds of letters of the alphabet whose words begin with same consonant	**Phonics**	• distinguishing various sounds of letters of the alphabet whose words begin with the same consonant from 'b' to 'z' eg: "bat, cup, fan" • identifying common sounds in words	• reading a loud/ silently • individual/pair/ group work • group work • teacher observation • self/peer assessment • games • question and answer • discussion • singing	• chart with words • word tree • word grid/ raised word grid • word bank in print • observation/ assessment checklist • alphabet song • a list of words beginning with the same consonant
• read words, simple sentences, illustrated stories and rhymes	• **read** simple sentences, illustrated stories and rhymes	**Words, sentences and illustrated stories**	• reading simple sentences, illustrated stories and rhymes		

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	• **retell** the story they have read • **identify** the characters in the story they have read	**Stories**	• answering simple questions from the story • dramatizing the story they have read • identifying the characters in the story they have read • pointing at the beginning and end of a story	• question and answer • individual/pair/ group work • teacher observation • peer assessment • role play • singing • miming	• reading boards • name cards • story books • drawings/ pictures (raised drawings/ pictures) • word cards • pupils' books • words in
• develop an awareness of concepts about print	• **read** from left to right	**Concepts about print**	• pointing at page numbers in a book • pointing at titles or topic numbers in a book		

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 methods	Suggested teaching and learning resources
We will know this when learners are able to: • draw different patterns, shapes and pictures • write their names, surnames, peers' names and simple words	Learners must be able to: • **draw** different patterns, shapes and pictures • **write** the peers' names and simple words in exercise books	**Writing names and words**	• drawing different pictures of houses, animals and people • colouring different patterns, shapes and pictures • writing names and simple words	• individual/pair group work • demonstration • explanation • teacher observation • peer assessment	• learners • observation checklist • songs • ball/ring balls • pictures/ drawings (raised pictures/ drawings)

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• write words and simple sentences	• **copy** words and simple sentences • **copy** short sentences legibly and neatly with correct spellings	**Spellings** **Handwriting**	• copying words and simple sentences • copying alphabet letters using Marion Richardson style • copying short sentences legibly and neatly using Marion Richardson style with good spacing and punctuation.	• demonstration • question and answer • teacher observation	• learners • chart of words and sentences • word games • picture dictionary • picture cards • observation checklist • pental markers • name cards • rulers • coloured chalk

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**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • recognise similarities and differences of objects and numbers	Learners must be able to: • **match** numbers, shapes, colours and sizes • **sort** numbers, shapes, colours and sizes	**Similarities and differences**	• matching numbers, shapes, colours and sizes • arranging numbers, shapes and sizes in ascending, descending and symmetrical order	• explanation • demonstration • pair/group work • question and answer • discussion • teacher observation • peer assessment • jigsaw puzzles • portfolios • task analysis	• pictures/ drawings (raised pictures/ drawings)

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**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate an understanding and use of Simple Past and Simple Future Tenses in oral texts	Learners must be able to: • **use** simple past tense	**Verb tense**	• completing sentences using the past simple tense, eg: She (saw) a dog (see) • completing a story in the past simple tense, eg: Yesterday we … (go) to Church.	• explanation • demonstration • pair/group work • question and answer • discussion • role play • singing • teacher observation • peer assessment • story telling	• learners • observation checklist • pictures/ drawings (raised pictures/ drawings) • books • charts • stories

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding and use of prepositions, nouns, personal pronouns, adjectives, adverbs and articles	• **use** personal pronouns • **use** adjectives	**Pronouns** **Adjectives**	• identifying personal pronouns from given sentences, eg: 'She is my sister' • filling in gaps in sentences by using appropriate pronouns • identifying adjectives from given sentences, eg: 'This is a red book' • completing sentences by using appropriate adjectives	• explanation • demonstration • pair/group work • question and answer • discussion • role play • singing • teacher observation • peer assessment • jigsaw puzzles • portfolios • task analysis	• learners • observation checklist • ball/ring balls • pictures/ drawings (raised pictures/ drawings)

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, using a variety of media

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to:- • listen to stories, songs/rhymes	Learners must be able to: • **retell** the story	**Rhymes** **Stories and folktales**	• miming rhymes • story telling • telling folktales and stories • drawing pictures related to the story • identifying characters in the story • role playing • miming stories	• discussion • question and answer • pair/group work • peer assessment • explanation • role play • teacher observation • story telling • miming	• letter cards (raised letter cards) • songs/drums • assorted objects • pictures/ drawings (raised pictures /drawings) • illustrated stories

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**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to:- • express and find out attitudes, feeling and thoughts • ask for and give information	Learners must be able to: • **express** wants • **ask** for information • give information • **identify** different peoples' professions	**Asking for and giving information** **Professions**	• expressing wants eg: "What do you want?" "I want ..." • singing a song about body parts • identifying different people's professions, eg: "Who is this?" (Teacher, doctor, police woman, typist, etc.)	• discussion • question and answer • pair/group work • peer assessment • explanation • role play • teacher observation • story telling • games • singing	• learners • songs • pictures/ drawings (raised pictures) • illustrated stories • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	• **state** people's professions • **state** what they would like to be		• stating people's professions, eg: "Who's this?" "He/She's a …" (teacher/doctor/police woman/typist etc) • telling what they would like to be, eg: "I would like to be …"	• discussion • question and answer • pair/group work • peer assessment • explanation • role play • teacher observation • story telling • games • singing	• learners songs • pictures/ drawings (raised pictures) • illustrated stories • observation checklist

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	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • develop phonemic awareness	Learners must be able to: • **distinguish** various sounds of letters of the alphabet whose words begin with same consonant	**Phonics**	• distinguishing various sounds of letters of the alphabet whose words begin with the same consonant from 'b' to 'z' eg: bat, cup, fan • identifying common sounds in words	• discussion • question and answer • pair/group work • peer assessment • explanation • role play • teacher observation • story telling • word games • singing	• learners • alphabet songs • songs • pictures/ drawings (raised pictures) • illustrated stories • observation checklist • letter cards (raised)
• read words, simple sentences, illustrated stories and rhymes	• **read** simple sentences, illustrated stories and rhymes	**Words, sentences and illustrated stories**	• reading simple sentences, illustrated stories and rhymes		

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• develop an awareness of concepts about print	• **hold** a book in the right direction • **open** a book on a correct page • **read** from left to right	**concepts about print**	• pointing at the beginning and end of a story • pointing at page numbers in a book • pointing at titles or topic numbers in a book	• question and answer • discussion • teacher observation • peer assessment • explanation	• learners • pupils' books • songs • stories • pictures/ drawings (raised pictures • illustrated stories • observation checklist

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 methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • write their names, surnames, peers' names and simple words • write words and simple sentences	Learners must be able to: • **write** the peers' names and simple words in exercise books • **write** words and simple sentences • **complete** words and simple sentences	**Writing names and words**	• writing the peers' names and simple words • writing words and simple sentences independently • completing words by filling in missing letters and simple sentences eg: "I live in/at …"	• question and answer • discussion • teacher observation • peer assessment • explanation • individual work	• learners • songs • pictures/ drawings (raised pictures) • clay • letter cards • observation checklist • coloured chalk • pental markers

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	• **copy** short sentences legibly and neatly with correct spellings • **write** their names, surnames and peers' names legibly and neatly		• copying short sentences • writing their names, surnames and peers' names legibly and neatly with good spacing and punctuation using Marion Richardson style	• question and answer • discussion • teacher observation • peer assessment	• learners • songs • pictures/ drawings (raised pictures) • clay • letter cards • observation checklist • coloured chalk • rulers • pental markers

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**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate understanding of concepts and vocabulary	Learners will be able to: • **express** ability • **tell** time	**Expressing ability** **Time**	• finding out what they can or can't do eg: 'Can you sing a song?' 'Yes, I can' 'No, I can't? • telling the time, eg: "What's the time now?" "It's one o'clock" • matching numbers with the time on the clock face	• question and answer • discussion • teacher observation • peer assessment	• learners • songs • pictures/drawings (raised pictures) • observation checklist • rulers • pental markers • crayons • charts • pieces of wood • games

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• record information on simple charts using ticks and crosses	• **record** information on simple charts	**Recording information**	• completing tables eg. entry days with sunshine or rain • colouring different pieces of information on charts	• question and answer • discussion • teacher observation • peer assessment	• learners • songs • pictures/ drawings (raised pictures) • observation checklist • rulers • pental markers • crayons • charts • pieces of wood • games

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**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate an understanding and use of Simple Past and Simple Future Tenses in oral texts	Learners will be able to: • **use** Simple Future Tense	**Verb tense**	• narrating a story in past simple tense • completing sentences using the simple future tense, eg: "Will you go to school on Monday?" • retelling a story using the simple future tense, eg: "When I grow up I <u>will be</u> a doctor"	• question and answer • discussion • teacher observation • peer assessment • story telling • individual/pair/group work	• learners • charts • stories • books

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding and use of Simple Past and Simple Future Tenses in oral texts	• **use** modal verbs • **use** positive and negative forms of words	**Modal verbs** **Positive and negative forms**	• using modal verbs, eg: "I can speak English" • using positive and negative forms of words, eg: "I can swim", "I can't swim" • completing statements by adding positive negative forms of words, eg: "You can swim", "You can't swim"	• question and answer • discussion • teacher observation • peer assessment	• learners • songs • pictures/ drawings (raised pictures/ drawings) • observation checklist • rulers • cartons • games

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding and use of prepositions, nouns, personal pronouns, adjectives, adverbs and articles	• **use** adverbs • **use** articles	**Adverbs** **Articles**	• identifying adverbs from given sentences, eg: "I sing <u>well</u>." • completing sentences by using appropriate adverbs • identifying articles from given sentences, eg: "<u>The</u> book is on <u>the</u> table." • completing sentences by using appropriate articles	• individual/pair/group work • demonstration • explanation • discussion • peer assessment • question and answer	• learners • songs • pictures/ drawings (raised pictures/ drawings) • observation checklist • rulers • pental markers • cartons • crayons • games

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Syllabus for Numeracy and Mathematics

Standard 2

Rationale

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

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 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 **Measurements, recording and modelling**
The learner will be able to use appropriate measurement instruments for data production and establishing trends expressed in graphs, tables and models.

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

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

Term 1 and 2
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 methods	Suggested teaching and learning resources
We will know this when learners are able to: • recognise numbers and count up to 100	Learners must be able to: 1 **count** up to 20 2 **count** up to 20 at intervals of 2	**Counting**	• counting objects up to 20 • mentioning number names • arranging number cards in ascending and descending order • counting in twos up to 20 in a given range • filling missing numbers on a number line • identifying situations where numbers are used	• number games • observation • demonstration • question and answer • group work • self assessment • individual work • mental mathematics • peer assessment • singing • games	• number song • bottle tops • sticks • stones • leaves • bow abacus • number cards • number line • string • drying line

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• Add and subtract numbers up to 99	3 **recognise** values of digits up to 20	**Counting**	• counting up to 20 • pronouncing numbers correctly • modelling numbers up to 20 using objects • writing numbers up to 20 • ordering numbers • modelling numbers using place value boxes	• reciting • number games • observation • demonstration • question and answer • group work • self assessment • individual work • mental mathematics • peer assessment • number songs	• place value boxes/tins/toys • dice • number line • number tree • cuberithm board • sticks • straws • strings • bow abacus • spike abacus • number cards • sheels of paper
	1 **add** numbers with sums not exceeding 20 without regrouping	**Addition**	• modelling addition of two and one digit numbers without regrouping • adding two and one digit number without regrouping • modelling addition of two digit numbers without regrouping • adding two numbers with two digits without regrouping		
	2 **write** addition sentences		• writing addition sentences horizontally • writing addition sentences vertically • completing addition sentences		

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **recognise** places values of digits of numbers up to 20 4 **subtract** numbers within the range of 0 to 20 without regrouping 5 **write** subtraction sentences	**Subtraction**	• modelling numbers up to 20 using places value boxes • modelling subtraction of one digit number from two digit number without regrouping • subtracting one digit number from two digit number without regrouping • modelling subtraction of two digit numbers without regrouping • subtracting two digit number from two digit number without regrouping • writing subtraction sentences horizontally • writing subtraction sentences vertically • completing subtraction sentences	• reciting • number games • observation • demonstration • question and answer • group work • self assessment • individual work • mental mathematics • peer assessment	• charts • raised number chart • number songs • number line • dice • sticks • straws • strings • bow abacus • spike abacus • beads • seeds

Term 1 and 2
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 methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • recognise numbers and count up to 99	Learners must be able to: 1 **count** up to 50 2 **count** up to 50 at intervals of 2 3 **recognise** values of digits up to 50	**Counting**	• counting objects up to 50 • mentioning number names • arranging number cards in ascending and descending order • counting in twos up to 50 in a given range • filling missing numbers on a number line • identifying situations where numbers are used • counting up to 50 • pronouncing numbers correctly • modelling numbers up to 50 using objects • writing numbers up to 50 • ordering numbers • modelling numbers using place value boxes	• number games • observation • demonstration • question and answer • group work • self assessment • individual work • mental mathematics • peer assessment • singing • games	• number song • bottle tops • sticks • stones • leaves • bow abacus • number cards • number line • string • drying line

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• Add and subtract numbers up to 99	1 **add** numbers with sums not exceeding 50 without regrouping 3 **write** addition sentences 4 **recognise** places values of digits of numbers up to 50	**Addition**	• modelling addition of two and one digit numbers without regrouping • adding two and one digit number without regrouping • modelling addition of two digit numbers without regrouping • adding two numbers with two digits without regrouping • writing addition sentences horizontally • writing addition sentences vertically • completing addition sentences • modelling numbers up to 50 using places value boxes	• reciting • number games • observation • demonstration • question and answer • group work • self assessment • individual work • mental mathematics • peer assessment • number songs	• place value boxes/tins/toys • dice • number line • number tree • cuberithm board • sticks • straws • strings • bow abacus • spike abacus • number cards • sheels of paper

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **subtract** numbers within the range of 0 to 50 without regrouping 5 **write** subtraction sentences	**Subtraction**	• modelling subtraction of one digit number from two digit number without regrouping • subtracting one digit number from two digit number without regrouping • modelling subtraction of two digit numbers without regrouping • subtracting two digit number from two digit number without regrouping • writing subtraction sentences horizontally • writing subtraction sentences vertically • completing subtraction sentences	• reciting • number games • observation • demonstration • question and answer • group work • self assessment • individual work • mental mathematics • peer assessment	• charts • raised number chart • number songs • number line • dice • sticks • straws • strings • bow abacus • spike abacus • beads • seeds

Term 1 and 2
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 methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • recognise numbers and count up to 99	Learners must be able to: 1 **count** up to 99 2 **count** up to 99 at intervals of 2 3 **recognise** values of digits up to 50	**Counting**	• counting objects up to 99 • mentioning number names • arranging number cards in ascending and descending order • counting in twos up to 99 in a given range • filling missing numbers on a number line • identifying situations where numbers are used • counting up to 99 • pronouncing numbers correctly • modelling numbers up to 99 using objects • writing numbers up to 99 • ordering numbers • modelling numbers using place value boxes	• number games • observation • demonstration • question and answer • group work • self assessment • individual work • mental mathematics • peer assessment • singing • games	• number song • bottle tops • sticks • stones • leaves • bow abacus • number cards • number line • string • drying line

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• Add and subtract numbers up to 99	1 **add** numbers with sum not exceeding 99 2 **write** addition sentences 3 **recognise** places values of digits of numbers up to 99	**Addition**	• modelling addition of two and one digit numbers without regrouping • adding two and one digit number without regrouping • modelling addition of two digit numbers without regrouping • adding two numbers with two digits without regrouping • writing addition sentences horizontally • writing addition sentences vertically • completing addition sentences • modelling numbers up to 99 using places value boxes	• reciting • number games • observation • demonstration • question and answer • group work • self assessment • individual work • mental mathematics • peer assessment • number songs	• place value boxes/tins/toys • dice • number line • number tree • cuberithm board • sticks • straws • strings • bow abacus • spike abacus • number cards • sheels of paper

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **subtract** numbers within the range of 0 to 99 5 **write** subtraction sentences	**Subtraction**	• modelling subtraction of one digit number from two digit number without regrouping • subtracting one digit number from two digit number without regrouping • modelling subtraction of two digit numbers without regrouping • subtracting two digit number from two digit number without regrouping • writing subtraction sentences horizontally • writing subtraction sentences vertically • completing subtraction sentences	• reciting • number games • observation • demonstration • question and answer • group work • self assessment • individual work • mental mathematics • peer assessment	• charts • raised number chart • number songs • number line • dice • sticks • straws • strings • bow abacus • spike abacus • beads • seeds

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• multiply numbers by 2 and 3	1 **model** multiplication table of 2 4 **model** multiplication table of 3 3 **work** out practical problems on multiplication of 2 and 3	**Multiplication**	• modelling multiplication table of 2 • reciting multiplication table of 2 • completing the multiplication table of 2 • modelling multiplication table of 3 • reciting multiplication table of 3 • completing the multiplication table of 3 • working out practical problems on multiplication of 2 • working out practical problems on multiplication of 3	• reciting • number games • observation • demonstration • question and answer • group work • self assessment • individual work • mental mathematics • peer assessment	• body parts in pairs • fire stones • number songs • multiplication tables • objects that appear in twos and threes

Term 3

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 methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • recognise money	Learners must be able to: 1 **describe** money up to K50 2 **describe** features on bank notes and coins up to K50	**Money**	• observing bank notes and coins • identifying coins: K5, K10 and bank notes K20, K50, K100 • ordering bank notes according to values • writing money using correct symbols • expressing one coin in terms of other coins • expressing one bank note in terms of other bank notes and coins • naming features on bank notes and coins • drawing some of the features on bank notes	• group work • pair work • peer assessment • explanation • discussion • role play • question and answer • field trips	• shopping corner • bank notes • coin dummies • chart • local markets • price tags • shop

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• carry out basic operations on money	1 **add** money	**Addition of money**	• adding money in tambala with sum not exceeding 99t horizontally • adding money in tambala with sum not exceeding 99t vertically • adding money in kwacha with sum not exceeding K99 horizontally • adding money in kwacha with sum not exceeding K99 vertically • role playing buying and selling activities involving addition of money	• group work • pair work • peer assessment • explanation • discussion • role play • question and answer • field trips	• shopping corner • bank notes • coin dummies • chart • local markets • price tags • shop
	2 **subtract** money	**Subtraction of money**	• subtracting money in tambala within the range of 1t - 99t vertically • subtracting money in tambala within the range of 1t - 99t horizontally • subtracting money in kwacha within the range of K1 to K99 vertically • subtracting money in kwacha within the range of K1 to K99 horizontally • role playing buying and selling activities involving addition and subtraction of money		

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

Assessment standard	**Success criteria**	**Topic/ Theme**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • describe three dimensional (3D) objects	Learners must be able to: 1 **recognise** three dimensional shapes 2 **model** three dimensional shapes	**Shapes**	• identifying features of three dimensional objects • comparing objects • arranging objects by size • moulding objects using clay • modelling three dimensional shapes using paper • drawing three dimensional shapes	• group work • individual work • demonstration • practical work • observation • peer assessment • individual assessment • discussion	• assessment check list • boxes • tins • sticks • papers • leaves • clay • wooden blocks • scissors • maize pith • raised diagrams • braille papers

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• describe two dimensional shapes (2D)	3 **classify** three dimensional shapes 1 **recognise** two dimensional shapes eg, quadrilaterals, triangles, circles 2 **classify** two dimensional shapes	**Shapes**	• identifying equal faces of objects • shading equal faces of objects • matching objects of similar shapes but different sizes • grouping objects according to shape • sorting out two dimensional shapes from an assorted group of 3 and 2 dimensional shapes • naming two dimensional shapes • tracing and drawing two dimensional shapes • classifying two dimensional shapes eg: rectangles, triangles and circles • drawing and shading similar shapes	• group work • individual work • demonstration • practical work • observation • peer assessment • individual assessment • pair work • question and answer • discussion	• boxes • tins • sticks • papers • leaves • clay • wooden blocks • scissors • maize pith • raised diagrams • braille papers • observation check list • bricks

Core element : Measurements, recording and modelling
Primary outcome : The learner will be able to use appropriate measurement instruments for data production and establishing trends expressed in graphs, tables and models

Assessment standard	**Success criteria**	**Topic/ Theme**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • measure length using non-standard units	Learners must be able to: 1 **estimate** length using non standard units 2 **measure** length using non-standard units	**Length**	• comparing length of different objects • estimating and verifying length using non standard units • measuring length and height of objects using strings, sticks, etc • measuring length and height of objects using body parts: thumbs, palms, feet etc	• role play • dramatising • self assessment • discussion • question and answer • group work • peer assessment • group assessment • individual work • explanation • experimentation	• strings • sticks • bricks • leaves • charts • body parts eg, feet • boxes • raised diagrams

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• measure capacity of objects using non-standard units	1 **estimate** capacity using non standard units 2 **measure** capacity using non-standard units	**Capacity**	• comparing capacities of different containers • estimating capacity of different containers • measuring capacity of big containers using containers with smaller capacities • expressing the capacity of big containers in terms of the smaller containers • estimating and verifying capacity of big containers in terms of the smaller containers	• role play • self assessment • discussion • question and answer • group work • peer assessment • group assessment • individual work • explanation • singing • experimentation	• containers • charts • songs • cups • bottles • tins
• relate events to time/days	1 **name** days of the week 2 **identify** main events of the days of the week 5 **identify** main events of the times of the day	**Time**	• naming days of the week in their sequence • identifying the day which comes before or after the other • discussing events related to the days of the week • relating specific events to days of the week • discussing events related to the times of the day • relating specific events of the day to times of the day		

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 methods**	**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** a simple pattern with one variation 2 **extend** simple patterns 1 **design** patterns 2 **predict** the patterns in given numbers	**Patterns**	• performing simple activities like clapping hands, jumping, dancing and walking with one pattern • playing games involving patterns • weaving using leaves • counting in twos from 0 to at least 10 • completing given number patterns • making number grids up to at least 10 using their own patterns • copying and extending patterns • colouring number grids up to at least 10 using their own patterns • counting forward and backward in the range of 0 - 20 • predicting the patterns when counting between 0 - 20	• role play • group work • pair work • individual work • demonstration • observation • question and answer • self assessment • group assessment • peer assessment • field trip • singing • miming • dancing • games	• body parts • bottle tops • coloured objects • leaves • stones • seeds • coins • rough and smooth objects • crayons • beads • songs • games

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• describe patterns in natural and cultural artefacts	1 **identify** patterns in the natural environment 2 **identify** patterns in the cultural objects	**Patterns**	• exploring natural patterns in the environment, eg: leaf arrangement • drawing some patterns • exploring different patterns in cultural materials, eg: weaving products, pottery products (artefacts) • comparing different patterns in the cultural materials • drawing some of the patterns observed	• role play • group work • individual work • demonstration • observation • group assessment • self assessment • field trip • peer assessment • pair work	• body parts • bottle tops • coloured objects • leaves • stones • seeds • coins • rough and smooth objects • crayons • beads

Core element : 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 methods	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** physical graphs 3 **interpret** physical graphs	**Graphs**	• collecting objects • naming objects collected • classifying objects collected according to stated features • drawing some of the collected objects • making physical graphs • drawing the physical graphs that they have made • answering questions on the physical graphs made • telling stories on the graphs made	• group work • question and answer • peer assessment • discussions • discovery • story telling • pair work • explanation • investigation • 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 2

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 1

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 methods**	**Suggested teaching, learning and assessment resources**
We will know this when the learners are able to: • create various body movements	The learners must be able to: 1 **make** various body movements using personal and general space	**Free body expression and creativity**	• discussing body movements which cover available space/free space • running in a given distance • skipping • bending trunks • leg cycling in the air • swinging arms • twisting body	• demonstration • discussion • question and answer • group work • pair work • brainstorming • excursion • observation • self assessment • peer assessment	• talular • checklist • drums • whistles • shakers • flutes • trumpets • portfolio • papers • pens • pictures • magazines • ropes • rubrics

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 **create** body movements which show respect to those in authority and the elderly 3 **perform** body movements	**Free body expression and creativity**	• bowing to show respect • kneeling • squatting • clapping hands • moving freely to create dance • singing songs in response to the dance • dancing	• demonstration • discussion • question and answer • group work • role playing • brainstorming • excursion • teacher observation • self assessment • peer assessment	• talular • observation checklist • portfolio • drums • whistle • shakers • flutes • trumpets • 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 methods**	**Suggested teaching, learning and assessment resources**
We will know this when the learners are able to: • demonstrate an understanding of commands and signals	The learners must be able to: 1 **identify** various commands 2 **respond** to commands 3 **identify** various signals 4 **respond** to signals 5 **role** play consequences of disobeying commands and signals	**Commands and signals**	• identifying commands and signals • discussing the various commands and signals • obeying commands and signals • responding to commands and signals • role playing the consequences of disobeying commands and signals	• demonstration • discussion • question and answer • group work • pair work • role playing • circuit training • dramatisation • story telling • practice • teacher observation • self assessment • peer assessment	• talular • observation checklist • magazines • newspapers • newspaper texts in braille • portfolio • braille paper • whistles • costumes • sign language interpreter • 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 methods	Suggested teaching, learning and assessment resources
We will know this when the learners are able to: • perform artistic activities that depict different feelings	The learners must be able to: 1 **make** body movements to express feelings 2 **show** feelings through facial expressions 3 **sing** songs that express feelings	**Self expression through dance**	• dancing freely • clapping hands to express feelings • shake head to express feelings • shrug shoulders to express feelings • jumping to express feelings • making facial expressions to express feelings • identifying songs that express feelings • singing action songs such as: – *'chule adafera ku dambo'* – *buluzi wanona mchira'*	• demonstration • discussion • question and answer • brainstorming • practice • role play • story telling • singing • dramatisation • self assessment • peer assessment	• talular • observation checklist • shakers • drums • whistles • flutes • trumpets • songs • portfolio • pictures • rubrics

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 methods	Suggested teaching, learning and assessment resources
We will know this when the learners are able to: • make representations of items within their environment through art	The learners must be able to: 1 **identify** items in the environment that can be represented through art 2 **make** artistic representations of the items 3 **market** the produced artistic items	**Artistic representations**	• naming items found in their environment • choosing items they want to make representation of. • drawing items from their environment • modelling items found in their environment • tracing items from their environment • singing songs about cross-cutting issues such as: – conservation of the environment – HIV and AIDS • displaying the produced items • costing and selling the produced items	• demonstration • discussion • question and answer • group work • pair work • dramatisation • practice • self discovery • brainstorming • teacher observation • peer assessment • self assessment	• talular • observation checklist • papers • pencils • pens • pair of scissors • pictures • raised diagrams • portfolio • shakers • drums • flutes • whistle • trumpets • costumes • bottles • sand • clay • sign language interpreter • rubrics

Term 2

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 methods**	**Suggested teaching, learning and assessment resources**
We will know this when the learners are able to: • make collage using different materials found in the local environment	The learners must be able to: 1 **identify** materials for making collage 2 **make** collage	**Free expression and creativity through art**	• fetching materials from the local environment for collage • selecting materials which they can use for collage • sorting out materials selected • cutting materials into various shapes and patterns • pasting cut outs on various surfaces • displaying the products made	• demonstration • discussion • question and answer • group work • role playing • excursion • brainstorming • teacher observation • self assessment • peer assessment	• talular • observation checklist • portfolio • reeds • porridge for pasting • sugar • clay • sand • water • papers • pencils • pens • pair of scissors • soft wire • containers

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 **make** simple musical instruments 4 **make** simple toys	**Free expression and creativity through art**	• identifying materials for making simple musical instruments • making some musical instruments • playing musical instruments made • identifying materials for making toys • making toys	• demonstration • discussion • question and answer • group work • role playing • excursion • brainstorming • teacher observation • self assessment • peer assessment	• talular • observation checklist • portfolio • reeds • porridge for pasting • sugar • clay • sand • water • papers • pencils • pens • pair of scissors • soft wire • containers • sign language interpreter • 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 methods	Suggested teaching, learning and assessment resources
We will know this when the learners are able to: • demonstrate active involvement in organising and making art materials with attention to safety	The learners must be able to: 1 **perform** plays that focus on safety 2 **model**, **draw** and **decorate** simple items safely	**Safety in art**	• discussing safe practises in artistic activities • dramatising situations depicting safety • modelling, drawing and decorating different art items in groups • mock valuing and costing the produced items • mock selling of produced art items	• demonstration • discussion • question and answer • role playing • dramatisation • practical • teacher observation • self assessment • peer assessment	• talular • observation checklist • papers • pencils • pens • local paint • clay • containers • soft wire • mats • portfolio • sign language interpreter • 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 methods	Suggested teaching, learning and assessment resources
We will know this when the learners are able to: • express and communicate ideas and concepts from their environment through art work	The learners must be able to: 1 **identify** familiar instruments used for communication in their environment 2 **perform** songs and dances to convey messages	**Self expression through art**	• naming the instruments for expressing and communicating • drawing local instruments used for communication • modelling local instruments for communication • listing local songs and dances that convey messages on – HIV and AIDS – gender – environmental degradation • performing local songs • performing local dances	• demonstration • discussion • question and answer • excursion • brainstorming • pair work • teacher observation • self assessment • peer assessment	• talular • papers • pens • local paint • portfolio • flower • leaves • water • stones • glue • sawdust • containers • soft wire • pair of scissors • whistle • drums • trumpets • flutes • rubrics

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 **act out** familiar situations on cross-cutting issues	**Self expression through art**	• discussing cross-cutting issues such as: – gender – environmental degradation – corruption • role-playing cross-cutting issues such as: – gender – environmental degradation – corruption	• demonstration • discussion • question and answer • role playing • dramatisation • teacher observation • self assessment • peer assessment	• talular • observation checklist • portfolio • carton/card-board box • whistle • drums • trumpets • flutes • tins • rubrics

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 methods**	**Suggested teaching, learning and assessment resources**
We will know this when learners are able to: • recognise similarities and differences between themselves and others in artistic performance	The learners will be able to: 1 **participate** in artistic activities 2 **recognise** similarities and differences in artistic representations	**Recognising artistic representations**	• sewing rags, papers and leaves • dancing and singing songs with messages of: – HIV and AIDS – human rights – deforestation – gender • drawing familiar objects • evaluating similarities and differences in artistic representations • evaluating similarities and differences in artistic performances	• demonstration • discussion • question and answer • group work • pair work • role playing • dramatisation • self discovery • brainstorming • teacher observation • self assessment • peer assessment	• talular • observation checklist • flip charts • sewing needles • thread • papers • leaves • rags • pencils • pens • pair of scissors • shakers • flutes • drums • whistle • costumes • wire • portfolio • rubrics

Term 3

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 methods**	**Suggested teaching, learning and assessment resources**
We will know this when learners are able to: • design, make and use art items	The learners will be able to: 1 **make** simple musical instruments 2 **make** simple toys	**Free expression and creativity through art**	• identifying simple materials to make musical instruments • making simple musical instruments • playing simple musical instruments to accompany a song and dance • identifying materials for making simple toys • making simple toys	• demonstration • discussion • question and answer • pair work • teacher observation • self assessment • peer assessment	• talular • observation checklist • papers • pens • local paint • tins • sticks • bottles • water • sand • seeds • wood • plastic paper • soft wire • strings • sewing needles • pair of scissors • portfolio • 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 methods**	**Suggested teaching, learning and assessment resources**
We will know this when learners are able to: • engage in a creative play as individuals and groups	The learners will be able to: 1 **describe** various roles that can be acted out 2 **play** following instructions using items made from the local environment	**Creative play**	• discussing the roles which they can act out • acting several gender roles regardless of sex • gathering and picking up relevant materials for making items • making various items using materials gathered • playing using the items made	• demonstration • discussion • question and answer • excursion • role playing • pair work • practice • teacher observation • self assessment • peer assessment	• talular • observation checklist • costumes • papers • pens • pair of scissors • sands • seeds • clay • maize husks • sticks • reeds • containers • cartons • baskets • strings • tins • tables • 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 methods	Suggested teaching, learning and assessment resources
We will know this when learners are able to: • use imagination and fantasy to express and communicate ideas	The learners will be able to: 1 **create** different body movements to express and communicate ideas 2 **design** different patterns that express feelings 3 **experiment** with lines to create patterns, numbers, letters of the alphabet and basic shapes	**Self expression**	• identifying body movements to express and communicate ideas • showing body movements that can express and communicate ideas • joining lines to form patterns, letters of the alphabet, numbers and basic shapes • modelling numbers and letters of the alphabet • decorating patterns, letters of the alphabet and basic shapes • displaying patterns, letters of the alphabet and basic shapes	• demonstration • discussion • question and answer • pair work • role playing • dramatisation • self discovery • brainstorming • teacher observation • self assessment • peer assessment • practice	• talular • observation checklist • costumes • papers • pens • pair of scissors • local paint • local glue • sand • clay • seeds • sticks • reeds • containers • baskets • strings • tins • portfolio

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **use** simple stories to express and communicate ideas 5 **exhibit** art products that signify communication and expression	**Self expression**	• telling stories expressing themselves and communicating ideas • singing songs of simple stories communicating ideas • drawing story telling pictures • displaying patterns, letters, numbers, basic shapes and story – telling pictures • storing patterns, letters, numbers, basic shapes and story – telling pictures	• demonstration • discussion • question and answer • practice • teacher observation • self assessment • peer assessment	• mats • rubrics • brush • talular • observation checklist • costumes • story books • papers • pens • pencils • local paint • local glue • pair of scissors • charts • portfolio • raised diagrams • portfolio • rubrics

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 methods	Suggested teaching, learning and assessment resources
We will know this when learners are able to: • perform various indigenous activities from different places	The learners will be able to: 1 **identify** artistic activities within and outside their locality 2 **produce** an artistic activity based on concepts from within and outside their locality	**Performing local artistic activities**	• stating activities within and outside the locality • discussing activities within and outside their locality • modelling familiar items in the locality • composing songs based on concepts from within and outside their locality • acting in plays based on concepts from within and outside locality • singing songs on concepts from within and outside locality	• demonstration • discussion • question and answer • group work • pair work • role playing • dramatisation • practice • self discovery • brainstorming • teacher observation • self assessment • peer assessment	• talular • observation checklist • pencils • pens • papers • pair of scissors • water • bottles • sand • clay • seeds • wood • wire • cinema box • costumes • drums • shakers • flutes • sign language interpreter • rubrics

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Syllabus for Life Skills

Standard 2

Rationale

Life skills are abilities that enable individuals to effectively deal with demands and challenges in everyday life. The life skills enable learners to understand themselves and the world around them. Life Skills (LS) as a subject aims at continuing and extending the development of the skills that the learners bring from home with a focus on the promotion of the holistic development of the learner. Nurturing the physical, social, emotional, intellectual, creative and spiritual growth of the learners is essential for the learners' healthy living as individuals, and members of families and society, which forms the basis for facilitating all other learning. For example, through Life Skills, learners will learn to organise and manage their lives; develop a team spirit regardless of their cultural and religious backgrounds; avoid prevalent diseases such as sexually-transmitted infections (STIs), HIV and AIDS; develop positive self-esteem; identify and cope with problems of adolescence and other challenges of life as well as prepare for the world of work.

Core elements and their outcomes

a Health promotion

The learner will be able to make informed decisions and demonstrate health promoting behaviour in his/her personal life as well as in his/her community and wider environment with particular attention to prevalent diseases such as malaria, STIs, HIV and AIDS.

b Social development

The learner will be able to live and work effectively as a member of a family, a group, a community and a nation with respect for gender equity and show an understanding of individual rights and responsibilities within the wider society.

c Moral development

The learner will be able to demonstrate an understanding and appreciation of diverse cultures through a commitment to morals, values, human rights and the rule of law.

d Personal development

The learner will be able to use positive self-esteem for achieving and extending personal potential to respond effectively to daily challenges.

e Physical development

The learner will be able to demonstrate an understanding of how physical growth is linked to social, emotional and personal development through participation in activities such as plays, games and sports in order to contribute to the development of positive attitudes, values and self-esteem.

f Entrepreneurship and world of work

The learner will be able to understand the world of work in its widest sense and demonstrate how to access further knowledge, skills and attitudes needed for work.

Term I

Core element : Health promotion

Primary outcome : The learner will be able to make decisions and demonstrate health promoting behaviour in his/her personal life as well as in his/her community and wider environment with particular attention to prevalent diseases such as malaria, STIs, HIV and AIDS.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • take good care of their bodies - **eyes and nose**	The learners must be able to: 1 **explain** the importance for caring for eyes and the nose 2 **demonstrate** proper ways of caring for their eyes and nose	**Caring for eyes and nose**	• discussing reasons for caring for the eyes and nose • mentioning materials for cleaning their eyes and nose • cleaning eyes and nose • singing health promoting songs, eg, *Kodi nonse mwasamba?*	• miming • teacher observation • peer assessment • oral questions • singing • discussion • demonstration • self assessment	• TALULAR • containers • basins • soap • clean water • songs • bath towel • dolls/models • mirrors • drums • feathers • sign language interpreter • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • take good care of their bodies - **ears**	The learners must be able to: 1 **give** reasons for taking care of ears 2 **demonstrate** proper ways of taking care of their ears	**Caring for ears**	• discuss the importance of caring for ears • identifying materials for caring for the ears • practicing how to clean ears • singing health promoting songs on ears	• miming • teacher observation • peer assessment • oral questions • singing • discussion • demonstration • self assessment	• cotton wool • match sticks • songs • observation checklist
• take good care of their bodies - **teeth**	1 **mention** reasons of taking care of the teeth 2 **demonstrate** proper ways of taking care of the teeth	**Caring for teeth**	• discussing the importance of cleaning the teeth • discussing proper ways of caring for the teeth • identifying materials for cleaning the teeth • practicing how to clean the teeth		• salt • soda • tooth paste • posters • toothbrushes • clean water • ash • containers • basins

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • take good care of their bodies - **hands and finger nails**	The learners must be able to: 1 **mention** reasons for taking care of their hands and finger nails 2 **demonstrate** proper ways of caring for their hands and finger nails	**Caring for hands and finger nails**	• discussing the importance of taking care of hands and finger nails • identifying materials for taking care of hands and finger nails • practising how to care for the hands and finger nails • singing health promoting songs on hands and finger nails	• miming • teacher observation • peer assessment • oral questions • singing • discussion • demonstration • self assessment	• nail cutters • basins • soap • clean water • sign language interpreter • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • take good care of their bodies - **hair**	The learners must be able to: 1 **mention** reasons for taking care of their hair 2 **demonstrate** proper ways of taking care of their hair	**Caring for the hair**	• discussing the importance of caring for the hair • discussing proper ways of taking care of the hair • identifying materials for taking care of the hair • practising how to care for the hair • singing health promoting songs on caring for the hair	• miming • teacher observation • peer assessment • oral questions • singing • discussion • demonstration	• a pair of scissors • razor blades • combs • methlated spirit • an electric shaver • songs • soap • basins • clean water • shampoo • observation checklist • bathing towel

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • take care of their clothes	The learners must be able to: 1 **state** reasons for taking care of clothes 2 **practise** washing and ironing clothes	**Caring for clothes**	• discussing the importance of caring for clothes • identifying materials for caring for clothes • practicing how to wash • practicing how to iron clothes • singing health promoting songs	• discussion • demonstration • oral questions • singing • observation • group work • teacher observation • self assessment • peer assessment	• posters/raised diagrams • clean water • soap • basins • pegs • line • irons • dirty clothes • ironing table/mat • blanket • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • care for pit latrines and flash toilets	The learners must be able to: 1 **use** pit latrines and flash toilets properly 2 **care** for pit latrines and flash toilets properly 3 **give** reasons why they should care for pit latrines and flash toilets	**Caring for pit latrines and flash toilets**	• discussing proper ways of using the pit latrines and flash toilets • identifying materials for cleaning pit latrines and flashing toilets • practising how to clean pit latrines and flash toilets • discussing reasons for caring for latrines and flash toilets • singing health promoting songs	• discussion • oral questions • demonstration • singing • teacher observation • self assessment • peer assessment	• posters • soft paper • clean water • soap • disinfectant • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate an understanding of common accidents and their effects	The learners must be able to: 1 **mention** common accidents and places where they can occur 2 **identify** the causes of the accidents 3 **explain** the effects of the accidents	**Common accidents**	• identifying common accidents and places where they can occur • discussing the causes of common accidents • discussing the effects of common accidents • listening to case studies on common accidents and their effects • telling stories about common accidents and their effects	• discussion • oral questions and answers • group work • case studies • story telling • teacher observation • self assessment • peer assessment	• posters/raised diagrams • case study • stories • learners • road • local environment • songs • seeds • poisonous substances • sharp objects, eg, razor blades • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • protect themselves and others from common accidents	The learners must be able to: 1 **explain** how common accidents can be prevented at home, school and on the road	**Prevention of common accidents**	• discussing ways of preventing common accidents at home, school and on the road • identifying road signs and signals • drawing some of the road signs • demonstrating proper ways of using the road • singing songs on the prevention of common accidents	• discussion • teacher observation • peer assessment • demonstration • self assessment • singing	• posters • razor blades • paraffin • case studies • road signs • observation checklist • songs

Term 2

Core element : Health promotion

Primary outcome: The learner will be able to make decisions and demonstrate health promoting behaviour in his/her personal life as well as in his/her community and wider environment with particular attention to prevalent diseases such as malaria, STIs, HIV and AIDS.

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of the ways of preventing malaria	The learners must be able to: 1 **explain** how malaria is spread 2 **state** how malaria can be prevented	**Spread and prevention of malaria**	• discussing the spread of malaria • discussing signs and symptoms of malaria • role playing how malaria is spread • singing songs on how malaria is spread • discussing places where mosquitoes breed • discussing ways of controlling mosquitoes from breeding	• brainstorming • peer assessment • oral questions • teacher observation • singing • discussion • role play • self assessment • project	• local environment • resource persons • posters • raised diagrams • sign language interpreter • role play exercises • hoes • tins • water containers • rubbish pits • slashers • songs • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **demonstrate** ways of preventing malaria		• practising prevention of malaria by - cutting tall grass short - burying all empty containers - filling pot holes - draining stagnant water - sleeping in mosquito nets • singing songs on the prevention of malaria		

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • describe practices that promote the spread of HIV infection and ways of preventing the infection	The learners must be able to: 1 **mention** practices that promote the spread of HIV infection 2 **state** ways of preventing HIV infection	**Spread and prevention of HIV and AIDS**	• identifying illustrated instruments in their book that may promote the spread of HIV • stating dangers of playing with sharp instrument • discussing ways in which HIV infection is spread • discussing ways in which HIV infection can be prevented • role playing a situation on HIV and AIDS prevention • singing songs on HIV and AIDS prevention	• discussion • question and answer • group work • demonstration • role play • teacher observation • singing • peer assessment • self assessment	• learners • razor blade • needles • songs • resource persons • toothbrushes • knife • water • tooth paste • cup • axes • posters/raised diagrams • role play exercises • observation checklist

Core element : Social development
Primary outcome: The learner will be able to live and work effectively as a member of a family, a group, a community and a nation with respect for gender equity and show an understanding of individual rights and responsibilities within the wider society.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate appropriate behaviour in relationships	The learners must be able to: 1 **mention** names of their friends 2 **explain** the importance of having friends 3 **state** ways of strengthening relationships	**Relationships**	• sharing experiences about their friends • discussing the importance of relationships • discussing ways of strengthening friendships • role playing how to strengthen friendships • singing songs and reciting poems on love, respect and concern for others	• demonstration • oral questions • teacher observation • peer assessment • role pay • discussion • singing • story telling • self assessment • poetry recitals	• poems • stories • learners • TALULAR • food stuffs • posters • pictures • raised posters • raised pictures • local environment • role play exercises • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • show an understanding of the value they attach to themselves	The learners must be able to: 1 **explain** the importance of self-esteem at home, school and at play	**Self-esteem**	• discussing illustrations on self-esteem • discussing the importance of self-esteem at home, school and at play • listening to presentations by role models • discussing the presentations • practising how to build self-esteem	• group work • question and answer • discussion • teacher observation • games • self assessment • peer assessment	• learners • resource persons/role model • posters/raised diagrams • local environment • balls • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • communicate effectively with others	The learners must be able to: 1 **explain** the importance of effective communication 2 **state** the disadvantages of poor communication 3 **identify** ways of promoting effective communication	**Effective communication**	• discussing illustrations on communication • discussing the importance of effective communication • discussing disadvantages of poor communication • discussing ways of promoting effective communication • role playing the disadvantages of poor communication	• question and answer • discussion • teacher observation • role play • demonstration • self assessment • peer assessment	• learners' experiences • posters/raised diagrams • sing language interpreter • role play exercises • posters • local environment • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • appreciate that they are similar to others in a number of ways	The learners must be able to: 1 **identify** their similarities with others 2 **explain** the importance of such similarities	**Our similarities**	• identifying their physical and social similarities • narrating stories that promote oneness due to similarities • discussing the importance of sharing same class, same village, same denomination as well as doing the same work	• group work • discussion • question and answer • demonstration • story telling • self assessment • peer assessment • teacher observation	• resource persons • learners • local environment • posters/raised diagrams • stories • observation checklist

Core element : Moral development
Primary outcome : The learner will be able to demonstrate an understanding of diverse cultures through a commitment to moral values, human rights and rule of law.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • show appreciation for the importance of norms at home, school and play	The learners must be able to: 1 **demonstrate** norms at home, school and during play 2 **explain** the importance of having norms at home, school and play	**Norms**	• discussing norms practiced at home, school and at play • role playing norms practiced at home, school and play • discussing the importance of having norms at home, school and play • singing songs on norms	• discussion • oral questions • teacher observation • peer assessment • role play • singing • self assessment	• TALULAR • posters illustrating norms • raised diagrams • learners • written stories • songs • sign language interpreter • pictures • role play • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **explain** the consequences of not observing norms		• discussing illustration on not observing norms • discussing consequences of not following norms • telling stories/folk tales on consequences of not following norms	• discussion • teacher observation • peer assessment • self assessment • story telling	• posters • stories • sign language interpreter • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of morals	The learners must be able to: 1 **mention** examples of morals 2 **explain** the consequences of unacceptable morals 3 **show** appreciation of the importance of morals	**Morals**	• discussing illustrations on morals • brainstorming examples of acceptable and unacceptable morals • listening to the stories on morals • discussing the consequences of not having acceptable morals • role playing the importance of having acceptable morals • discussing the role plays	• discussion • question and answer • group work • role play • demonstration • teacher observation • peer assessment • story telling • self assessment • brainstorming	• learners • posters • raised diagrams • stories • case studies • role play exercises • observation checklist

Term 3

Core element : Moral development

Primary outcome : The learner will be able to demonstrate an understanding of diverse cultures through a commitment to moral values, human rights and rule of law.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of values in their everyday life	The learners must be able to: 1 **mention** examples of values 2 **mention** what they would like to be in future	**Values**	• brainstorming examples of values • discussing what they think are important things in their lives • discussing what they want to be in future • role playing the following situations - importance of fair play - importance of sharing things with others - importance of working hard in school • discussing the role plays • singing songs on different careers such as teachers, doctor and nurse	• discussion • teacher observation • oral questions • peer assessment • brainstorming • role play • singing • self assessment	• pictures • raised drawings • posters • learners • raised pictures • local environment • TALULAR • songs • sign language interpreter • Braille materials • resource persons • role play exercises • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **explain** the consequences of not having values 3 **show** appreciation for the importance of values		• discussing consequences of not having values • discussing the importance of valuing things in life	• discussion • teacher observation • oral questions • peer assessment • self assessment	• resource persons • learners • observation checklist

Core element : Social development
Primary outcome : The learner will be able to live and work effectively as a members of a family, a group, a community and a nation with respect for gender equity and show an understanding of individual rights and responsibilities within the wider society.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • describe who they are	The learners must be able to: 1 **explain** how they are different from others 2 **describe** their physical and social characteristics	**Self – awareness**	• discussing illustrations on self-awareness • telling their names and other information about themselves to their friends • singing songs about their identity • discussing their physical and social characteristics	• discussing • question and answer • group work • singing • stories • peer assessment • self assessment • teacher observation	• learners • posters • raised diagrams • songs • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate what they are able to do	The learners must be able to: 1 **explain** what they are able to do 2 **set** goals in life 3 **identify** ways of achieving goals	**What I am able to do**	• discussing illustrations on what they are able to do • discussing what they are able to do • listening to presentations by role models • discussing the presentations • setting goals individually • sharing their goals with others • discussing ways of achieving their goals	• discussion • question and answers • group work • story telling • teacher observation • peer assessment • self assessment	• learners • resource persons • local environment • stories • posters • raised drawings • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate abilities to deal with demands and challenges at home and school	The learners must be able to: 1 **identify** demands and challenges at home and school 2 **state** effective ways of dealing with the demands and challenges at home and school 3 **describe** the consequences for not dealing well with demands and challenges	**Demands and challenges of everyday life**	• discussing problems they face at home and school, eg: – success at school – peer pressure – child abuse • discussing effective ways of dealing with the demands and challenges • analysing case studies on ways of dealing with demands and challenges • answering question on the case studies • role playing situations of dealing with the demands and challenges at home and school • story telling on consequences for not dealing with the demands and challenges	• brainstorming • teacher observation • peer assessment • oral questions • discussion • role play • case studies • self assessment • story telling • case studies	• learners • posters • raised diagrams • sign language interpreter • case studies • role play exercises • stories • observation checklist

Core element : Physical development

Primary outcome: The learner will be able to demonstrate an understanding of how physical growth is linked to social, emotional and personal development through participation in activities such as plays, games and sports in order to contribute to the development of positive values and self-esteem.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of their physical changes	The learners must be able to: 1 **mention** things which they consider important as they grow up	**Growing up**	• discussing illustrations on things considered to be important • discussing what they consider to be important as they grow up	• discussion • question and answer • group work • teacher observation • peer assessment • self assessment	• learners • posters • raised diagrams • local environment eg. Bicycle,wheels, modelled cars, cows • observation checklist
	2 **mention** what they would like to be when they grow up		• discussing what they would like to be as they grow up	• pair work • discussion • peer assessment • self assessment	• posters • learners • resource persons
	3 **mention** the physical changes that have taken place in their bodies		• sharing experiences of activities they are able to do as they grow up	• discussion • group work • peer assessment • self assessment • teacher observation	• observation checklist • chalkboard rulers • measuring tapes

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of physical and emotional changes associated with different levels of growth	The learners must be able to: 1 **mention** things that can cause stress 2 **mention** ways of coping with unhappiness 3 **show** appreciation for the importance of coping with unhappiness	**Coping with emotions**	• discussing factors that can cause stress • discussing ways of coping with unhappiness • role playing factors that cause stress	• discussion • group work • oral questions • teacher observation • role play • demonstration • peer assessment • self assessment • discussion • group work • peer assessment • self assessment	• learners • posters • raised diagrams • water • basins • pails • slashers • mops • brooms • local environment • observation checklist • role play exercises

Core element : Entrepreneurship and world of work
Primary outcome : The learner will be able to understand the world of work in its widest sense and demonstrate how to access further knowledge, skills and attitudes needed for work.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate an understanding of the world of work and gender issues	The learners must be able to: 1 **mention** tasks that are traditionally done by a particular sex at home and school	**World of work and gender**	• discussing illustrations on the roles of boys and girls • discussing the roles done by both boys and girls separately • discussing the roles that are done by boys and girls at home and school separately	• brainstorming • teacher observation • peer assessment • oral questions • discussion • story telling • role play • demonstration • self assessment	• posters/raised • learners • sign language specialist • resources persons • role play exercises • questionnaires • case study material • songs • musical instruments • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **state** roles that can be done by both boys and girls at home and school		• discussing the roles that can be done by both boys and girls • role playing the roles that can be done by both boys and girls at home and school • singing songs on the roles done by boys and girls	• case studies • teacher observation • peer assessment • oral questions • role play • singing • self assessment	• case studies • learners • songs • stories • resource persons • observation checklist • role play exercises

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • display basic financial management skills	The learners must be able to: 1 **identify** denominations of Malawi currency 2 **state** the value of denominations of money 3 **mention** the one who controls money in their home 4 **appreciate** the importance of financial management	**Money**	• identifying Malawi currency • discussing denominations of Malawi currency • discussing durability of Malawi money • drawing/tracing samples of money • displaying the traced/drawn work for peer assessment • discussing proper ways of getting money • discussing use of money • discussing who controls money in their families • role playing use of money	• discussion • teacher observation • oral questions • peer assessment • role play • group work • self assessment	• learners • resource person • raised diagrams • posters • bank notes • coins • role play exercises • observation checklist

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Syllabus for

Bible knowledge

Standard 2

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 1
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 methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of a family as an institution created by God	The learners must be to: 1 **describe** a family 2 **discussing** a church as a family 3 **identify** roles of family members	**The family**	• identifying members of their own family • drawing members of their own family • stating duties shared among family members • identifying a church • discussing meaning of a church • giving examples of churches • suggesting reasons why people go to church • brainstorming some roles that each family member does at home • discussing roles of each family member	• question and answer • pair work • group work • class discussion • teacher observation • singing • peer assessment	• talular • pupils' experiences • observation checklists • charts • pictures • song books • the Bible Mathews 1:18-25 Mark 6: 3 Genesis 2: 15 Genesis 2: 20 -24 • films/video tapes/audio tapes on the family

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of a family as an institution created by God	4 **role** play roles of family members 5 **explain** a family as instituted by God 6 **describe** the family of Jesus	**The family**	• role playing roles of family members • singing a song • discussing how God instituted the first family in the garden of Eden • singing songs thanking God for own family • identifying roles of Mary and Joseph • discussing the roles of Jesus • discussing meaning of a church • giving examples of churches • suggesting reasons why people go to church	• question and answer • pair work • group work • class discussion • teacher observation • singing • peer assessment	• talular • pupils' experiences • observation checklists • charts • pictures • song books • the Bible Mathews 1:18-25 Mark 6: 3 Genesis 2: 15 Genesis 2: 20 -24 • films/video tapes/audio tapes on the family • rubrics • portifolios • braille materials • hand frames • stylus • raised diagrams

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 methods	Suggested teaching and learning resources
• describe basic needs that God provides us	1 **identify** the needs of the family 2 **identify** sources of family needs as provided by God 3 **discuss** ways of acquiring family needs 4 **describe** ways of caring for family needs	**Family needs**	• listing things used in the home • listing basic needs of the family • discussing how to care for family needs • naming sources of family needs • singing songs thanking God for providing family needs: - rivers - lakes - plants - animals • identifying ways of acquiring family needs • role playing ways of acquiring family needs • brainstorming ways of caring for other things • discussing ways of caring for other things	• question and answer • pair work • group work • class discussion • teacher observation • singing • peer assessment • self assessment	• talular • pupils' experiences • observation checklists • charts • pictures • raised pictures • song books • the Bible Genesis 1: 27 – 31 • films/video tapes/audio tapes • rubrics • portifolios

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 methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • describe the birth of John the Baptist	The learners must be to: 1 **explain** the angel's message to Zechariah 2 **role** play Zechariah**'s** experience in the temple 3 **explain** the birth of John the Baptist 4 **role** play the story of the birth of John the Baptist	**The birth of John the Baptist**	• discussing the background of the family of Zechariah • narrating the angel's message to Zechariah • discussing the illustration of Zechariah and the angel • role playing Zechariah 's experience • narrating the story of the birth of John the Baptist • discussing the birth of John the Baptist • studying the illustration of Zechariah, Elizabeth and John • role playing the birth of John the Baptist	• group work • question and answer • class discussion • teacher observation • peer assessment • role play • self assessment	• local environment • pupils • pictures • charts • film/video /audio tapes • pupils' experiences • observation checklists • the Bible: Lk 1: 5 – 25, 57– 65 • portifolios • rubrics • braille materials • hand frames • stylus

Term 2
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 methods	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate an understanding of the birth of Jesus	The learners must be to: 1 **describe** the angel's messages to Mary and Joseph 2 **explain** the journey of Joseph and Mary to Bethlehem 3 **explain** the story of the shepherds and the Wisemen	**The birth of Jesus**	• narrating the angel's message to Mary • narrating the angel's message to Joseph • discussing why Mary and Joseph went to Bethlehem • discussing how Mary and Joseph found a sleeping place in Bethlehem • brainstorming the meaning of the term 'Christmas' • discussing the term Christmas • narrating the birth of Jesus • telling the story of shepherds • telling the story of visitors from the east • role playing the Christmas story	• brainstorming • group work • question and answer • class discussion • teacher observation • peer assessment • role playing • story telling • self assessment	• talular • local environment • pictures • charts • film/video tape/audio tapes • pupils' experiences • pupils • observation checklists • the Bible: Lk 1: 26 – 38, 2: 1 – 20 Matt 1: 18 – 24; 2: 12 – 22 • 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 methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate an understanding of love of people for each other	The learners must be to: 1 **explain** the meaning of love 2 **demonstrate** love to each other 3 **describe** Biblical meaning of love 4 **explain** the importance of love	**Love**	• brainstorming the meaning of the term 'love' • discussing the meaning of the term love • sharing personal experiences on love • discussing ways people show love to others • telling how they show love to their friends • role playing showing love to friends • describing biblical meaning of love • discussing the importance of love • demonstrating sharing things	• brainstorming • story telling • role playing • teacher observation • question and answer • peer assessment	• local environment • observation checklists • pupils' experiences • video tapes/audio tapes • newspapers • radio cassette player • the Bible 1 Corinthians 13:4-7 Luke 10:27 • portifolios • rubrics • braille materials • hand frame • stylus • raised diagrams

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 methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate an understanding of Jesus' love for us	The learners must be to: 1 **describe** Bible stories in which Jesus showed His love to people 2 **describe** Jesus' love to us	**The love of Jesus**	• discussing what God does to people • identifying Bible stories in which Jesus showed His love to people • discussing Bible stories in which Jesus showed His love to people • discussing ways in which God shows love to us • mentioning ways in which Jesus shows love to us • singing religious songs showing the love of Jesus	• brainstorming • story telling • singing • teacher observation • question and answer • peer assessment	• local environment • observation checklists • pupils' experiences • video tapes/audio tapes • newspapers • radio cassette players • the Bible Lk 17:11-19; Lk 18: 15-17 John 6:1-14 Mathew 8:1-4 Mathew 27: 15-27 • rubrics • portifolios • braille materials • hand frames • stylus • raised diagrams

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 methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of christian appreciation of soil and water in the environment	The learners must be to: 1 **describe** the origins of soil and water in the Bible 2 **explain** the uses of soil and water 3 **describe** uses of soil and water in the Bible	**Environmental conservation**	• observing different types of soil • classifying soil found in the environment • listing sources of soil and water in the environment • identifying uses of soil and water • discussing care of the soil and water • singing songs about the importance of soil and water • stating the origin of water and soil in the Bible • brainstorming the uses of water and soil in the Bible	• brainstorming • story telling • teacher observation • question and answer • group work • peer assessment	• observation checklists • pupils' experiences • religious books • realia • the Bible Gen. 2: 1 - 20 Acts 8: 35 Acts 2: 38 John 1:29 Matt 3: 5 – 6 Math 13: 3 - 9 • rubrics • portifolios • braille materials • hand frames • stylus • raised diagrams

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **describe** ways of conserving and preserving soil and water 5 **discuss** the importance of conserving and preserving soil and water	**Environmental conservation**	• identifying ways of preserving and conserving soil and water • stating the importance of conserving and preserving soil and water • appreciating conservation of soil and water in their school environment	• brainstorming • story telling • teacher observation • question and answer • group work • peer assessment	• observation checklists • pupils' experiences • religious books • realia • the Bible Gen. 2: 1 - 20 Acts 8: 36 Acts 2: 38 Matt 3: 5 – 6 Matt 13: 3 - 9 • rubrics • portifolios • braille materials • hand frames • stylus • raised diagrams

Term 3

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 methods	Suggested teaching and learning resources
We will know this when learners are able to: • describe christian altitudes to HIV and AIDS.	The learners must be to: 1 **explain** bible stories on diseases and healing 2 **identify** tools that can facilitate the spreading of HIV and AIDS 3 **discuss** ways of preventing the spreading of HIV and AIDS 4 **explain** the care for HIV/AIDS patients	**HIV and AIDS**	• identifying biblical stories on healing • discussing biblical stories on healing • role playing biblical stories on healing • identifying tools that can facilitate the spreading of HIV and AIDS • discussing how HIV is spread • singing songs about HIV and AIDS • discussing care given to HIV patients • discussing ways of preventing the spreading of HIV and AIDS	• brainstorming • role play • discussion • teacher observation • question and answer • singing • peer assessment	• talular • observation checklists • pupils' experiences • religious books • realia • the Bible Matt. 9: 6, Math 4: 24 Mark 9: 17 – 27 Lk: 8 : 49 - 55 Acts 9: 34 Lk 17: 11-19 James 5: 14-15 • portifolios • rubrics

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 methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate christian understanding of human rights and democracy	The learners must be to: 1 **identify** their rights and responsibilities 2 **describe** roles and responsibilities of village members	**Human Rights**	• brainstorming rights and responsibilities of children • discussing rights and responsibilities of children • identifying roles and responsibilities of village members • discussing roles and responsibilities of village members • drawing roles and responsibilities of village members	• brainstorming • story telling • group work • role play • teacher observation • question and answer • discussion • peer assessment	• talular • local environment • observation checklists • pupils' experiences • religious books • realia • the Bible Gen 45:3 – 5 Act 9: 36 – 43 Luke 5: 18 – 20 Luke 9: 10 – 17 Luke 10: 30-37

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **explain** stories from the Bible on roles and responsibilities	**Human Rights**	• identifying stories from the Bible on roles and responsibilities • discussing stories from the Bible on roles and responsibilities • role playing biblical stories on roles and responsibilities	• brainstorming • story telling • group work • role play • teacher observation • question and answer • discussion • peer assessment	• talular • local environment • observation checklists • pupils' experiences • religious books • realia • the Bible Judges 4 Rom 2: 18 Col. 3: 21 Eph. 6: 4 2 Tim. 1:15 3:15 • portifolios • rubrics

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Syllabus for

Religious Education

Standard 2

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 1
Core element : Moral values and beliefs
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 methods	Suggested teaching and learning resources
We will know this when the learners are able to: • develop an understanding of children's roles from religious perspective	The learners must be able to: 1 **describe** children's roles in the family 2 **explain** religious stories on children's roles	**Roles of children in the family**	• brainstorming children's roles in the family • discussing importance of children's roles in the family • role playing children's roles in family • identifying religious stories on children's roles • discussing religious stories on children's roles • role playing the story of Esau and Jacob	• pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing • role playing	• pupils' experiences • observation checklist • charts • pictures • songs • stories • raised pictures • sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• develop an understanding of children's responsibilities from religious perspective	1 **describe** children's responsibilities in the family 2 **explain** religious stories on children's responsibilities in the family	**Responsibilities of children in the family**	• brainstorming children's responsibilities in the family • discussing children's responsibilities in the family • discussing advantages and disadvantages of being responsible and illresponsible in the family • identifying religious stories on children's responsibilities in the family • discussing religious stories on children's responsibilities • role playing children's responsibilities in the family	• pair work • group work • class discussion • teacher observation	• pictures • learners' experiences • local environment • bags • raised pictures • checklist • stories • 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 methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • appreciate a school as God's gift	The learners must be able to: 1 **describe** things found at their school 2 **compose** a prayer of gratitude for things found at their school	**Prayer at school**	• brainstorming things found at school • explaining how useful those things are • drawing things found at a school • stating occasions of prayer at school • composing a prayer of thanks for the things found at school • saying a prayer of thanks for the things found at school • singing a song of thanking God for the things found at their school	• drawing • pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing • role playing • reciting	• pupils' experiences • observation checklist • charts • pictures • songs • role play • raised pictures • braille material • 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, HIV/AIDS, Gender, disabilities, and world of work.

Assessment standard	**Success Criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • appreciate the importance of assisting one another	The learners must be able to: 1 **mention** occasions when people assist one another in their communities	**Assisting one another in times of need**	• identifying occasions when people assist each other • discussing occasions when people assist each other • discussing the importance of assisting others • identifying stories from holy scriptures on the importance of assisting others • listing ways in which people can assist each other • listing people who need assistance	• pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing • role playing • research	• pupils' experiences • observation checklist • charts • pictures • songs • role play • stories • religious books • resource persons • newspapers • radios • raised pictures • sign language interpreter

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• appreciate the importance of assisting one another	2 **state** the type of assistance people give one another	**Assisting one another in times of need**	• identifying types of assistance people give to each other • explaining how assistance is given • explaining teachings from scriptures on assisting one another	• pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing • role playing • research	• pupils' experiences • observation checklist • charts • pictures • songs • role play • stories • religious books • resource persons • newspapers • radios • raised pictures • sign language interpreter

Term 2
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 methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • show an appreciation of the environment as the creation of God	The learners must be able to: 1 **describe** things found in the environment 2 **explain** religious stories about the creation of the things found in the environment	**Religious stories on the things found in the environment**	• mentioning things that are in the environment • modelling things that are in the environment • exploring the use of the things of creation found around the environment • identifying religious stories on the creation of the environment • discussing religious stories on the creation of the environment • discussing ways of caring for the things God created • singing songs thanking God for creating the environment	• class discussion • group work • teacher observation • question and answer • peer assessment • pair work	• pupils' experiences • observation checklist • charts • modelling materials • pictures • songs • raised pictures • 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 methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • show an understanding of the importance of forgiveness and reconciliation	The learners must be able to: 1 **explain** the concepts of forgiveness and reconciliation 2 **discuss** the importance of forgiveness and reconciliation	**Forgiveness and reconciliation**	• role playing situations that can lead to forgiveness and reconciliation • sharing experiences of forgiveness and reconciliation • identifying occasions of forgiveness and reconciliation • discussing the importance of forgiveness and reconciliation • sharing folk tales about forgiveness and reconciliation	• pair work • class discussion • story telling • role playing • peer assessment • teacher observation • question and answer	• Bible • Quran • Hadith • charts • role play • pupils' experiences • drawing materials • stories • pictures • raised pictures • resource person • 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, HIV/AIDS, Gender, disabilities, and world of work.

Assessment standard	**Success Criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of how God assists people	The learners must be able to: 1 **explain** how people assist each other in the contemporary world 2 **describe** ways God assists people in the contemporary world	**Ways God assists people in the contemporary world**	• identifying situations when people need assistance • discussing ways how people assist each other in the contemporary world • discussing situations when people need assistances with money, food and clothes • identifying categories of people who need assistance • mentioning ways of how God assists people in the contemporary world • role playing how religious groups assists people in the contemporary world	• drawing • pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing • role playing • research	• pupils' experiences • observation checklist • charts • pictures • songs • role play • stories • religious books • resource persons • newspapers • radios • raised pictures

Term 3

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 methods	Suggested teaching and learning resources
We will know this when the learners are able to: • appreciate a community as God's gift	The learners must be able to: 1 **mention** the things found in the community	**Prayer in the community**	• identifying the things found in the community • discussing the things found in the community • discussing what people do in times of need • identifying occasions of prayer in their community • discussing ways of caring for the things found in their community	• pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing • role playing • reciting	• pupils' experiences • observation checklist • charts • pictures • songs • role play • raised pictures • sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• appreciate a community as God's gift	2 **compose** a prayer thanking God for the things found in their community	**Prayer in the community**	• stating occasions of prayer in the community • composing a prayer to thank God for the good things found in their community • reciting the prayer • identifying stories from holy scriptures to thank God • singing a song of the prayer	• pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing • role playing • reciting	• pupils' experiences • observation checklist • charts • pictures • songs • role play • raised pictures • 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 methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • show appreciation of the teachings of different religions on forgiveness and reconciliation	The learners must be able to: 1 **describe** situations when forgiveness and reconciliation are needed	**Religious teachings on forgiveness and reconciliation**	• identifying situations which need forgiveness and reconciliation • discussing personal experiences on forgiveness and reconciliation • identifying situations in the family, school and community that require forgiveness and reconciliation	• pair work • class discussion • story telling • role playing • peer assessment • teacher observation • question and answer	• Bible • Quran • Hadith • charts • role play • pupils' experience • stories • pictures • raised pictures • resource person • sign language interpreter

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **identify** examples of teachings on forgiveness and reconciliation in different Religions	**Religious teachings on forgiveness and reconciliation**	• identifying stories from scriptures on forgiveness and reconciliation • discussing stories from religious scriptures on forgiveness and reconciliation • role playing a story of the prodigal son on forgiveness and reconciliation	• pair work • class discussion • story telling • role playing • peer assessment • teacher observation • question and answer	• Bible • Quran • Hadith • charts • role play • pupils' experience • stories • pictures • raised pictures • resource person • sign language interpreter

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