Republic of Malawi

MALAWI

PRIMARY SCHOOL SYLLABUSES

STANDARD 3

LITERACY AND LANGUAGES

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

NUMERACY AND MATHEMATICS

EXPRESSIVE ARTS

LIFE SKILLS

SOCIAL AND ENVIRONMENTAL SCIENCES

BIBLE KNOWLEDGE

RELIGIOUS EDUCATION

Ministry of Education

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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 and 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 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 re 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 on agreed indicators such as assessment standards and success criteria

Silabasi yophunzitsira kuwerenga, kulemba ndi chiyankhulo- Chichewa

Sitandade 3

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 a ophunzira. Ophunzira akamvetsetsa bwino malamulo a chiyankhulo amaphunzira maluso omwe angagwiritse ntchito m'zochitika zosiyanasiyana.

Maluso ndi zolinga zake

a **Kumva**

Ophunzira amvetsera mwatcheru kuti adzamvetsetse ndi kudzayankhapo 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**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • amva malonje	Ophunzira: 1 **ayankha** ndi kupatsana moni molondola 2 **afunsana** za kunyumba kwawo ndi zinthu zina	**Malonje**	• kuyankha moni mwaulemu • kupatsana moni molondola • kufunsana ndi kuyankhana za kunyumba kwawo, kusukulu, abale awo, anzawo ocheza nawo	• mafunso ndi mayankho • ntchito ya m'magulu • ntchito ya awiriawiri • kukambirana • kuyimba • masewero • pabwalo • mtsutso	• ophunzira • mphunzitsi • galasi logwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • nthenga/pepala logwiritsa ntchito mbuwu • zibekete zogwiritsa ntchito mbuwu
• amva mauthenga /nkhani m'njira zosiyanasiyana	1 **achita** zomwe amva m'mauthenga	**Zowuzidwa (malangizo, malamulo, mauthenga, pempho)**	• kuchita zomwe amva m'mauthenga osiyanasiyana monga: • a zaukhondo • matenda ofala (chikuku, chifuwa, ziwengo)		

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• atsatira zowuzidwa	1 **atchula** malangizo osiyanasiyana 2 **anena** mauthenga osiyanasiyana 3 **atchula** malamulo osiyanasiyana 4 **apempha** moyenera		• kutchula malangizo osiyanasiyana a chikhalidwe choyenera • kunena mauthenga osiyanasiyana • kubwereza mauthenga omwe amva • kusiyanitsa mauthenga	• mafunso ndi mayankho • ntchito ya m'magulu • ntchito ya awiriawiri • kukambirana • kuyimba • masewero • pabwalo • mtsutso	• galasi logwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • nthenga/pepala logwiritsa ntchito mbuwu • zibekete zogwiritsa ntchito mbuwu • zisekese zogwiritsa ntchito mbuwu • anthu ena • wayilesi • kanema

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
	5 **afananitsa** komanso kusiyanitsa mauthenga 6 **achita** sewero la mauthenga		• kufananitsa mauthenga • kutchula malamulo monga a kusukulu, pa banja ndi ena • kupempha moyenera kwa makolo, aphunzitsi • kuchita sewero la mauthenga mwachitsanzo: lakuopsa kosewera ndi zinthu zobaya kapena zocheka	• mafunso ndi mayankho • ntchito ya m'magulu • ntchito ya awiriawiri • kukambirana • kuyimba • masewero • pabwalo • mtsutso	• galasi logwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • nthenga/pepala logwiritsa ntchito mbuwu • zibekete zogwiritsa ntchito mbuwu • zisekese zogwiritsa ntchito mbuwu • anthu ena • wayilesi • kanema

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• amva maphatikizo	1 **amva** maphatikizo a mawu osiyanasiyana	**Maphatikizo**	• kumva maphatikizo osiyanasiyana	• mafunso ndi mayankho • ntchito ya m'magulu • ntchito ya awiriawiri • kukambirana • kuyimba • masewero • pabwalo • mtsutso	• ophunzira • mphunzitsi • galasi logwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • nthenga/pepala logwiritsa ntchito mbuwu • zibekete zogwiritsa ntchito mbuwu

Luso : Kuyankhula

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

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • adziwana	Ophunzira: 1 **apatsana** moni molondola 2 **ayankhana** moni molondola 3 **afunsana** ndi kuyankhana	**Malonje**	• kupatsana moni molondola • kuyankhana moni molondola • kufunsana ndi kuyankhana za kunyumba kwawo ndi za kusukulu • kuyankhana moni molondola • kufunsana ndi kuyankhana za kunyumba kwawo ndi za kusukulu	• kukambirana • mafunso ndi mayankho • ntchito ya m'magulu • ntchito ya awiri awiri • kuyesana/kupima na nzeru	• ophunzira • mphunzitsi • galasi/kalilole logwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • zibekete • anthu ena • wayilesi/kanema • wotanthauzira chiyankhulo mwa zizindikiro

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
• atsatira zowuzidwa	1 **atchula** malangizo a chikhalidwe choyenera 2 **anena** mauthenga osiyanasiyana 3 **apempha** moyenera	**Zowuzidwa (malangizo, mauthenga, pempho)**	• kutchula malangizo a chikhalidwe choyenera • kunena mauthenga osiyanasiyana • kuchita sewero la mauthenga omwe amva • kupempha moyenera	• kukambirana • mafunso ndi mayankho • ntchito ya m'magulu • ntchito ya awiri awiri • kuyesana/kupima na nzeru	• ophunzira • mphunzitsi • galasi/kalilole logwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • zibekete • anthu ena • wayilesi/kanema • wotanthauzira chiyankhulo mwa zizindikiro

Luso **:** Kuwerenga

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

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • awerenga maphatikizo a mawu ndi ziganizo zazifupizifupi	Ophunzira: 1 **awerenga** maphatikizo a malembo opanda liwu atatu ndi lembo laliwu	**Maphatikizo, mawu ndi ziganizo**	• kuwerenga maphatikizo a malembo opanda liwu atatu ndi lembo laliwu mu nkhani zokhudza: - malonje omwe amva - malangizo osiyanasiyana - malamulo osiyanasiyana - mauthenga osiyanasiyana - kupempha moyenera (mwachitsanzo : nkha, nkhe, nkhi, nkho, nkhu)	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana/ kupimana nzeru • ntchito ya m'magulu • ntchito ya awiriawiri • kuchita sewero • mpikisano	• ophunzira • mabuku • matchati • makadi • zithunzi zotukuza kwa osaona • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
	2 **awerenga** maphatikizo a malembo opanda liwu anayi ndi lembo laliwu 3 **awerenga** mawu ndi ziganizo		• kuwerenga maphatikizo a malembo opanda liwu anayi ndi lembo laliwu mu nkhani zokhudza: - malonje omwe amva - malangizo osiyanasiyana - malamulo osiyanasiyana - mauthenga osiyanasiyana - kupempha moyenera (mwachitsanzo: nkhwa, nkhwe, nkhwi) • kuwerenga mawu (mwachitsanzo: nkhuku, nkhwangwa) • kuwerenga ziganizo zokhudza nkhani za: - malangizo osiyanasiyana a chikhalidwe choyenera - mauthenga osiyanasiyana - kupempha moyenera	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana/ kupimana nzeru • ntchito ya mmagulu • ntchito ya awiriawiri • kuchita sewero • mpikisano	• ophunzira • mabuku • matchati • makadi • zithunzi zotukuza kwa osaona • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• awerenga nkhani/nthano ndi ndakatulo	1 **awerenga** nkhani/ nthano zosiyanasiyana 2 **awerenga** ndakatulo zosiyanasiyana 3 **awerenga** nkhani/nthano m'zithunzi	**Nkhani/ nthano, ndakatulo**	• kuwerenga nkhani/ nthano za edzi, za chikhalidwe choyenera, ulimi, kusamalira mano, kusamalira zakudya, nyama zosiyanasiyana • kuwerenga ndakatulo zachikhalidwe choyenera, edzi, ulimi • kuwerenga nkhani/ nthano m'zithunzi	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana/ kupimana nzeru • ntchito ya mmagulu • ntchito ya awiriawiri • kuchita sewero • mpikisano	• ophunzira • mabuku • matchati • makadi • zithunzi zotukuza kwa osaona • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole 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**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • alemba malembo aakulu ndi aang'ono, mawu ndi ziganizo	Ophunzira: 1 **alemba** malembo akuluakulu ndi ang'onoang'ono 2 **alemba** mawu 3 **alemba** ziganizo za zifupi/lembetso 4 **atsiriza** ziganizo	**Malembo aakulu ndi aang'ono**	• kulemba malembo aakulu ndi aang'ono moyenera monga: Aa Bb Cc Dd • kulemba mawu a malembo aakulu ndi aang'ono monga: AMAYI amayi • kuwumba malembo aakulu ndi aang'ono monga: Aa Bb Ee • kulemba ziganizo zazifupi moyenera zokhudza: - malonje omwe amva - malangizo a chikhalidwe choyenera - mauthenga osiyanasiyana - kupempha moyenera • kutsiriza ziganizo	• ntchito ya m'magulu • kufotokoza • mafunso ndi mayankho • kuyesana • kudziyesa • kukambirana • kutsanzirana • kusonyeza • kuwonetsetsa zomwe ena akuchita	• ophunzira • matchati • makadi • zithunzi zotukuza • pepala • mabuku • zinthu zosiyanasiyana • makadi • zithunzi • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu

Luso : Kuganiza mozama ndi modekha

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

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira unyinji	Ophunzira: 1 **asiyanitsa** kuchuluka wamba ndi unyinji 2 **afotokoza** unyinji wa zinthu zosiyanasiyana 3 **akambirana** za ubwino ndi kuipa kwa unyinji	**Unyinji**	• kutchula mayina a mitundu ya unyinji monga: - wa nyama - wa anthu - wa mbalame - wa zomera • kufotokoza unyinji wa zinthu zosiyanasiyana • kukambirana za ubwino ndi kuipa kwa unyinji monga: - wa nyama - wa mbalame - wa zomera	• ntchito ya m'magulu • kufotokoza • mafunso ndi mayankho • kuyesana • kudziyesa • kukambirana • kutsanzirana • kusonyeza • kuwonetsetsa zomwe ena akuchita	• mabuku • zinthu zosiyanasiyana • makadi • zithunzi zotukuza • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole logwiritsira ntchito mbuwu • nthenga/pepala zogwiritsira ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• aponyerana ndagi • azindikira mawu otsutsana m'matanthauzo	1 **aponyerana** ndi kuyankhana ndagi zosiyanasiyana 2 **apeza** mayankho a ndagi zopatsidwa 1 **azindikira** mawu otsutsana m'matanthauzo	**Ndagi/ zilapi** **Mawu otsutsana m'matanthauzo**	• kuponyerana ndi kuyankhana ndagi zosiyanasiyana • kupeza mayankho a ndagi zomwe apatsidwa • kuzindikira mawu otsutsana m'matanthauzo	• ntchito ya m'magulu • kufotokoza • mafunso ndi mayankho • kuyesana • kudziyesa • kukambirana • kutsanzirana • kusonyeza • kuwonetsetsa zomwe ena akuchita	• mabuku • zinthu zosiyanasiyana • makadi • zithunzi zotukuza • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole logwiritsira ntchito mbuwu • nthenga/pepala zogwiritsira ntchito mbuwu

Luso : Kusanja ndi kugwiritsa ntchito chiyankhulo

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

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • asonyeza kutha kugwiritsa ntchito mafunso ndi mayankho • agwiritsa ntchito zizindikiro za m'kalembedwe	Ophunzira: 1 **afunsa** mafunso apakamwa moyenera 2 **ayankha** mafunso apakamwa molondola 3 **ayankha** mafunso molemba 1 **alemba** zizindikiro za m'kalembedwe moyenera	**Mafunso mayankho** **Zizindikiro za m'kalembedwe**	• kufunsa mafunso apakamwa mwachitsanzo: - bambo wako ndani? - abale awo ndani? • kuyankha mafunso a pakamwa - bambo wanga ndi….. - abale awo ndi….. • kupanga ziganizo zoyenera • kutsiriza ziganizo • kusankha mawu oyenera pa mawu opatsidwa • kuyankha mafunso molemba • kulemba zizindikiro za m'kalembedwe monga : **. , ?**	• mafunso ndi mayankho • kukambirana • kufotokoza • ntchito ya mmagulu • ntchito ya awiriawiri • kuyesana/ kupimana nzeru	• ophunzira • zithunzi • zithunzi zotukuza • matchati • bokosi la kanema • ng'oma yogwirirtsa ntchito mbuwu • galasi/kalilole logwiritsa ntchito mbuwu • nthenga/pepala logwiritsa ntchito mbuwu

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**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira kusiyana kwa maliwu a malembo ndi mawu	Ophunzira: 1 **azindikira** malembo ndi mawu poyankhula 2 **achita** zomwe amva kudzera m'maliwu a malembo	**Maliwu**	• kuzindikira malembo ndi mawu poona mlomo ndi kuyeseza kutchula malembo ndiponso mawu • kusiyanitsa maliwu a malembo ndi mawu osiyanasiyana • kufananitsa maliwu amalembo mmawu omwe amva • kutchula malembo ndiponso mawu	• kusonyeza • masewero • kuyimba (nyimbo yotchula malembo) • kulakatula • maliwu amalembo • ntchito ya m'magulu • ntchito ya awiriawiri • kusonyeza	• zilembo za braille zogwiritsa ntchito osawona • ophunzira • mndandanda wa mawu • mndandanda wa mawu mu braille ogwiritsa ntchito osaona

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• amva maphatikizo a mawu	1 **amva** maphatikizo a mawu osiyanasiyana	**Maphatikizo a mawu**	• kumva maphatikizo a mawu osiyanasiyana	• kusonyeza • masewero • kuyimba (nyimbo yotchula malembo) • kulakatula • maliwu amalembo • ntchito ya m'magulu • ntchito ya awiriawiri • kusonyeza	• zilembo za braille zogwiritsa ntchito osawona • ophunzira • mndandanda wa mawu • mndandanda wa mawu mu braille ogwiritsa ntchito osaona

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
• atsatira malamulo komanso malangizo • amva mauthenga	1 **achita** zomwe alamulidwa ndi aphunzitsi ndiponso anzawo 2 **achita** zomwe alangizidwa 1 **amva** mauthenga 2 **atola** mauthenga 3 **afitsa** mauthenga	**Malamulo** **Malangizo** **Mauthenga**	• kutsatira zomwe alamulidwa • kuchita zomwe alangizidwa • kumva mauthenga a edzi • kutola mauthenga a edzi • kufitsa mauthenga a edzi	• masewero (okhudza malamulo mwachitsanzo: agogo akuti…) • kuonetsetsa zomwe ena akuchita • kuyesana • kulangiza • kuchita zomwe alangizidwe • kukambirana • mafunso ndi mayankho • ntchito ya m'magulu • ntchito ya awiriawiri	• mndandanda wa zofunika • kuwona pa zomwe wina akuchita • mndandanda wa malangizo • ng'oma yogwiritsa ntchito mbuwu • belu logwiritsa ntchito mbuwu • wezulo yogwiritsa ntchito mbuwu • ophunzira • mphunzitsi • anthu ena

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

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • atsatira zowuzidwa	Ophunzira: 1 **atchula** malangizo a kusasankhana 2 **atchula** malamulo a pasukulu 3 **ayitana** moyenera 4 **afotokoza** mauthenga a zomwe auzidwa	**Zowuzidwa**	• kutchula malangizo a kusasankhana pakati pa anyamata ndi asungwana • kutchula malamulo a pa sukulu • kuyitana moyenera • kufotokoza mauthenga a zomwe auzidwa ku sukulu monga: - za msonkhano wa makolo ndi aphunzitsi - a zomwe auzidwa kumudzi monga: za uthenga wa matenda	• kuonetsetsa zomwe ena akuchita • kuyesana • kulangiza • kuchita zomwe alangizidwe • kukambirana • mafunso ndi mayankho • ntchito ya m'magulu • ntchito ya awiriawiri	• mndandanda wa zofunika • kuwona pa zomwe wina akuchita • mndandanda wa malangizo • ng'oma yogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• afufuza **(**asinkha sinkha) ndi kunena malingaliro	1 **afotokoza** ntchito zawo zamtsogolo 2 **atchula** zakudya zomwe amakonda 3 **atchula** masewero omwe amakonda 4 **atchula** mitundu ya zinthu zomwe amakonda	**Malingaliro**	• kufotokoza ntchito zawo za mtsogolo ndi zifukwa zake • kutchula zakudya zomwe amakonda ndi zifukwa zake • kutchula masewero omwe amakonda ndi zifukwa zake • kutchula mitundu ya zinthu zomwe amakonda monga ziwala, zovala	• kukambirana • mafunso ndi mayankho • mtsutso • ntchito ya m'magulu • mpikisano • kuyesana/kupima na nzeru • sewero • ntchito ya awiriawiri	• ng'oma yogwiritsa ntchito mbuwu • pepala/nthenga logwiritsa ntchito mbuwu • mndandanda wa malonje mu braille ndi malembo akulu akulu • munthu wotanthauzira zoyankhula mwa zizindikiro • ophunzira • ziwala/maluwa • zovala • galasi/kalilole logwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• afotokoza nkhani/ nthano, ndakatulo	1 **afotokoza** nkhani za kufunika kosamalira zakudya, matupi awo, mmakomo mwawo, zovala zawo 2 **afotokoza** nthano 3 **alakatula** ndakatulo	**Nkhani/ Nthano, ndakatulo**	• kufotokoza nkhani za kufunika kosamalira zakudya, matupi awo, mmakomo mwawo, zovala zawo • kufotokoza nthano za nyama/anthu ndi zakhalidwe • kulakatula ndakatulo za nyama, chikhalidwe choyenera, kusamalira zakudya, matupi awo, zovala zawo, m'makomo mwawo	• kukambirana • kufotokoza • mafunso ndi mayankho • sewero	• ophunzira • zithunzi zotukuza • anthu ena • galasi/kalilole logwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • pepala/nthenga logwiritsa ntchito mbuwu • ulimbo • munthu wotanthauzira zoyankhula mwa zizindikiro

Luso : Kuwerenga

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

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati:	Ophunzira:				
• awerenga maphatikizo ndi mawu	1 **awerenga** maphatikizo ndi mawu osiyanasiyana	**Maphatikizo ndi mawu**	• kuwerenga maphatikizo ndi mawu osiyanasiyana	• mafunso ndi mayankho • kukambirana • kufotokoza	• mabuku • ng'oma yogwiritsa ntchito mbuwu
• awerenga ziganizo	1 **awerenga** ziganizo zazifupizifupi	**Ziganizo**	• kuwerenga ziganizo zazifupizifupi (mwa chitsanzo: nkhuku yasowa, ndagula nkhwangwa)	• kuyesana/kupima na nzeru • ntchito ya m'magulu • kuchita sewero	• galasi/kalilole logwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu
• awerenga malangizo ndi zikwangwani zopezeka pamsewu	1 **awerenga** malangizo a pamsewu	**Malangizo**	• kuwerenga malangizo a pamsewu, zitsanzo: - pangozi kankhani galasi ili - palibe njira pano - chenjerani ndi agalu - osakodza pano	• kuyimba nyimbo • kukawona malo	• munthu wotanthauzira zoyankhula mwa zizindikiro

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• awerenga nkhani/nthano, ndakatulo	2 **awerenga** zikwangwani zopezeka pamsewu 3 **apanga** ziganizo zazifupizifupi ndi mawu 1 **awerenga** nkhani/nthano zakufunika kosamalira zakudya, matupi awo zovala 2 **alakatula** ndakatulo		• kuwerenga zikwangwani za pasukulu, kuchipatala, ndi za malo a zipembedzo, za pamlatho, za pamtsinje • kupanga ziganizo zazifupizifupi ndi mawu • kuwerenga nkhani/nthano zakufunika kosamalira zakudya, matupi awo, mmakomo mwawo, zovala zawo, za nyama • kulakatula ndakatulo zakusamalira zakudya, matupi awo, zovala zawo mmakomo mwawo, za nyama zakutchire, chikhalidwe choyenera	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana/kupima na nzeru • ntchito ya m'magulu • kuchita sewero • kuyimba nyimbo • kukawona malo	• galasi/kalilole logwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu • munthu wotanthauzira zoyankhula mwa zizindikiro • ophunzira • anthu ena (monga: apolisi) • zithunzi zotukuza • matchati • mabuku ndi matchati amu braille ndi zilembo zazikuluzikulu

Luso **:** Kulemba

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

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • alemba lembetso	Ophunzira: 1 **alemba** lembetso	**Lembetso**	• kulemba lembetso la mawu ndi la ndime monga: - atate, amayi - ziganizo zazifupi monga: - atate apita kumunda	• kukambirana • mafunso ndi mayankho • ntchito ya pagulu • kudziyesa • kuyesana • ntchito ya m'magulu • kufotokoza • kutsanzirana • kusonyeza • kukawona malo	• zolembera • zithunzi • nkhani • nthano • ophunzira • matchati • makope • timabuku ta iwo eni tolongosola zochitika tsiku ndi tsiku • zinthu zosiyanasiyana • makadi • zithunzi zotukuza
• alemba chimangirizo	1 **alemba** chimangirizo/ kalata	**Chimangirizo/ kalata**	• kulemba chimangirizo chotsogoleredwa • kulemba kalata		

Luso **:** Kuganiza mozama ndi modekha

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

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira magulu a zinthu	Ophunzira: 1 **afotokoza** zinthu zopezeka m'magulu	**Magulu a zinthu**	• kutchula zinthu zopezeka m'magulu • kukambirana zifukwa zomwe zinthu zina zimapezeka m'magulu • kufotokoza zotsatira za kuphwasuka kwa gulu • kulemba mayina a zinthu zopezeka m'magulu	• kukambirana • mafunso ndi mayankho • ntchito ya pagulu • kudziyesa • kuyesana • kufotokoza • kutsanzirana • kusonyeza • kukawona malo	• zolembera • zithunzi • nkhani/nthano • ophunzira • matchati • makope • timabuku ta iwo eni tolongosola zochitika tsiku ndi tsiku • zinthu zosiyanasiyana • makadi

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• aponyerana ndagi/ zilapi • azindikira mawu otsutsana ndi ofanana m'matanthauzo	1 **aponyerana** ndi kuyankhana ndagi moyenera 2 **azindikira** tanthauzo la ndagi 1 **azindikira** mawu otsutsana m'matanthauzo 2 azindikira mawu ofanana m'matanthauzo	**Ndagi** **Mawu otsutsana, ofanana m'matanthauzo**	• kuponyerana ndagi moyenera • kuyankhana ndagi molondola • kupeza tanthauzo kuchokera m'ndagi • kuzindikira mawu otsutsana m'matanthauzo • kuzindikira mawu ofanana m'matanthauzo	• mafunso ndi mayankho • kukambirana • kufotokoza • kupikisana	• ophunzira • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole logwiritsa ntchito mbuwu • nthenga/pepala logwiritsa ntchito mbuwu

Luso : Kusanja ndi kugwiritsa ntchito chiyankhulo

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

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • asonyeza kutha kugwiritsa ntchito aneni a nthawi poyankhula	Ophunzira: 1 **agwiritsa** ntchito aneni a nthawi yatsopano yakawirikawiri 2 **agwiritsa** ntchito aneni a nthawi yakale	**Aneni**	• kugwiritsa ntchito aneni a nthawi yatsopano mwachitsanzo: - ana amasewera mpira - timagula zakudya - timaphunzira masamu • kugwiritsa ntchito aneni a nthawi yakale mwachitsanzo: - chimwemwe *adapita* ku Mzimba - achimwene *adakhoza* mayeso	• mafunso ndi mayankho • kukambirana • kufotokoza	• ophunzira • zithunzi • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole logwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
	3 **agwiritsa** ntchito aneni a nthawi yamtsogolo		• kugwiritsa ntchito aneni a nthawi yamtsogolo mwachitsanzo: - ife *tidzamanga* nyumba - amayi anga *adzalima* fodya	• mafunso ndi mayankho • kukambirana • kufotokoza	• ophunzira • matchati • mabuku • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole logwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu
• asonyeza kutha kugwiritsa ntchito mayina, alowammalo, afotokozi ndi awonjezi poyankhula	1 **agwiritsa** ntchito mayina	**Mayina**	• kugwiritsa ntchito mayina m'ziganizo mwachitsanzo: - Yohane wapha kalulu - mwana watola ndalama		
	2 **agwiritsa** ntchito alowam'malo	**Alowammalo**	• kugwiritsa ntchito alowammalo mwachitsanzo: - iye ndi mtsikana wakhalidwe - inu mwatenga choko		

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
	3 **agwiritsa** ntchito afotokozi 4 **agwiwiritsa** nthito awonjezi	**Afotokozi** **Awonjezi**	• kugwiritsa ntchito afotokozi m'ziganizo mwachitsanzo: - khasu lija ndi langa - njinga yathu yasowa • kugwiritsa ntchito awonjezi mwachitsanzo: - bwera kuno - tipita mawa		

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

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • amva maphatikizo ndi mawu • amva nsinjiro za chiyankhulo • amva nkhani/ nthano	Ophunzira: 1 **amva** maphatikizo ndi mawu osiyanasiyana 1 **aponyerana** zilapi/ndagi 1 **afotokoza** nkhani komanso nthano 2 **achita** sewero 3 **afananitsa** nkhani komanso nthano ndi zochitika	**Maphatikizo ndi mawu** **Zilapi/ndagi** **Nkhani/ nthano**	• kumva maphatikizo ndi mawu osiyanasiyana • ponyerana zilapi/ndagi • kufotokoza nkhani komanso nthano zosiyanasiyana monga zokhudza edzi, chikhalidwe choyenera • kufotokoza nkhani komanso nthano zawozawo • kuchita sewero pa nkhani / nthano zomwe amva • kufananitsa nkhani komanso nthano ndi zochitika	• ntchito ya m'magulu • mpikisano • mafunso ndi mayankho • ntchito ya awiriawiri • kuyeseza • masewero • kusonyeza	• ophunzira • mndandanda wa zilapi/ndagi • mabuku a mu braille ogwiritsa ntchito wosaona • nthano ndi nkhani zojambulidwa

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

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • atchula ndi kusiyanitsa maliwu	Ophunzira: 1 **atchula** maliwu a zinthu 2 **ayeseza** maliwu a zinthu	**Maliwu**	• kutchula maliwu a zinthu monga: nkhunda, nkhukundembo, bakha, mbuzi, ng'ombe, galimoto, ng'oma, mphaka, khwangwala • ayimba nyimbo za maliwu a zinthu • kuyeseza maliwu a zinthu monga: nkhunda, nkhukundembo, bakha, mbuzi, ng'ombe, galimoto, ng'oma, mphaka, khwangwala	• masewero • kuyimba (nyimbo yotchula malembo) • kulakatula maliwu amalembo • ntchito ya m'magulu • ntchito ya awiriawiri • mafunso ndi mayankho • kufotokoza	• ophunzira • nyimbo zolembedwa • anthu ena • zojambulidwa motukuza (za ana osaona) • makadi a malembo ndiponso a mawu • matchati • zithunzi za nyama

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• afotokoza nkhani/nthano	3 **asiyanitsa** maliwu a zinthu 1 **kufotokoza** nkhani/ nthano	**Nkhani/ nthano**	• kusiyanitsa maliwu a zinthu monga: nkhunda, nkhuku-ndembo, bakha, mbuzi, ng'ombe, galimoto, ng'oma, mphaka, khwangwala • kufotokoza nkhani/ nthano za edzi, chikhalidwe choyenera, ulimi, ukhondo	• masewero • kuyimba (nyimbo yotchula malembo) • kulakatula maliwu amalembo • ntchito ya m'magulu • ntchito ya awiriawiri • mafunso ndi mayankho • kufotokoza	• ophunzira • nyimbo zolembedwa • anthu ena • zojambulidwa motukuza (za ana osaona) • makadi a malembo ndiponso a mawu • zithunzi za nyama

Luso : Kuwerenga

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

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • awerenga maphatikizo ndi mawu • awerenga nkhani ndi ndakatulo	Ophunzira: 1 **awerenga** maphatikizo ndi mawu molondola 1 **asonyeza** kumvetsa nkhani zokhala ndi mawu a maphatikizo omwe adaphunzira	**Maphatikizo ndi mawu** **Nkhani ndi ndakatulo**	• kuwerenga maphatikizo ndi mawu molondola • kusonyeza kumvetsa nkhani zokhala ndi mawu amaphatikizo omwe adaphunzira mwachitsanzo - amayi agula nkhanga - nkhosa yako yathawa	• kuyimba nyimbo • mafunso ndi mayankho • kuchita sewero • kukambirana • kufotokoza • ntchito ya m'magulu • kuchita sewero • kuwonetsetsa zomwe ena akuchita	• galasi/kalilole logwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu • zithunzi zotukuza • ophunzira • nyimbo zojambulidwa pa tepi • ng'oma yogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
	2 **asonyeza** kumvetsa ndakatulo zokhala ndi mawu a maphatikizo omwe adaphunzira 3 **afananitsa** zinthu ndi mawu 4 **asisita/kupapasa** ndi kufananitsa zinthu ndi mawu		• kusonyeza kumvetsa ndakatulo zokhala ndi mawu a maphatikizo omwe adaphunzira, mwachitsanzo: - nyama zakutchire monga: mkango, gwape, vumbwe - ziweto monga: mbuzi, ng'ombe, galu • kufananitsa zinthu ndi mawu a: - ziwiya monga: mbale, ndowa, tsache - zipatso monga: gwafa, papaya, masuku - zakudya monga: mtedza, dzungu, shuga - nyama zakutchire monga: mkango, gwape, vumbwe - ziweto monga: mbuzi, ng'ombe, galu • kusisita/kupapasa ndi kufananitsa zinthu ndi mawu	• kuyimba nyimbo • mafunso ndi mayankho • kuchita sewero • kukambirana • kufotokoza • ntchito ya m'magulu • kuwonetsetsa zomwe ena akuchita	• ng'oma yogwiritsa ntchito mbuwu • mabuku, matchati • mabuku a mu braille ndi zilembo zazikuluzikulu • munthu wotanthauzira zoyankhula mwa zizindikiro

Luso : Kulemba

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

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati:	Ophunzira:				
• alemba mwaluso	1 **alemba** mwaluso zitchetche a malembo b mawu	**Kulemba mwaluso**	• kulemba mwaluso - zitchetche - malembo a o i e m n w b • kulemba mawu monga: mawa, awo	• kufotokoza • kusonyeza • kuyesana • kuyeseza	• mabuku a mu braille ndi zilembo zazikuluzikulu • utuchi • gaga • shuga • njele • mchenga • munthu wotanthauzira zoyankhula mwa zizindikiro
• alemba lembetso	1 **alemba** lembetso	**Lembetso**	• kulemba lembetso		
• alemba chimangirizo/ kalata	1 **alemba** chimangirizo	**Chimangirizo/ kalata**	• kulemba chimangirizo chotsogozedwa ndi aphunzitsi pa nkhani zokhudza - banja lawo - sukulu yawo		
	2 **alemba** kalata		• kulemba kalata kwa aphunzitsi, makolo awo kapena anzawo		

Luso : Kuganiza mozama ndi modekha

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

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • anena mfundo za mabweredwe a kusukulu	Ophunzira: 1 **atchula** mayina ndi nambala ya amene akhala 2 **atchula** mfundo za zimene akhalira 3 **afotokoza** zifukwa zomwe akhalira 4 **akambirana** mfundo za zochitika	**Mfundo**	• kutchula mayina ndi nambala ya amene sanabwere ku sukulu • kunena zifukwa zimene sanabwerere kusukulu • kukambirana njira zothetsera mchitidwe wokhalakhala kusukulu • kuchonga buku la mayina polemba eya, ayi • kukambirana mfundo za zochitika monga za ana omwe abwera ndi amene sanabwere ku sukulu ndi zifukwa zake	• mafunso ndi mayankho • kukambirana • kufotokoza • ntchito yokachitira kunyumba	• ophunzira • anthu ena • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu • buku la mayina

Luso : Kusanja ndi kugwiritsa ntchito chiyankhulo

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

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira, zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • asonyeza kupepesa	Ophunzira: 1 **poyankhula** agwiritsa ntchito bwino mawu opepesa	**Kupepesa**	• kugwiritsa ntchito mawu opepesa mwachitsanzo: - pepani … - ndapota nanu - mundikhululukire … - ndagwira mwendo…	• mafunso ndi mayankho • kukambirana • kufotokoza	• ophunzira • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole logwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu • m'ndandanda wa mawu opepesa

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Syllabus for Literacy and Languages - English

Standard 3

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 languages they learn and acquire skills for communication 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** his/her 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	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • listen to different sounds of letters of the alphabet and words	Learners must be able to: • **distinguish** various sounds of letters of the alphabet and words • **identify** letters and words in spoken language	**Phonics**	• identifying sounds of letters and words • differentiating sounds of letters and words	• demonstration • individual/pair/ group work • question and answer • teacher observation • self assessment • discussion • role play • discussion • role play	• books • box • pencil • pictures/ drawings (raised pictures/ drawings) • stylus • hand frame • sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• get things done	• **respond** to commands.	**Commands**	• giving commands • responding to commands • role playing • responding to greetings, e.g "I'm fine/ I'm very well and how are you?"	• explanation • demonstration • individual/pair/ group work • question and answer • teacher observation • peer assessment • self assessment • discussion • role play	• learners • books • boxes • pencils • pictures/ drawings (raised pictures/ drawings) • stylus • hand frame • sign language interpreter

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • socialize with others	Learners must be able to: • **introduce** oneself • **greet** others formally • **greetings** formally • **bid** farewell casually	**Socializing**	• introducing oneself, eg: 'My name is …' • greeting peers and other people casually, eg: "Hello …", and formally, "Good morning…" • responding to greetings, eg: "How are you?" "I am fine and you?" • demonstrating appropriate farewell, eg: "Goodbye"/ "Bye for now"	• explanation • demonstration • individual/pair/ group work • question and answer • teacher observation • peer assessment • self assessment • discussion • role play	• learners' books • boxes • pencils • pictures/ drawings (raised pictures/ drawings) • stylus • hand frame • sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • give and follow commands and instructions	Learners must be able to: • **give** two word commands • **respond** to commands • **give** prohibitions/ negative commands • **respond** to prohibitions negative commands • **identify** relationships • **give** two word instructions • **follow** two words instructions	**Commands** **Instructions**	• giving commands to others • responding to commands appropriately • giving prohibitions • responding to prohibitions • identifying relationships	• explanation • demonstration • individual/pair/ group work • question and answer • teacher observation • peer assessment • self assessment • discussion • role play	• learners' books • boxes • pencils • pictures/ drawings (raised pictures/ drawings) • stylus • hand frame • sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• express and find out attitudes, feelings and thoughts • ask for and give information	• **praise** others • **make** polite requests • **ask** for information • **give** information	**Praising others** **Making requests** **Concepts and vocabulary**	• making requests, ie asking for something politely, eg: "May I…" • responding to requests appropriately • praising peers and other people, eg: "Well done" "That's good/nice" "That's beautiful" • making polite requests, eg: "Please, May I …" • asking for information, eg: "Where does a farmer work?"	• explanation • demonstration • individual/pair/ group work • question and answer • teacher observation • peer assessment • self assessment • teacher assessment	• pictures/ drawings (raised pictures/ drawings) • charts • sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **name** things found in the classroom • **ask** questions • **answer** questions • **state** what they would want to be • **give** information	**Concepts and vocabulary**	• naming things found in the classroom • asking questions • stating what they would want to be	• explanation • demonstration • individual/pair/ group work • question and answer • teacher observation • peer assessment • self assessment • teacher assessment	• pictures/ drawings (raised pictures/ drawings) • charts • sign language interpreter

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

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • develop phonic awareness	Learners must be able to: • **identify** words with the same initial, medial or final letter (s) • **read** words with same initial, medial or final letter (s)	**Phonics**	• identifying words with the same - initial letters - medial letters - final letter • reading words with same initial, medial or final letter (s)	• explanation • demonstration • individual/pair/ group work • question and answer • teacher observation • peer assessment • self assessment • word games (Word Bingo) • think - pair - share	• learners' books • pencil, stylus • pictures/ drawings (raised pictures/ drawings) • hand frame • sign language interpreter • reading boards • recorded words (homophones) • tape recorder • phonic charts
• develop a reading vocabulary of 300-500 words	• **read** words • **read** sentences • **read** diagram • **read** a paragraph	**Words and sentences**	• reading words • reading sentences • reading diagrams • reading a paragraph		

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of the stories/ rhymes they have read	• **rearrange** jumbled letters • **read** a dialogue • **read** a story • **re-tell** a story • **read** a folktale • **answer** comprehension questions	**Reading stories**	• re-arranging jumbled letters • scanning the story • predicting what the story is all about • reading aloud using read-and look - up • dramatizing the story • retelling the story • narrating the story • reporting what they have read • reading of supplementary materials • retelling stories they have read • summarising what they have read • updating the personal dictionary	• explanation • demonstration • individual/pair/ group work • question and answer • teacher observation • read-and-look-up • think - pair - share	• learners' books • news boards • assessment checklist • newspapers/ magazines • pictures/ drawings (raised pictures/ drawings) • flannel graphs • rhymes • hand frame • sign language interpreter • reading boards • recorded words (homophones) • tape recorder • phonic charts

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	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • write letters of alphabet in small and capital letters	Learners must be able to: • **use** capital and small letters	**Capital and small letters**	• copying letters of the alphabet in capital letters and in small letters with neat handwriting and correct spacing • writing the same letter in capital and small letter • rearranging jumbled letters of the alphabet, eg: "E C A D B" for "A B C D E" • writing names of classmates beginning with the same letter	• explanation • demonstration • individual/pair/ group work • question and answer • teacher observation • quiz • games • self assessment • peer assessment • teacher assessment	• learners ' books • newsboards • assessment checklist • newspapers/ magazines • flannel graphs • rhymes • hand frame • sign language interpreter • recorded words (homophones) • tape recorder

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• take spellings and dictation	• **write** familiar words correctly	**Spellings**	• writing words with correct spelling • identifying and correcting spelling errors in familiar words • filling in appropriate missing letters/words to complete words/sentences using pictures, eg: "This is a … (picture of a ball)" • rearranging jumbled letters to form words	• explanation • demonstration • individual/pair/ group work • question and answer • teacher observation • peer observation • self assessment • peer assessment • teacher assessment	• learners' books • news boards • assessment checklist • newspapers/ magazines • pictures/ drawings (raised pictures/ drawings) • flannel graphs
• write simple sentences	• **write** sentences • **complete** sentences	**Sentences**	• copying sentences writing their on simple sentences • completing sentences		

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• write non-verbal texts • use parts of speech correctly	• **complete** dialogues • **complete** a family tree • **complete** sentences	**Concepts and vocabulary** **Parts of speech**	• completing dialogues • completing a family tree • completing sentences with correct part of speech	• explanation • demonstration • individual/pair/ group work • question and answer • teacher observation • peer observation • self assessment • peer assessment • teacher assessment	• learners' books • news boards • assessment checklist • newspapers/ magazines • pictures/ drawings (raised pictures/ drawings) • flannel graphs

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	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate an understanding of concepts and vocabulary	Learners will be able to: • **identify** other people • **recognise** colours and shapes	**Concepts and vocabulary**	• identifying peers' relations, eg: "This is Temwa's brother/sister/mother/" • identifying other peoples' professions, eg: "This is Khumbo's mother. She is a pilot. She flies aeroplanes" • identifying shapes, eg: rectangles, • identifying colours of the rainbow • distinguishing shapes, eg: stars, crescents	• explanation • demonstration • individual/pair/ group work • question and answer • teacher observation • discussion • self assessment • peer assessment • teacher assessment	• learners' books • news boards • assessment checklist • newspapers/ magazines • pictures/ drawings (raised pictures/ drawings) • flannel graphs • rhymes • handframes

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• record information on tables and simple charts using questionnaires	• **complete** a simple charts • **colour** different pieces of information on charts, maps and tables	**Simple charts**	• responding to a questionnaire using yes/no, true/false, right/wrong • colouring different pieces of information on charts, maps and tables	• individual/pair/ group work • peer assessment • teacher observation • discussion • individual work • pair work • think - pair - share	• sign language interpreter • simple questionnaire • maps • tables • charts

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate an understanding and use of questions and answers • show an under-standing and use of simple present, simple past, simple future and negative forms in oral texts	Learners will be able to: • **ask** and answer questions orally • **identify** simple present tense • **use** Present Simple Tense	**Oral questions** **Tenses**	• asking oral questions, eg: "What do you do everyday?" • answering questions orally, eg: "Everyday I clean my teeth." • identifying Present Simple Tense in given sentences, eg: "Chisomo <u>plays</u> football." • completing sentences by using appropriate simple present tense	• explanation • demonstration • individual/pair/ group work • question/answer • teacher observation • peer assessment • self assessment • demonstration	• learners' books • pencils • pictures/ drawings (raised pictures/ drawings) • stylus, markers • cinema box • hand frame • sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **identifying** simple past tense • **use** simple past tense • **identify** simple future tense • **use** simple future tense	**Tenses**	• identifying simple past in sentences • completing sentences • using simple past tense • identifying simple future tense • completing sentences using simple future tense	• explanation • demonstration • individual/pair/ group work • question/answer • teacher observation • peer assessment • self assessment • demonstration	• learners' books • pencils • pictures/ drawings (raised pictures/ drawings) • stylus, markers • cinema box • hand frame • sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding and use of articles, nouns, personal pronouns, adjectives and adverbs in oral texts	• **use** articles • **identify** nouns • **identify** proper and common nouns • **use** nouns • **use** personal pronouns	**Articles** **Nouns**	• identifying articles from given sentences, eg: "This is a book." • filling in gaps in sentences by using appropriate articles • identifying nouns from given sentences, eg: "Lilongwe is a big town." • filling gaps in sentences by using appropriate nouns	• explanation • demonstration • individual/pair/ group work • question and answer • discussion • teacher observation • peer assessment • self assessment • think - pair - share	• learners' books • boxes • pencils • pictures/ drawings (raised pictures/ drawings) • stylus • handframes • sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding and use of concepts and vocabulary	• **identify** singular and plural forms of words • **use** singular and plural forms of words • **use** singular and plural forms of words	**Concepts and vocabulary**	• identifying singular and plural forms of words • using singular and plural forms of words	• explanation • demonstration • individual/pair/ group work • question and answer • discussion • teacher observation • peer assessment • self assessment • think - pair - share	• learners' books • boxes • pencils • pictures/ drawings (raised pictures/ drawings) • stylus • handframes • sign language interpreter

Term : I 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	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • listen to different sounds of letters of the alphabet and words • get things done	Learners must be able to: • **relate** the sound of letters to words • **respond** to letters and words • **give** instructions	**Sounds** **Instructions**	• pronouncing letters and words • relating lip reading to letters and words • giving instructions • responding to instruction	• question and answer • individual/pair/ group work • teacher observation • peer assessment • self assessment • role play • singing • miming • self assessment • brainstorming • think - pair - share	• observation checklist • pictures/ drawings (raised pictures/ drawings) • learners' books • charts • stories • glass (mirror)

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• listen to a story and various media	• **listen** to stories • **respond** to messages • **relate** messages to real life situations	**Stories, folktales and other media** **Messages**	• narrating their own stories • role-playing stories • miming stories for the hearing impaired • narrating stories • relating stories to real life situations • listening to a recorded message, eg: on HIV/AIDS, gender, local knowledge on treating scabies • retelling messages • delivering messages • distinguishing different types of messages	• question and answer • individual/pair/ group work • teacher observation • peer assessment • role play • singing • miming • self assessment • brainstorming • think - pair - share	• learners • observation checklist • pictures/ drawings (raised pictures/ drawings) • learners' books • charts • stories

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**	**Teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • socialize with others	Learners must be able to: • **introduce** themselves and their relations to others appropriately • **identify** other people and their relations	**Socializing**	• introducing oneself appropriately, eg: "My name is …"/ "I live at/in …" "I am … years old", "I have a mother, father, a sister and two brothers, and their names are …" • identifying other people and their relations, eg: talk about their family tree, eg: father, mother, brother, sister, grandmother	• question and answer • individual/pair/ group work • teacher observation • peer assessment • role play • singing • miming • self assessment • brainstorming	• observation checklist • pictures/ drawings (raised pictures/ drawings) • learners' books • charts • stories

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• express and find out attitudes, feelings and thoughts	• **respond** appropriately to given instructions	**Instructions**	• responding appropriately to the given instructions	• question and answer • individual/pair/ group work • teacher observation • peer assessment • role play • singing • miming • self assessment • brainstorming • think - pair - share	• learners • observation checklist • pictures/ drawings (raised pictures/ drawings) • learners' books • charts • stories
	• **apologise** to other people	**Apologizing**	• apologizing to peers and other people, eg: "I am sorry", "Sorry"		
	• **express** likes and dislikes	**Expressing likes and dislikes**	• expressing likes, eg: "I like oranges more than bananas" • demonstrating dislike, eg: "I don't enjoy football"		
	• **express** agreement • **express** disagreement	**Expressing agreement and disagreement**	• expressing agreement/ disagreement using true/ false, yes/no		

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• ask for and give information • demonstrate an understanding of concepts and vocabulary	• **state** what their friends would like to be • **make** sentences	**Asking for and giving information** **Concepts and vocabulary**	• asking for information, eg: "Where does a farmer work?" , "Where does a doctor work?" "Who works in a store?" • stating what their friends would like to be in future • making sentences	• question and answer • individual/pair/ group work • teacher observation • peer assessment • role play • singing • miming • self assessment • brainstorming • think - pair - share	• observation checklist • pictures/ drawings (raised pictures/ drawings) • learners' books • charts • stories

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

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • develop phonic awareness	Learners must be able to: • **distinguish** various sounds of letters of the alphabet whose words have the same initial, medial and final letter (s)	**Phonics**	• distinguishing various sounds of letters of the alphabet whose words have the same - initial letters - middle letters - final letter	• question and answer • individual/pair/ group work • teacher observation • peer assessment • role play • singing	• observation checklist • pictures/ drawings (raised pictures/ drawings) • learners' books • charts
• read words, sentences and instructions	• **give** meanings of words, sentences	**Words, sentences and instructions**	• giving meanings of words and sentences • giving meanings of instructions	• miming • self assessment • brainstorming • think - pair - share	• stories

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of the stories/rhymes they have read	• **interpret** instructions • **read** a story, rhyme/poem	**Stories and rhyme/poems**	• interpreting instructions • skimming the story/poem • scanning the story/poem • predicting what the story is all about • reading aloud using read-and-look-up • dramatizing the story • retelling the story • narrating the story • silent reading • asking and answering questions • scanning the rhyme • reciting the rhyme with gestures • dramatizing the rhyme • identifying rhyming words in a picture • singing the rhymes	• question and answer • individual/pair/ group work • teacher observation • peer assessment • role play • singing • miming • self assessment • brainstorming • think - pair - share	• observation checklist • pictures/ drawings (raised pictures/ drawings) • learners' books • charts • stories

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• develop a reading vocabulary of 300-500 words	• **demonstrate** an ability to read a text of 300-500 words	**Wide reading**	• reporting what they have read • reading of supplementary materials • retelling stories they have read • summarise what they have read • updating the personal dictionary	• question and answer • individual/pair/ group work • teacher observation • peer assessment • role play • singing • miming • self assessment • brainstorming • discussion • demonstration • think - pair - share	• observation checklist • pictures/ drawings (raised pictures/ drawings) • learners' books • charts • stories • personal dictionary (journal)

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	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • write neatly and legibly with correct spelling and punctuation	Learners must be able to: • **complete** words, sentences and stories • **write** spellings • **take** dictation	**Words and sentences**	• filling in missing letters in given words, eg: b-n na for "banana" b--k for "book" • filling in missing words in sentences to provide personal information • choosing appropriate words to complete a sentence, eg: "My aunt/ant is ill" • completing blank spaces in a dialogue • writing spellings • taking dictation	• question and answer • individual/pair/ group work • teacher observation • peer assessment • role play • singing • miming • self assessment • brainstorming • discussion • demonstration • think - pair - share	• reading • boards • name cards • illustrated story books • drawings/ pictures (raised drawings/ pictures) • word cards • learners' books • substitution table

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **copy** familiar words and sentences with neat handwriting and correct spelling • **write** simple journals (diary entries) • **complete** sentences with correct words	**Handwriting** **Concepts and vocabulary**	• copying words legibly and neatly using Marion Richardson style of writing • writing short entries about themselves using punctuation marks, ie: capital letters, full stops and question marks • writing simple journals about their daily events	• question and answer • individual/pair/ group work • teacher observation • peer assessment • role play • singing • miming • self assessment • brainstorming	• reading boards • name cards • illustrated story books • drawings/ pictures (raised drawings/ pictures) • word cards • learners' books • sign language interpreter

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 Activities**	**Teaching, learning and assessment methods**	**Suggested teaching, learning resources**
We will know this when learners are able to: • identify things from simple descriptions • record information on tables, simple charts, questionnaires	Learners will be able to: • **relate** descriptions with actual things • **classifying** things • **match** words with their meanings • **sort** objects • **solving** riddles • **give** information on tables using questionnaires	**Simple descriptions** **Riddles** **Simple tables** **Recording information**	• using language for sequencing e.g. first, second,… • classifying things eg. food • matching words with their meanings • sorting objects • solving riddles e.g. 'A round house without a door' • responding to a questionnaire using yes/ no; true/false, right/wrong • colouring different information on tables	• individual work • group/pair work • question and answer • games • explanation • peer assessment • teacher observation • teacher assessment • self assessment • think - pair - share	• learners' drawings/pictures (raised drawings/ pictures) • simple questionnaires • maps • tables • charts

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • show an understanding and use of simple present, simple past, simple future and negative forms in oral texts • demonstrate an understanding and use of nouns, personal pronouns, prepositions adjectives and adverbs in oral and written texts	Learners must be able to: • **use** irregular simple past tense • **identify** prepositions • **use** prepositions • **identify** adjectives	**Tenses** **Prepositions** **Adjectives**	• identifying simple past tense from given sentences, eg: 'I <u>ate</u> nsima yesterday.' • completing blank spaces in sentences using Simple Past Tense • identifying prepositions in sentences, eg: 'This is a <u>book</u>.' • using prepositions • completing blank spaces in sentences using appropriate Adjectives	• question and answer • individual/pair/ group work • teacher observation • peer assessment • role play • singing • miming • self assessment • brainstorming • discussion • think - pair - share	• observation checklist • pictures/ drawings (raised pictures/ drawings) • learners' books • charts • stories • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **use** pronouns • **identify** adjectives • **use** adjectives • **identify** sizes of things	**Pronouns**	• identifying pronouns in given sentences, eg: '<u>This</u> is a book.' • filling gaps in sentences with appropriate pronouns • identifying adjectives in sentences, eg: '<u>Her</u> hair is <u>nice</u>.' • filling gaps in sentences by using adjectives	• question and answer • individual/pair/ group work • teacher observation • peer assessment • role play • singing • miming • self assessment • brainstorming • think - pair - share	• books • charts • stories • learners • observation checklists • pictures/ drawings (raised pictures/ drawings) • learners' books • charts • stories

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

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • listen to a story and various media	Learners must be able to: • **listen** to stories • **respond** to stories • **distinguish** different types of messages • **mime** messages (hearing impaired) • **respond** to messages	**Stories, folktales and other media**	• narrating stories of their own • role-playing stories • miming stories for the hearing impaired • narrating stories • relating messages to real life situations	• individual/pair/group work • demonstration • discussion • role play • teacher observation • self assessment • discussion • peer assessment • explanation • miming • think - pair - share	• pictures/ drawings (raised pictures/ drawings) • stories • observation checklist

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

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • socialize with others	Learners must be able to: • **introduce** themselves and their relations	**Introduction**	• naming people and describing their relations • responding to prohibitions appropriately	• individual/pair/group work • demonstration • discussion • role play • teacher observation • peer assessment • explanation • miming • self assessment	• pictures/ drawings (raised pictures/ drawings) • stories • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• express and find out attitudes, feelings and thoughts • ask for and give information	• **express** wants • **express** happiness/ unhappiness • **ask** for information • **give** information	**Attitudes and feelings**	• expressing wants, eg: "What do you want?" "I want …" • expressing happiness verbally or through facial expressions, eg: 'I'm happy today' • asking for information, eg: "Where does a farmer work?", "Where does a doctor work?" "Who works in a store?" • stating what their friends would like to be in future	• individual/pair/group work • demonstration • discussion • role play • teacher observation • peer assessment • explanation • miming • self assessment • think - pair - share	• pictures/ drawings (raised pictures/ drawings) • 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	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • develop phonic awareness	The learners must be able to: • **identify** words with the same initial, medial and final letter (s) • **read** words with the same sound but spelt differently (homophones)	**Phonics** **Reading words**	• identifying sounds of words with similar initial, middle and final letters • recognizing words with the same sound but spelt differently (homophones) • reading words with the same sound but different letters • scanning words with similar sound but different letters in written texts	• individual/pair/group work • demonstration • discussion • role play • teacher observation • peer assessment • explanation • miming	• pictures/ drawings (raised pictures/ drawings) • stories • observation checklist • name cards • word cards • reading boards

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• predict content of passage/rhyme from the illustration	• **relate** words with other words in a content • **predict** what the passage/rhyme is all about with the aid of the title/illustration	**Making predictions**	• relating words by providing synonyms, eg: "Shut the door" • predicting what the passage/ rhyme is all about with the aid of the title/illustration • predicting the last part of a story after reading the first part	• individual/pair/group work • demonstration • discussion • role play • teacher observation • peer assessment • explanation • miming • self assessment • think - pair - share	• pictures/ drawings (raised pictures/ drawings) • stories • observation checklist • name cards • word cards • reading boards

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of the stories/rhymes they have read	• retell a story • answer comprehension questions		• scanning the rhyme • reciting the rhyme with gestures • dramatizing the rhyme • identifying rhyming words in a picture • singing the rhymes	• individual/pair/group work • demonstration • discussion • teacher observation • peer assessment • explanation • question and answer • self assessment • think - pair - share	• pictures/ drawings (raised pictures/ drawings) • stories • observation checklist • pupils' books • supplementary reading materials • songs
• develop a reading vocabulary of between 300-500 words	• **read** words • **read** sentences • **read** stories • **read** folktales • **read** dialogues	**Wide reading**	• reporting what they have read • reading of supplementary materials • retelling stories they have read • summarising what they have read • updating the personal dictionary		

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	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • write neatly and legibly with correct spelling and punctuation	The learners must be able to: • **complete** words, sentences and stories	**Words, sentences and stories**	• completing a story by filling in missing words • writing appropriate theme for a given story, pictures based on familiar events, eg: "wedding ceremony" • writing simple one-word captions to go with pictures	• individual/Pair work • question and answer • discussion • explanation • brainstorming • teacher observation • peer assessment • demonstration • self assessment • think - pair - share	• learners' books • exercise books/Braille paper • pencils • letter cards • assessment checklist • pictures • substitution tables

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• show on understanding of correct spellings and punctuation marks	• **copy** familiar words and sentences with neat handwriting and correct spelling • **write** spellings • **take** dictation	**Dictation**	• writing sentences from substitution tables • copying sentences legibly and neatly with correct spelling and spacing between words using Marion Richardson style • identifying and correcting spelling errors in familiar words • taking dictation	• demonstration • individual • self assessment • peer assessment • teacher assessment • individual work • pair work • demonstration • discussion • peer assessment • teacher observation • error analysis • think - pair - share	• words written in Marion Richardson on a chart • sentences written in Marion Richardson on a chart • assessment checklist • spell master (letter grid)

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **take** dictation with proper punctuation • **write** simple journals (diary entries)		• taking dictated sentences (4-15 words) and short paragraphs (3-5 sentences) with proper punctuations • writing short entries about themselves using punctuation marks, ie: capital letters, full stops and question marks • describing their journals	• explanation • individual • question and answer • teacher assessment • peer assessment • self assessment • demonstration	• word cards with missing letters • short sentences with missing words • Braille materials • sentence frames • assessment checklists • sample diaries • sign language interpreter

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of concepts and vocabulary • identify things from simple descriptions	The learners must be able to: • **give** direction to others • **use** signalling devices • **relate** descriptions with actual things	**Sequencing** **Simple descriptions**	• expressing ability, eg: "Can you eat nsima without relish?" "No, I can't." • giving direction to others, eg: "Turn left/right"	• question and answer • discussion • explanation • individual work • demonstration • peer assessment • self assessment • teacher assessment	• pictures/ drawings (raised pictures/ drawings) • stories • observation checklist • learners • stories • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• record information on tables, simple charts, questionnaires	• **give** information on maps using questionnaires	**Simple maps**	• identifying places from descriptions, eg: "a place where children go to learn…" (school) • responding to a questionnaire using yes/no, true/false, right/wrong • colouring different information on maps	• individual work • pair and group work • peer assessment • teacher observations • question and answer • discussion	• learners • pictures/ drawings (raised pictures/ drawings) • stories • observation checklist • simple questionnaires • maps • tables • charts

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • show an understanding and use of tenses in oral and written texts	The learners must be able to: • **use** simple future	**Future tense**	• identifying simple future tense in given sentences, eg: "I <u>will go</u> to town" • completing sentences by using appropriate simple future tense	• explanation • individual/pair/group work • think - pair – share • demonstration • singing • command games • peer assessment • role play • discussion	• cinema box • drawings/ pictures raised drawings /pictures • sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding and use of articles, nouns, personal pronouns, adjectives and adverbs in oral texts	• **use** adjectives	**Adjectives**	• identifying adjectives in oral and written texts eg: "This is a big book." • Completing sentences with appropriate adjectives	• pair work/group work • discussion • demonstration • explanation • self assessment • teacher assessment	• a list of articles • texts from English books and books of other learning areas • texts with blank spaces • sentences with blank spaces

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **use** adverbs	**Adverbs**	• identifying adverbs in sentences eg: "Jimmy is very lazy." • filling gaps in sentences using adverbs	• explanation • individual/pair/group work • demonstration • command games • question and answer • explanation • question and answer • discussion • self assessment • peer assessment • teacher assessment • think - pair - share	• pictures/ drawings • (raised pictures/ drawings) • stories • observation checklist • chart with a list of correct form of language • a list of correct form of language in Braille • sign language interpreter • pictures

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Syllabus for Numeracy and Mathematics

Standard 3

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 **Measurement**
The learner will be able to use appropriate measurement concepts and skill sin real life situation.

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 analyze and interpret data for decision making by using graphs, tables and models.

Term 1

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: • count and recognise numbers up to 1000	Learners must be able to: 1 **count** up to 1000 in intervals of 5, 10, 20, 50	**Counting**	• identifying number names • arranging numbers in ascending and descending order • counting in intervals of 5, 10, 20, 50 within a given range • filling in missing numbers on a number line • estimating and verifying number of objects in a group	• group work • question and answer • observation • mental mathematics • peer assessment • individual work • demonstration • reciting • games • singing • group assessment	• number line • number tree • leaves • bow abacus • stones • dice • number songs • spike abacus • bottle tops

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• add numbers with sum not exceeding 999	2 **recognise** numbers up to 999 1 **add** three digit number to one digit number without regrouping 2 **add** three digit number to two digit number without regrouping	**Counting** **Addition and subtraction**	• pronouncing numbers correctly • counting up to 999 • writing numbers up to 999 • ordering numbers • modelling numbers using spike abacus • naming the values of digits up to 3 digit numbers • modelling addition of three digit number to one digit number without regrouping using spike abacus • adding three digit number to one digit number without regrouping using place value notation • modelling addition of three digit number to two digit number without regrouping using spike abacus • adding three digit number to two digit number without regrouping using place value notation	• group work • question and answer • observation • mental mathematics • peer assessment • individual work • demonstration • reciting • games • singing	• place value boxes • number strings • number tree • leaves • bow abacus • spike abacus • stylus • stones • dice • drying line • number songs • number games • beads • seeds

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• subtract numbers within the range of 0 to 999	3 **add** two digit numbers with 3 digits without Regrouping 4 **add** three digit numbers without regrouping 5 **add** two numbers with regrouping 1 **subtract** one digit number from three digit number without regrouping 2 **subtract** two digit number from three digit number without regrouping	**Addition** **Subtraction**	• modelling addition of three digit number to three digit number without regrouping • adding three digit number to three digit number using place value notation • working out practical problems of addition • modelling addition of two numbers with regrouping • adding two numbers with regrouping • modelling subtraction of one digit number from three digit number without regrouping using spike abacus • subtracting one digit number from three digit number without regrouping using place value notation • modelling subtraction of two digit number from three digit number without regrouping using spike abacus • subtracting two digit number from three digit number without regrouping using place value notation	• mental mathematics • individual work • group work • peer assessment • number tree • number song • observation • question and answer • number games • demonstration • reciting • field trip	• place value chart • spike abacus • bow abacus • bottle tops • number cards • dice • number line • leaves • number string • sticks • drying line • stones • number tray • 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 and divide numbers	3 **subtract** a three digit number from a three digit number, without regrouping	**Subtraction**	• modelling subtraction of three digit number from three digit number without regrouping using spike abacus • subtracting a three digit number from a three digit number using place value notation • working out practical problems involving subtraction	• mental mathematics • individual work • group work • peer assessment • number tree • number song • observation • question and answer • number games • demonstration • reciting • field trip • singing	• place value chart • spike abacus • bow abacus • bottle tops • number cards • dice • number line • leaves • sticks • stones • number songs • beads • seeds
	4 **subtract** numbers with regrouping		• modelling subtraction of numbers with regrouping • subtracting numbers with regrouping		
	1 **multiply** numbers by multipliers up to 7	**Multiplication**	• modelling and writing multiplication table of 4 • modelling and writing multiplication table of 5 • modelling and writing multiplication table of 6 • modelling and writing multiplication table of 7 • completing multiplication sentences • reciting multiplication tables of 4, 5, 6 and 7 • multiplying numbers by 2, 3 and 4 in column without regrouping		
	2 **work** out practical problems on multiplication		• working out practical problems involving multiplication related to real life situation		

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **divide** numbers up to 99 by 2, 3, 4, 5 without remainder	**Division**	• modelling and writing division basic facts of 2 • modelling and writing division basic facts of 3 • modelling and writing division basic facts of 4 • modelling and writing division basic facts of 5 • completing division sentences • solving practical problems involving division related to real life situation	• individual work • peer assessment • observation • demonstration • number games • group work • question and answer • explanation	• number cards • pieces of paper • fruits • sticks • leaves • knife • crayons • cuberithm board • cubes • basic multiplication charts • braille multiplication charts • number line
• describe fractions	1 **recognise** halves, thirds, quarters, eighths and sixth	**Common fractions**	• naming fractions as part of a whole/ group modelling: ½, ⅓, ¼, $^{2}/_{3}$, $^{3}/_{4}$, $^{2}/_{4}$, $^{1}/_{8}$ • drawing modelled fractions • describing: ½, ⅓, ¼, $^{3}/_{4}$, $^{2}/_{3}$, $^{3}/_{4}$, $^{1}/_{8}$ • naming: ½, ⅓, ¼, $^{2}/_{3}$, $^{3}/_{4}$, $^{2}/_{4}$, $^{1}/_{8}$ • shading drawings according to given fractions: ½, ⅓, ¼, $^{2}/_{3}$, $^{2}/_{4}$, $^{3}/_{4}$, $^{1}/_{8}$ • writing illustrated fractions		
	2 **order** fractions		• arranging fractions in ascending or descending order with the help of concrete objects • arranging fractions in ascending order on a number line		

Term 2
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 **identify** bank notes up to K500	**Money**	• observing bank notes K100, K200, K500 • identifying bank notes: K100, K200, K500 • ordering bank notes according to their value • mentioning values of bank notes • writing money using correct symbols	• group work • pair work • peer assessment • explanation • discussion • role play • question and answer • field trips • demonstration	• shopping corner • bank notes • dummy coins • chart • local markets • coins • price tags
	2 **relate** bank notes to other notes and coins		• expressing one bank note in terms of other bank notes • expressing one bank note in terms of coins		
• carry out basic operations on money	1 **add** money	**Addition of money**	• adding money in kwacha with sum not exceeding K999 vertically • adding money in kwacha with sum not exceeding K999 horizontally • adding money in kwacha and tambala without regrouping		

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **subtract** money	**Subtraction of money**	• role playing buying and selling activities involving addition of money • working out practical problems involving addition of money • subtracting money in kwacha within the range of K1 to K999 horizontally • subtracting money in kwacha within the range of K1 to K999 vertically • subtracting money in kwacha and tambala without regrouping • role playing buying and selling activities involving addition and subtraction of money • working out practical problems involving subtraction of money	• group work • pair work • peer assessment • explanation • discussion • role play • question and answer • field trips • group assessment	• shopping corner • bank notes • price chart • local markets • dummy coins • price tags • coins • dummy bank notes

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: • recognise and describe three and two dimensional shapes	Learners must be able to: 1 **identify** objects according to shape and size	**Shapes**	• investigating objects from the environment • collecting and naming objects from the local environment • sorting objects according to shape • • sorting objects according to size • classifying objects according to shape • classifying objects according to size • identifying properties of objects in terms of those that slide or roll	• pair work • group work • individual work • question and answer • observation • peer assessment • individual assessment • group assessment • self assessment • discussion • explanation • investigation	• boxes • tins • sticks • papers • leaves • clay • wooden blocks • scissors • maize pith • rough and smooth objects • building blocks • round disks • ball

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **match** objects according to shape and size		• comparing objects according to shape • matching two dimensional objects according to shape • identifying two dimensional and three dimensional shapes from the environment and pictures • tracing and shading two or three dimensional figures in given pictures • sorting objects according to the number of sides/corners	• group work • individual work • building blocks • observation • peer assessment • individual assessment • group assessment • self assessment • discussion • explanation • pair work	• learners • boxes • tins • balls • bricks • pieces of paper • sticks • clay • observation check list • magazine

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **draw** two dimensional shapes		• assembling two dimensional shapes to make pictures eg: a house , a car • drawing two dimensional figures including triangles and quadrilateral	• group work • individual work • building blocks • observation • peer assessment • individual assessment • group assessment • self assessment • discussion • explanation • pair work • question and answer • observation • peer assessment	• geometrical boards • geoboards • rubber bands • sticks • charts with – diagrams • raised shapes • models • observation check list • 2 dimensional shapes

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• describe position	1 **follow** directions 2 **locate** positions	**Space**	• responding to instructions by following directions around the classroom/school • responding to instructions by following directions within the school environment • tracing paths in a given maze • locating places in the school environment	• group work • individual work • building blocks • observation • peer assessment • individual assessment • group assessment • self assessment • discussion • explanation • pair work • question and answer • observation • peer assessment • games	• newspaper mazes • environment

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

Assessment standard	**Success criteria**	**Topic/ Theme**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • measure length and capacity using non-standard units	Learners must be able to: 1 **estimate** and verify length and height of objects using non-standard units 2 **measure** length and height in metres	**Length**	• measuring length and height of objects using non-standard units • estimating and verifying length and height of objects using non-standard units, eg: sticks, body parts, pens • measuring lengths of regular and irregular objects • measuring length using unlabelled metre • estimating and verifying distance in metres	• experimentation • self assessment • question and answer • group work • explanation • group assessment • discussion • peer assessment • demonstration	• sticks • string • boxes • tins • bottles • containers • pencils • pens • body parts

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	1 **compare** capacities of containers using non-standard units 2 **estimate** and verify capacity using non standard units 3 **measure** capacity using standard unit of litre	**Capacity**	• measuring capacities of containers using containers with smaller capacities • estimating and verifying capacities of containers using containers with smaller capacity • measuring capacities of containers using one smaller container	• self assessment • question and answer • group work • explanation • group assessment • discussion • peer assessment • demonstration • singing • reciting • games • experimentation	• sticks • strings • boxes • tins • bottles • containers • pencils • pens • body parts • clock faces • see-saw • improvised balances eg: hanger
• describe masses and capacity of objects	1 **compare** masses of various objects using non standard units	**Mass**	• comparing mass of various objects using appropriate language, eg: lighter, heavier, as light as) • ordering objects according to their mass		
	2 **measure** mass of various objects using non standard units		• estimating and verifying the mass of objects • measuring mass of objects using non standard units • discussing ways in which measuring using non standard units is applied 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
• demonstrate an understanding of time	1 **read** and write time in hours 2 **read** and write time in half hours 3 **name** months of the year	**Time**	• telling time in hours using wall clocks/clock faces • setting time in hours using wall clocks/clock faces • writing time in hours using wall clocks/clock faces • telling time in half hours using wall clocks/clock faces • setting time in half hours using wall clocks/clock faces • writing time in half hours using wall clocks/clock faces • mentioning months of the year • identifying a month that comes after or before a named month • mentioning months in different seasons of the year	• self assessment • question and answer • group work • explanation • group assessment • discussion • peer assessment • demonstration • singing • reciting • game	• watches • clock faces • songs • wall clocks • time table • calendar

Term 3

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:	Learners must be able to:				
• copy and extend simple patterns	1 **copy** simple patterns	**Patterns**	• drawing given patterns • completing patterns using objects • predicting pattern when counting between 0 and 100	• pair work • observation • group work • question and answer • investigation • field trips • peer assessment • group assessment • self assessment	• patterns • leaves • papers • sticks • charts • learners • crayons • stones • bottle tops • smooth and rough objects • scissors • raised number grid • calendar
	2 **extend** simple patterns		• completing number patterns • shading given number patterns on a grid		
• create patterns	1 **design** patterns		• exploring their own patterns • identifying number patterns in a given grid using their patterns • shading number patterns in a grid up to 100 • cutting paper patterns • displaying designed patterns		
	2 **describe** patterns		• comparing designed patterns • appraising displayed patterns		

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 environment 2 **identify** patterns in cultural artefacts	**Patterns**	• exploring natural patterns in the environment • drawing some of the explored patterns • pasting some of the patterns on paper • displaying pasted patterns • exploring patterns in cultural artefacts, eg: pottery products, weaving products • drawing patterns in the observed cultural artefacts	• pair work • observation • group work • question and answer • investigation • field trips • peer assessment • group assessment	• patterns • leaves • papers • sticks • charts • learners • crayons • stones • bottle tops • smooth and rough objects • scissors

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 graphs • Interpret data	Learners must be able to: 1 **collect** data (information) 2 **make** picture graphs using one to one relationship 1 **interpret** physical graphs 2 **interpret** picture graphs	**Graphs**	• collecting objects • classifying objects collected • making physical graphs • drawing picture graphs using one to one relationship • interpreting physical graphs • telling stories from physical graphs • interpreting picture graphs • telling stories from picture graphs	• discovery • observation • discussion • explanation • pair work • group work • question and answer • story telling • peer assessment	• blocks of wood • tins • bottle tops • books • smooth and rough objects • cards • pictures • drawings • raised drawings • (assorted • physical objects)

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Syllabus for Expressive Arts

Standard 3

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 and learning resources
We will know this when the learners are able to: • demonstrate body movements to action words	The learners must be able to: 1 **identify** action words 2 **demonstrate** moving to a poem	**Rhythmic movements**	• choosing action words in groups • moving in response to action words such as: – 'freeze' • marching to action words such as – 'Go! Go! *Kuyenda kwa nkhalamba*' • reciting a poem such as: – 'twinkle, twinkle little star' • moving to a poem such as: – 'twinkle, twinkle little star'	• teacher observation • demonstration • discussion • group work • role playing • portfolio • question and answer • dramatisation • pair work • brainstorming • self assessment • peer assessment • reciting • rubrics • practice	• talular • observation checklist • portfolio • drum • whistles • shakers • flutes • trumpets • songs • story books • glass lawn • rubrics • poems • sign language interpreter

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 and learning resources**
We will know this when the learners are able to: • move in a given space following physical, verbal and sound signal	The learners must be able to: 1 **respond** to given verbal and non - verbal sound signals	**Commands and signals**	• identifying verbal and non-verbal sound signals in dances and games • marching in relation to verbal and non-verbal sound signals • playing ball games such as mini-soccer, mini- netball and fly in relation to given verbal and non-verbal sound signals	• teacher observation • demonstration • discussion • group work • portfolio • question and answer • pair work • practical • self assessment • peer assessment • rubrics	• talular • observation checklist • pictures • papers • pens • balls • drums • shakers • flutes • whistles • trumpets • rubrics

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **interpret** road signs	**Commands and signals**	• naming road signs • drawing road signs • tracing road signs • obeying road signs	• question and answer • discussion • drawing • demonstration • teacher observation • peer assessment • self assessment • portfolio • rubrics	• talular • road signs • portfolio • observation checklist • papers • pencils • charts/raised charts • crayons • coloured chalk • 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 and learning resources
We will know this when the learners are able to: • analyse forms of communication and expression in their environment	The learners must be able to: 1 **identify** different ways of communicating and expressing feelings 2 **demonstrate** verbal and non-verbal communication and expression	**Self expression**	• stating different ways of communicating and expressing feelings in their homes • discussing different ways of communication and expression used in their homes • grouping the ways of communication and expression into verbal and non-verbal • showing gestures, facial expressions and body movements to express and communicate non-verbally • responding to non-verbal communication and expression given by friends	• demonstration • discussion • question and answer • brainstorming • role playing • field visit • teacher observation • peer assessment • self assessment • rubrics • portfolio	• talular • observation checklist • papers • pens • grass • banana leaves • maize leaves • green leaves • flowers • clay • pictures • portfolio • rubrics

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
		Self expression	• dramatising verbal ways of communicating and expressing such as: – crying for help – screaming in the face of danger – laughing to an amusing story	• discussion • group work • dramatisation • teacher observation • peer assessment • self assessment • rubrics	• talular • costumes • portfolio • observation checklist • learners' experiences • 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 and learning resources**
We will know this when the learners are able to: • solve problems related to various artistic activities they perform	The learners must be able to: 1 **identify** problems in artistic performance 2 **demonstrate** right ways of artistic performances	**Problem solving**	• identifying problems related to artistic performance such as: – dancing – sewing – singing – plaiting • suggesting solutions to problems identified in artistic performance • demonstrating right ways of artistic performances • practising right ways of artistic performances	• demonstration • discussion • group work • role playing • portfolio • pair work • teacher observation • brainstorming • practical • question and answer • dramatisation • self assessment • peer assessment • rubrics	• talular • observation checklist • pencils • papers • shakers • drums • flutes • whistles • costumes • cinema box • pair of scissors • sign language interpreter • charts/raised diagrams • rubrics • portfolio

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 and learning resources
We will know this when the learners are able to: • act as characters in stories based on local events	The learners must be able to: 1 **describe** some local events 2 **dramatise** songs connected with local events	**Rhythmic performances during local events**	• identifying local events • stating the time of the year when these local events are done • singing songs connected with local events with messages on: – corruption – HIV and AIDS – gender • dramatising songs connected with local events	• teacher observation • demonstration • discussion • group work • portfolio • question and answer • dramatisation • pair work • excursion • brainstorming • self assessment • peer assessment • rubrics	• talular • observation checklist • portfolio • drums • shakers • flutes • whistle • grass lawn • papers • pencils • rubrics • sign language interpreter

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 and learning resources
We will know this when the learners are able to: • work with a partner and change roles in artistic performance	The learners must be able to: 1 **perform** roles in the community 2 **decorate** simple models 3 **conduct** call and response activities	**Artistic performances**	• identifying various roles in the community that can be acted out • discussing various roles that can be acted out • acting out various roles in the community that can be performed with a partner • making simple models • colouring the models • identifying call and response activities • playing call and response activities such as: – games – songs	• brainstorming • question and answer • discussion • demonstration • practical • modelling • group work • pair work • teacher observation • self assessment • peer assessment • portfolio • rubrics	• talular • balls • reeds • knives • ropes • sisal • tape measure • clay • local dyes • drums • whistles • observation checklist • portfolio • learners' experiences

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 and learning resources
We will know this when the learners are able to: • express feelings through different forms of art	The learners must be able to: 1 **observe** movement characteristics of animals and people from their environment to express feelings 2 **use** art in drama to express feelings	**Self expression through art**	• observing movement characteristics of animals from their environment • interpreting the movements in terms of the feelings they convey • dramatising movements of animals to express feelings • moving to rhythm patterns to express feelings such as happiness and sadness • making simple arte-facts such as puppets	• field visit • discussion • dramatisation • demonstration • practical • teacher observation • self assessment • peer assessment • portfolio • rubrics	• talular • pupils • costumes • learners' experiences • pairs pf scissors • thread • pieces of cloth • maize pith • seeds • knives • soft wire • portfolio • observation checklist • rubrics • sign language interpreter

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **draw** symbols and pictures that portray feelings 4 **colour** symbols and pictures	**Self expression through art**	• telling stories on issues such as deforestation, gender or HIV and AIDS in a dramatic way using the produced artefacts • identify symbols and pictures that portray feelings • drawing symbols and pictures that portray feelings • colouring the symbols and pictures meaningfully • displaying symbols and pictures • storing coloured pictures and symbols	• question and answer • discussion • dramatisation • practical • story telling • displaying • teacher observation • self assessment • peer assessment • portfolio • rubrics	• talular • pupils • charts/raised charts • learners' experiences • paper • pencils • crayons • coloured chalk • resource persons • local community • portfolio • observation checklist • 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 and learning resources
We will know this when the learners are able to: • produce items that meet the needs of the home	The learners must be able to: 1 **discuss** needs in the home 2 **produce** various items used in the home 3 **decorate** the items 4 **exhibit** the items produced	**Producing items to meet needs**	• identifying the needs of the home • gathering materials for production of variety of artwork such as: – carving – modelling – knitting – weaving – sewing • carving, modelling, knitting, weaving, sewing various items in the home such as: – cooking sticks – pots – baskets • practising using the items • decorating items • displaying the items produced • costing and marketing items produced	• demonstration • discussion • group work • portfolio • pair work • teacher observation • brainstorming • question and answer • dramatisation • self assessment • peer assessment • rubrics	• talular • observation checklist • charts • clay • pencils • papers • tins • water • bottles • sand • seeds • costumes • wood • cinema box • felt pens • pair of scissors • wire • sign language interpreter • table • 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 and learning resources**
We will know this when the learners are able to: • develop skills in making artwork using materials from the environment	The learners must be able to: 1 **make** simple toys using various materials 2 **decorate** the toys 3 **market** the toys	**Designing and decorating toys**	• identifying materials for modelling toys • collecting and gathering materials from the environment • sorting out the materials collected and gathered for making toys • preparing various materials for making simple toys • making the toys • preparing materials for colouring such as: – simple plant dyes – chalk – charcoal powder – ash – brick powder • decorating the toys • mock marketing the toys	• question and answer • field visit • discussion • demonstration • practical • teacher observation • self assessment • peer assessment • portfolio • rubrics	• talular • learners' experiences • local environment • soft wire • tape measures • clay • pieces of cloth • maize pith • local dyes • pairs of scissors • sewing thread • needles • portfolio • observation checklist • 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 and learning resources
We will know this when the learners are able to: • display appropriate behaviour while viewing performances and exhibitions	The learners will be able to: 1 **perform** music, drama and sports 2 **role** play appreciative behaviour while viewing performances	**Artistic performances in music, drama and sports**	• performing music with messages on cross-cutting issues eg HIV /AIDS and gender • performing drama with messages on cross-cutting issues eg. HIV/AIDS and gender • performing sporting activities that have bearing on cross-cutting issues eg. HIV /AIDS and gender • role playing appreciative audience while viewing and listening musical performances that have HIV/AIDS and gender messages • role playing appreciative audience while viewing drama performances that have HIV/AIDS and gender messages	• questions and answer • discussion • dramatisation • role playing • practical • teacher observation • self assessment • peer assessment • rubrics • singing • dancing	• talular • learners' experiences • rulers • sign language interpreter • newspaper/magazine texts in braille • drums • shakers • flutes • costumes • local environment • portfolios • songs • charts • raised diagrams • rubrics • dances • sign language interpreter

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
			• role playing appreciative audience while watching sports performances		

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 and learning resources**
We will know this when the learners are able to: • make use of fantasy and imagination to express and communicate	The learners must be able to: 1 **identify** characters in stories and determine messages they convey 2 **draw** pictures to express and communicate 3 **compose** songs to express feelings	**Artistic expressions**	• telling stories • picking out characters in stories • deducing the messages the characters convey • drawing pictures such as those of their heroes to express and communicate • colouring pictures of those heroes • displaying the pictures • composing and singing songs to express feelings • dancing to the songs to express feelings	• question and answer • discussion • story telling • dancing • demonstration • practical • displaying • teacher observation • peer assessment • self assessment • portfolio • rubrics • singing	• learners' experiences • local environment • resource persons • dances • charts/raised diagrams • pictures • crayons • coloured chalk • drums • drums • whistles • flutes • shakers • costumes • portfolio • observation checklist • rubrics

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **use** own imagination and fantasy to create their imaginary world	**Artistic expressions**	• modelling and drawing their imaginary friends, pets and other things • decorating the produced pictures and models • discussing what the modelled or drawn pictures depict	• modelling • drawing • discussion • demonstration • practical • teacher observation • self assessment • peer assessment • portfolio • rubrics	• learners' experiences • local environment • charts/ raised charts • local dyes • crayons • coloured chalk • observation checklist • pictures • posters • rubrics • sign language interpreter

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 and learning resources
We will know this when learners are able to: • demonstrate quantitative ideas using body movements	The learners must be able to: 1 **form** numbers and letters using different parts of the body 2 **perform** dances and songs to express ideas	**Body movements**	• making numbers and letters using different parts of the body • making geometrical shapes using the body • dancing in different styles to illustrate the geometrical shapes • singing tunes in relation to numbers, shapes and letters	• demonstration • discussion • group work • portfolio • pair work • teacher observation • question and answer • dramatisation • self assessment • peer assessment • rubrics	• talular • observation checklist • flip charts • pencils • papers • shakers • drums • whistles • flutes • trumpets • costumes • portfolio • cinema box • sign language interpreter • rubrics

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Syllabus for Life Skills

Standard 3

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 of diverse cultures through a commitment to moral values, human rights and 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 1

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 activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • practice good health habits	The learners must be able to: 1 **mention** different types of foods 2 **identify** sources of different foods 3 **discuss** the functions of each types of food to their bodies 4 **classify** the foods according to their functions 5 **discuss** type of fruits which when eaten can treat and prevent flu	**Food and health**	• brainstorming the types of foods • discussing the types of foods • identifying sources of different foods • discussing the functions of food to their bodies • grouping the foods according to types • discussing type of fruits which when eaten can treat and prevent flu	• discussion • teacher observation • peer assessment • oral and written questions • self assessment • singing • role play	• learners' experiences • posters • Braille materials • songs • sign language specialist • observation checklist • raised diagrams • case studies • raised posters

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate ways of making water safe for drinking	The learners must be able to: 1 **identify** sources of water 2 **explain** how to make water safe for drinking 3 **discuss** the importance of drinking enough safe water	**Safe drinking water**	• brainstorming sources of water • discussing sources of water • discussing how to make water safe for drinking • demonstrating how to make water safe for drinking • discussing the importance of drinking enough safe water	• discussion • brainstorming • field trips • demonstration • oral and written questions • teacher observation • peer assessment • self assessment	• learners' experiences • observation checklist • materials for making water safe for drinking • resource persons

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • identify signs and symptoms of HIV and AIDS related diseases	The learners must be able to: 1 **mention** HIV and AIDS related diseases 2 **describe** signs and symptoms of HIV and AIDS related diseases	**HIV and AIDS related diseases**	• brainstorming HIV and AIDS related diseases • discussing HIV and AIDS related diseases • discussing signs and symptoms of HIV and AIDS related diseases	• brainstorming • teacher observation • peer assessment • oral questions • self assessment • discussion • story telling • case studies • singing	• learners' experiences • posters • raised diagrams • sign language • case studies • songs • stories

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 activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate their strengths and weaknesses	The learners must be able to: 1 **identify** their own strengths 2 **explain** how they have developed their own strengths 3 **explain** how to sustain their own strengths 4 **identify** their own weaknesses 5 **explain** how to improve on their weaknesses	**Self awareness**	• identifying own strengths • discussing how they have developed their own strengths • discussing how to sustain their own strengths • identifying one's own weaknesses • analysing case studies on how to improve on one's weaknesses	• oral play • oral questions • teacher observation • peer assessment • discussion • story telling • self assessment • case studies	• TALULAR • learners' experiences • observation checklist • sign language specialist • case studies

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of interpersonal relationships in the family	The learners must be able to: 1 **identify** nature of interpersonal relationships in the family 2 **explain** the importance of interpersonal relationships in the family 3 **explain** roles and responsibilities in different types of interpersonal relationships in the family 4 **describe** factors that strengthen interpersonal relationships in the family	**Interpersonal relationships in the family**	• brainstorming nature of interpersonal relationships • discussing nature of interpersonal relationships in the family • discussing the importance of interpersonal relationships in the family • discussing roles and responsibilities in different interpersonal relationships in the family • discussing factors that enhance interpersonal relationships in the family	• teacher observation • peer assessment • oral and written questions • role play • discussion • self assessment • case studies	• learners' experiences • resource persons • stories • Braille materials • TALULAR • raised diagrams • sign language interpreter • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	5 **describe** factors that destroy interpersonal relationships 6 **explain** ways of overcoming factors that destroy interpersonal relationships		• analysing case studies on factors that enhance interpersonal relationships in the family • discussing factors that destroy interpersonal relationships in the family • analysing case studies on factors that destroy interpersonal relationships in the family • discussing ways of overcoming factors that destroy interpersonal relationships in the family	• teacher observation • peer assessment • oral and written questions • role play • discussion • self assessment • case studies	• learners' experiences • resource persons • stories • Braille materials • TALULAR • raised diagrams • sign language interpreter • observation checklist

Term 2
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 activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	1 **identify** family and community morals and values 2 **explain** how morals and values are passed on in the family and community 3 **explain** how, family and community morals and values can assist them achieve their goals	**Morals and values in the family and community**	• brainstorming family and community morals and values • discussing family and community morals and values • discussing how morals and values are communicated effectively in the family and communities • role playing communicating morals and values to family and communities • discussing how personal, family and community morals and values can assist them achieve their goals	• brainstorming • discussion • self assessment • teacher observation • peer assessment • oral questions • written exercises • role play • story telling	• resource persons • learners' experiences • Braille materials • posters • charts/raised charts • crayons • TALURAR • observation checklist • stories • role play exercises

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstration an understanding of morals and values	The learners must be able to: 1 **discuss** things that are acceptable in the school 2 **discuss** things that are not acceptable in the school	**Morals and values in the school**	• brainstorming things that are acceptable in the school • discussing things that are acceptable in the school • role playing things that are acceptable in the school • telling stories on things that are acceptable in the school • brainstorming things that are not acceptable at school • discussing what is not acceptable at school	• brainstorming • discussion • self assessment • teacher observation • peer assessment • oral questions • written exercises • role play • story telling	• resource persons • learners' experiences • Braille materials • posters • charts/raised charts • crayons • TALURAR • observation checklist • stories • role play exercises

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
			• role playing things that are not acceptable in the school • telling stories on things that are not acceptable in the school	• brainstorming • discussion • self assessment • teacher observation • peer assessment • oral questions • written exercises • role play • story telling	• resource persons • learners' experiences • Braille materials • posters • charts/raised charts • crayons • TALURAR • observation checklist • stories • role play exercises
	3 **identify** values of their friends in the school		• discussing their values and those of their peers in the school • analysing case studies on values		
	4 **demonstrate** some of the morals and values in the school		• role playing some of the morals and values		
	5 **explain** the importance of morals and values in the school		• discussing the importance of morals and values in the school • analysing case studies on the importance of morals and values in the school		

Core element : Personal development
Primary outcome: The learner will be able to use positive self esteem for achieving and extending personal potential to respond effectively to daily challenges.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • communicate effectively on cases of sexual abuse	The learners must be able to: 1 **identify** indicators of child sexual abuse in the home 2 **mention** relevant authorities to report to when confronted with a situation of sexual abuse	**Effective communication on sexual abuse**	• brainstorming indicators of sexual abuse • discussing indicators of sexual abuse • listing stakeholders to whom cases of sexual abuse can be reported • analysing case studies on reports on cases of sexual abuse	• discussion • oral and written questions • peer assessment • self assessment • teacher observation • role play	• learners' experiences • stories • newspaper cuttings • role play exercises • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	3 **discuss** the process of reporting cases of sexual abuse to relevant authorities		• discussing ways of communicating effectively that you are not interested in sexual advances • discussing the process of reporting cases of sexual abuse • role playing how to report cases of sexual abuse in the home	• discussion • oral and written questions • peer assessment • self assessment • teacher observation • role play	• learners' experiences • stories • newspaper cuttings • role play exercises • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of the importance of resolving conflicts peacefully	The learners must be able to: 1 **explain** the meaning of peaceful conflict resolution 2 **identify** situations which leading to conflict at home and school 3 **explain** ways of resolving conflicts peacefully in the home and school	**Peacefully conflict resolution at home and school**	• brainstorming the meaning of peaceful conflict resolution • discussing the meaning of peaceful conflict resolution • listing situations that lead to conflicts in the home and school • analysing case studies on situations that lead to conflict in the home and school • discussing ways of resolving conflicts peacefully in the home and school • role playing how to resolve conflicts peacefully in the home and school	• discussion • group work • oral questions • teacher observation • peer observation • role play • self assessment • case studies • peer assessment	• learners' experiences • posters/raised diagrams • Braille materials • role play exercises • observation checklist • stories

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	4 **explain** the importance of resolving conflicts peacefully in the home and school		• discussing the importance of resolving conflicts peacefully • role playing situations depicting peaceful conflict resolution in the home and school	• discussion • group work • oral questions • teacher observation • peer observation • role play • self assessment • case studies • peer assessment	• learners' experiences • posters/raised diagrams • Braille materials • role play exercises • observation checklist • stories

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of decision-making and problem solving skills	The learners must be able to: 1 **explain** the importance of decision-making 2 **identify** situations that require decision-making 3 **identify** situations may leading to problems 4 **explain** ways of avoiding situations that may lead to problems	**Decision-making and problem solving**	• brainstorming the importance of decision-making • discussing the importance of decision-making • discussing the situations that require decision-making • analysing case studies on situations that require decision-making • analysing case studies on situations that lead to problems • developing future's wheels on situations that lead to problems • discussing ways of avoiding situations that lead to problems • role playing ways of avoiding situations that lead to problems	• discussion • oral and written questions • teacher observation • peer assessment • case studies • future's wheels • story telling • role play • self assessment	• TALULAR • posters/raised diagrams • learners' experiences • stories • sign language specialist • role play exercises • observation checklist • Braille materials

Term 3

Core element : Personal development

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

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of situations which lead to stress and anxiety in the home	The learners must be able to: 1 **identify** situations that may lead to stress and anxiety in the home 2 **explain** how these situations may lead to stress and anxiety in the home	**Stress and anxiety**	• brainstorming situations that may lead to stress and anxiety in the home • discussing situations that may lead to stress and anxiety in the home • discussing how these situations may lead to stress and anxiety in the home • developing future's wheels on how the situations may lead to stress and anxiety in the home	• brainstorming • teacher observation • peer assessment • oral and written questions • self assessment • discussion • story telling • role play • future's wheels	• learners' experiences • stories • Braille materials • raised diagrams • sign language • observation checklist • posters • diaries • journals • portfolios

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	3 **demonstrate** situations that may lead to stress and anxiety in the home		• analysing case studies on situations that may lead to stress and anxiety in the home • role playing situations that may lead to stress and anxiety in the home	• brainstorming • teacher observation • peer assessment • oral and written questions • self assessment • discussion • story telling • role play • future's wheels	• learners' experiences • stories • Braille materials • raised diagrams • sign language • observation checklist • posters • diaries • journals • portfolios

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of the importance of planning	The learners must be able to: 1 **explain** what planning involves 2 **explain** the importance of planning in achieving one's goal 3 **identify** situations that may affect one's plans 4 **appreciate** the importance of planning	**My plans**	• brainstorming what planning involves • discussing reasons for planning • discussing advantages of planning in achieving one's goals • brainstorming situations that may affect one's plans • anlaysing case studies on situations that may affect one's plans • role playing situations that can affect one's plans • discussing how to plan again when the initial plan has been affected • analysing case studies on planning	• brainstorming • oral question • teacher observation • peer assessment • discussion • written exercises • role play • field/education visit • self assessment	• learners' experiences • stories • Braille materials • raised diagrams • sign language specialist • observation checklist • posters • diaries • journals • portfolios • role play exercises

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 activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of demands and challenges that they face during physical development	The learners must be able to: 1 **identify** demands that children face as they grow up 2 **identify** challenges that children face as they grow up 3 **explain** ways of overcoming demands and challenges	**Demands and challenges during physical development**	• brainstorming their demands as they grow up • discussing their demands as they grow up • brainstorming challenges they face as they grow up • discussing challenges they face as they grow up • discussing ways of overcoming the demands and challenges	• discussion • oral and written questions • group work • teacher observation • self assessment • case studies • role play • peer assessment	• learners' experiences • posters/raised diagrams • role play exercises • sign language specialist • portfolios • journals • Braille materials • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	4 **demonstrate** ways of overcoming demands and challenges		• role paying ways of overcoming the demands and challenges • demonstrating ways of overcoming the demands and challenges • analysing case studies on how to overcome the demands and challenges	• discussion • oral and written questions • group work • teacher observation • self assessment • case studies • role play • peer assessment	• learners' experiences • posters/raised diagrams • role play exercises • sign language • portfolios • journals • Braille materials • observation checklist

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 activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate an understanding of income generating activities	The learners must be able to: 1 **explain** the meaning of income generating activities 2 **list** activities that can be done to generate income 3 **explain** the importance of generating income 4 **conduct** an income generating activity in the school	**Income generating activities**	• brainstorming what entrepreneurship involves • discussing what entrepreneurship involves • listing activities they can do to generate income • discussing the importance of generating income • analysing case studies on income generating activities	• brainstorming • oral questions • teacher observation • peer assessment • discussion • written exercises • role play • field/education visit • self assessment • case studies • singing	• TALULAR • resource persons • posters • charts • raised diagrams • learners' experiences • Braille materials • sign language specialist • stories • songs • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
			• identifying income generating activities in the school • carrying out income generating activities in the school		

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Syllabus for Social and environmental sciences

Standard 3

Rationale

Social and Environmental Sciences will contribute to the development of the learners' full potential, identity, self-esteem and dignity through tracing their history and investigating the inter-relationship between Malawi and the world on one hand, and the individual, family, society and the environment, on the other. This will influence learners to act responsibly on the environment for its sustainable use.

Core elements and their outcomes

a **Inter- relationship between individual, family society and the environment**
The learner will be able to demonstrate an understanding of personal identity in terms of family life, location and historical background through inquiry into origins, cultural beliefs and practices.

b **Inter-dependence between Malawi and the world**
The learner will be able to demonstrate an understanding of the position of Malawi within its regional and global contexts through an investigation of historical, geographical, social and environmental aspects.

c **Environmental protection**
The learner will be able to make informed decisions considering local, regional and global consequences to maintain a balance between humans and their environment to ensure its sustained use for present and future generations.

d **People and the environment**
The learner will be able to demonstrate an understanding of the evolution of the current structures and systems of government, society and the economy in terms of national, regional and global contexts.

e **Social Development**
The learner will be able to demonstrate an understanding of diverse cultures and religions through a commitment to moral values, human rights and the rule of law.

Term 1

Core Element : Interdependence between Malawi and the World

Primary outcome : The learner will be able to demonstrate an understanding of the position of Malawi within its regional and global contexts through an investigation of historical, geographical, social and environmental aspects

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 locating positions using Cardinal points	The learners must be able to: 1 **identify** (East from West and South from North) the four Cardinal points 2 **locate** position of features using Cardinal points		• identifying the direction where the sunrises • discussing other directions using parts of their bodies • rotating the directions of different features within the school area using Cardinal points • discussing the location of physical features using the Cardinal points eg hills, rivers, mountains, valleys	• discussion • question and answer • teacher observation	• resource persons • checklist • paper • interview schedule • water • containers • sign language interpreter • cartoons • pictures • newspapers • magazines •

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 the position of their village in relation to their school	3 **locate** position of their village in relation to the school, other villages and physical features 4 **describe** the directions of their villages in relation to the school and the direction in which the sun rises and sets	**Location of the village in relation to the school**	• eliciting name of the village in which the school is located • discussing the location of their villages in relation to the school, other villages and physical features • stating the direction of their villages from their school • discussing the directions of their villages in relation to the direction in which the sunrises and sets • drawing a simple sketch map to show the location of their villages in relation to the school	• discussing • drawing • teacher observation • learners observation	• local environment • learners' experiences • the sun • checklist

Core element : Interrelationship between the individual, the family and society
Primary outcome : The learner will be able to demonstrate an understanding of personal identity in terms of family life, location and historical background through inquiry into origins, cultural and religious beliefs and practices

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 origins of their families	The learners must be able to: 1 **identify** family members	**Origins of the family**	• brainstorming family members • identifying family members • brainstorming roles of family members • discussing roles of family members • role playing roles of family members • analyzing case studies on roles of family members	• observation • discussion • role playing • explanation • question and answer • oral presentation • group discussion • brainstorming • debating • pair work • story telling	• family tree • illustrations /pictures/ cartoons • checklist • case studies • learners' experiences

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **describe** sizes of families		• brainstorming sizes of different families • discussing sizes of different families • discussing problems associated with large families • modeling sizes of families	• observation • discussion • role playing • explanation • question and answer • oral presentation • group discussion • brainstorming • debating • pair work • story telling	• family tree • illustrations /pictures/ cartoons • checklist • case studies • learners' experiences

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **locate** where their family lives 4 **trace** the origins of their family		• discussing where their family lives • tracing where their family lives using physical features • inquiring the origins of their parents and guardians • discussing the origins of their parents and guardians	• question and answer • interviews • group work • teacher observation • project • inquiry • discussions • pair work • peer assessment • role play	• resource persons • checklist • paper • interview schedule • water • containers • sign language interpreter • cartoons • pictures • newspapers • magazines • learners

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 traditional customs practised in their area	1 **identify** cultural practices in the family 2 **explain** the importance of cultural practices	**Traditional customs**	• finding out cultural practices in their families from their parents • discussing cultural practices in the family • discussing practices in the school • relating cultural practices in the family with school practices • discussing acceptable cultural practices in the family • discussing the importance of cultural practices • role playing acceptable cultural practices in the family	• question and answer • interviews • group work • teacher observation • project • inquiry • discussions • pair work • peer assessment • role play	• resource persons • checklist • paper • interview schedule • water • containers • sign language interpreter • cartoons • pictures • newspapers • magazines • learners

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **identify** traditional customs practised in their community 4 **explain** the importance of traditional customs		• finding out traditional customs from the elders • discussing the traditional customs identified • brainstorming the importance of traditional customs • discussing the importance of traditional customs • role playing some traditional customs	• question and answer • interviews • group work • teacher observation • project • inquiry • discussions • pair work • peer assessment • role play	• resource persons • checklist • paper • interview schedule • water • containers • sign language interpreter • cartoons • pictures • newspapers • magazines • learners

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 physical features around their village	1 **identify** the physical features around their village 2 **explain** the uses of the physical features in their village 3 **explain** effects of not caring for physical features	**Physical features around their village**	• identifying the physical features around their village • discussing the physical features around their village • identifying things they use which come from physical features around their village • discussing the uses of the physical features in their village • naming some of the physical features around their village • brainstorming effects of not caring for physical features • discussing the effects of not caring for physical features	• discussion • question and answer • teacher observation	• resource persons • checklist • paper • interview schedule • water • containers • sign language interpreter • cartoons • pictures • newspapers • magazines •

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 of a village	4 **suggest** ways of caring for physical features around their village 1 **identify** basic needs of a village or township 2 **explain** the importance of caring for basic needs of a village	**Basic needs of a village/ township**	• brainstorming ways of caring for physical features around their village • discussing ways of caring for physical features around their village • brainstorming basic needs of a village mentioning the sources of basic needs of a village • locating sources of basic needs using the four cardinal points • discussing the importance of caring for basic needs of a village • practising caring for basic needs of a village through a project	• brainstorming • question and answer • modeling • observation • peer assessment • task analysis	• checklist • maize piths • strings • nails • portfolio • Braille paper • model of cardinal points • sign language interpreter

Core Element : Environmental protection
Primary outcome : The learner will be able to make informed decisions considering local, regional and global consequences to maintain a balance between humans and their environment to ensure its sustained use for present and future generations

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 animals and insects found around their homes and school	The learners must be able to: 1 **describe** different animals and insects found in their homes environment and school	**Animals and insects around home and school**	• identifying names of different animals and insects • observing some animals and insects around the school • drawing/tracing some animals and insects around the school • mentioning the products from different animals and insects	• discussion • question and answer • peer assessment • group work • observation • field trip • individual work	• chart depicting uses of animals • samples of animal products • animals around the school • pictures showing some animals • checklist • Braille materials • raised pictures and charts • resource person • environment • bee hive

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **explain** importance of animals and insects around their homes and school 3 **explain** practices that disturb animal and insect life around their homes and school		• brainstorming the importance of animals and insects • discussing the importance of animals and insects • identifying practices that disturb animal and insect life around their homes and school • discussing practices that disturb animal and insect life around their homes and school • discussing different ways of caring for animals and insects	• discussion • question and answer • peer assessment • group work • observation • field trip	• chart depicting uses of animals • samples of animal products • animals around the school • pictures showing some animals • checklist • Braille materials • raised pictures and charts • sign language interpreter • resource person • bee hive • environment

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **identify** ways of caring and protecting animals and insects around their home and school		• discussing ways of caring and protecting animals and insects • singing songs about caring and protecting of animals and insects	• discussion • question and answer • peer assessment • group work • observation • field trip	• chart depicting uses of animals • samples of animal products • animals around the school • pictures showing some animals • checklist • Braille materials • raised pictures and charts • sign language interpreter • resource person • bee live • environment

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 social relationships in the village	1 **identify** social relationships in the village 2 **explain** the importance of social relationships in the village	**Social relationships in the village**	• finding out from parents the social relationships which are in their village • discussing the social relationships in their village • identifying the services provided through the social relationships in the village • discussing the importance of social relationships in the village	• resource person • explanation • discussion • question and answer • observation • role playing • singing	• resource person • textbooks • print media eg: magazines • checklist • Braille textbooks • magazine extracts in Braille • sign language interpreter • pictures • songs

Term 2

Core element : Interdependence between Malawi and the World

Primary outcome : The learner will be able to demonstrate an understanding of the position of Malawi within its regional and global contexts through an investigation of historical, geographical, social and environmental aspects

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 need of cooperation in village or township	Learners must be able to: 1 **identify** situations which need community cooperation	**Cooperation**	• identifying situations which need community participation • describing situations which need community participation to show cooperation • identifying development activities which need community participation and cooperation	• resource person • explanation • discussion • question and answer • observation • role playing • singing	• resource person • textbooks • print media eg magazines • checklist • Braille textbooks • magazine extracts in Braille • sign language interpreter • pictures • songs

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **explain** the importance of cooperation in a village or township		• discussing the importance of cooperation in a village • story telling on the importance of cooperation • carrying out a school-based project to show cooperation	• resource person • explanation • discussion • question and answer • observation • role playing • singing	• resource person • textbooks • print media eg: magazines • checklist • Braille textbooks • magazine extracts in Braille • sign language interpreter • pictures • songs

Core Element : Social development
Primary outcome : The learner will be able to demonstrate an understanding of diverse cultures and religions through a commitment to moral values, human rights and the 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 common accidents on the road	The learners must be able to: 1 **identify** road accidents 2 **explain** causes of road accidents 3 **state** safety precautions that have to be taken when crossing the road	**Road safety**	• brainstorming road accidents • discussing causes of road accidents • isolating pictures depicting road accidents from other pictures of accidents • identifying causes of road accidents • discussing causes of road accidents • discussing safety precautions when crossing the road • demonstrating the correct way of crossing the road	• question and answer • group work • explanation • peer assessment • observation	• pictures • raised pictures • drawing materials • pair of scissors • razor blades • case studies

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **describe** some road signs 5 **explain** the importance of road signs		• identifying road signs from chart and sign boards • discussing the meanings of some of the road signs • drawing some road signs • brainstorming uses of road signs • matching road signs with their uses • discussing why it is important not to remove road signs	• explanation • role playing • observation • peer assessment • brainstorming • discussion • question and answer • research	• environment eg road/path • pictures showing road users • pictures showing a group of people crossing the road • road signs • pupils • stories • medicine • water

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 safety at home	1 **identify** common accidents in their homes 2 **state** safety precautions on common accidents in their homes	**Home safety**	• brainstorming common accidents safety rules in their homes • discussing causes of common accidents in their homes • discussing safety precautions on common accidents in their home • discussing the importance of following safety precautions in their homes	• explanation • role playing • observation • peer assessment • brainstorming • discussion • question and answer • research	• environment eg road/path • pictures showing road users • pictures showing a group of people crossing the road • road signs • pupils • stories • medicine • water

Term 3

Core element : People and environment
Primary outcome : The learner will be able to demonstrate an understanding of the evolution of the current structures and systems of government, society and the economy in terms of national, regional and global contexts

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 be able to: • describe the population of their school and their village	The learners must be able to: 1 **state** the number of learners in the school	**Population of the school and their village**	• counting number of pupils and resources in their class • comparing number of pupils in their class and other classes • relating number of pupils in the school to the available resources	• explanation • discussion • demonstration • teacher assessment • self assessment • observation • question and answer • miming • case studies	• pupils • desks • teachers • Braille books • sign language interpreter • school infrastructure

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **describe** problems that may arise due to high population of learners in the school 3 **suggest** solutions to problems created because of inadequate resources		• identifying problems of having inadequate resources in the school • discussing problems created as a result of inadequate resources in the school • miming problems created as a result of inadequate resources in the school • discussing case studies on problems created because of having inadequate resources in the school • suggesting solutions to the problems created because of having inadequate resources in the school	• explanation • discussion • demonstration • teacher assessment • self assessment • observation • question and answer • miming • case studies	• pupils • desks • teachers • Braille books • sign language interpreter • school infrastructure

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **state** the number of people in their village 5 **describe** the problems which arise because of high population in the village		• stating number of people in their families • discussing the population of the village using the figures from the families • brainstorming problems created by large numbers of people • discussing the problems created by large numbers of people in their village	• explanation • discussion • demonstration • teacher assessment • self assessment • observation • question and answer • miming • case studies	• pupils • desks • teachers • Braille books • sign language interpreter • school infrastructure

Core element : Social Development
Primary outcome: The learner will be able to demonstrate an understanding of diverse cultures and religions through a commitment to moral values, human rights and the 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 learners are able to: • describe rights and responsibilities of members in their community	Learners must be able to: 1 **explain** the rights and responsibilities of citizens in the community 2 **explain** the rights and responsibilities of children in the community	**Civic rights and responsibilities**	• brainstorming the rights and responsibilities of citizens and children in a community • discussing the rights of citizens in a community • brainstorming the rights of children in the community • discussing the responsibilities of children in the community • role playing rights and responsibilities of children in a community	• explanation • role playing • observation • peer assessment • brainstorming • discussion • question and answer • research	• resource person • local environment • pictures • raised pictures • stories • learners' experiences • books on human rights • checklist • constitution

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 roles and qualities leaders of their community	1 **explain** roles of leaders in their community 2 **describe** the qualities of the leaders	**Community leaders**	• brainstorming the leaders in their community • discussing roles of leaders in their community • role playing roles a leader • brainstorming qualities of a good leader • discussing qualities of a good leader	• explanation • role playing • observation • peer assessment • brainstorming • discussion • question and answer • research	

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 sources and uses of water	1 **explain** the uses of water 2 **identify** sources of water 3 **state** ways how water is polluted in the village	**Water**	• brainstorming uses of water in their village • discussing uses of water in their village • identifying sources of water in their village • discussing sources of water in their village • identifying agents of water pollution in their village • discussing how water is polluted in their village	• explanation • discussion • demonstration • teacher assessment • self assessment • observation • question and answer • miming • case studies	• local environment • learners' experiences • polluted water • pictures • checklist

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	5 **explain** ways of caring for drinking water		• brainstorming ways of caring for drinking water • discussing ways of caring for drinking water • role playing how to care for drinking water	• explanation • discussion • demonstration • teacher assessment • self assessment • observation • question and answer • miming • case studies	• local environment • learners' experiences • polluted water • pictures • checklist

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Syllabus for Bible knowledge

Standard 3

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

a **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.

b **Life of Jesus**

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

c **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.

d **Christian approaches to contemporary issues**

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

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**
We will know this when the learners are able to: • demonstrate an understanding of the call of some people in the Bible	The learners must be able to: 1 **explain** the call of Noah 2 **explain** why God called Noah	**The call of Noah**	• brainstorming the meaning of the term 'call' • discussing the meaning of the term 'call' • role playing being called by parents or guardians • narrating the call of Noah • discussing the call of Noah • role playing the call of Noah • discussing why parents or guardians call their children • discussing why God called Noah • singing songs about Noah	• brainstorming • question and answer • role-play • group work • singing • class discussion • teacher observation • peer-assessment • self-assessment	• talular • pupils' experiences • pictures • song books • charts • Bible Genesis 6: 1-22 Genesis 7: 1-24 • films/video tapes/audio tapes • observation checklists • rubrics • portifolios

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 the call of some people in the Bible	1 **explain** the call of Abraham 2 **explain** why God called Abraham 1 **explain** the call of Moses 2 **explain** why God called Moses	**The call of Abraham** **The call of Moses**	• narrating the call of Abraham • discussing the call of Abraham • role playing the call of Abraham • discussing why God called Abraham • singing songs about Abraham • narrating the call of Moses • discussing the call of Moses • role playing the call of Moses • discussing why God called Moses • singing songs about Moses	• brainstorming • question and answer • role-play • group work • singing • class discussion • teacher observation • peer-assessment • self-assessment	• talular • pupils' experiences • pictures • song books • charts • Bible Genesis 12: 1-9 Genesis 17:1-8 Exodus 1:1-22 Exodus 3: 1-10 • films/video tapes/audio tapes • observation checklists • rubrics • portifolios

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 the call of some people in the Bible	1 **explain** the call of Mary 2 **explain** why God called Mary 1 **explain** the call of Joseph 2 **explain** why God called Joseph	**The call of Mary** **The call of Joseph**	• narrating the call of Mary • discussing the call of Mary • role playing the call of Mary • discussing why God called Mary • singing songs about Mary • narrating the call of Joseph • discussing the call of Joseph • role playing the call of Joseph • discussing why God called Joseph • singing songs about Joseph	• brainstorming • question and answer • role-play • group work • singing • class discussion • teacher observation • peer-assessment • self-assessment	• talular • pupils' experiences • pictures • song books • charts • Bible Lk 1: 26-38 Matt 1: 18-25 • films/video tapes/audio tapes • observation checklists • 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: • demonstrate an understanding of the story of the childhood of Jesus	The learners must be able to: 1 **describe** what happens when a child is born 2 **explain** importance of birth rituals	**Birth rituals**	• brainstorming what happens when a child is born • discussing what happens when a child is born • debating the importance of birth rituals • discussing the importance of birth rituals	• group work • question and answer • class discussion • teacher observation • role playing • peer assessment • self assessment	• Bible Luke 2:21-24 • talular • local environment • pupils • pictures • charts • film/video tape/audio tapes • observation checklists • pupils' experiences • Bible: • rubrics • portifolios

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 the story of the childhood of Jesus	1 **describe** the presentation of the child Jesus in the temple 2 **describe** Jesus' meeting with teachers of the law in the temple	**The Childhood of Jesus**	• discussing Jewish custom of dedication of first born sons • discussing the role played by Simeon and Anna in the dedication of Jesus • discussing the meeting of Jesus with the teachers of the law in the temple • role playing how Jesus was found by His parents in the temple	• group work • question and answer • class discussion • teacher observation • role playing • peer assessment • self assessment	• talular • local environment • pupils • pictures • charts • film/video tape/audio tapes • observation checklists • pupils' experiences • Bible: Lk 2: 22 – 38 Lk 2: 41 – 52 • rubrics • portifolios

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 principles of a christian family	The learners must be able to: 1 **explain** christian teachings about love 2 **identify** stories from the bible about the love of Jesus	**The love of Jesus**	• brainstorming christian teachings about love • discussing christian teachings about love • identifying stories from bible about the love of Jesus • role playing some of the stories from the bible about the love of Jesus	• brainstorming • question and answer • discussion • role play • group work • teacher observation • peer assessment • story telling • self assessment	• observation check lists • pupils' experiences • video tapes • religious books • news papers • pupils • Bible John 3 : 16 Eph. 5: 22- 25 Col. 3: 14-18 Eph. 6: 1-4 Luke 19: 1-10 Luke 7: 36-50 Proverbs 22: 6 John 13: 1-5 Romans 5:8 • portifolios • rubrics

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 principles of a christian family	1 **describe** Jesus' love for children 2 **describe** how love is shown in a Christian family	**Jesus' love for children**	• listening to a story • discussing the story • singing songs about the love of Jesus • brainstorming how love is shown in a Christian family • discussing how love is shown in a Christian family • role playing love in a Christian family	• brainstorming • question and answer • discussion • role play • group work • teacher observation • peer assessment • story telling • self assessment	• observation check lists • pupils' experiences • video tapes • religious books • news papers • pupils • Bible Mtt. 19: 13-15 Mtt. 18: 2-6 Proverbs 22:6 Luke 2: 41-52 Eph. 6:1-4 • 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**
We will know this when learners are able to: • demonstrate an understanding of christian approach to HIV/AIDS	The learners must be able to: 1 **describe** what the Bible teaches about diseases 2 **explain** what the Bible says on caring for the sick	**Bible and diseases**	• identifying stories from the Bible on diseases • discussing stories from the Bible on diseases • singing songs on diseases • brainstorming how to take care for the sick • discussing how to take care for the sick • identifying stories from the Bible on how to take care for the sick • role playing taking care for the sick	• brainstorming • question and answer • singing • discussion • demonstration • teacher observation • role play • peer assessment • games • Bible Matt. 9: 12 Matt. 8: 1-4 2 kings 5: 9-15 1 Saiah 38: 21 Deuteronomy 28: 15, 21, 58-59 Luke 10: 25-37 Matt. 25: 33-46

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 christian approach to HIV/AIDS	The learners must be able to: 1 **explain** how HIV is spread 2 **explain** how AIDS affects people	**HIV and AIDS**	• discussing how HIV is spread • playing games on how HIV is spread • brainstorming effects of AIDS in people's life • discussing effects of AIDS in people's life • role playing effects of HIV/AIDS	• brainstorming • question and answer • singing • discussion • demonstration • teacher observation • role play • peer assessment • games	• observation checklists • pupils' experiences • video tapes/ audio tapes • radios • religious books • song books • Bible Genesis 9: 24 Genesis 39: 7-13 Pro. 20: 1 Exodus 20: 4-14 Proverbs 6:32,19:16 1 Cor. 6: 15 – 20 • portifolios • rubrics

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
We will know this when the learners are able to: • demonstrate an understanding of responses given to God by Noah	The learners must be able to: 1 **describe** the response of Noah to God's call 2 **explain** the consequences of Noah's response to Gods call	**Response of Noah to God's call**	• brainstorming responses children give when parents or guardians call them • discussing the responses • role playing different responses to a call of parents or guardians • discussing response of Noah to the call of God • role playing the response of Noah • discussing the consequences of Noah's response to God's call • singing songs that encourage positive responses to God's call	• brainstorming • discussion • role playing • question and answer • group work • singing • teacher observation • peer-assessment • self-assessment	• talular • pupils' experiences • observation checklists • Bible Genesis 6: 13-22 Genesis 7: 23-24 Genesis 8:1-22 Genesis 9:1-16 • song books • charts • films/video tapes/audio tapes • portifolios • rubrics

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 the response given to God by Abraham • demonstrate an understanding of the response given to God by Moses	1 **describe** the response of Abraham to God's call 2 **explain** the consequences of Abraham's response to God's call 1 **describe** the response of Moses to God's call 2 **explain** the consequences of Moses' response to God's call	**Response of Abraham to God's call** **Response of Moses to God's call**	• discussing response of Abraham to the call of God • role playing Abraham's response to the call of God • discussing the consequences of Abraham's response to God's call • singing songs that encourage positive responses to God's call • discussing response of Moses to the call of God • role playing Moses' response to the call of God • discussing the consequences of Moses' response to God's call • singing songs that encourage positive responses to God's call	• brainstorming • discussion • role playing • question and answer • group work • singing • teacher observation • peer-assessment • self-assessment	• talular • pupils' experiences • observation checklists • Bible Genesis 12: 1- 11 Genesis 17: 1-9 Exodus 3: 1-2 Exodus 4: 1-31 Exodus 12: 29-36 • song books • charts • films/video tapes/audio tapes • portifolios • rubrics

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 the response given to God by Mary	1 **describe** the response of Mary to God's call 2 **explain** the consequences of Mary's response to God's call	**Response of Mary to God's call**	• discussing response of Mary to the call of God • role playing Mary's response to the call of God • discussing the consequences of Mary's response to God's call • singing songs that encourage positive responses to God's call	• brainstorming • discussion • role playing • question and answer • group work • singing • teacher observation • peer-assessment • self-assessment	• talular • pupils' experiences • observation checklists • Bible Mtt. 1: 18-25 Luke 1: 26-38 • song books • charts • films/video tapes/audio tapes • portifolios • rubrics
• demonstrate an understanding of the response given to God by Joseph	1 **describe** the response of Joseph to God's call 2 **explain** the consequences of Joseph's response to God's call	**Response of Joseph to God's call**	• discussing response of Joseph to the call of God • role playing Joseph's response to the call of God • discussing the consequences of Joseph's response to God's call • singing songs that encourage positive responses to God's call		

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 the baptism of Jesus	The learners must be able to: 1 **describe** baptism 2 **explain** baptism in different churches	**Baptism**	• brainstorming the meaning of baptism • discussing the meaning of baptism • discussing the importance of baptism • brainstorming baptism in different churches • discussing baptism in different churches	• brainstorming • group work • question and answer • class discussion • teacher observation • role playing • story telling • peer assessment • self assessment	• pupils • local environment • pictures • charts • film/video tape/audio tapes • observation checklists • pupils' experiences • Bible: • portifolios • rubrics

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 the baptism of Jesus	1 **explain** the custom of purification among the Jews 2 **describe** the baptism of Jesus	**Baptism of Jesus**	• brainstorming common uses of water • discussing common uses of water in Jewish custom • discussing how different churches baptize their members • discussing the preaching of John the Baptist • narrating the baptism of Jesus by John the Baptist in the river Jordan • role playing baptism of Jesus	• brainstorming • group work • question and answer • class discussion • teacher observation • role playing • story telling • peer assessment • self assessment	• pupils • local environment • pictures • charts • film/video tape/audio tapes • observation checklists • pupils' experiences • Bible: Mark 7: 3-4 Mark 1: 9-13 Leviticus 8: 6 Exodus 29: 4 Exodus 30: 17-22 Matt 3: 13-17 • 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 what the Bible says on obedience	The learners must be able to: 1 **describe** obedience 2 **explain** the importance of children's obedience to their parents	**Obedience**	• brainstorming the meaning of obedience • discussing the meaning of the term obedience • role play obedience • discussing importance of obeying parents • role playing how children obey their parents	• question and answer • discussion • teacher observation • peer observation	• observation check lists • pupils' experiences • video tapes • religious books • news papers • the Bible Luke 2: 51 – 52; Mark. 1: 38; Mark 14: 35-37 Luke 4: 43-44 Ephesians 6: 1-5 Colossians 3: 20 Prov. 30: 17; Isaiah 1 : 19; Deut 21: 18-20 2 Kings 2: 23-24 • portifolios • rubrics • braille materials • feathers • hand frames

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 what the Bible says on obedience	The learners must be able to: 1 **explain** Bible stories on how Jesus showed obedience 2 **explain** how Christians obey their church leaders	**Obedience in the church**	• identifying Bible stories on how Jesus showed obedience • discussing Bible stories on importance of obedience • discussing how Christians obey their leaders • stating the importance of obeying their leaders	• question and answer • discussion • teacher observation • peer observation	• observation check lists • pupils' experiences • video tapes • religious books • news papers • the Bible Colossians 3: 20-22 Hebrews 13: 17 Luke 4: 43-44 Luke 2:51-52 Mark 14: 35-37 • portifolios • rubrics • braille materials • feathers • hand frames

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 what the Bible says on family unity	1 **explain** ways of showing family unity 2 **explain** Bible stories on how Jesus showed family unity	**Family unity**	• identifying activities that show family unity • discussing activities that show family unity • role playing some activities that show family unity • identifying Bible stories on how Jesus showed family unity • discussing Bible stories on how Jesus showed family unity	• question and answer • discussion • teacher observation • peer observation	• observation check lists • pupils' experiences • video tapes • religious books • news papers • the Bible Luke 2: 51 – 52 Mark. 1: 38 Mark 14: 35-37 • portifolios • rubrics • braille materials • feathers • hand frames

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	1 **describe** Jewish beliefs about family unity 2 **explain** what Jesus taught about family unity	**Christian teaching on family unity**	• listening to a stories about Jews • discussing the Jewish beliefs about marriage • brainstorming what Jesus taught about family unity • discussing what Jesus taught about family unity	• question and answer • discussion • teacher observation • peer observation	• observation check lists • pupils' experiences • video tapes • religious books • news papers • the Bible Deut. 24: 1-4 Matt. 19: 1-10 Malachi 2: 16 Ephesians 5: 21-33 • portifolios • rubrics • braille materials • feathers • hand frames

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: • demonstrate an understanding of christians on drug and substance abuse	The learners must be able to: 1 **explain** the meanings of drug and substance 2 **explain** uses of some drugs and substances	**Drug and substance**	• brainstorming the meanings of drug and substance • discussing the meanings of drug and substance • listing some uses of drugs • listing some uses of substance eg spirit • discussing dangers of over using drugs and substance in the human body	• brainstorming • question and answer • discussion • group work • teacher observation • peer assessment	• observation checklists • pupils' experiences • video tapes/ audio tapes • radios • religious books • Bible Genesis 9: 24 Pro. 20: 1; 31: 4-7 1 Cor. 6: 19 – 20 • portifolios • rubrics • braille materials • feathers • hand frames

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 christians on drug and substance abuse	1 **describe** drug and substance abuse 2 **share** stories on drug and substance abuse 3 **explain** Bible stories on drug and substance abuse	**Drug and substance abuse**	• brainstorming the meaning of drug and substance abuse • discussing the meaning of drug and substance abuse • finding out from the community stories on drug and substance abuse • discussing stories on drug and substance abuse • selecting stories from the Bible on drug and substance abuse • discussing what the Bible says on drug and substance abuse	• brainstorming • question and answer • discussion • group work • teacher observation • peer assessment	• observation checklists • pupils' experiences • video tapes/ audio tapes • radios • religious books • Bible Pro. 20: 1; 31: 4-7 1 Cor. 6: 19 – 20 • portifolios • rubrics • braille materials • feathers • hand frames

Term 3

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 the temptations of Jesus	The learners must be able to: 1 **explain** the meaning of temptations 2 **describe** how people are tempted in life	**Temptations**	• brainstorming the meaning of the term temptation • discussing the meaning of temptation • brainstorming how people are tempted in life • discussing how people are tempted in life	• group work • question and answer • class discussion • teacher observation • peer assessment • self assessment	• talular • pictures • charts • film/video tape/audio tapes • pupils' experiences • Bible: • observation checklists • portifolios • rubrics • braille materials • hand frames • Bible Matt. 6:13 Genesis 3:1-13 James 1:12-15

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 the temptations of Jesus	1 **describe** the temptations of Jesus 2 **explain** Jesus' responses to each of the temptations	**The temptations of Jesus**	• listing the temptations of Jesus • discussing each of the temptations of Jesus • stating the responses of Jesus to each of the temptations • discussing the responses of Jesus to each of the temptations	• group work • question and answer • class discussion • teacher observation • peer assessment • self assessment	• talular • pictures • charts • film/video tape/audio tapes • pupils' experiences • Bible: Lk 4: 1 – 13 Matt 4: 1 – 11 Mark 1: 12 – 13 • observation checklists • portifolios • rubrics • braille materials • hand frames

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 responsibilities, 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 christians on human rights and responsibilities	The learners must be able to: 1 **explain** children's roles and responsibilities at school 2 **explain** what the Bible says about children's responsibilities towards parents and elders	**Human Rights and responsibilities at school**	• identifying children's roles and responsibilities at school • discussing children's rights and responsibilities at school • identifying children's responsibilities towards parents and elders • discussing Bible passages on children's responsibilities towards elders • role playing responsibilities towards parents and elders	• brainstorming • question and answer • discussion • teacher observation • group work • role play • peer assessment	• observation checklists • pupils' experiences • video tapes/ audio tapes • radios • religious books • Bible Lev 19: 32 Eph. 6: 1 Exodus 20: 12 II Kings 2: 23-24 • portifolios • rubrics • braille materials • feathers • hand frames

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 christians on human rights and responsibilities	1 **describe** roles and responsibilities of children in the church 2 **explain** what the Bible says about children's responsibilities in the church	**Human Rights and responsibilities in the church**	• brainstorming the role and responsibilities of children in the church • discussing the role and responsibilities of children in the church • brainstorming the role of children in the church • discussing the role f children in the church • role playing responsibilities of children in the church	• brainstorming • question and answer • discussion • teacher observation • group work • role play • peer assessment	• observation checklists • pupils' experiences • video tapes/ audio tapes • radios • religious books • Bible Lev 19: 32 Eph. 6: 1 Exodus 20: 12 II Kings 2: 23-24 • portifolios • rubrics • braille materials • feathers • hand frames

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Syllabus for Religious Education

Standard 3

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 : 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: • demonstrate an understanding of how people communicate to God	The learners must be able to: 1 **describe** how people communicate to each other 2 **demonstrate** how people communicate 1 **describe** how people communicate to God 2 **narrate** stories on how people communicate to God in different religions	**How people communicate to each other** **Religious stories on communication**	• brainstorming ways how people communicate to each other • discussing ways how people communicate to each other • role playing ways how people communicate to each other • identifying religious stories of how people communicate to God in different religions • discussing religious stories of how people communicate to God in different religions • role playing the stories of how people communicate to God	• pair work • group work • class discussion • teacher observation • peer assessment • question and answer • role playing • reciting	• learners' experiences • observation checklist • charts • pictures • songs • role play • stories • religious books • resource persons • newspaper cuttings • radios

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	1 **state** when people communicate to God 2 **describe** other occasions when people communicate to God 1 **describe** how people pray to God in different religions 2 **demonstrate** how people pray to God in different religions	**When people communicate to God** **Praying in different religions**	• brainstorming days when people pray to God • discussing days when people pray to God • brainstorming occasions when people pray to God • discussing occasions when people pray to God • discussing how people pray in different religions • role playing how people pray in different religions	• pair work • group work • class discussion • teacher observation • peer assessment • question and answer • role playing • reciting	• pupils' experiences • observation checklist • charts • pictures • songs • role play • stories • religious books • resource persons • newspaper cuttings • radios

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 celebrations and festivals in different religions	The learners must be able to: 1 **describe** special occasions celebrated in schools 2 **identify** special occasions celebrated in homes 1 **identify** celebrations and festivals among different religions	**Celebrations and festivals in the community** **Religious celebrations and festivals**	• identifying special occasions celebrated in schools • discussing special occasions celebrated in schools • identifying special occasions celebrated in the home • discussing special occasions celebrated in schools • singing songs used in the celebration and festivals • brainstorming celebrations and festivals in different religions • discussing celebrations and festivals in different religions • researching how religious celebrations and festivals are carried out	• research • story telling • role playing • pair work • class discussion • peer assessment • teacher observation • question and answer	• resource person • pictures • stories • role play • charts • Quran • Bible • Hadith • learners' experiences

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **describe** how the celebrations and festivals are carried out		• discussing how religious celebrations and festivals are carried out • role playing how the celebrations and festivals are carried out	• research • story telling • role playing • pair work • class discussion • peer assessment • teacher observation • question and answer	• resource person • pictures • stories • role play • charts • Quran • Bible • Hadith • learners' experiences

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate understanding of water as a symbol	1 **identify** common uses of water 2 **describe** how water is used in different religions	**Water as a religious symbol**	• identifying sources of water • brainstorming common uses of water • discussing common uses of water • brainstorming how water is used in different religions • discussing how water is used in different religions	• research • story telling • role playing • pair work • class discussion • peer assessment • teacher observation • question and answer	• resource person • pictures • stories • role play • charts • Quran • Bible • Hadith • learners' experiences

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 religious groups	The learners must be able to: 1 **identify various** religions in the community 2 **explain** how religious groups assist the community	**Roles of religious groups**	• brainstorming religious groups in the community • discussing religious groups in the community • brainstorming how various religious groups assist the community • discussing how various religious groups assist the community • role playing how religious groups assist the community	• pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing • role playing • reciting • research	• learner's experiences • observation checklist • charts • pictures • songs • role play • stories • religious books • resource persons • newspapers • radios

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	1 **explain** why various religious groups assist the community 2 **research** why religious groups assist the community	**Why religious groups assist the community**	• brainstorming why religious groups in the community • discussing why the religious groups assist the community • researching why religious groups assist the community	• pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing • role playing • reciting • research	• learner's experiences • observation checklist • charts • pictures • songs • role play • stories • religious books • resource persons • newspapers • radios

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: • demonstrate an understanding of name of God	The learners must be able to: 1 **mention** names of people 2 **identify** the name of God in different religions 3 **explain** the significance of the name of God in different religions	**The name of God in different religions**	• brainstorming names of people • discussing the names of people • brainstorming the name of God in different religions • discussing name of God • singing songs depicting names of God • researching the significance of the name of God in different religions	• class discussion • group work • teacher's observation • question and answer • peer assessment • pair work • singing • drawing • researching	• learners' experiences • observation checklist • Bible • Quran • charts • stories • songs • drawing materials • pictures

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: • develop an appreciation of religious celebrations and festivals	The learners must be able to: 1 **explain** why celebrations and festivals are carried out in different religions 2 **describe** similarities of celebrations and festivals among different religions	**Reasons for celebrations and festivals**	• identifying the reasons for celebrations and festivals • discussing the reasons for celebrations and festivals • identifying similarities of celebrations and festivals among religions • discussing similarities of celebrations and festivals among religions	• story telling • role playing • pair work • class discussion • peer assessment • teacher observation • question and answer	• resource person • pictures • stories • role play • charts • Quran • Bible • Hadith • learners' experiences

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrates an understanding of cleanliness in religions	1 **describe** the occasions when people clean themselves in different religions 2 **state** the importance of cleanliness in different religions	**Cleanliness in different religions**	• brainstorming the occasions when people clean themselves in different religions • discussing the occasions when people clean themselves in different religions • identifying the times members of different religions clean themselves • discussing why members of different religion clean themselves when they go to worship	• story telling • role playing • pair work • class discussion • peer assessment • teacher observation • question and answer	• resource person • pictures • stories • role play • charts • Quran • Bible • Hadith • learners' experiences

Term 3

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: • demonstrate an understanding of attributes of God	The learners must be able to: 1 **explain** the attributes of God 2 **describe** origins of attributes of God 3 **mention** the common attributes of God in different religions	**Attributes of God**	• brainstorming the attributes of God • discussing the attributes of God • discussing origins of attributes of names of people • discussing origins of the attributes of God • researching on the similarities of the attributes of God in different religions • reporting the findings • discussing the attributes of God	• research • pair work • group work • class discussion • teacher observation • peer assessment • question and answer	• learners' experiences • observation checklist • Bible • Quran • charts • Kukula ndi Mwambo • resource persons

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 the importance of the Holy Writings	1 **describe** the Holy Books 2 **explain** the uses of the Holy Books 3 **tell** uses of traditional religious sources	**Holy Books and African Traditional Religious sources**	• listing the Holy Books • discussing the Holy Books • brainstorming the uses of the Holy Books • discussing the uses of the Holy Books • brainstorming traditional religious sources • discussing traditional religious sources	• class discussion • group work • teacher observation • question and answer • pair work • peer assessment • singing • drawing	• learners' experiences • observation checklist • Bible • Quran • charts • stories • songs • drawing materials • pictures • psalm 119, 105 • Quran (sura 96)

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: • demonstrate an understanding of how God communicates to people	The learners must be able to: 1 **describe** how parents communicate to children 2 **explain** why parents communicate to children	**How parents communicate to children**	• discussing how parents communicate to their children • role playing how parents communicate to their children • brainstorming reasons why parents communicate to their children • discussing reasons why parents communicate to their children	• pair work • group work • class discussion • teacher observation • peer assessment • question and answer • role playing • reciting	• learners' experiences • observation checklist • charts • pictures • songs • stories • religious books • resource persons • newspaper cuttings • radios

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	1 **describe** occasions/ situations when God communicates to people 2 **state** things people ask from God 1 **explain** why God responds in different ways ` 2 **discuss** religious stories on how God communicates to people	**How God speaks to people** **Understanding God's responses**	• identifying occasions/situations when God communicates to people • discussing occasions/ situations when God communicates to people • brainstorming things people ask from God • research from community on how God communicate to people • reporting the research findings • suggesting reasons why God responds differently to people's needs • sharing personal experiences on how God communicates to people • discussing religious stories of how God communicates to people	• pair work • group work • class discussion • teacher observation • peer assessment • question and answer • role playing • reciting • researching	• learners' experiences • observation checklist • charts • pictures • songs • stories • religious books • resource persons • newspaper cuttings • radios

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: • show an understanding of how religious groups assist people in the community	The learners must be able to: 1 **describe** occasions when religious groups assist the community 2 **research** types of assistance religious groups give to the community	**Occasions when religious groups assist the community**	• brainstorming occasions when religious groups assist the community • discussing the occasions when religious groups assist the community • researching types of assistance religious groups give to the community • reporting the research findings • discussing the reports	• pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing • role playing • researching	• pupils' experiences • observation checklist • charts • pictures • songs • role play • stories • religious books • resource persons • newspapers • radios

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	1 **plan** a project to assist the community 2 **carry** out the project to assist the community	**Project work to assist the community**	• identifying what the class can do to help the community • discussing how to carry out the project to help the community (planning) • carrying out the task to help the community (note that this activity should be carried out after classes) • reporting the project work in one of the class	• class discussion • teacher observation • peer assessment • question and answer • research	• learners' experiences • observation checklist • charts • newspapers • radios • videos • stories

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