Republic of Malawi

MALAWI

PRIMARY SCHOOL SYLLABUSES

STANDARD 4

LITERACY AND LANGUAGES

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

NUMERACY AND MATHEMATICS

EXPRESSIVE ARTS

LIFE SKILLS

SOCIAL AND ENVIRONMENTAL SCIENCES

AGRICULTURE, SCIENCE AND TECHNOLOGY

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 4

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 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 • azindikira mawu osiyanasiyana	Ophunzira: 1 **apatsana** ndi kuyankhana moni molondola 1 **azindikira** matanthauzo a mawu ofanana mkalembedwe 2 **apanga** ziganizo zosiyanasiyana	**Malonje** **Katchulidwe ka mawu**	• kuyerekeza kupatsana moni pakati pa mwana ndi makolo, atsibweni, azakhali mwaulemu • kuzindikira matanthauzo a mawu osiyanasiyana mwachitsanzo: - bala mwana - bala lapola - mtengo wa nsalu - mtengo wa minga	• mafunso ndi mayankho • ntchito ya awiriawiri • sewero • kufotokozera • kukambirana m'magulu • kukambirana awiriawiri • kumvetsera ziganizo zazifupizifupi	• ophunzira • galasi/kalilole logwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • mndandanda wa mawu

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 nkhani/nthano zosiyanasiyana	1 **amva** nkhani/nthano zokhudza pamudzi, pabanja, pasukulu, pantchito, chikhalidwe choyenera	**Nkhani/ nthano**	• kupanga ziganizo zosiyanasiyana ndi mawu ofanana kalembedwe koma osiyana matanthauzo • kumva nkhani/nthano zokhudza pamudzi, pabanja, pasukulu, pantchito, malonda, chikhalidwe choyenera	• mafunso ndi mayankho • kukambirana • kuchita sewero • kuyesana/kupima na nzeru • kuwonetsetsa zomwe ena akuchita • ntchito ya awiriawiri	• ophunzira • galasi/kalilole logwiritsa ntchito mbuwu • pepala/nthenga yogwiritsa ntchito mbuwu • mabuku • makadi • mndandanda wa mawu • mabuku ndi makadi mu braille ogwiritsa ntchito osaona • zithunzi zotukuza

Luso : Kuyankhula

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

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • adziwana • afotokoza nkhani/ nthano ndi ndakatulo	Ophunzira: 1 **afunsana** ndi kuyankhana za moyo wawo ndi zina 1 **afotokoza** nkhani/nthano zosiyanasiyana 2 **alakatula** ndakatulo zosiyanasiyana	**Malonje** **Nkhani/ nthano, ndakatulo**	• kufunsana ndi kuyankhana za moyo wawo • kufunsana ndi kuyankhana zokhudza: matenda, malonda (kugula ndi kugulitsa) • kufotokoza nkhani/nthano zokhudza pamudzi, pabanja, pasukulu, panthcito, chikhalidwe choyenera • kulakatula ndakatulo zokhudza pamudzi, pabanja, pasukulu, pantchito, chikhalidwe	• mafunso ndi mayankho • kukambirana • kuchita sewero • kuyesana/kupima na nzeru • kuwonetsetsa zomwe ena akuchita • ntchito ya awiriawiri	• ophunzira • galasi/kalilole logwiritsa ntchito mbuwu • pepala/nthenga yogwiritsa ntchito mbuwu • mabuku, makadi • mndandanda wa mawu • mabuku ndi makadi mu braille zogwiritsa 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 zowuzidwa	1 **atchula** malangizo achikhalidwe choyenera 2 **atchula** malamulo a pa msewu 3 **anena** mauthenga 4 **apempha** zoti achite moyenera	**Zowuzidwa (malangizo malamulo mauthenga pempho la zoti achite)**	• kutchula malangizo a chikhalidwe choyenera monga: makolo pa ntchito zosiyanasiyana • kutchula malamulo a pamsewu • kunena mauthenga a zamatenda osiyana-siyana omwe amawamva • kutchula malamulo akayendedwe koyenera ka pamsewu • kupempha zinthu zoti achite moyenera monga: pofuna kuchoka pa nyumba	• mafunso ndi mayankho • kukambirana • sewero • kuyesana • ntchito ya awiriawiri	• ophunzira • zithunzi zotukuza • galasi/kalilole logwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • pepala/nthenga logwiritsa ntchito mbuwu • mchenga • gaga/madeya • shuga • njele • 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: • awerenga mawu ndi ziganizo	Ophunzira: 1 **awerenga** mawu okhudza**:** a pamudzi b pasukulu c pabanja d ntchito zosiyana siyana e chikhalidwe	**Ziganizo**	• kuwerenga mawu okhudza: - pamudzi (monga: mlandu, mfumu, weruza, pabwalo) - pasukulu (monga: sukulu, mphunzitsi, buku, choko, bolodi) - pabanja (monga: banja, abambo, amayi, ana mtsikana, mdzukulu) - ntchito zosiyanasiyana (monga: ntchito, phika, tsuka, senda) - chikhalidwe (monga: ulemu, kugwada, kunyonyomala, malonje)	• mafunso ndi mayankho • kukambirana • kufotokoza • kuchita sewero • ntchito ya m'magulu	• ophunzira • mabuku a mu braille ndi zilembo zikuluzikulu • zithunzi zotukuza • matchati • timabolodi • bolodi • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole logwiritsa ntchito mbuwu • munthu watanthauzira 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
	2 **awerenga** ziganizo zokhudza: a pamudzi b pabanja c pasukulu d pantchito e za chikhalidwe		• kuwerenga ziganizo zokhudza**:** - pamudzi (monga: mlandu, mfumu ikuweruza milandu pabwalo) - pabanja (monga: abambo ndi amayi anyadira ana awo) - pa sukulu (monga: mphunzitsi waukhondo akulemba pa bolodi) - ntchito zosiyanasiyana (monga kuphika ndi ntchito ya akazi ndi amuna omwe) - chikhalidwe (monga: mtsikana waulemu amagwada polonjera akulu)	• mafunso ndi mayankho • kukambirana • kufotokoza • kuchita sewero • ntchito ya m'magulu	• ophunzira • mabuku • mabuku a mu braille ndi zilembo zikuluzikulu • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala 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
• awerenga nkhani/ nthano ndi ndakatulo	1 **awerenga** nkhani/nthano zosiyanasiyana 2 **awerenga** ndakatulo zosiyanasiyana	**Nkhani/ nthano, ndakatulo**	• kuwerenga nkhani/nthano zokhudza pamudzi, pabanja, pasukulu, pantchito, chikhalidwe choyenera • kuwerenga ndakatulo zokhudza pamudzi, pabanja, pasukulu, pantchito, chikhalidwe choyenera	• mafunso ndi mayankho • kukambirana • kufotokoza • kuchita sewero • ntchito ya m'magulu	• ophunzira • mabuku • mabuku a mu braille ndi zilembo zikuluzikulu • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala logwiritsa 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:	Ophunzira:				
• alemba mawu ndi ziganizo	1 **alemba** mawu ndi ziganizo mwaluso	**Kulemba mwaluso**	• kulemba mawu ndi ziganizo mwaluso zokhudza zakwawo, makolo (pabanja), pasukulu, pantchito, chikhalidwe choyenera • kulemba lembetso losaposera ziganizo zisanu	• kufotokoza • ntchito za mmagulu • mafunso ndi mayankho • kuyesana/kupima na nzeru • kudziyesa • masewero • kukambirana • kuchita sewero	• ophunzira • matchati • makadi osiyanasiyana monga: khilisimasi khadi • zithunzi • katundu wa malonda • ndalama • zithunzi • pepala/nthenga zogwiritsa ntchito mbuwu
• alemba chimangirizo	1 **afotokoza** za kwawo	**Chimangirizo/ kalata**	• kufotokoza za kwawo		
	2 **alemba** za kwawo		• kulemba za kwawo		
	3 **alemba** kalata yopempha		• kulemba kalata - kwa makolo - kwa aphunzitsi		

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 kufunika kwa unyinji	Ophunzira: 1 **asiyanitsa** mudzi ndi banja	**Unyinji**	• kukambirana zomwe zimapanga mudzi monga : - anthu - zifuyo	• kuyesana/kupima na nzeru • kudziyesa • masewero • mafunso ndi mayankho • kufotokoza • kukambirana • kuchita sewero	• zithunzi • katundu wa malonda • ndalama • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu
	2 **afotokoza** kufunika kwa mudzi		• kufotokoza maudindo a m'mudzi • kufotokoza za kudalirana kwa zopezeka m'mudzi		
• azindikira matanthauzo a zilapi/ ndagi	1 **azindikira** matanthauzo a zilapi/ ndagi zosiyanasiyana	**Zilapi/ndagi**	• kuzindikira matanthauzo a zilapi/ndagi zosiyanasiyana		

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: • azindikira mawu ofanana ndi otsutsana matanthauzo	Ophunzira: 1 **atchula** mawu: a ofanana matanthauzo b osiyana matanthauzo 2 **apanga** ziganizo ndi mawu: a ofanana matanthauzo b osiyana matanthauzo	**Mawu otsutsana/ ofanana matanthauzo**	• kutchula mawu ofanana matanthauzo • kutchula mawu otsutsana matanthauzo • kulemba mawu ofanana ndi otsutsana matanthauzo • kutsiriza ziganizo ndi mawu otsutsana kapena ofanana matanthauzo • kupanga ziganizo ndi mawu otsutsana kapena ofanana matanthauzo	• mafunso ndi mayankho • kukambirana • kufotokoza • ntchito ya awiriawiri • kuyesana nzeru	• ophunzira • zithunzi • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu
• azindikira mitundu ya mawu osiyanasiyana	1 **azindikira** mitundu ya mawu m'ziganizo	**Mitundu ya mawu**	• kuzindikira mayina, alowam'malo, aneni, afotokozi m'ziganizo/m'nkhani		

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: • amva malamulo komanso atsatira malangizo	Ophunzira: 1 **achita** zomwe alamulidwa 2 **amva** malangizo 3 **achita** zomwe alangizidwa	**Malamulo** **Malangizo**	• kuchita zomwe alamulidwa kusukulu • kulamulana • kumva malangizo • kuchita zomwe alangizidwa • kujambula potsata malangizo • kuzindikira malangizo oyenera monga kusamalira zinthu zokusukulu	• ntchito ya m'magulu • ntchito ya awiriawiri • kuyimba • kuyesana/kupi-mana nzeru • kudziyesa • masewero • kukambirana	• ophunzira • nyimbo • ng'oma yogwiritsa ntchito mbuwu • belu logwiritsa ntchito mbuwu • wezulo logwiritsa ntchito mbuwu • makope • mapensulo • mndandanda wa malangizo • malangizo ojambulidwa

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• amva nkhani komanso nthano	1 **afotokoza** nkhani komanso nthano 2 **afotokoza** phunziro la m'nkhani komanso m'nthano mwachidule 3 **afananitsa** nkhani komanso nthano ndi zochitika 4 **afotokoza** nkhani komanso nthano zawozawo	**Nkhani/ nthano**	• kufotokozanso nkhani komanso nthano (mwachitsanzo: kufunika kwa mankhwala achikuda) • kufotokoza phunziro la m'nkhani komanso nthano zomwe zanenedwa • kufananitsa nkhani komanso nthano ndi zochitika • kufotokoza nkhani komanso nthano zawozawo	• kukambirana • kufotokoza • mafunso ndi mayankho • kuyimba • kuyesana • ntchito ya mmagulu	• mndandanda wa malangizo mu braille • zithunzi zotukuza zogwiritsa ntchito osaona • ophunzira • anthu ena • zithunzi • kanema

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: • anena malingaliro awo	Ophunzira: 1 **afotokoza** maphunziro omwe amakonda 2 **atchula** zakudya zomwe amakonda 3 **atchula** masewero omwe amakonda 4 **atchula** mitundu ya magule omwe amakonda	**Malingaliro zokonda**	• kufotokoza maphunziro omwe amakonda ndi zifukwa zake • kutchula zakudya zomwe amakonda ndi zifukwa zake • kutchula masewero omwe amakonda ndi zifukwa zake • kutchula mitundu ya magule omwe amakonda ndi zifukwa zake	• kufotokoza • kukambirana • sewero • mafunso ndi mayankho • mtsutso • kuyesana/ kupimana nzeru • kuwonetsetsa zomwe ena akuchita	• ophunzira • zinthu • zithunzi zotukuza • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • pepala/nthenga 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
• atchula ndiponso asiyanitsa maliwu a mawu	1 **atchula** komanso asiyanitsa kamvekedwe ka mawu 2 **asiyanitsa** katchulidwe ka mawu 3 **asiyanitsa** katchulidwe ka mawu m'ziganizo	**Maliwu a mawu**	• kutchula ndi kusiyanitsa kamvekedwe ka maliwu a mawu monga: khala, nkhanga, nkhwali • kusiyanitsa katchulidwe ka mawu monga: - p/ph - l/r • kusiyanitsa katchulidwe ka mawu m'ziganizo monga: - zina: wandiuza ***zina*** zake - dzina: wandiwuza ***dzina*** lake	• mafunso ndi mayankho • kufotokoza • kukambirana • kuyesana/ kupimana nzeru	• ophunzira • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • munthu wotanthauzira zoyankhula mwa zizindikiro

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• afotokoza nkhani/ nthano, ndakatulo zosiyanasiyana	1 **afotokoza** nkhani/ nthano zosiyanasiyana 2 **alakatula** ndakatulo	**Nkhani/ nthano, ndakatulo**	• kufotokoza nkhani/nthano zokhudza ulimi, matenda osiyanasiyana, chikhalidwe choyenera, chilengedwe (nyama, mbalame, nsomba) • kulakatula ndakatulo zokhudza ulimi, matenda osiyanasiyana chikhalidwe choyenera, chilengedwe (nyama, mbalame, nsomba)	• mafunso ndi mayankho • kufotokoza • kukambirana • kuyesana/ kupimana nzeru	• ophunzira • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • 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: • awerenga malangizo	Ophunzira: 1 **awerenga** malangizo osiyanasiyana monga opezeka: a pa msewu b papepala/ papaketi 2 **awerenga** zikwangwani zopezeka pa msewu	**Malangizo**	• kuwerenga malangizo osiyanasiyana monga opezeka: - pa msewu - papepala/papaketi monga la ufa watirigu (mandazi), la thanzi ORS • kuwerenga zikwangwani zopezeka pa msewu	• mafunso ndi mayankho • kukambirana • kufotokoza • ntchito ya m'magulu • ntchito ya awiriawiri	• ophunzira • matchati • mapaketi olembedwapo malangizo • mabuku • zithunzi zotukuza • 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, ndakatulo	1 **awerenga** nkhani/ nthano momvetsa 2 **afotokoza** nkhani/ nthano yomwe awerenga 3 **alakatula** ndakatulo	**Nkhani/ nthano, ndakatulo**	• kuwerenga nkhani/ nthano mokweza zokhudza malingaliro osiyanasiyana ulimi, chilengedwe choyenera, matenda osiyanasiyana, ukhondo wapanyumba, chilengedwe (nyama, mbalame, nsomba, mitsinje, nkhalango) • kuwerenga nkhani / nthano mwachinunu komanso momvetsa • kufotokoza zomwe awerenga m'nkhani/m'nthano • kulakatula ndakatulo zokhudza malingaliro osiyanasiyana, ulimi, chikhalidwe choyenera, matenda osiyanasiyana, ukhondo, chilengedwe (nyama, mbalame, nsomba, mitsinje, nkhalango)	• mafunso ndi mayankho • kukambirana • kufotokoza • ntchito ya m'magulu • ntchito ya awiriawiri	• ophunzira • matchati • mapaketi olembedwapo malangizo • mabuku • zithunzi zotukuza • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa 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 nkhani	Ophunzira: 1 **ayankha** mafunso pa mutu wa nkhani yomwe apatsidwa 2 **alemba** nkhani yotsogoleredwa	**Nkhani**	• kuyankha mafunso pa mutu wa nkhani yomwe apatsidwa monga: za luso la manja • kulemba nkhani yokhudza za luso la manja	• kukambirana • ntchito za mmagulu • mafunso ndi mayankho • ntchito ya kunyumba	• ophunzira • zithunzi • makadi osiyanasiyana

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• alemba zokambirana • alemba zitchetche mawu ndi ziganizo	1 **alemba** zokambirana anthu awiri 2 **atsiriza** zokambirana zodukizadukiza 3 **alemba** mwaluso zitchetche, mawu ndi ziganizo	**Macheza** **Kulemba mwaluso**	• kulemba zokambirana anthu awiri zokhudza za umisiri wa manja • kutsiriza zokambirana zoyambapo zodukizadukiza • kulemba zitchetche • kulemba mawu mwachikhukhuza: *mawa, lero, gaga* • kulemba ziganizo mwaluso • kulemba zizindikiro za m'kalembedwe moyenera • kulemba lembetso ya ziganizo zosaposera zisanu	• kukambirana • ntchito za mmagulu • mafunso ndi mayankho • ntchito ya kunyumba	• ophunzira • zithunzi • makadi osiyanasiyana

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 mfundo kuchokera m'nthano yonenedwa	Ophunzira: 1 **afotokoza** nthano 2 **apeza** phunziro m'nthano	**Nthano**	• kunena nthano zokamba za ubwino wokhala muunyinji • kupeza phunziro kuchokera m'nthano • kufufuza nthano ndi matanthauzo ake kuchokera kunyumba kwawo • kukambirana nthano zomwe afufuza	• mafunso ndi mayankho • kukambirana • kufotokoza • kuchita sewero • kuyesana / kupimana nzeru • ntchito ya m'magulu	• ophunzira • zithunzi • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu • nthano • ndagi • zolembera • makadi • bolodi • braille
• azindikira sewero la mawu	1 **apanga** sewero la mawu opingasa ndi otsitsa	**Sewero la mawu**	• kupanga sewero la mawu opingasa ndi otsitsa mosalemba • kulemba sewero la mawu opingasa ndi otsitsa mwakulemba		

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• azindikira matanthauzo a ndagi/zilapi	1 **azindikira** matanthauzo a ndagi/zilapi zosiyanasiyana	**Ndagi/ zilapi**	• kuzindikira matanthauzo a ndagi zopatsidwa • kuponyerana ndagi zawozawo	• mafunso ndi mayankho • kukambirana • kufotokoza • kuchita sewero • kuyesana / kupimana nzeru • ntchito ya m'magulu	• ophunzira • zithunzi • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu • nthano • ndagi • zolembera • makadi • bolodi • braille

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 za aneni a nthawi	Ophunzira: 1 **poyankhula** ndi polemba agwiritsa ntchito : a nthawi za aneni m'ziganizo b aneni <u>ovomera</u> m'ziganizo c aneni <u>okana</u> m'ziganizo	**Nthawi za aneni**	• kugwiritsa ntchito nthawi za aneni: - nthawi yatsopano mwachitsanzo: <u>ndikuphunzira</u> Chichewa; <u>ndikusesa</u> pa khomo) - nthawi ya kale, mwachitsanzo: i <u>ndidapita</u> ku sukulu ii <u>ndidasesa</u> pa khomo	• mafunso ndi mayankho • kukambirana • kukambirana kwa awiriawiri • ntchito ya awiriawiri • kuyesana / kupimana nzeru	• ophunzira • zithunzi • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
• asonyeza kuzindikira kugwiritsa ntchito mitundu ya mawu	1 **poyankhula** ndi polemba agwiritsa ntchito: a mayina m'ziganizo b afotokozi m'ziganizo c alowam'malo m'ziganizo	**Mitundu ya mawu**	• kugwiritsa ntchito mayina mziganizo monga: mayina a anthu, nyama, malo, zinthu monga: Temwa, bukhu, nkhuku, Lilongwe (mwachitsanzo: <u>Temwa</u> amalira) • kugwiritsa ntchito afotokozi m'ziganizo monga: lofiira, lakuda, choyera, mwachitsanzo: - wavala malaya <u>akuda</u> • kugwiritsa ntchito alowam'malo m'ziganizo monga: ine, iwe, awa, uyu, chitsanzo: - <u>ine</u> ndibwera - <u>awa</u> akusewera	• mafunso ndi mayankho • kukambirana • kukambirana kwa awiriawiri • ntchito ya awiriawiri • kuyesana / kupimana nzeru • kufotokoza	• ophunzira • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu • zithunzi zenizeni • matchati • nthenga/pepala zogwiritsa ntchito mbuwu

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

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera**
Tidzadziwa kuti ophunzira akukhoza ngati: • amva nkhani/ nthano	Ophunzira: 1 **amva** nkhani komanso nthano zosiyanasiyana 2 afotokoza nkhani/nthano zosiyanasiyana	**Nkhani/ nthano**	• kumva nkhani/nthano zosiyanasiyana • kufotokoza nkhani komanso nthano zosiyanasiyana monga zokhudza edzi, malungo • kufotokoza nkhani komanso nthano zawozawo	• mpikisano • mafunso ndi mayankho • kuyeseza • masewero • ntchito ya m'magulu • ntchito ya awiriawiri • kusonyeza	• ophunzira • mndandanda wa zilapi/ndagi • mabuku a mu braille ogwiritsa ntchito osaona • nthano ndi nkhani zojambulidwa

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 malamulo komanso atsatira malangizo	1 **achita** zomwe alamulidwa 2 **amva** malangizo 3 **achita** zomwe alangizidwa 4 **kuzindikira** malangizo oyenera	**Malamulo** **Malangizo**	• kuchita zomwe alamulidwa monga kunyumba • kulamulana • kumva malangizo • kuchita zomwe alangizidwa • kujambula potsata malangizo • kuzindikira malangizo oyenera monga kusamalira zinthu zakunyumba	• ntchito ya m'magulu • ntchito ya awiriawiri • kuyimba • kuyesana/ kupimana nzeru • kudziyesa • masewero • kukambirana	• ophunzira • nyimbo • ng'oma/ wezulo zogwiritsa ntchito mbuwu • mndandanda wa malamulo • mndandanda wa malamulo mu braille • makope • mapensulo • malangizo ojambulidwa • mndandanda wa malangizo mu braille • zithunzi zotukuza zogwiritsa 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 mauthenga m'njira zosiyana siyana	1 **achita** zomwe amva 2 **afananitsa** mauthenga ndi zochitika 3 **asiyanitsa** mauthenga	**Mauthenga**	• kumva mauthenga osiyanasiyana (mwachitsanzo: malonda, ukwati, maliro, gule, matenda ndi ena) • kufananitsa mauthenga ndi zochitika • kusiyanitsa mauthenga mwachitsanzo: uthenga wokhudza za malonda ndi masewero	• masewero • mafunso ndi mayankho • ntchito ya mmagulu • ntchito ya awiriawiri • nyimbo • kukambirana • kuyesana • kuonetsetsa zomwe ena akuchita • kuyeseza	• zithunzi zotukuza • ophunzira • anthu • matchati • zithunzi • zolembera • makope • 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
	4 **azindikira** mauthenga poona zizindikiro		• kuzindikira mauthenga poona kapena pakumva zizindikiro mwachitsanzo: masamba pa msewu, mbendera pa nyumba		
	5 **amva** mauthenga m'nyimbo		• kumva mauthenga m'nyimbo		
	6 **achita** sewero		• kuchita sewero la uthenga		
	7 **ayeseza** mauthenga pogwiritsa ntchito zizindikiro		• kuyeseza mauthenga pogwiritsa ntchito zizindikiro		
	8 **afitsa** mauthenga		• kufitsa mauthenga osiyanasiyana		

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 nsinjiro za chiyankhulo	1 **amva** zilapi/ndagi 2 **amva** zifanifani /ntchedzero 3 **aganizira** ntchedzero/ zifanifani zawozawo	**Zilapi** **Ntchedzero/ zifanifani**	• kuponyerana ndi kupeza mayankho a zilapi/ndagi/ndaji • kutsiriza ntchedzero/ zifanifani • kuganizira ntchedzero/ zifanifani zawozawo	• ntchito ya mmagulu • mpikisano • mafunso ndi mayankho • kufotokoza • kukambirana • kuyesana / kupimana nzeru	• mndandanda wa ndagi/zilapi • ophunzira • anthu ena • mndandanda wa zilapi mu braille zogwiritsa ntchito osaona • mndandanda wa ntchedzero/ zifanifani • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • nyimbo zojambula pa tepi

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: • ayimba nyimbo komanso alakatula ndakatulo	Ophunzira: 1 **ayimba** nyimbo za malamulo 2 **alakatula** ndakatulo za kufunika kwa kupewa matenda	**Nyimbo/ Ndakatulo**	• kuyimba nyimbo za malamulo a pamsewu, za umoyo ndi kufunika kwa kasamalidwe ka zachilengedwe • kulakatula ndakatulo za kufunika kwa kupewa matenda ofala monga: chikuku, mphere, chiseyeye, katsobola ndi ena	• mafunso ndi mayankho • kufotokoza • kukambirana • kuyesana / kupimana nzeru	• galasi/kalilole zogwiritsa ntchito mbuwu • pepala/nthenga • ulimbo/utuchi • mchenga, njele • gaga/madeya • munthu wotanthauzira zoyankhula mwa zizindikiro • ophunzira • zithunzi zotukuza
• afotokoza nkhani/ nthano, ndagi ndi zifanifani/ ntchedzero	1 **afotokoza** nkhani za kufunika kwa kusamalira zinthu	**Nkhani**	• kufotokoza nkhani za kufunika kwa kusamalira zakudya m'makomo mwawo, ndi za kuyipa kwa umbava		

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 **afotokoza** nthano za chikhalidwe komanso za chilengedwe 3 **atsiriza** zifanifani 4 **aponyerana** ndagi	**Nthano** **Zifanifani** **Ndagi**	• kufotokoza nthano za chikhalidwe, za kufunika kosamalira za chilengedwe • kutsiriza zifanifani monga: kuda ngati … (makala), kutalika ngati … (nsungwi) • kuponyerana ndagi	• mafunso ndi mayankho • kufotokoza • kukambirana • kuyesana / kupimana nzeru	• mchenga, njele • gaga/madeya • munthu wotanthauzira zoyankhula mwa zizindikiro • ophunzira • zithunzi zotukuza • anthu ena • ng'oma • galasi/kalilole • pepala/nthenga

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 ndakatulo momvetsetsa	Ophunzira: 1 **awerenga** ndakatulo mwaluso	**Ndakatulo**	• kuwerenga ndakatulo mwaluso monga zokhudza kusamalira zakudya, njira zothetsera mkangano • kulakatula ndakatulo za kusamalira zakudya, njira zothetsera mkangano • kuyimba ndakatulo mwaluso monga zokhudza njira zothetsera mkangano, kusamalira zakudya	• mafunso ndi mayankho • kukambirana • kufotokoza • ntchito ya m'magulu	• ophunzira • matchati • mabuku • zithunzi zotukuza • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu
• awerenga nkhani/nthano zosiyanasiyana	1 **awerenga** nkhani/ nthano	**Nkhani/ nthano**	• kuwerenga nkhani/nthano zokhudza njira zothetsera mkangano, kusamalira zakudya		

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 mwaluso	Ophunzira: 1 **alemba** mwaluso zitchetche 2 **alemba** mwaluso mawu ndi ziganizo	**Kulemba mwaluso**	• kulemba mwaluso zitchetche • kulemba mawu ndi ziganizo • kulemba lembetso pa nkhani za kusamalira zakudya, njira zothetsera mkangano • kulemba mawu ndi ziganizo mu ndime mwachikhukhuza	• kukambirana • ntchito za mmagulu • mafunso ndi mayankho • ntchito ya kunyumba	• ophunzira • zithunzi • makadi osiyanasiyana

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 tanthauzo la ndagi	Ophunzira: 1 **aponyerana** ndi kuyankhana ndagi moyenera	**Ndagi**	• kuponyerana ndagi moyenera • kuyankhana ndagi molondola • kupeza tanthauzo kuchokera m'ndagi	• mafunso ndi mayankho • kukambirana • kufotokoza • kupikisana	• mabuku • ophunzira • zinthu • zithunzi • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa 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: • agwiritsa ntchito mawu oyenera m'ziganizo	Ophunzira: 1 **agwiritsa** ntchito mawu oyenera m'ziganizo 2 **alemba** mawu oyenera m'ziganizo	**Kugwiritsa ntchito mawu oyenera**	• kuzindikira mawu oyenera osiyanasiyana monga: - kukonza osati kufotokoza - kutsuka osati kuchapa - kuyenga osati kupanga - chita osati panga • kugwiritsa ntchito mawu oyenera m'ziganizo poyankhula mwachitsanzo: - abambo akukonza njinga osati kufotokoza - amayi akutsuka mphika osati kuchapa - wachita bwino osati wapanga bwino kubwera	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana / kupimana nzeru • nthito ya awiriawiri • ntchito yokachita kunyumba	• ophunzira • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zina mwa zipangizo zophunzitsira, zophunzirira ndi zoyesera
	1 **azindikira** mayina m'nkhani/ m'nthano 2 **azindikira** afotokozi m'nkhani/ m'nthano 3 **azindikira** alowam'malo m'nkhani/ m'nthano 4 **azindikira** aonjezi m'ziganizo/m'nkhani	**Mayina, afotokozi, alowam'malo ndi aonjezi**	• kulemba ziganizo pogwiritsa ntchito mawu oyenera • kuzindikira mayina m'nkhani/m'nthano zopatsidwa • kuzindikira afotokozi m'nkhani/m'nthano zopatsidwa • kuzindikira alowam'malo m'nkhani/m'nthano zopatsidwa • azindikira aonjezi m'ziganizo/m'nkhani	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana / kupimana nzeru • nthito ya awiriawiri • ntchito yokachita kunyumba	• ophunzira • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

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Syllabus for Literacy and Languages - English

Standard 4

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 to communicate to a wide range of audiences for different purposes.

Core elements and their outcomes

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

b **Speaking**
The learner will be able to confidently **express** 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 and words	Learners must be able to: • **distinguish** sounds of letters and words • **identify** sounds of letters and words • **respond** to commands	**Phonics**	• identifying sounds of letters and words • listening to sounds of letters and words	• peer assessment • pair work • group work • dialogue • singing • demonstration • command games	• a list of words containing the 'l' and 'r ' initial consonants • recorded sounds of letters and words
• get things done	• **follow** instructions	**Commands** **Instructions**	• giving commands • responding to commands • giving instructions • responding to instructions • ignoring instructions		

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• listen to riddles and similes	• **distinguish** different types of messages • **respond** to messages • **relate** messages to real life situations • **solve** riddles	**Messages** **Riddles**	• delivering messages • interpreting messages • listening to recorded message on HIV and AIDS, gender, indigenous knowledge, eg: on avocado pear leaves to increase haemoglobin content • responding to messages • interpreting messages • role-playing messages • miming messages • listening to riddles • solving riddles	• games, eg: "Hide and seek" • group and pair work • demonstration • peer assessment • teacher assessment • role play	• sign language interpreter • radio • TV • recorded messages sign language interpreter • learners • songs • recorded dialogues and messages • resource persons • learners

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: • **greet** others • **respond** appropriately to greetings	**Socializing**	• greeting their teacher and peers casually, eg: "Hi!", and formally, eg: "Good morning/afternoon. How are you?" • demonstrating appropriate greetings for particular occasions • role playing how to respond to causal greetings eg: "Hi!" and formal greetings, eg "I'm fine/very well, thank you."	• demonstration • pair work • question and answer • role play • singing • observation • group work	• pictures/drawing • raised 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
	• **introduce** other people		• introducing other people • describing relations in their families and community, eg: sister, brother, uncle, aunt, grandmother, grandfather	• demonstration • pair work • question and answer • role play • group work • teacher observation	• pictures/drawing • raised pictures
• get things done	• **give** and **carry** out commands related to real life situations	**Commands**	• giving oral commands related to class management and learning new language items, eg: "put your books away", "Walk to the door," etc. • responding to commands • giving prohibitions, eg: "You mustn't …" • warning others, eg "Don't …", "Be careful!" "beware …. of …"		

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	• **express** and find out thoughts, feelings and attitudes	**Attitudes feelings and thoughts**	• expressing: - approval/disapproval, eg: "that's not right/ok" - praise, eg: "well done! 'that's right/good." - apology, eg: "I'm sorry," "I'm very/really sorry" - regrets, eg: "no, I'm afraid" • expressing: - judgement, eg: "X is better than Y" - respect, eg: "Excuse me!" • expressing: - likes/dislikes/wants, eg: "Would you like …" "(No) thank you/I don't like ..." "Yes, please I like/want."	• teacher observation • pair work • group work • demonstration • brainstorming • discussion • peer observation • question and answer • self assessment	• tape recorder with recorded conversations on praises, apologies • pictures • cinema box • raised pictures/ drawings

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• tell simple stories • ask for and give information • solve and give riddles	• **tell** simple stories • **ask** for information • **solve** and give riddles	**Asking for and giving information** **Riddles**	• telling simple stories • asking for information, eg: about their homes • describing their homes, eg: features and structures found in their homes, and locations of their homes • giving solutions to riddles • giving riddles to each other	• games • pair work • group work • question and answer • peer assessment • quiz • singing • dramatization • individual assessment • teacher observation	• simple stories • resource persons • a list of riddles • a song, eg: the wheels on the bus…

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: • **differentiate** pronunciation of words with long and short vowel sounds	**Phonics**	• identify words with long and short vowel sounds • reading words with long and short vowel sounds, eg: long 'i' – see, green, sweets, etc. short 'i' – tin, fish, big etc. • distinguish pronunciation of words with long and short vowel sounds	• reading aloud • pattern reading • pair work • individual work • group work • teacher observation • self/peer assessment • question and answer • discussion • brainstorming • explanation	• list of words with long and short sounds • word cards/Braille word cards • a list of words beginning/ ending with two consonants • phonic chart/ Braille Phonic cards

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• predict content of a passage/poem/ story from an illustration	• **read** appropriately words with two consonants at the beginning and end of words • **predict** what the passage/poem/ story is all about using illustrations	**Passages/poems/ stories**	• identifying words with two consonants at the beginning and end of words, eg: <u>b</u>lue, bul<u>b</u> • reading words with two consonants at the beginning and end of words • answering questions on the illustration that would enable them to guess content of a passage/story/poem, eg: on gender	• reading aloud • pattern reading • pair work • individual work • group work • teacher observation • self/peer assessment • question and answer • discussion • brainstorming • explanation	• a list of pairs of words with almost the same sound but different spelling and meaning in print and Braille • word tree • word bank in print and Braille • word grid • raised word grid • illustrations in learners' books and supplementary readers, eg: newspapers, magazines

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **read** simple passages of fiction/historical account		• predicting the content of a passage/story/poem by answering questions on the illustration • reading stories, passages/poems silently and aloud	• scanning • reading aloud • read and look-up • discussion • teacher observation • scanning • self assessment • peer assessment	• checklist • illustrations • raised illustrations • newspaper and magazine extracts • sign language interpreter • poems, passages in pupils books and supplementary readers • a list of new words on chart

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **locate** words, phrases and sentences • **identify** characters/events in stories, passages and poems		• identifying words, phrases and sentences in given passages, poems and stories, eg: on HIV/AIDS • naming different characters in stories • describing different characters • dramatizing characters	• scanning • silent reading • dramatization • brainstorming • group/pair/individual work • dramatized reading • discussion • question and answer • teacher assessment • self assessment • peer assessment	• Braille and large print materials • stories, poems passages with messages, eg: on HIV and AIDS indigenous knowledge

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **follow** instructions		• responding to instructions such as on - cardinal points, eg: go northwards and turn north-east - road safety, eg: "go/stop", "keep left", "turn right" • role playing, eg: driving safely/following maps	• explanation • question and answer • group/pair work • role play • teacher observation • peer assessment • self assessment • scanning • reading aloud • read -and look-up	• simple maps/ raised maps • list of instructions • pictures/drawings on road signs • assessment checklist • cartons for cardinal points • raised maps • a list of instructions in Braille and large print • sign language interpreter • sets of substitution and matching tables • class time table • duty roster

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 500-1200 words	• **recognise** unfamiliar words • **read** supplementary materials with understanding • **summarise** main points on what they read • **read** texts of 500 to 1200 words	**Vocabulary building**	• identifying unfamiliar words in reading materials • identifying titles for the texts they read • reading a given passage at appropriate pace and pronunciation • summarising main points of a text • reading longer texts	• brainstorming • research • scanning • skimming • word guessing • group work • individual/pair work • teacher/peer assessment • question and answer • reading aloud • silent reading • read -and look-up • discussion • teacher observation	• sets of substitution and matching tables in Braille and large print • class timetable and duty roster in Braille and large print • portfolio • old newspapers • magazines • supplementary books from other subject areas • class text books • a checklist • word grid • raised word grid

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 for social purposes	Learners must be able to: • **write** journals, (short entries)	**Journals (diary entries)**	• writing simple entries describing a simple recount of daily events using a given frame	• explanation • individual/pair/ group work • question and answer • self/peer assessment • teacher assessment • error analysis	• sentences frames • simple diaries • assessment checklist • cards for different occasions, eg: birthday, illness, Christmas and New Year

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• write for information	• **draw** and label simple maps and diagrams	**Drawing and labelling**	• completing family trees • introducing themselves and others in writing, eg: "My name is …", "I live at…" "I am … years old" • drawing simple maps	• individual/pair/ group work • self assessment • peer assessment • teacher assessment • teacher observation • question and answer • task analysis • error analysis • demonstration	• simple maps • diagrams • signs used in the environment, eg: road signs

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• write a guided story	• **complete** stories by filling in appropriate words • **arrange** jumbled sentences/pictures in the right order	**Stories**	• choosing appropriate words from a given list to complete stories • rearranging sentences in a logical sequence • rearranging pictures in a logical sequence • writing appropriate sentences for given pictures	• individual/pair work • group work • brainstorming • question and answer • discussion • self assessment • peer assessment • teacher assessment	• picture stories • jumbled sentences/ pictures • jumbled sentences with signalling devices and reference items • checklists
• write neatly and legibly with correct spelling and punctuation	• **copy** sentences and short paragraphs with neat handwriting and correct spelling • **take** dictation	**Spelling** **Dictation**	• copying words legibly and neatly using Palmer or Marion Richardson styles of writing • writing words with correct spellings • writing a paragraph by using correct words and sentences		

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate an understanding of concepts and vocabulary related to other learning areas	Learners will be able to: • **interpret** word problems for mathematics • **explain** some concepts used in other learning areas	**Concepts and vocabulary building**	• interpreting word problems for mathematics with attention to words such as "take away … from more/less/share," • defining the concepts/ vocabulary items from other learning areas in simple terms, eg: quotient, dividends, product in mathematics	• explanation • individual/pair/ group work • brainstorming • question and answer • discussion • observation • self/peer/teacher assessment	• books from other learning areas • a list of vocabulary from other learning areas • matching tables

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• identify things from descriptions	• **classify** various types of food according to their groups and functions • **give** and **solve** riddles	**Classifying various foods** **Riddles**	• collecting different types of foods • grouping the different food items they have collected according to groups and functions • solving riddle • constructing riddles • describing things, eg: objects, animals, in simple form, eg: "It has four legs; it walks slowly; it carries many suits with it. What is it?"	• individual/pair/ group work • brainstorming • question and answer • observation • self/peer/teacher assessment • quiz	• pictures/ drawing of different types of food • raised pictures/ drawings of different types of food • different food items • different seeds • checklists • observation instrument • a list of riddles • crossword puzzles

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• collect and record information in different ways	• **carry** out a simple survey, eg: on family, trees, means of transport mostly used in the area • **record** information of the survey • **keep** a personal dictionary	**Project/simple research** **Information recording** **Personal dictionaries**	• describing their family relations, eg: grandmother, grandson, uncle, aunt, etc. • drawing tables and diagrams on the data collected • labelling diagrams on family relations • interpreting the information from the tables/diagrams • writing short paragraphs from the information presented in tables and paragraphs • recording any new words they come across in all learning areas	• group work • individual/pair work • brainstorming • question and answer • self assessment • peer assessment • teacher assessment • demonstration • observation	• resource person • pictures showing HIV/AIDS victims • assessment checklists • tables with simple information on different topics

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• use language for critical thinking	• **ask** and answer simple questions on different topics	**Asking and answering questions**	• giving the meaning of the words by using context and dictionary • making sentences using the new words • asking each other simple questions for clarifications, eg: on gender issues, family relations, drug and substance abuse, etc. beginning with "Why …?" • answering simple questions on a given topic, eg: "Why is protein important to our bodies?" Answer: "For body building" • formulating questions on a written text	• explanation • question and answer • brainstorming • individual/pair/ group work • research • self/peer/teacher assessment	• different objects • drawings and pictures • raised drawings and pictures assessment checklists • simple processes on different topics

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 various question forms	Learners will be able to: • **ask** questions using various question forms • **distinguish** various question and answer forms in oral text	**Ask for and give information**	• asking and responding to various question forms	• question and answer • individual/pair/ group work • dialogue • peer/teacher assessment • self assessment	• sets of various question forms • simple texts • dialogues • assessment checklists

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 verb tenses, auxiliary verbs (modals) positive and negative verb forms in oral texts	• **use** Present Continuous/Past Continuous and Future Tenses to communicate effectively • **use** simple present and past tenses	**Tenses**	• constructing correct sentences in the Present continuous and Past Continuous Tenses using the given verbs, eg: "I <u>am going</u> home", "I <u>was going</u> home" • completing gaps • identifying words ending with s/es, -ed in given sentences, eg: John play<u>s</u> football I walk<u>ed</u> to school yesterday She is singing	• individual/pair/ group work • question and answer • demonstration • brainstorming • teacher assessment	• a set of sentences in simple present/past, simple present/past continuous tense and future tense • substitution tables on tenses • dialogues in the given tenses

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 nouns, pronouns, adjectives, adverbs, definite and indefinite articles and conjunctions	• **use** nouns and pronouns to communicate in an oral text	**Parts of speech (Nouns and pronouns)**	• identifying nouns in sentences • using nouns in sentences • completing sentences orally with names of objects, animals, people and places • identifying pronouns in sentences • using pronouns in sentences • filling blank spaces by supplying suitable pronouns	• question and answer • individual/pair/ group work • explanation • retelling • discussion • explanation • self assessment • peer assessment • teacher assessment	• checklists • pictures • learners' books • pictures • common objects in the surrounding environment • Braille materials

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• show an awareness and correct use of some language structures in oral texts	• **use** structures correctly in oral texts	**Structures**	• identifying forms of structures in oral text • using forms of structures in oral texts • completing gaps in given structures, eg: "I come from…", "I'm coming from…"	• question and answer • individual/pair/ group work • brainstorming • demonstration • teacher assessment	• text books • a list of structures • oral texts • pupils' books • pictures/raised pictures

Term : II
Core element : Listening
Primary outcome : The learner will be able to listen attentively and critically, to understand and respond to others in a wide range of situations and using 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 and words	Learners must be able to: • **distinguish** sounds of letters and words • **identify** sounds of letters and words	**Phonics**	• identifying sounds of letters and words • listening to sounds of letters and words	• peer assessment • pair work • group work • singing • demonstration • discussion • question and answer	• a list of words containing 'l' and 'r ' initial letters • recorded sounds of letters and words

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• get things done	• **follow** instructions	**Instructions**	• following instructions • delivering messages • interpreting messages • drawing sketches, pictures • following directions from given instructions	• peer assessment • pair work • group work • demonstration • singing • games • peer assessment • role play	• list of commands • recorded commands • songs • a checklist. • sign language interpreter • a list of instructions • recorded instructions • learners • drums • bells • whistles

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **distinguish** different types of messages • **respond** to messages • **relate** messages to real life situations	**Messages**	• responding to messages • listening to recorded message on HIV/AIDS, gender, indigenous knowledge, eg: on avocado pear leaves to increase haemoglobin content • interpreting messages • role-playing messages • miming messages • ignoring messages	• games, eg: 'Hide and seek' • group and pair work • demonstration • peer assessment • teacher assessment • role play	• sign language interpreter • radio • TV • recorded messages • resource person, including • songs • recorded dialogues and messages • Braille materials

Term : II
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 to others	**Socializing**	• introducing themselves, eg: through mentioning their names, sex, age and where they live • responding appropriately to simple questions, eg: "What's your name?" "How old are you?" • describing features and structures found in and around their homes.	• demonstration • pair work • question and answer • role play • group work • teacher observation • peer observation • teacher assessment • self assessment • peer assessment	• pictures/drawing • raised pictures/ drawings

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• get things done	• **introduce** other people • **give** a set of instructions	**Instructions**	• naming their peers and members of their families • describing relations in their families and community, eg: sister, brother, uncle, aunt, grandmother, grandfather • giving and responding to instructions, eg: "Walk to the …/Stop/ Turn to the right/"	• group and pair work • teacher observation • peer assessment • demonstration • question and answer • role play • teacher assessment • self assessment	• family trees • raised family trees • list of instructions • maps • pictures of common symbols, eg: road signs, flags • Braille materials • sign language interpreter
	• **carry** messages from one person to another	**Messages**	• delivering different types of messages • responding to messages		

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** and find out thoughts • **give** information • **tell** simple stories	**Thoughts**	• expressing and finding out: - ability/inability, eg: … can/can't … … able/unable to… - Possibility/impossibility, eg: "Can you …" "Yes, I can/No I can't …" • giving information, eg: about features found in their villages • telling stories in their own words • identifying characters in stories • answering oral questions on the stories • telling their own stories • dramatizing stories	• pair and group work • demonstration • role play • miming for the hearing impaired • role play • dramatization • question and answer	• pictures/ drawings • raised pictures • road signs • pictures • cinema box

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• perform songs, rhymes/poems, and tongue twisters	• **solve** and give riddles • **attend** to word stress and intonations when singing • **dramatise** songs	**Riddles** **Poetry recitals, songs and tongue twisters**	• giving solutions to riddles • giving riddles to each other • performing songs accompanied by clapping hands, singing, shaking their bodies, beating drums, stamping feet • dramatizing the song/rhyme/tongue twister/poem	• games • pair work • group work • question and answer • peer assessment • quiz • singing • dramatization • individual assessment • peer assessment • teacher observation	• resource persons • a list of riddles • a list of tongue twisters • rhymes • a song, eg: the wheels on the bus… • poems

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: • **differentiate** pronunciation of words with long and short vowel sounds • **read** appropriately words with two consonant blend at the beginning and end of words	**Phonics**	• identifying words with long and short vowel sounds • reading words with long and short vowel sounds, eg: long – see, green, sweets etc. Short 'i' tin, fish, big, etc • distinguishing pronunciation of words with long and short vowel sounds	• reading aloud • pattern reading • pair work • individual work • group work • teacher observation • self/peer assessment • question and answer	• list of words with long and short vowel sounds • word cards • a list of words beginning/ ending with two consonants • phonic chart Braille materials

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **recognize** rhyming words in passages, poems they read • **distinguish** between pairs of words that sound almost the same but with different spelling and meaning		• identifying rhyming words in passages/poems they read, eg: "fly, sky, dry" • distinguishing pairs of words with some sound	• discussion • individual/group/ pair work • brainstorming • explanation • teacher assessment	• a list of pairs of words with almost the same sound but different spelling and meaning • word tree • Braille materials • word grid • raised word grid • illustrations in pupils books and supplementary readers, eg: newspapers, magazines
• Predict content of a passage/poem from the illustration	• **predict** what the passage/poem/ story is about using illustrations	**Story/Poem**	• answering questions on the illustration that would enable them to guess content of a passage/story/poem, eg: on gender		

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/poems/ passages they read	• **read** simple passages of fiction/historical account • **Identify** appropriate titles for passages, poems and stories	**Poems/passages**	• reading stories aloud passages/poems silently. • reading a given passage/story/poem • suggesting different titles • choosing appropriate titles for the passages/ poems/stories • answering comprehension questions on stories/ poems/ passages they read	• scanning • reading aloud • read and look-up • discussion • teacher observation • self assessment • peer assessment	• checklist • raised illustrations • newspaper and magazine extracts • sign language interpreter • stories, poems passages in pupils books and supplementary readers • a list of new words on chart • Braille materials • Bold print materials

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **locate** words/phrases and sentences • **identify** characters/events in stories passages/poems • **narrate** stories		• identifying words, phrases and sentences in given passages, poems and stories, eg: on HIV/AIDS, • naming different characters in stories • describing different characters • dramatizing characters • narrating stories • dramatizing stories and poems	• scanning • silent reading • dramatization • brainstorming • group/pair/individual work • dramatized reading • discussion • question and answer • teacher assessment • peer assessment	• a list of new words on a chart • stories, poems passages with messages, eg: on HIV/AIDS, indigenous knowledge • Braille materials • Large print materials

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• read instructions	• **read** various instructions, maps, tables • **interpret** simple maps/ instructions/signs in the environment • **follow** instructions	**Non-narratives**	• making sentences from substitution/matching table • interpreting maps, instructions, signs in the environment • giving instruction following instructions such as on - cardinal points, eg: go northwards and turn north-east - road safety, eg: go/stop, keep left, turn right • role playing, eg: driving safely/following maps	• explanation • question and answer • group/pair work • role play • teacher observation • peer assessment • self assessment • scanning • reading aloud • read -and look-up • discussion	• simple maps /raised maps • list of instructions • pictures/ drawings on road signs • a checklist • cartons for cardinal points • Braille and large print materials • sign language interpreter • sets of substitution and matching tables • class time table • duty roster

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 500 -1200 words	• **recognise** unfamiliar words • **read** supplementary materials with under standing • **read** texts of 500 - 1200 words	**Vocabulary building**	• identifying unfamiliar words in reading materials • reading a given passage from supplementary materials • guessing meanings of words in the context they read • identifying titles for the texts they read • reading a given passage at appropriate pace and pronunciation	• brainstorm • research • scanning • skimming • word guessing • individual/pair work • teacher/peer assessment • question and answer • reading aloud • silent reading • group work • read and look-up • discussion • teacher observation	• portfolio • old newspapers • magazines • supplementary books from other subject areas • class text books • checklist • word grid • raised word grid

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 for social purposes	Learners must be able to: • **write** journals, (short entries)	**Journals (diary entries)**	• writing simple entries • describing a simple recount of daily events using a given frame	• explanation • individual/pair/ group work • question and answer • self/peer assessment • teacher assessment • error analysis	• sentence frames • simple diaries • checklist • cards for different occasions, eg: birthday, illness, Christmas and New Year

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• write for information	• **write** instructions • **draw** and label simple maps and diagrams	**Instruction** **Drawing and labelling**	• writing simple instructions eg: on how to play familiar games in their community • drawing maps of their homes, friends/relatives homes, school • labelling drawn/given diagrams, charts, eg: cardinal points, some parts of their body, signs used in the environment, structures	• individual/pair group work • self assessment • peer assessment • teacher observation • question and answer • demonstration • teacher assessment	• sets of instructions • simple maps • diagrams • signs used in the environment, eg: road signs

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• write a guided story	• **write** an account of events • **complete** stories by filling in appropriate words	**Stories**	• rearranging sentences in a logical sequence using signalling devices eg: • filling in blanks with their own words to complete stories meaningfully • choosing appropriate words from a given list to complete stories • rearranging sentences in a logical sequence • rearranging pictures in a logical sequence	• individual/pair work • group work • brainstorming • question and answer • self assessment • peer assessment • teacher assessment • teacher observation • peer observation • demonstration	• picture stories • incomplete stories • jumbled sentences/ pictures • jumbled sentences with signalling devices and reference items • assessment checklists • assessment checklists • road safety rules and signs • Braille materials
• write neatly and legibly with correct spelling and punctuation	• **write** sentences for given pictures to make paragraphs • **take** dictation	**Dictation**	• writing appropriate sentences for given pictures • taking dictation with correct spellings and punctuation marks		

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

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate an understanding of concepts and vocabulary related to other learning areas	Learners will be able to: • **interpret** word problems for mathematics with attention to words such as add, subtract, multiply and divide • **explain** some concepts used in other learning areas	**Concepts and vocabulary**	• interpreting word problems for mathematics • giving meanings of concepts/vocabulary from other learning areas, eg: remainder in mathematics,	• demonstration • individual/pair/ group work • brainstorming • question and answer • observation • self/peer/teacher assessment	• books from other learning areas • matching tables • a list of vocabulary from other learning areas • a sign language interpreter • Braille materials

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **classify** different foods according to their food groups and functions	**Food classification**	• collecting different types of foods • sorting different types of foods • classifying different foods according to their food groups and functions • grouping the different types of foods they have collected by putting them according to their groups and functions	• individual/pair/group work • question and answer • observation • project • self/peer/teacher assessment • brainstorming • teacher observation	• pictures/ diagrams of different types of food • raised pictures/ diagrams • different food items • different seeds • checklists • observation instrument

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• Identify things from simple descriptions (simple crossword puzzles)	• **solve** simple cross-word puzzles vertically and horizontally	**Cross word puzzles**	• solving word puzzles • creating their own word puzzles • selecting appropriate solutions from a given list to complete the cross-word puzzles • completing the cross-word puzzles vertically and horizontally	• individual/pair/ group work • question and answer • observation • project • self/peer/teacher assessment • brainstorming • quiz • discussion • explanation	• observation instrument • checklists

<table>
<tr><th>Assessment standard</th><th>Success criteria</th><th>Theme/Topic</th><th>Suggested teaching and learning activities</th><th>Teaching, learning and assessment methods</th><th>Suggested teaching and learning resources</th></tr>
<tr>
<td>• collect and record different information in table form</td>
<td>• design simple cross-word puzzles of their own
• listen to a short simple talk
• record information in a table</td>
<td>Simple talk</td>
<td>• making simple cross-word puzzles of their own
• drawing a simple table to record the information, eg:
HIV POSITIVE PEOPLE
<table>
<tr><th>DIST</th><th>FEMALE</th><th>MALE</th><th>TOTAL</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>
• recording the data collect ed eg: on people who are HIV positive</td>
<td>• individual/pair work
• brainstorming
• question and answer
• self assessment
• peer assessment
• teacher assessment
• teacher observation
• group work
• demonstration
• self/peer/teacher assessment
• observation</td>
<td>• resource person
• pictures showing HIV/AIDS victims
• assessment checklists
• tables with simple information on different topics</td>
</tr>
</table>

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• use language for critical thinking	• **ask** and answer simple questions on different topics	**Asking and answering questions**	• asking each other simple questions for clarifications, eg: on gender issues, family relations, drug and substance abuse, etc, beginning with "Why …?" • answering simple questions on a given topic, eg: "Why is protein important to our bodies?" Answer: "For body building"	• explanation • question and answer • brainstorming • individual/pair/ group work • research • self/peer/teacher assessment • demonstration • discussion • teacher observation • peer observation	• different objects • drawings and pictures • raised pictures • checklists • simple processes on different topics

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: • demonstrate an understanding and use of various question forms	Learners will be able to: • **ask** questions using different questions forms • **respond** to various questions in oral text • **distinguish** various question and answer forms in oral text	**Ask for and give information**	• asking and responding to various question forms • making and responding to requests, eg: "Could you …?" "Yes I can …" "No I can't …" • differentiating question and answer forms in oral text	• question and answer • individual/pair/ group work • peer/teacher assessment • role play • discussion • demonstration • teacher observation	• sets of various question forms • simple texts • dialogues • checklists • Braille materials

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 auxiliary and modals verbs positive and negative verb forms in oral texts	• **use** auxiliary verbs in forming other verb forms	**Auxiliary verbs**	• constructing correct sentences in the present continuous, past continuous and future tenses using the given auxiliary verbs, eg: "I am going home", "I was going home" "I will go home" • completing blank spaces in written texts	• individual/pair/ group work • question and answer • demonstration • brainstorming • teacher assessment • peer assessment	• a set of sentences in present/past, continuous tense and future tense • substitution tables on tenses • dialogues in the given tenses • Braille materials • 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 nouns, pronouns, adjectives, adverbs definite and indefinite articles and conjunctions	• **use** modal verbs to express ability in oral texts • **use** adjectives to communicate in an oral text	**Modal verbs**	• distinguish <u>can</u> and <u>able</u> • using can/able orally to express ability, eg: "Mary <u>can</u> spell English words correctly" "Mary is <u>able to</u> spell English words correctly" • identifying adjectives in oral text • using adjectives in oral text • describing people and things with suitable adjectives • retelling a picture story using demonstrative and qualitative adjectives	• question and answer • individual/pair/ group work • explanation • retelling • demonstration • discussion • teacher assessment • individual/peer assessment	• a set of modal verbs • checklists • pictures • pupils text books • common objects in home/school • a set of adjectives • Braille materials • sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **use** adverbs in oral texts • **use** definite and indefinite articles to communicate in oral texts	**Parts of speech (Adverb)** **Parts of speech (Articles)**	• identifying adverbs in oral texts • using adverbs in oral texts • describing actions, eg: 'Chimwemwe is writing slowly.' • identifying articles in sentences • using articles in sentences • completing blank spaces in written texts with correct articles (a, an, the to given nouns, eg: 'a book,'	• question and answer • individual/pair/ group work • demonstration • self/peer teacher assessment • discussion	• a set of adverbs of time, place and manners • grammar books (for teacher) • pupils text books • checklists • texts on articles and adverbs • different objects, pictures/raised pictures • Braille materials

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• show an awareness and correct use of some language structures in oral texts	• **use** structures correctly in oral texts	**Structures**	• identifying forms of structures in oral texts • using forms of structures in oral texts • completing blank spaces in given structures • "I come from…" "I' m coming from…"	• question and answer • individual/pair/ group work • brainstorming • demonstration • teacher assessment	• text books • a list of structures • oral texts • pupils books • pictures/raised pictures • Braille materials

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 different sounds of letters and words	Learners must be able to: • **distinguish** sounds of letters and words • **identify** sounds of letters and words	**Phonics**	• identifying sounds of letters and words • listening to sounds of letters and words	• peer assessment • individual/pair/group work • role play • singing • teacher observation • self assessment • demonstration • command games • peer assessment	• a list of words containing l' and 'r' as initial letters • recorded sounds of letters and words • sign language interpreter • check list

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• get things done	• **distinguish** different types of messages • **respond** to messages • **relate** messages to real life situations	**Messages**	• listening to recorded messages on HIV/AIDS, gender, indigenous knowledge, eg: on avocado pear leaves to increase haemoglobin content • responding to messages • interpreting messages • role-playing messages • miming messages	• peer assessment • self assessment • teacher assessment • individual/pair/group work • demonstration • singing • command games • role play • question and answer • explanation	• radio, TV messages • recorded messages • resource person • songs • learners • sign language interpreter

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/ folktale and various media	• **listen** to a story/ folktale • **respond** to a story/folktale • **relate** stories/ folktales to real life situations	**Stories and folktale**	• narrating stories/folktale • relating folktale/stories to real life situations	• role-play • question and answer • dramatization • group and pair work • discussion • peer assessment • teacher assessment • self assessment	• resource person • recorded stories • pictures • films • narrated stories • raised pictures • glue • sand • salt • saw dust • sugar • seeds • maize husks

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 the learners are able to: • get things done	The learners must be able to: • **make** requests • **accept** requests • **reject** requests • **respond** to various media	**Requests**	• making requests, eg: "Can you help me…" "Could you …?" • accepting requests, eg: "Yes, I can" • rejecting requests, eg: "No, I can't" • relating messages to real life situations • interpreting messages in the media • identifying different types of messages	• pair and group work • peer assessment • brainstorming • role play • teacher observation • demonstration • teacher assessment • self assessment	• list of requests • checklist • different messages • recorded messages • pictures of common symbols, eg: road signs, flags • Braille materials

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	• **express** and find out attitudes, feelings and thoughts • **give** similes • **recite** rhymes/poems, and tongue twisters	**Attitudes, feelings and thought** • **Similes**	- agreement/disagreement eg: "Do you …" "Yes, I do/no I don't…" - certainty/ uncertainty, eg: "I am sure/I am not sure …"/, "I think/don't think…" - making/accepting/rejecting offers. eg: "May I …" "Thank you", "No, thank you." • completing similes, eg: As black as …, As tall as … • recalling their own similes • reciting rhymes/poems, eg: about the days of the week and tongue twisters • asking and answering questions on the rhymes and poems	• explanation • quiz • self assessment • question and answer • teacher assessment • demonstration • singing • pair work • group work • peer assessment	• rhymes • tongue twisters • poems • assessment 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 learners are able to: • develop phonic awareness	Learners must be able to: • **differentiate** pronunciation of words with long and short vowel sounds • **read** appropriately words with two consonant blend at the beginning and end of words	• **Phonics**	• identify words with long and short vowel sounds • reading words with long "i" and short vowel sounds eg: long 'i' – see, green, sweets, etc. short tin, fish, big, etc. • distinguish pronunciation of words with long and short vowel sounds	• reading aloud • pattern reading • pair work • individual work • group work • teacher observation • self/peer assessment • question and answer • demonstration	• list of words with long and short sounds • word cards • a list of words beginning/ ending with two consonants • phonic chart/ Braille materials

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **recognize** rhyming words in passages, poems they read • **distinguish** between pairs of words that sound almost the same but with different spelling and meaning		• identifying rhyming words in passages/poems they read, eg: "fly, sky, dry" • identifying pairs of words with the same sound but different spelling and meaning, eg: ant/aunt, • differentiating the meaning of pairs of words with the same sound but different spellings	• individual work • demonstration • question and answer • teacher observation • peer assessment • explanation • discussion • group/pair work • brainstorming • teacher assessment • self assessment	• list of words rhyming • sign language interpreter • a list of pairs of words with almost the same sound but different spelling and meaning e • word bank • word grid • raised word grid • illustrations in learners' books and supplementary readers, eg: newspapers, magazines • Braille materials
• predict content of passage/ poem from the illustration	• **predict** what the passage/poem/ story is all about using illustrations	• **Story/poem**	• answering questions on the illustration that would enable them to guess content of a passage/story/ poem, eg: on gender		

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/poems/ passages they read	• **read** simple passages of fiction/historical account • **recognize** meanings of words in context • **identify** appropriate titles for passages, poems and stories	**Poems/passages**	• predicting the content of a passage/story/poem from the illustration • reading stories aloud • reading passages/poems silently • guessing meanings of words • identifying unfamiliar words in stories/passages and poems they read • suggesting meanings of unfamiliar words using context • reading a given passage/ story/poem • suggesting different titles • choosing appropriate titles for the passages/poems/ stories	• scanning • reading aloud • read- and look-up • question and answer • skimming • individual/pair/group work • brainstorming • silent reading	• checklist • newspaper and magazine extracts • sign language interpreter • stories, poems passages in pupils books and supplementary readers • a list of new words on a chart • Braille and large print materials

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **locate** words/phrases and sentences • **identify** characters/events in stories passages/poems • **suggest** theme(s) of stories/poems • **narrate** stories		• identifying words, phrases and sentences in given passages, poems and stories, eg: on HIV/AIDS • naming different characters in stories • describing different characters • dramatizing characters • discussing themes of stories/poems • choosing appropriate themes • retelling the stories they read in their own words • narrating stories • dramatizing stories and poems	• scanning • silent reading • dramatization • brainstorming • group/pair/individual work • dramatized reading • discussion • question and answer • teacher assessment • demonstration	• stories, poems passages with messages on HIV/AIDS, indigenous knowledge, etc • checklist • pictures/ raised pictures • Braille materials

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 500 -1200 words	• **read** various instructions, maps, tables • **interpret** simple maps/ instructions/signs in the environment • **recognise** unfamiliar words • **read** supplementary materials with understanding	**Non-narratives** **Vocabulary building**	• making sentences from substitution/ matching table • interpreting maps, instructions, signs in the environment • identifying unfamiliar words in reading materials • reading a given passage from supplementary materials	• explanation • question and answer • group/pair work • role play • teacher observation • peer assessment • self assessment • teacher assessment • discussion • demonstration	• simple maps/ raised maps • list of instructions • pictures/drawings on road signs • cartons for cardinal points • sign language interpreter • sets of substitution and matching tables • class time table • duty roster • Braille and large print materials

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **summarise** main points on what they read • **guess** meanings of words from context • **read** texts of 500 to 1200 words		• summarizing the main points on what they read • reporting on what they read • guessing meanings of words in the text they read • identifying titles for the texts they read • reading a given passage at appropriate pace • summarising main points of a text	• brainstorming • research • scanning • skimming • word guessing • individual/pair work • teacher/peer assessment • question and answer • reading aloud • silent reading • group work	• class timetable and duty roster in Braille and large print • portfolio • old newspapers • magazines • supplementary books from other learning areas • class text books • assessment checklist • word grid • raised word grid

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 learners are able to: • write for social purposes	Learners must be able to: • **write** journals (short entries) • **write** messages	**Journals (diary entries)** **Messages**	• writing simple entries describing a simple account of daily events using a given frame • writing short messages such as "Happy birthday to you …", "Get well soon …"	• explanation • individual/pair/group work • question and answer • self/peer assessment • teacher assessment • error analysis	• sentence frames • simple diaries • assessment checklist • cards for different occasions, eg: birthday, illness, Christmas and New Year • Braille materials

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• write for information • write a guided story	• **draw** and label simple maps and diagrams • **write** guided letters • **express** an opinion in writing and give a reason for it • **complete** stories by filling in appropriate words	**Drawing and labelling** **Letter writing**	• drawing and labelling simple maps and diagrams • completing given frames of friendly letters by filling in appropriate missing information, eg: words and sentences • writing own sentences using a given frame, eg: "I like… than … because …"	• individual/pair/group work • self assessment • peer assessment • teacher observation • question and answer • task analysis • error analysis • individual work • demonstration • discussion • demonstration	• simple maps • diagrams • signs used in the environment, eg: road signs • frames of friendly letters • incomplete stories

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• write neatly and legibly with correct spelling and punctuation	• **take** dictation	• **Dictation**	• filling in blanks with their own words to complete stories meaningfully • writing a paragraph by using correct words and sentences • taking dictation with correct spellings and punctuation marks	• individual/pair work • brainstorming • question and answer • self assessment • peer assessment • teacher assessment	• picture stories • checklists • a list of words showing Palmer or Marion Richardson styles of writing • passage for dictation • Braille materials

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 learners are able to: • demonstrate an understanding of concepts and vocabulary related to other learning areas	Learners will be able to: • **interpret** word problems for mathematics with attention to words such as add, subtract, multiply and divide	**Concepts and vocabulary building**	• interpreting word problems for mathematics	• individual/pair/group work • brainstorming • question and answer • observation • self/peer/teacher assessment • discussion • demonstration	• books for other learning areas • matching tables • a list of vocabulary from other learning areas

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• identify things from simple descriptions, riddles and simple crossword puzzles	• **explain** some concepts used in other learning areas • **use** appropriately some of the vocabulary from other learning areas • **solve** simple cross-word puzzles vertically and horizontally • **design** simple cross-word puzzles of their own	**Concepts and vocabulary** **Cross word puzzles**	• giving meanings of concepts/vocabulary from other learning areas, eg: remainder in mathematics • selecting appropriate solutions from a given list to complete the cross-word puzzles • completing the cross-word puzzles vertically and horizontally • making simple cross-word puzzles of their own	• individual/pair/group work • question and answer • observation • project • self assessment • brainstorming • quiz • peer assessment • teacher assessment • discussion	• pictures of different types of food • different food items • different seeds • assessment checklists • observation instrument • a list of riddles • crossword puzzles

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• collect and record different information in different ways	• **carry** out a simple survey on attendance/ absenteeism in their class	**Simple research project**	• finding out their total class enrolment by sex • collecting data on attendance/absenteeism for both sexes in their class • recording the information on attendance/absenteeism by sex for their class in a table form	• question and answer • individual/pair/group work • research project • discussion • observation • self/peer/teacher assessment • brainstorming • teacher observation	• simple template on attendance and absenteeism • checklists • recorded messages on HIV/AIDS, child labour, etc. • resource persons • tasks for research • Braille materials
	• **interpret** information on attendance and absenteeism in their class	**Interpretation**	• translating the recorded data on attendance and absenteeism for their class • using information from the table to answer simple questions, eg: "How many boys/girls were absent on…?"		

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• use language for critical thinking	• **listen** to a short simple talk and record information in table form • **ask** and answer simple questions on different topics	**Simple talk** **Asking and answering questions**	• comparing the recorded data with other class members • asking each other simple questions for clarification on gender issues, family relations, drug and substance abuse, etc, beginning with "Why …?" • answering simple questions on a given topic, eg: "Why is protein important to our bodies?" Answer: "For body building"	• question and answer • individual/pair/ group work • demonstration • self/peer/teacher assessment • observation • brainstorming • teacher observation • discussion	• resource person • pictures showing HIV/AIDS victims • checklists • tables with simple information on different topics

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 learners are able to: • demonstrate an understanding and use of various question forms	Learners will be able to: • **ask** questions in different forms • **respond** to various questions in oral text • **distinguish** various question and answer forms in oral text	**Ask for and give information**	• differentiating question and answer forms in oral text	• question and answer • individual/pair/ group work • role play • peer/teacher assessment • demonstration • explanation	• sets of various question forms • simple texts • dialogues • checklists

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 verb tenses, auxiliary verbs (modals) positive and negative verb forms in oral texts	• **use** Present Continuous/Past Continuous and Future Tenses to communicate orally • **use** positive and negative forms of verbs to communicate orally	**Tenses** **Language use**	• constructing correct sentences in the Present continuous and Past Continuous Tenses using the given verbs, eg: I <u>am going</u> home", "I <u>was going</u> home." • completing gaps • recognizing correct use of <u>must</u> • using <u>must</u> correctly in sentences orally to express obligations, eg: "You <u>must</u> do it." • making sentences orally using <u>mustn't</u> to show prohibition, eg: "You mustn't …"	• individual/pair/ group work • question and answer • demonstration • brainstorming • teacher assessment • self/teacher assessment • role play • discussion	• a set of sentences in simple present/past, simple present/past continuous tense and future tense • substitution tables on tenses • dialogues in the given tenses • text books • sentences in different tenses • assessment checklists

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 nouns, pronouns, adjectives, adverbs, definite and indefinite articles and conjunctions • show an awareness and correct use of some language structures in oral texts	• **use** conjunctions to join words and sentences and to communicate in oral text • **use** prepositions correctly in oral texts • **use** structures correctly in oral texts	**Parts of speech (conjunctions)** **Parts of speech (prepositions)** **Structures**	• joining words with suitable conjunctions, eg: "I like … and …", "… and … are reading" • identifying prepositions in sentences • using prepositions in sentences • constructing simple sentences using different prepositions, eg: on, to, of, from, between • identifying prepositions in an oral text • identifying forms of structures in oral texts • using forms of structures in oral texts • completing gaps in given structures • "I come from…", "I' m coming from…"	• question and answer • individual/pair/group work • demonstration • explanation • discussion • brainstorming • teacher assessment • peer assessment • self assessment	• a set of words, things and names of people • simple sentences with blank spaces • a list of prepositions • checklist • text books • a list of structures • oral texts • learners' books • pictures/raised pictures

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **differentiate** the meaning of words in oral texts		• differentiating meanings of words • constructing correct sentences to differentiate meanings of words such as both/all, borrow/lend • completing blank spaces in a given short passage with suitable given words such as 'both/all', • asking each other questions using words, such as 'borrow/lend' correctly eg: "May I borrow your pen?'	• discussion • explanation • games • individual/pair/group work • demonstration • role play • teacher assessment • question and answer	• pairs of words like both/all • assessment checklists • text books • short passages with blank spaces • assessment checklists • dialogues

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Syllabus for Numeracy and Mathematics

Standard 4

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 skills in 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: • recognise numbers and count up to 10,000	Learners must be able to: 1 **count** up to 3000 2 **identify** and **write** numbers up to 3,000 3 **count** up to 6000	**Counting and writing numbers**	• reading numbers on a grid/line and number cards • counting numbers in 50s, 100s, 200s and 500s up to 3000 within a given range • filling in missing numbers up to 3000 • arranging numbers in correct order up to 3000 • modelling numbers up to 3000 using spike abacus • writing numbers up to 3000 using place value notation • reading numbers on a grid/line and number cards • counting numbers in 50s, 100s, 200s, 500s and 1000s up to 6000 within a given range	• group work • individual work • pair work • observation • peer assessment • question and answer • games • demonstrations • group assessment • individual assessment	• number cards • number line • observation tool • number grid • spike abacus • place value chart • raised number cards • beads • bottle tops • seeds

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **identify** and write numbers up to 6000 5 **count** up to 10,000 6 **identify** and **write** numbers up to 10,000	**Counting and writing numbers**	• filling in missing numbers up to 6000 • arranging numbers in correct order up to 6000 • modelling numbers up to 6000 using spike abacus • writing numbers up to 6000 using place value notation • reading numbers on a number grid/line and number cards • counting numbers in 50s, 100s, 200s and 500s up to 10,000 within a given range • filling in missing numbers up to 10,000 • arranging numbers in correct order up to 10,000 • modelling numbers up to 10,000 using spike abacus • writing numbers up to 10,000 using place value notation • reading numbers in words and figures	• group work • individual work • pair work • observation • peer assessment • question and answer • games • demonstrations • group assessment • individual assessment	• number cards • number line • observation tool • number grid • spike abacus • place value chart • raised number cards • beads • bottle tops • seeds

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• add and subtract numbers within the range of 0 to 10,000	1 **add** numbers up to 4 addends with sum not exceeding 3000 without and with regrouping 2 **add** numbers up to 4 addends with sum not exceeding 6000 without and with regrouping 3 **add** numbers up to 4 addends with sum not exceeding 9,999 without and with regrouping	**Addition of numbers**	• modelling addition of 4 digit numbers using spike abacus • adding numbers up to 4 digits with regrouping using place value notation • modelling addition of 4 digit numbers using spike abacus • adding numbers up to 4 digits without regrouping using place value notation • adding numbers up to 4 digits with regrouping using place value notation • modelling addition of 4 digit numbers using spike abacus • adding numbers up to 4 digits with regrouping using place value notation • working out practical problems involving addition without and with regrouping	• demonstration • discussion • group work • pair work • observation • peer assessment • mental exercise • written exercise	• sticks • stones • bottle tops • place value charts • spike abacus • beads • seeds

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **subtract** numbers within the range of 0 to 3000 without and with regrouping 5 **subtract** numbers within the range of 0 to 6000 without and with regrouping	**Subtraction of numbers**	• modelling subtraction of 4 digit numbers using spike abacus • subtracting numbers up to 4 digits within the range of 0 to 3000 without regrouping • subtracting numbers up to 4 digits within the range of 0 to 3000 with regrouping • modelling subtraction of 4 digit numbers using spike abacus • subtracting numbers up to 4 digits with the range of 0 to 6000 without regrouping • subtracting numbers up to 4 digits within the range of 0 to 6000 with regrouping	• demonstration • discussion • group work • pair work • observation • peer assessment • mental exercise • written exercise	• sticks • stones • bottle tops • place value charts • spike abacus • beads • seeds

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	6 **subtract** numbers within the range of 0 to 9,999 without and with regrouping	**Subtraction of numbers**	• modelling subtraction of 4 digit numbers using spike abacus • subtracting numbers up to 4 digits with and without regrouping using place value notation • subtracting numbers up to 4 digits within the range of 0 to 9,999 without regrouping • subtracting numbers up to 4 digits within the range of 0 to 9,999 with regrouping • working out practical problems involving subtraction	• demonstration • discussion • group work • pair work • observation • peer assessment • mental exercise • written exercise	• sticks • stones • bottle tops • place value charts • spike abacus • beads • seeds

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• multiply and divide numbers	1 **multiply** numbers by 8, 9 and 10	**Multiplication**	• building and reciting multiplication table of 8 • building and reciting multiplication table of 9 • building and reciting multiplication table of 10 • multiplying numbers by 8, 9, and 10	• demonstration • discussion • group work • pair work • observation • peer assessment • mental exercise • written exercise • investigation • games	• sticks • stones • bottle tops • charts showing multiplication tables • place value box • number tree • beans • maize grains
	2 **multiply** 2 digit numbers by 2 digit multipliers with product not exceeding 999		• multiplying numbers without regrouping • multiplying numbers with regrouping • solving practical problems on multiplication		
	3 **divide** numbers by 6, 7, 8, 9 and 10	**Division**	• building division facts of 6 • building division facts of 7 • building division facts of 8 • building division facts of 9 • building division facts of 10 • dividing numbers by divisors up 10		

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• identify prime numbers	1 **find** factors of numbers 2 **find** prime factors of numbers	**Factors**	• applying division knowledge to solve practical problems in real life • placing counters into equal groups • identifying factors of numbers • identifying prime factors from number tree • identifying prime numbers from a given range of numbers • performing division of numbers without remainder	• demonstration • discussion • group work • pair work • observation • peer assessment • mental exercise • written exercise • investigation • games	• sticks • stones • bottle tops • charts showing multiplication tables • place value box • number tree • beans • maize grains

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• describe fraction	1 **name** and **write** fractions up to tenths 2 **identify** fractions in real life situations 3 **identify** equivalent fractions	**Common fractions**	• modelling fractions up to tenths • writing fractions up to tenths • shading diagrams according to given fractions • arranging fractions in descending/ ascending orders • identifying real life situations where fractions are used eg: sharing food • folding strips of paper to show that a fraction can be represented in many ways eg: ½ = $^3/_6$ = $^4/_8$ • developing equivalent fraction chart up to eighth	• demonstration • discussion • group work • pair work • observation • peer assessment • mental exercise • written exercise • investigation • games	• assorted fruits • learners • charts • 30 cm rulers • circular and rectangular objects • paper

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: • carry out basic operations on money	Learners must be able to: 1 **add** money with sum not exceeding K9999	**Addition of money**	• adding money without regrouping with sum not exceeding K9999 • adding money with regrouping with sum not exceeding K9999 • role playing buying and selling activities involving addition of money	• role play • explanation • field trip • discussion • demonstration • investigation • group work • pair work • observation • group assessment • peer assessment • mental mathematics • individual work	• shopping corner • bank notes • coins • shopping items • price tags

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 within the range of K1 to K9999	**Subtraction of money**	• subtracting money within the range of K1 to K9999 without regrouping • subtracting money within the range of K1 to K9999 with regrouping • role playing buying and selling activities involving subtraction of money • working out practical problems on addition and subtraction of money	• role play • explanation • field trip • discussion • demonstration • investigation • group work • pair work • observation • group assessment • peer assessment • mental mathematics • individual work	• shopping corner • bank notes • coins • shopping items • price tags • braille price tags
	3 **multiply** money by one digit multiplier with product not exceeding K9999	**Multiplication of money**	• multiplying money by one digit multiplier with product not exceeding K9999 • working out practical problems on multiplication of money		
	4 **divide** money up to K9999 by one digit divisor	**Division of money**	• dividing money within the range of K1 to K9999 by one digit divisor • role playing buying and selling activities involving multiplication and division of money • working out practical problems on division of money		

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

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • describe two dimensional (2D) shapes	Learners must be able to: 1 **identify** two dimensional (2D) shapes in three dimensional (3D) shapes 2 **determine** lines of symmetry in two dimensional (2D) shapes	**Shapes**	• playing games related to space and shape • identifying geometrical shapes in the classroom eg: picture and drawings • shading 2D faces in 3D shapes • classifying two dimensional (2D) planes according to: - curved or round edges - number of corners • identifying a line of symmetry in objects, pictures, diagrams, etc • drawing a line of symmetry in a given shape	• group work • explanation • question and answer • individual work • discussion • demonstration • pair work • practical work • demonstration • observation • peer assessment • individual assessment • self assessment • group assessment	• learners • boxes • tins • papers • leaves • clay • wooden blocks • scissors • observation check list • raised diagrams

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 **model** a plan and locate the position of an object 2 **relate** position of objects to oneself and peers	**Space**	• modelling a plan of the classroom/ house using physical objects eg sticks • drawing a simple plan of the classroom/house • locating the position of an object from the plan • responding to directions in relation to positions taken by the different objects and persons • arranging objects in the classroom to be in front/back/by side/on top/under • describing position of objects using four main cardinal points	• group work • explanation • question and answer • individual work • discussion • demonstration • pair work • practical work • observation • peer assessment • individual assessment • group assessment • mathematics trails	• learners • boxes • tins • papers • leaves • clay • wooden blocks • scissors • observation check list • raised diagrams • tables • chairs • environment • pencils

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, capacity and mass using standard units	Learners must be able to: 1 **measure** length in metres 2 **measure** length in cm	**Length**	• measuring length in metres • estimating and verifying distance in metres • measuring length of objects which are less than 1 metre • measuring length of objects in centimetres using a labelled metre ruler • establishing relationship between m and cm	• group work • discussion • explanation • self assessment • group assessment • question and answer • peer assessment • observation • reciting • discovery • practical work • demonstration	• clocks • charts • rulers • strings • metre sticks • leaves • braille ruler • trundle/ metre wheel

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **measure** capacities of containers in litres 4 **measure** liquid in millilitres 5 **measure** mass of objects in kilograms (kg) 6 **Measure** mass of objects in grams (g)	**Capacity** **Mass**	• measuring capacities of containers using a 1 litre container • estimating and verifying capacities of containers in litres • measuring capacities of smaller containers using teaspoons • measuring liquids in millilitres • estimating and verifying quantities in millilitres using teaspoon, tablespoon and other small bottles • establishing the relationship between millilitres and litres • measuring mass of objects in kg using a balance (improvised) • estimating and verifying mass of objects in kg • measuring mass of objects in g • estimating and verifying mass of objects in g • establishing the relationship between g and kg	• field trip • group work • discussion • explanation • self assessment • group assessment • question and answer • peer assessment • observation • reciting • discovery • experiment • demonstration	• table spoons • teaspoons • bottles of various sizes • pails • packets of sugar • salt • weight bags • bottle tops • balance • see-saw • liquids • hangers • tins

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	**read**, **write** and **set** time in quarter hours **read**, **write** and **set** time to 5 minutes **state** the number of days in each month	**Time**	• telling time in quarter past hours using clock faces and wall clocks • telling time in quarter to hours • setting time in quarter hours • writing time in quarter hours • reading time in 5 minutes • setting time in 5 minutes • writing time in 5 minutes • recalling the number of days in each month by the help of a fist • stating number of days in a year (clear and leap year) • discussing number of weeks in a month/year by using a chart showing activities of a school on one year calendar	• group work • discussion • explanation • self assessment • group assessment • question and answer • peer assessment • observation • reciting • discovery • singing and rhymes	• clocks • charts • calendar • braille watches • songs • rhymes • clock faces • knuckles

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• measure surfaces and space of objects using non standard units	1 **measure** flat surfaces using non standard units 2 **measure** spaces occupied by objects using non standard units	**Area** **Volume**	• comparing flat surfaces using appropriate language, eg: bigger, smaller, as smaller as • measuring flat surfaces using objects such as leaves and pieces of paper • placing objects one at a time in a clear container of a given amount of water and recording amount of water displaced • comparing amount of water displaced by different objects • relating the amount of water displaced to the space occupied by objects	• field trip • group work • discussion • explanation • self assessment • group assessment • question and answer • peer assessment • observation • reciting • discovery • experimentation	• stones • clear containers • paper • leaves • tins • flat surfaces • bottle tops • cuboids • bottles • box • exercise books • water

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: • copy and extend simple number patterns • create own patterns	Learners must be able to: 1 **copy** simple patterns 2 **extend** simple number patterns up to 1,000 1 **design** simple patterns 2 **describe** patterns	**Patterns**	• completing simple patterns using physical objects • fitting identical shapes to make patterns • shading number patterns on a number grid up to 1,000 • filling in the missing numbers in a given pattern • cutting simple patterns from paper • drawing simple patterns • creating number patterns, eg: counting in 5's, 10's, 20's • displaying designed patterns • comparing designed patterns • appraising displayed patterns	• pair work • group work • demonstration • explanation • field trips • question and answer • discussion • observation • practical work • peer assessment • group assessment • math trails • individual assessment • individual work	• number grid • sticks • stones • bottle tops • leaves • charcoal • crayons • paint • coloured chalk • number chart • chart paper • palm leaves • handcrafts eg: baskets, mats, • scissors • calendar • paper

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** simple patterns on artefacts 2 **appreciate** use of patterns in every day life	**Patterns**	• identifying patterns on artefacts, eg: baskets, mats, curvings, pottery • comparing different patterns • observing patterns on different artefacts • copy patterns • display patterns • appraising patterns on artefacts	• pair work • group work • demonstration • explanation • field trips • question and answer • discussion • observation • math trails • practical work • peer assessment • group assessment	• sticks • stones • bottle tops • leaves • charcoal • crayons • paint • coloured chalk • number chart • chart paper • baskets • curvings • cooking sticks • table mats • zitenje (patterned cloth)

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: • collect data (information)	Learners must be able to: 1 **collect** data (information)	**Picture graphs**	• collecting data from the environment • recording data	• discussion • observation • investigation • field trip • group work • individual work • pair work • explanation • demonstration • self assessment • group assessment	• charts • picture graph • data • pencils • sticks
	2 **organise** data (information)		• sorting out data according to given characteristics • arranging data according to given characteristics		
• draw and interpret picture graph	1 **draw** picture graphs		• relating data to number of pictures to be drawn based on one to one correspondence • recording information by drawing picture graphs where one picture represents one object		
	2 **interpret** picture graphs		• interpreting collected data • reading picture graph • interpreting picture graph • reporting information		

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Syllabus for Expressive Arts

Standard 4

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: • develop artistic inventiveness	The learners must be able to: 1 **demonstrate** various dancing styles 2 **create** simple attire for local dances 3 **make** collage models	**Artistic creativity**	• identifying various styles of local dance and songs • dancing to local songs with messages on: - corruption - HIV and AIDS - food security • making simple attire for local dances • practising using simple attire in a local dance performance • selecting materials for making collage • cutting out shapes to form parts of the collage models • making paste from local materials	• demonstration • discussion • teacher observation • group work • portfolio • question and answer • pair work • excursion • brainstorming • practical • self assessment • peer assessment • rubrics	• talular • observation checklist • resource person • clay • papers • pens • pencils • braille paper • raised diagrams • bell balls • pair of scissors • local glue • wire • pupils' experience • whistles • drums • flutes • shakers • portfolio • crayons

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **draw** familiar items 5 **trace** familiar items	**Artistic creativity**	• pasting the cut out shapes to form models • identifying materials used for drawing • discussing items which can be drawn • drawing simple familiar items such as: - house - cattle - trees • identifying materials used for tracing • discussing items which can be traced • tracing simple familiar items	• demonstration • discussion • group work • portfolio • rubrics • question and answer • pair work • excursion • brainstorming • self assessment • peer assessment	• • talular • observation checklist • pencils • pens • drums • papers • glue/paste • paint • sand • sugar • grains • sawdust • sign language interpreter • portfolio • rubrics

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate alertness, cooperation and enjoyment while developing leadership in performing sports and arts	The learners must be able to: 1 **show** cooperation and leadership skills in performing physical and artistic activities 2 **lift** each other	**Teamwork in physical and artistic activities**	• singing songs following a conductor • dancing in groups • performing tug-of-war • leg lifting in threes • bending trunks	• circuit training • teacher observation • demonstration • discussion • group work • singing • portfolio • question and answer • pair work • practical • brainstorming • self assessment • peer assessment • rubrics	• talular • observation checklist • tape recorders • papers • pental pens • braille paper • sign language interpreter • newspaper/magazine texts in braille • glue • sawdust • bean/maize grains • pairs of scissors • portfolio • rubrics

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

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • produce artistic representations of various expressive and communicative forms of art in their environment	The learners must be able to: 1 **model** toys to express ideas 2 **make** body movements to express feelings and ideas of oneself or others 3 **produce** different items using local materials	**Self expression**	• preparing materials for making toys • modelling toys such as: - cars - pots - radios - dogs - cows • identifying body movements that express feelings and ideas of oneself or others • moving to express feelings • carving curios • weaving baskets, chairs, flower vessels, mats • plaiting door mats	• demonstration • discussion • question and answer • brainstorming • outdoor activity • peer assessment • self assessment • portfolio • self discovery • teacher observation • practical • project • rubrics	• talular • portfolio • observation checklist • charts • clay • newspapers • pictures • balls • tins • drums • whistles • shakers • flutes • bottles • knives • sisal • wood • palm leaves • reeds • thread • raised diagrams

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **demonstrate** various dance styles and gestures to express feelings	**Self expression**	• composing a song to express feelings • dancing to the song using various styles and gestures to express feelings	• demonstration • discussion • group work • pair work • practical • brainstorming • question and answer • teacher observation • singing • self assessment • peer assessment • portfolio • rubrics	• talular • *namgoneka/ chilambe* • bamboos • songs • sisal • palm leaves • observation checklist • papers • pens • portfolio • rubrics • costumes • shakers

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: • perform activities that will help to solve problems of everyday life.	The learners must be able to: 1 **compose** songs on good health habits and disaster risk management 2 **dramatise** everyday life problems and their possible solutions 3 **produce** items for generating income	**Solving problems through artistic activities**	• composing songs on good health habits and disaster risk management • singing songs on good health habits and disaster risk management • identifying problems in everyday life • dramatising the identified problems and their possible solutions • modelling household utensils • making and dyeing strings • knitting belts • sewing decorating handkerchiefs • displaying the artistic items • marketing the items	• demonstration • discussion • group work • portfolio • self discovery • teacher observation • brainstorming • peer assessment • question and answer • dramatisation • modelling • singing • practical • self assessment • rubrics	• talular • observation checklist • songs • posters • charts/raised diagrams • sisal • wire • water • cinema box • maize pith • sponges • wood • glue/paste • felt pens • papers • paints • drums • shakers • whistles • flutes • tables

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: • develop skills in manipulation, coordination, correlation and self expression	The learners must be able to: 1 **make** basic sewing, crocheting and knitting stitches	**Creativity**	• sewing temporary stitches such as: - long and short tacking - un even tacking - even tacking - tailors tacking • sewing permanent stitches such as: - running - hemming - back stitches • knitting garter and stocking stitches • crocheting stitches such as: single-treble, double-treble and triple-treble	• teacher observation • demonstration • discussion • group work • practical • portfolio • question and answer • pair work • brainstorming • self assessment • peer assessment • rubrics	• talular • observation checklist • rubrics • braille paper • patterns • sign language interpreter • newspaper/magazine texts in braille • tape measure • knitting wool • knitting needles • sewing needles • pieces of cloth

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **make** musical instruments 3 **make** models and toys, from various local materials 4 **dramatise** various cross-cutting issues	**Creativity**	• identifying materials for making musical instruments • making untuned musical instruments such as: - shakers - flutes - drums • practising using the musical instruments • making models and toys using local materials • drawing shapes of models and toys • decorating models and toys • dramatising cross cutting issues in their locality such as: - deforestation - HIV and AIDS - gender - floods - food security	• brainstorming • question and answer • discussion • demonstration • practical • modelling • drawing • dramatisation • field visit • portfolio • teacher observation • self assessment • peer assessment • rubrics	• talular • hides • bamboos • reeds • calabashes • costumes • clay • paper • strings • soft wire • pair of scissors • knives • seeds • sticks • wood • drums • portfolio • rubrics • observation checklist

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: • create patterns using suitable materials found in the environment	The learners must be able to: 1 **identify** suitable materials for creating various simple patterns 2 **weave**, **plait**, **sew** and **knit** patterns	**Art and crafts**	• naming suitable materials for sewing, knitting, weaving and plaiting simple patterns • selecting materials found in the local environment for weaving, plaiting, knitting • preparing materials for weaving and plaiting • weaving, knitting, sewing and plaiting patterns • costing and marketing the products	• demonstration • discussion • question and answer • group work • self discovery • brainstorming • field visit • practical • teacher observation • self assessment • peer assessment • portfolio • rubrics	• talular • observation checklist • pencils • pens • papers • dyes • sign language interpreter • pieces of cloth • sewing needles • knitting needles • knitting wool • tape measure • pairs of scissors • strings • rubrics • portfolio

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: • use art productions to demonstrate integration of verbal and non-verbal ways of expression and communication	The learners must be able to: 1 **illustrate** verbal and non-verbal forms of communication 2 **organise** artistic performance that involves verbal and non-verbal forms of communication 3 **follow** verbal and non- verbal commands	**Communication**	• drawing cartoons to express and communicate • displaying cartoons • singing songs that use gestures, facial expressions, movements, sounds (cries, ululations) to express and communicate • performing plays on generic issues such as: - environmental - degradation - deforestation • throwing balls following the leader • moving following verbal and non-verbal commands	• question and answer • demonstration • discussion • singing • drawing • group work • dramatisation • teacher observation • self assessment • peer assessment • portfolio • rubrics	• talular • papers • pencils • pens • crayons • coloured chalk • bulletin board • flannel graph • songs • costumes • balls • drums • shakers • whistles • flutes • trumpets • pupils' assessment • pupils • portfolio • observation checklist

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **design** and produce patterns to convey messages	**Communication**	• dancing following drum beats • designing rhythmic patterns • knitting scarf/belt with mixed colours to convey messages	• question and answer • demonstration • discussion • practical • teacher observation • self assessment • peer assessment • portfolio • rubrics	• talular • paper • pencils • crayons • coloured chalk • knitting needles • knitting wool • observation checklist • pupils' experiences • portfolio • rubrics

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • develop an ability to design and make items to meet the needs of the school	The learners will be able to: 1 **produce** various items used in the school 2 **demonstrate** how to use the items	**Needs of the school**	• stating the needs of the school • collecting and sorting the materials for producing items for the school • making mats and simple chairs • sewing and decorating a book bag • knitting a pencil bag • composing songs about school • displaying the items made • costing and marketing the items	• brainstorming • demonstration • discussion • field visit • group work • practical • portfolio • self discovery • teacher observation • peer assessment • question and answer • displaying • self assessment • rubrics	• talular • grass • leaves • thread • sign language interpreter • knitting wool • sewing needles • knitting needles • pieces of fabrics • palm leaves • songs • shakers • flutes • whistles • trumpets • pupils' experiences • pupils • portfolio • observation checklist • 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 learners are able to: • demonstrate body movement to express feelings or emotions	The learners will be able to: 1 **describe** feelings they can express through body movements 2 **identify** words that express feelings 3 **create** movement to express feelings	**Feelings and body movement**	• discussing some feelings they can express though body movements • expressing the feelings through body movements • selecting a feeling word • role playing in response to a feeling word such as ugly, lonely, rough, gentle • identify feeling words that corresponds to a given movement • singing and dancing to express feelings	• discussion • demonstration • brainstorming • question and answer • role playing • pair work • group work • teacher observation • self assessment • peer assessment • portfolio • rubrics	• talular • pupils' experiences • pupils • tape recorders • drums • flutes • whistles • shakers • trumpets • costumes • posters • portfolio • rubrics • observation checklist

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 learners are able to: • work creatively in producing appreciative attire	The learners will be able to: 1 **identify** attire and costumes for artistic activities 2 **make** selected attire and costumes	**Attire and costumes**	• mentioning costumes commonly used in: - physical activity - music - drama - dance • discussing the outlook of various attire • designing the selected attire • making the selected attire • displaying the attire made • selling the produced items	• question and answer • discussion • demonstration • practical • displaying • group work • pair work • project • teacher observation • self assessment • peer assessment	• talular • costumes • drums • flutes • shakers • whistles • pieces of fabrics • sewing needles • thread • pairs of scissors • patterns • pupils experiences • pupils • observation checklist • portfolio • rubrics

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate an understanding of different forms of art according to their perception	The learners will be able to: 1 **identify** materials for producing different forms of art 2 **design** work of art from their perception 3 **produce** various forms of art according to own perception	**Art and Perception**	• identifying materials for producing different forms of art • collecting different materials for activities such as drawing, colouring, singing, weaving, knitting and sewing • composing music that depict imaginary animal, person or object • developing a decoration to depict a situation • playing with imaginary	• brainstorming • filed visit • demonstration • practical • dramatisation • group work • pair work • teacher observation • self assessment • peer assessment • portfolio • rubrics	• talular • pens • papers • crayons • coloured chalk • pencils • songs • strings • sisal • local dyes • palm leaves • sewing needles • wool • pieces of fabrics • thread • observation checklist • portfolio • rubrics • patterns

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **interpret** different forms of art as they perceive them	**Art and Perception**	objects such as: - ball - strings • discussing materials which are used for making different forms of art work • drawing and modelling objects • displaying items made • telling what they perceive in different forms of art work	• demonstration • brainstorming • discussion • question and answer • group work • pair work • drawing • modelling • teacher observation • self assessment • peer assessment • portfolio • rubrics	• talular • observation checklist • balls • strings • pens • papers • pencils • mats • clay • soft wire • table • bulletin board • pictures • flannel graph • charts/raised charts

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
• perform aesthetic art activities	1 **produce** aesthetic art features 2 **perform** aesthetic art activities	**Aesthetics**	• identifying aesthetic art features • preparing materials for aesthetic art activities • modelling and producing artistic items such as simple musical instruments • identifying aesthetic features in the produced items • exhibiting art items made • dancing while displaying different styles • acting plays for entertainment	• demonstration • discussion • group work • portfolio • teacher observation • brainstorming • peer assessment • question and answer • dramatisation • modelling • displaying • portfolio • rubrics	• talular • observation checklist • clay • songs • posters • pictures • charts/ raised diagrams • wire • water • cinema box • maize pith • wood • costumes • paints • crayons • flannel graph • coloured chalk • pupils' experiences • pupils • tables

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Syllabus for Life Skills

Standard 4

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 I

Core element : Health promotion

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

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: • practise good health habits	The learners must be able to: 1 **describe** good health habits 2 **demonstrate** good health habits	**Good health habits**	• brainstorming good, health habits • discussing good health habits, eg, going to bed early, covering mouth when coughing and doing exercises • demonstrating good health habits • cleaning surrounding eg, slashing tall grass, filling pot holes • singing songs about good health habits • role playing good health habits	• discussion • oral and written questions • teacher observation • self assessment • singing • role play • demonstration • peer assessment	• rubbish pits/pins • hoes • slashers • matches • posters • drums • whistles • observation checklist • sand • brooms • pails • braille materials • raised posters • chart materials • resource persons • songs • food stuffs

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 effects of HIV and AIDS	The learners must be able to: 1 **discuss** the effects of HIV and AIDS to the individual, family and community	**Effects of HIV and AIDS**	• brainstorming the effects of HIV and AIDS to the individual, family and community • discussing the effects of HIV and AIDS to the individual, family and community • developing future's wheels on the effects of HIV and AIDS • analysing case studies on effects of HIV and AIDS • dramatising effects of HIV and AIDS • singing songs on effects of HIV and AIDS	• discussion • group work • oral and written questions • teacher observation • case studies • role play • self assessment • drama • singing • future's wheels • peer assessment	• learners' experiences • posters/raised diagrams • Braille materials • role play exercises • observation checklist • stories • songs

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 an understanding of interpersonal relationships in the school	The learners must be able to: 1 **identify** the nature of interpersonal relationships at school 2 **explain** the importance of interpersonal relationships at school	**Interpersonal relationships in the school**	• brainstorming the nature of interpersonal relationships in the school • discussing the nature of interpersonal relationships in the school • discussing the importance of interpersonal relationships in the school • analysing case studies on the importance of interpersonal relationships in the school	• brainstorming • discussion • oral and written questions • self assessment • singing • peer assessment • teacher observation • group work • case studies	• learners' experiences • Braille materials • songs • questionnaires • observation checklist • sign language specialist • posters/raised diagrams • role play exercises • stories

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	3 **describe** the roles and responsibilities in different interpersonal relationships at school 4 **describe** factors that enhance interpersonal relationships at school 5 **describe** factors that destroy interpersonal relationships at school		• discussing the roles and responsibilities in different interpersonal relationships in the school • discussing factors that enhance interpersonal relationships in the school • analysing case studies on factors that enhance interpersonal relationships in the school • discussing factors that destroy interpersonal relationships in the school • analysing case studies on factors that destroy interpersonal relationships in the school	• brainstorming • discussion • oral and written questions • self assessment • singing • peer assessment • teacher observation • group work • case studies	• learners' experiences • Braille materials • songs • questionnaires • observation checklist • sign language specialist • posters/raised diagrams • role play exercises • stories

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	6 **explain** ways of overcoming factors that destroy interpersonal relationships at school		• discussing ways of overcoming factors that destroy interpersonal relationships in the school • suggesting ways of overcoming factors that destroy interpersonal relationships in the school		

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 cases of sexual harassment effectively	The learners must be able to: 1 **discuss** indicators of sexual harassment in the school and community 2 **explain** effects of sexual harassment in the school and community 3 **report** to the responsible authorities when they have been sexually harassed	**Sexual harassment in the school and community**	• brainstorming indicators of sexual harassment • discussing indicators of sexual harassment • discussing effects of sexual harassment • analysing case studies on effects of sexual harassment • discussing where to report when they are sexual harassed	• brainstorming • teacher observation • peer assessment • self assessment • oral and written questions • discussion • written exercises • role play • case studies	• learners' experiences • raised posters • stories • Braille materials • chart paper • role play exercises • observation checklist

Term 2

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 an understanding of the importance of resolving conflicts peacefully	The learners must be able to: 1 **identify** effects of conflicts 2 **explain** the importance of avoiding conflicts 3 **explain** ways of avoiding conflicts	**Peaceful conflict resolution**	• analysing case studies on effects of conflicts • discussing effects of conflicts • developing future's wheels on effects of conflicts • discussing the importance of avoiding conflicts • discussing ways of avoiding conflicts • role playing how to avoid conflicts	• brainstorming • teacher observation • peer assessment • self assessment • discussion • role play • case studies • story telling • future's wheels	• learners' experiences • posters/raised diagrams • Braille materials • role play exercises • stories • observation checklist

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

Assessment standard	Success criteria	Theme/Topic	Suggested 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 morals and values	The learners must be able to: 1 **identify** personal, family and community morals and values 2 **explain** how personal, family and community morals and values can assist in avoiding drug and substance abuse STIs including HIV and AIDS	**Morals and values**	• brainstorming personal, family and community morals and values • discussing personal, family and community morals and values • discussing how personal, family and community morals and values can assist in avoiding STIs including HIV and AIDS, drug and substance abuse	• discussion • oral and written questions • teacher observation • peer assessment • self assessment • research • singing • brainstorming • case studies	• learners' experiences • Braille materials • role play exercises • questionnaires • observation checklists • local environment • sign language specialist • diaries • journals • songs • stories

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
			• analysing case studies on how personal, family and community morals and values can assist in avoiding STIs including HIV and AIDS, drug and substance abuse • role playing how personal, family and community morals and values can assist in avoiding STIs including HIV and AIDS, drug and substance abuse		

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 decision-making and problem solving	The learners must be able to: 1 **identify** consequences of making impulsive decisions 2 **identify** consequences of making well thought out decisions	**Decision-making and problem solving**	• brainstorming the consequences of making impulsive decisions • discussing the consequences of making impulsive decision • role playing how to make impulsive decisions and their consequences • analysing case studies on consequences of making impulsive decisions • brainstorming consequences of making well thought out decisions	• brainstorming • discussion • role play • teacher observation • problem tree • peer assessment • self assessment • group work • story telling • case studies	• learners' experiences • posters/raised diagrams • role play exercises • stories • observation checklist • sign language specialist

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
			• analysing case studies on well thought out decisions • role playing how to make well thought out decision	• brainstorming • discussion • role play • teacher observation • problem tree • peer assessment • self assessment • group work • story telling • case studies	• learners' experiences • posters/raised diagrams • role play exercises • stories • observation checklist • sign language specialist
	3 **mention** factors that influence decision-making		• discussing factors that influence decision-making • narrating stories on factors that influence decision-making • analysing case studies on factors that influence decision-making		
	4 **explain** how such factors influence decision-making		• discussing how the factors influence decision-making		

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 that lead to stress and anxiety at home and at school	The learners must be able to: • **identify** situations that may lead to stress and anxiety at home • **explain** situations that may lead to stress and anxiety at school	**Stress and anxiety at home and at school**	• brainstorming situations that may lead to stress and anxiety at home • discussing situations that may lead to stress and anxiety at home • analysing case studies on situations leading to stress and anxiety at home • discussing situations that may lead to stress and anxiety at school	• brainstorming • teacher observation • peer assessment • oral and written questions • self assessment • discussion • future's wheels • story telling • role play • case studies	• learners' experiences • stories • Braille materials • raised diagrams • sign language specialist • observation checklist • diaries • journals • portfolios

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	• **demonstrate** situations that may lead to stress and anxiety at home and at school • **explain** how these situations may be prevented at home and at school	**Stress and anxiety at home and at school**	• role playing situations that may lead to stress and anxiety at home and at school • discussing how these situations may be prevented at home and at school • role playing situations that may be prevent at home and at school	• brainstorming • teacher observation • peer assessment • oral and written questions • self assessment • discussion • future's wheels • story telling • role play • case studies	• learners' experiences • stories • Braille materials • raised diagrams • sign language specialist • observation checklist • 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 **mention** areas that need planning 2 **design** their future plans	**Planning my future**	• identifying areas that need planning • discussing factors that contribute to effective planning • designing individual future plans • displaying their future plans	• discussion • self assessment • teacher observation • peer assessment • oral and written questions • debate	• pictures • drawings • resource persons • raised diagrams • sign language specialist • learners' experiences

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 enhancing self esteem	The learners must be able to: 1 **describe** what self esteem involves 2 **explain** ways of enhancing high self esteem 3 explain the disadvantages of low self esteem	**Self esteem**	• brainstorming what self esteem involves • discussing what self esteem involves • brainstorming ways of enhancing high self esteem • discussing ways of enhancing high self esteem • discussing the advantages of high self esteem • discussing the disadvantages of low self esteem	• discussion • teacher observation • peer assessment • future's wheels • demonstration • brainstorming • case studies • self assessment	• learners' experiences • case studies • Braille materials • sign language specialist • raised diagrams • stories • 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 assertiveness in different situations	The learners must be able to: 1 **describe** characteristics of an assertive person 2 **explain** advantages of being assertive 3 **demonstrate** how to be assertive	**Assertiveness**	• brainstorming characteristics of an assertive person • discussing characteristics of an assertive person • discussing advantages of being assertive • analysing case studies on advantages of being assertive • role playing how to be assertive • analysing case studies on assertiveness	• discussion • teacher observation • peer assessment • oral and written questions • self assessment • future's wheels • role play • case studies	• learners' experiences • observation checklist • role play exercises • posters/raised diagrams • stories

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 during physical development	The learners must be able to: 1 **describe** consequences of not dealing with demands and challenges appropriately as they grow up	**Demands and challenges during physical development**	• brainstorming consequences for not dealing with demands and challenges appropriately as boys and girls grow up • discussing consequences of not dealing with demands and challenges as boys and girls grow up • analysing case studies on consequences of not dealing with demands and challenges during growth and development	• brainstorming • teacher observation • peer assessment • oral and written questions • discussion • role play • self assessment • case studies	• learners' experiences • Braille materials • resources persons • sign language specialist • role play exercises • stories • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
			• developing future's wheels on the consequences of not dealing with demands and challenges during growth and development • role playing consequences of not dealing with demands and challenges during growth and development		

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** what an income generating activity is 2 **mention** income generating activities that young people can engage in	**Income generating activities**	• brainstorming what an income generating activity is • discussing what an income generating activity is • identifying income generating activities that can be carried out in the school • discussing income generating activities that can be carried out in the school	• brainstorming • oral questions • teacher observation • peer assessment • discussion • case studies • project • self assessment	• different commodities • shop scene • pictures • charts • raised diagrams • sign language specialist • resource persons • Braille materials • observation checklist • stories

Assessment standard	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	3 **identify** factors that may influence the choice of an income generating activity in the school	**Income generating activities**	• brainstorming factors that may influence the choice of income generating activities in the school • discussing factors that influence the choice of income generating activities in the school • conducting mini research on factors that may influence the choice of income generating activities	• brainstorming • oral questions • teacher observation • peer assessment • discussion • case studies • project • self assessment	• different commodities • shop scene • pictures • charts • raised diagrams • sign language specialist • resource persons • Braille materials • observation checklist • stories

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Syllabus for Social and environmental sciences

Standard 4

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 : Interrelationship between individual, 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 leadership in a community	The learners must be able to: 1 **locate** the position of their TA in relation to other TA 2 **identify** leaders in their village/ township, Traditional Authority **3 explain** how leaders are put in their positions	**The roles of the traditional authority**	• locating their traditional authority • locating their TA in relation to other TAs • mentioning leaders in the classroom and school • mentioning leaders in the community • explaining the importance of choosing both female and male on leadership positions	• research • discussion • teacher observation • role play • explanation • interviews • field visits • inquiry • question and answer	• map of their district showing T/A • pictures/raised pictures or illustrations • checklist • interview schedule • learners • sign language interpreter • resource person • structure of the TA

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 describe roles of the traditional authority		• inquiring how leaders are put in the positions • discussing how leaders are put in their position • role playing how leaders are put in their positions • identifying roles of traditional authority • discussing roles of traditional authority identified • demonstrating roles of traditional authority	• resource persons • oral questions • discussion • group work • teacher observation • role play • question and answer	• resource persons • checklist • interview schedule • learners • sign language interpreter

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• describe the influence of community leaders on development	1 **explain** the influence of community leaders on development 2 **explain** how community leaders are respected	**Community leaders and development**	• stating the influence of community leaders on development • discussing the influence of community leaders on development • mentioning ways of respecting community leaders • discussing ways of respecting community leaders • role playing respect given to the different groups of community leaders	• discussion • futures wheel • question and answer • group work • project • teacher observation • rubric • mentioning • discussion • role playing respect given	• resource persons • checklist • interview schedule • learners • sign language interpreter local environment • pictures of some development projects • posters of some development work • raised pictures

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: • explain the importance of forgiveness and reconciliation	Learners must be able to: 1 **Identify** situations when cooperation is needed	**Cooperation in the traditional authority**	• talking about their day to day relationships with their friends and relatives • citing examples of situations when they were expected to cooperate • explaining how they felt after being cooperative	• dramatization • question and answer • discussion • role-play • teacher observation • peer assessment	• drawing materials • picture stories • modeling materials • checklist • resource person • learner's experiences

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **state** the importance of cooperation		• dramatizing experiences • discussing the importance of cooperation • role playing situations people working together to show cooperation	• dramatization • question and answer • discussion • role-play • teacher observation • peer assessment	• drawing materials • picture stories • modeling materials • checklist • resource person

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: • describe physical features in the community	The learners must be able to: 1 **identify** physical features in their TA 2 **explain** the importance of physical features in their TA 3 **explain** ways of conserving physical features in their TA	**Physical features of their community**	• identifying physical features in the TA • drawing/tracing a sketch map of the TA • locating physical features on the sketch map of the TA • brainstorming the importance of physical features in the community • discussing the importance of physical features in the community • discussing misuse of the physical environment	• discussion • brainstorming • question and answer • teacher observation • drawing	• environment • drawing materials • checklist • raised community map • sign language interpreter • sketch maps

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 seasons	1 **describe** weather 1 **describe** the characteristics of the seasons 2 explain how seasons affect life	**Seasons**	• suggesting ways of conserving the physical environment • describing weather • recording weather using symbols • discussing the meaning of season • discussing the characteristics of seasons in their area • discussing changes in animals and plants which occur as a result of seasonal changes • discussing how seasonal changes affect life	• discussion • brainstorming • question and answer • teacher observation • drawing • individual work • role play	• environment • drawing materials • checklist • raised community map • sign language interpreter • sketch maps • crops according to seasons • weather chart • local environment • pictures • newspaper cuttings

Term 2

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 water as a natural resource	The learners must be able to: 1 **identify** sources of water	**Water conservation**	• naming sources of water • visiting some water sources • discussing proper ways of caring for water sources • cleaning the nearest water source	• discussion • field visits • demonstration • question answer • peer assessment • teacher observation • role play	• sources of water • pictures showing uses of water/raised pictures • brooms • pails • hoes • slashes • chart showing ways of water conservation/raised chart • raised pictures • sign language interpreter

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **explain** uses of water 3 **explain** how water can be polluted 4 **describe** ways of conserving water		• discussing uses of water • miming uses of water • discussing ways through which water can be polluted • discussing effects of polluted water • discussing proper ways of caring for water • describing ways of conserving water • discussing importance of conserving water	• discussion • field visits • demonstration • question and answer • peer assessment • teacher observation • group work	• dirty pieces of clothes • soap • mud • sources of water • pictures and raised pictures showing uses of water • brooms • pails • hoes • slashes • chart and raised chart showing ways of water conservation • sign language interpreter

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
		Water conservation	• visiting areas which conserve water • practising water conservation	• discussion • field visits • demonstration • question and answer • peer assessment • teacher observation	• dirty pieces of clothes • soap • mud • sources of water • pictures showing uses of water/raised pictures • brooms • pails • hoes • slashes • chart and raised charts showing ways of water conservation • sign language interpreter

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: • demonstrate an understanding of population distribution in the Traditional Authority	The learners must be able to: 1 **describe** the population composition of their Traditional Authority	**Population composition of the TA**	• estimating the number of people in a village/township where they come from • inquiring the population of TA from community leaders	• discussion • explanation • question and answer • research • group work • peer assessment	• census reports • charts/raised charts • resource persons • Braille materials • Braille census reports • sign language interpreter

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **explain** the importance of knowing the population composition of the TA		• brainstorming the importance of knowing number of people in a TA/community • discussing the importance of knowing the population composition of a TA • describing population composition of the TA	• discussion • explanation • question and answer • research • group work • peer assessment	• census reports • charts/raised charts • resource persons • Braille materials • Braille census reports • sign language interpreter • map of a village or township • raised map of village/township • statistics of different villages in the TA

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **explain** the population distribution in their TA 4 **state** the reasons why there are differences with population distribution within their TA	**Population distribution in their village/ township**	• discussing reasons for different population distribution in a TA • describing population distribution on the map of the TA • discussing reasons why some areas have more people than others in a TA • drawing population bar graphs • comparing population of villages using bar graphs	• discussion • explanation • question and answer • research • group work • peer assessment	• census reports • charts/raised charts • resource persons • Braille materials • Braille census reports • sign language interpreter • map of a village or township • raised map of village/township

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 economic activities in the TA	1 **identify** economic activities in their TA 2 **describe** the distribution of economic activities in their TA	**Economic activities in the TA**	• finding out from the community the economic activities in the TA • discussing the economic activities in the TA • brainstorming the economic activities in the TA • locating the economic activities in the TA	• discussion • explanation • question and answer • research • group work • peer assessment • learners' experiences • local environment	• census reports • charts/raised charts • resource persons • Braille materials • Braille census reports • sign language interpreter • map of a village or township • raised map of village/township • map of TA
• demonstrate an understanding of crops grown in their TA	1 **identify** crops in their TA 2 **explain** ways of storing crops in the Traditional Authority	**Crops grown in their TA**	• identifying the crops grown in their TA • discussing how the crops are used • discussing ways of food storage both indigenous and non indigenous • discussing the importance of storing food safely		

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 the road signs	The learners must be able to: 1 **identify** road signs	**Road signs**	• brainstorming the meaning of the term 'road signs' • discussing meanings of each road sign • brainstorming various road signs • classifying road signs • discussing uses of various road signs	• discussion • field trip • observation • question and answer	• model road signs • pictures of road signs • environment • checklist • drawing materials • raised pictures • pictures of road signs • raised pictures of road signs

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 road signs 3 **describe** ways of caring for road signs		• discussing the importance of road signs • drawing some road signs • discussing ways of taking care of the signs • brainstorming ways of caring road signs	• observation • question and answer • role-play • discussion • peer assessment • individual work	• pictures • newspapers • books • raised pictures • checklist
• demonstrate an understanding of the importance of rights and responsibilities of members in a community	1 **describe** rights and responsibilities of members in the community	**Civic rights and responsibilities**	• discussing rights and responsibilities of members in the community	• discussion • research • peer assessment • observation • group work • question and answer • role-play	• readers • newspapers • books • checklist

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **examine** the importance of rights and responsibilities		• role playing some rights and responsibilities of members of the community • brainstorming the importance of rights and responsibilities • discussing the importance of rights and responsibilities • identifying freedoms of members of the community • discussing how freedoms are misinterpreted • role playing misinterpretation of freedoms	• discussion • research • peer assessment • observation • group work • question and answer • role-play	• readers • newspapers • books • checklist • checklist

Core element : Interrelationship between individual, 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 be able to: • demonstrate an understanding of origin of the ethnic groups in their TA	The learners must be able to: 1 **identify** ethnic groups in their TA 2 **locate** the origins of the ethnic groups in their TA	**Origin of the ethnic groups in the TA**	• brainstorming the ethnic groups in their TA • discussing the ethnic groups in their TA • discussing the origins of the ethnic groups in their TA • locating the origins of the ethnic groups in their TA	• discussion • explanation • question and answer • research • group work • peer assessment	• census reports • charts/raised charts • resource persons • Braille materials • Braille census reports • sign language interpreter

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of cultural expression in their area	1 **describe** cultural expressions in their TA 2 **state** the importance of cultural expressions in their TA	**Cultural expressions in their TA**	• identifying cultural expressions in their TA • discussing the cultural expressions in their TA • brainstorming the importance of cultural expressions in their TA • discussing the importance of cultural expressions in their TA • role playing some of the cultural expressions in their TA	• discussion • explanation • question and answer • research • group work • peer assessment	• local environment • learners' experiences • pictures • resource persons • checklists • musical instruments • artifacts

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 transport and communication systems in the community	Learners must be able to: 1 **identify** means of communication in the traditional authority	**Communication**	• brainstorming means of communication in the community • identifying means of communication in the community • observing communication systems available in the community	• discussion • question and answer • rubric • brainstorming • discussion • question and answer • peer assessment • explanation	• pictures showing means of communication • telegram forms • nearest means of communication • letters • phones • drum/whistle • bells • fax • radio • television • flag

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 each means is used in their traditional authority	**communication**	• discussing how each means of communication is used in the community • discussing effectiveness of each means of communication in the community • role playing how each means of communication is used • discussing advantages and disadvantages of each means of communication	• brainstorming • discussion • question and answer • teachers observation	• branches of trees • cell phone exchange • pictures and raised pictures showing different modes of transport • environment • resource person
	3 **identify** institutions that provide communication services in their TA		• brainstorming institutions that provide communication services in the TA		

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **explain** the role of the community in taking care of communication infrastructure in the TA	**Communication**	• locating on a map institutions that provide communication services in the TA • brainstorming communication infrastructure in the TA • identifying communication infrastructure in the TA • Discussing how the community can take care of communication infrastructure in the TA	• brainstorming • discussion • question and answer • teachers observation	• branches of trees • cell phone exchange • pictures and raised pictures showing different modes of transport • environment • resource person

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	1 **identify** modes of transport in their TA 2 **identify** organisations that provide transport services in the TA	**Transport**	• brainstorming on the modes of transport in the community • identifying transport systems in the community • discussing advantages and disadvantages of each mode of transport • discussing how each mode of transport is used • brainstorming organisations that provide transport services in the community • locating the organizations on the sketch map of the community	• explanation • observation • peer assessment • task analysis • field trip • question and answer • discussion	• pictures and raised pictures showing institutions • template of the map of the community • checklist • raised map • sign language interpreter • pictures showing different infrastructure • environment • aerial photograph • sign language interpreter

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **explain** the role of the community in looking after transport infrastructure	**Transport**	• brainstorming transport infrastructures • identifying transport infrastructures in the community • discussing how the community can take care of transport infrastructures in the community		

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Syllabus for Agriculture, science and technology

Standard 4

Rationale

This learning area contributes to the intellectual and practical development of the learners to enable them to manage the changes that modern agriculture, science and technology and indigenous knowledge bring to all sectors of the economy. The learners will achieve this through accessing and applying the modern agriculture, science and technology, and indigenous knowledge.

Agriculture, science and technology enables the learners, through investigation and inquiry, understand the basic knowledge and skills of agriculture, science and technology through practice so as to integrate their use in their daily lives both at home and school.

The learners will use the acquired knowledge and skills of agriculture, science and technology to investigate and understand the relationships between health and nutrition, production and marketing processes to improve the quality of life for all.

Core elements and their outcomes

a Basic scientific knowledge, skills and attitudes

The learner will be able to understand and apply scientific knowledge, skills and attitudes to solve everyday problems and provide a base for further learning.

b Scientific investigation for application

The learner will be able to investigate relationships, identify and solve practical problems in agriculture, science and technology.

c Knowledge for development

The learner will be able to interpret and apply agricultural, scientific and technological knowledge with ethical responsibility for the environment as well as to make improvements in the quality of life and develop respect for vocational work.

d Nutrition and health

The learner will be able to demonstrate an understanding of the interrelationship among nutrition, health and agriculture in homes, communities and the world.

e Marketing

The learner will be able to apply agricultural, scientific and technological understanding of production, use and marketing processes in agriculture and other economic activities in order to increase local productivity and contribute to the market economy of the country.

f Managing change

The learner will be able to understand, apply, innovate and manage agricultural, scientific and technological changes in the daily life with particular reference to homes and communities in Malawi.

Term 1
Core element : Scientific investigation for application
Primary outcome: The learner will be able to investigate relationships, identify and solve practical problems in agriculture, science and technology.

Assessment standards	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
We will know this when the learners are able to: • carry out a scientific investigation	Learners must be able to: 1 **plan** a scientific investigation	**Scientific investigations**	• identifying problems on which to plan scientific investigations • suggesting possible solutions to the problems • discussing the possible solutions to the problems • brainstorming necessary materials for carrying out the investigations • discussing appropriate materials for carrying out the investigations	• brainstorming • question and answer • discussion • peer assessment • self assessment • teacher observation • oral and written questions • oral and written reports	• TALULAR • an observation checklist • rubrics • materials for conducting investigations • the learners' experiences • charts

Assessment standards	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	2 **conduct** a scientific investigation	**Scientific investigations**	• selecting appropriate materials for carrying out the scientific investigations • setting up materials for the scientific investigation • suggesting what would happen in a given scientific investigation • conducting scientific investigations following instructions or procedures • recording the findings of their investigations • reporting what they found out in the investigations • drawing conclusions • discussing other possible investigations that can be carried out in Agriculture, Science and technology	• question and answer • discussions • group work • peer assessment • investigation • oral and written questions • self assessment • teacher observation • oral and written reports	• TALULAR • an observation checklist • rubrics • materials for conducting investigations • the learners' experiences • charts

Core element : Basic scientific knowledge, skills and attitudes
Primary outcome: The learner will be able to understand and apply scientific knowledge, skills and attitudes to solve everyday problems and provide a base for further learning.

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching, learning and assessment resources**
We will know this when the learners are able to: • identify some common diseases in their communities including AIDS	Learners must be able to: 1 **describe** some common diseases in the communities	**Common diseases**	• naming common diseases in the communities: - scabies - malaria - AIDS - diarrhoeal diseases - Tuberculosis • telling stories about these common diseases in their communities • discussing signs and symptoms of the common diseases • identifying causes of the common diseases • discussing the transmission of the common diseases	• brainstorming • story telling • oral and written questions • teacher observation • peer assessment • self assessment • oral and written reports • discussion	• TALULAR • resource persons • the learners' experiences • stories • charts/raised diagrams • pictures • an observation checklist • rubrics

Assessment standards	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	2 **explain** ways of preventing common diseases	**Common diseases**	• discussing how to prevent common diseases • singing on how to keep the environment clean: *zoola, zoola.... eeh*	• discussion • singing • teacher observation • oral and written questions • peer assessment • self assessment	• TALULAR • the learners' experiences • posters • charts • pictures • songs • an observation checklist • rubrics

Core elements : Nutrition and health
Primary outcomes: The learner will be able to demonstrate an understanding of the interrelationships among nutrition, health and agriculture in homes, communities and the world.

Assessment standards	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
We will know this when the learners are able to: • describe food crops and other edible plants grown in their communities	Learners must be able to: 1 **identify** the food crops and other edible plants grown in their communities 2 **group** the food crops according to their edible parts	**Food crops and other edible plants**	• identifying different food crops and other edible plants • naming food crops and other edible plants grown in their communities • grouping food crops and other edible plants according to their edible parts, eg: - leaves - fruit - roots - whole plant • drawing and painting different food crops and other edible plants	• teacher observation • oral and written questions • recording • question and answer • group work • self assessment • peer assessment • group discussion	• TALULAR • samples of food crops • local environment • charts • raised diagrams • an observation checklist • crayons • water • paint • rubrics

Core elements : Nutrition and health
Primary outcomes: The learner will be able to demonstrate an understanding of the interrelationships among nutrition, health and agriculture in homes, communities and the world.

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching, learning and assessment resources**
We will know this when the learners are able to: • demonstrate an understanding of the sources of food	Learners must be able to: 1 **sort** food according to plant and animal sources	**Types of food**	• listing examples of plant and animal food items • classifying plant and animal food items: - cultivated food items and wild plants - tamed and wild animals • grouping the items according to plant and animal sources in a table • drawing some of the food items	• question and answer • peer assessment • group discussion • brainstorming • self assessment • oral and written questions • teacher observation	• TALULAR • samples of foods • the learners' experiences • charts • pictures • animal food products • raised diagrams • an observation checklist • rubrics

Assessment standards	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	3 **explain** the importance of producing a variety of crops and livestock at home and school	**Importance of producing a variety of crop and livestock**	• discussing the importance of producing a variety of crops and livestock at home and school • drawing some crops and animals that can be grown and reared respectively • soliciting practical ideas on the importance of producing a variety of crops and livestock	• question and answer • group discussion • excursion • peer/teacher assessment • brainstorming • field visits • self assessment • teacher observation • oral and written questions • oral and written reports • investigation	• TALULAR • samples of plant and animal food items • the learners' experiences • local environment • pictures of plants and animals • an observation checklist • rubrics • charts • pictures

Core elements : Nutrition and health
Primary outcomes: The learner will be able to demonstrate an understanding of the interrelationships among nutrition, health and agriculture in homes, communities and the world.

Assessment standards	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
We will know this when the learners are able to: • describe livestock in their communities	Learners must be able to: 1 **identify** livestock in the communities 2 **explain** the importance of livestock in the communities	**Livestock in the communities**	• naming livestock in their communities • visiting the communities to observe the livestock reared • identifying livestock from pictures • drawing livestock of their choice • discussing the importance of livestock in terms of nutrition and health • identifying useful products from livestock • discussing the uses of livestock products • drawing products from the livestock • caring for livestock	• observation • brainstorming • field visits • peer assessment • individual/ group/pair work • question and answer • self assessment • oral and written questions • oral and written reports • group discussion • investigation	• TALULAR • pencils • crayons/coloured chalk • pictures/ models/charts of different animals • some livestock • resource persons • drawing paper • raised diagrams • an observation checklist • rubrics

Core element : Knowledge for development
Primary outcome: The learner will be able to interpret and apply agricultural, scientific and technological knowledge with ethical responsibility for the environment as well as to make improvements in the quality of life and develop respect for vocational work.

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching, learning and assessment resources**
We will know this when the learners are able to: • demonstrate an understanding of indigenous technologies	Learners must be able to: 1 **identify** indigenous technologies used in the communities	**Indigenous technologies in the communities**	• brainstorming examples of indigenous technologies used in the communities • discussing the examples of the indigenous technologies such as: - winnower - sieve (*kape*) - grinding stone (*mphelo*) - wooden spoon	• oral and written questions • group work • peer assessment • brainstorming • discussion • teacher observation • self assessment • oral and written reports	• TALULAR • samples of indigenous technologies • models of indigenous technologies • pictures of indigenous technologies • resource persons • portfolios • an observation checklist • rubrics • the learners' experiences

Assessment standards	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	2 **describe** how the indigenous technologies work	**Indigenous technologies in the communities**	• discussing how the indigenous technologies work • surveying the local communities for indigenous technologies • demonstrating how to use some of the indigenous technologies • practising how to use some of the indigenous technologies • drawing some of the indigenous technologies	• self assessment • teacher observation • demonstration • discussion • investigation • field visits • oral and written questions • oral and written reports	• TALULAR • samples of indigenous technologies • local environment • an observation checklist • rubrics • the learners' experiences

Core element : Knowledge for development
Primary outcome: The learner will be able to interpret and apply agricultural, scientific, technological knowledge with ethical responsibility for the environment as well as to make improvements in the quality of life and develop respect for vocational work.

Assessment standards	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
We will know this when learners are able to: • demonstrate an understanding of the various uses of modern technologies	Learners must be able to: 1 **identify** modern technologies	**Modern technologies**	• brainstorming examples of modern technologies used in the communities • discussing the examples of modern technologies used in the communities • identifying examples of modern technologies used in the communities such as: - wheelbarrow - sewing machine - hair shavers - computers - radios	• oral and written questions • group discussion • peer assessment • self assessment • question and answer • teacher observation • oral and written reports	• TALULAR • samples of modern technologies • models of modern technologies • pictures of modern technologies • the learners' experiences • an observation checklist • resource persons

Assessment standards	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	2 **describe** the uses of modern technologies	**Modern technologies**	• observing modern technology and how they are used in the community • discussing how to use modern technologies • practising how to use some of the modern technologies	• oral and written questions • group discussion • field visits • demonstration • peer assessment • self assessment • question and answer • teacher observation • investigation • oral and written reports	• TALULAR • samples of modern technologies • models of modern technologies • pictures of modern technologies • the learners' experiences • an observation checklist • resource persons

Core element : Knowledge for development
Primary outcome: The learner will be able to interpret and apply agricultural, scientific and technological knowledge with ethical responsibility for the environment as well as to make improvements in the quality of life and develop respect for vocational work.

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching, learning and assessment resources**
We will know this when learners are able to: • demonstrate an understanding of both indigenous and modern technologies	Learners must be able to: 1 **explain** the strengths and challenges of the indigenous and modern technologies	**Strength and challenges of technologies**	• brainstorming strengths and challenges of both indigenous and modern technologies • debating on strength and challenges of both indigenous and modern technologies • discussing strengths and challenges of both indigenous and modern technologies	• debate • brainstorming • group discussion • self assessment • peer assessment • question and answer • oral and written questions • teacher observation • oral and written reports	• TALULAR • samples of modern technologies • the learners' experiences • an observation checklist • rubrics

Core element : Marketing

Primary outcome: The learner will be able to apply agricultural, scientific and technological understanding of production, use and marketing processes in agriculture and other economic activities in order to increase local productivity and contribute to the market economy of the country.

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching, learning and assessment resources**
We will know this when the learners are able to: • describe economic activities using agriculture, Science and technology that contribute to the market economy of Malawi	Learners must be able to: 1 **identify** economic activities using agriculture, Science and technology carried out in the communities	**Economic activities using agriculture, Science and technology in the communities**	• brainstorming the economic activities using agriculture, Science and technology carried out in the communities • discussing the economic activities carried out in the communities such as: - fishing - farming - baking - running a shop - running a maize mill	• brainstorming • group discussion • question and answer • teacher observation • peer assessment • oral and written questions • self assessment	• TALULAR • local communities • resource persons • pictures • charts • an observation checklist • rubrics • the learners' experiences

Assessment standards	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	2 **describe** the importance of economic activities using agriculture, Science and technology	**Economic activities using agriculture, Science and technology in the communities**	• discussing the importance of some of the economic activities using agriculture, Science and technology • singing songs depicting the importance of the economic activities	• group discussion • oral and written questions • singing • question and answer	• TALULAR • the learners' experiences • songs • local market • an observation checklist • rubrics

Core element : Marketing
Primary outcome: The learner will be able to apply scientific and technological understanding of production, use and marketing processes in agriculture and other economic activities in order to increase local productivity and contribute to the market economy of the country.

Assessment standards	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
We will know this when the learners are able to: • describe economic activities that contribute to the market economy of Malawi	Learners must be able to: 1 **identify** items that can be bought and sold in the communities	**Buying and selling in the communities**	• naming items involved in buying and selling such as: beans, soap and cassava • collecting some of the items involved in trade • displaying some of the items • drawing some of the items • making a physical graph of the bought and sold items	• observation • discussion • question and answer • field trips • peer assessment • pair work • group work • oral and written questions • self assessment • teacher observation • oral and written reports	• TALULAR • pictures • charts • the learners' experiences • local market • samples of trade items, such as: - beans - soap - pens - exercise books • an observation checklist • rubrics

Core element : Marketing

Primary outcome: The learner will be able to apply agricultural, scientific and technological understanding of production, use and marketing processes in agriculture and other economic activities in order to increase local productivity and contribute to the market economy of the country.

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching, learning and assessment resources**
We will know this when the learners are able to: • demonstrate an understanding of the importance of markets and marketing functions	Learners must be able to: 1 **identify** activities that take place at a market	**Market places**	• visiting a market place and finding out activities that take place • discussing the importance of some of the activities that take place at the market such as display of items, bargaining and storage • visiting different examples of markets in the communities such as: - flea markets - shop - auction	• discussion • oral and written questions • question and answer • field visits • peer assessment • self assessment • oral and written reports • investigation • teacher observation	• TALULAR • the learners' experiences • charts • pictures • posters • samples of local products in the market • raised diagrams • rubrics • an observation checklist

Assessment standards	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	2 **explain** the importance of markets	**Market places**	• discussing each example of market visited • comparing the different example of markets visited • discussing the importance of markets • discussing ways of solving problems faced in markets	• brainstorming • pair work • discussion • oral questions • question and answer • peer assessment • self assessment • oral and written reports • field visits • investigation • teacher observation	• TALULAR • the learners' experiences • charts • raised diagrams • pictures • posters • samples of local products in the market • local environment • an observation checklist

Core element : Managing change
Primary outcome: The learner will be able to understand, apply, innovate and manage agricultural, scientific and technological changes in the daily life with particular reference to homes and communities in Malawi.

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching, learning and assessment resources**
We will know this when the learners are able to: • demonstrate an understanding of the changes that take place in their communities and how to manage them	Learners must be able to: 1 **identify** the changes that take place in their communities	**Managing change in the communities**	• identifying the changes that take place in the community eg: - weather changes - seasonal changes - availability of food - population size • discussing the changes that take place in the communities • discussing the causes of the changes in the communities • identifying ways of managing changes in the communities	• discussion • question and answer • peer assessment • self assessment • teacher observation • oral and written questions • oral and written reports	• TALULAR • local environment • rubrics • an observation checklist • the learners' experiences • charts • pictures

Core element : Managing change

Primary outcome: The learner will be able to understand, apply, innovate and manage agricultural scientific and technological changes in the daily life with particular reference to the homes and communities in Malawi.

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching, learning and assessment resources**
We will know this when the learners are able to: • demonstrate an understanding of the changes that take place in their communities and how to manage them	Learners must be able to: 1 **identify** ways of managing changes in their communities	**Managing weather and seasonal changes**	• identifying the problems that come due to weather and seasonal changes in the communities • brainstorming on how to solve problems that come due to changes of weather and seasons in their communities • discussing technologies that can help solve the problems that arise due to the changes of weather and seasons in the communities, such as: - fan - umbrella - watering can - treadle pump	• discussion • question and answer • peer assessment • brainstorming • teacher observation • self assessment • oral and written questions • oral and written reports	• TALULAR • local environment • weather stations • thermometers • rain gauges • an observation checklist • rubrics • the learners' experiences

Assessment standards	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	2 **evaluate** ways of solving problems that arise due to changes of weather and seasons in the communities	**Managing weather and seasonal changes**	• practising how to solve problems that arise due to changes of weather and seasons in their communities • discussing the limitations of the solutions to the problems	• group discussion • question and answer • demonstration • peer assessment • self assessment • oral and written questions • teacher observation • oral and written reports • investigation • field trips	• TALULAR • local environment • thermometers • rain gauges • an observation checklist • rubrics • the learners' experiences

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Syllabus for

Bible knowledge

Standard 4

Rationale

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

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

Core elements and their outcomes

God the Father

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

Life of Jesus

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

Christian life

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

Christian approaches to contemporary issues

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

Term 1
Core element : 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 God's promise to Abraham	The learners must be able to: 1 **describe** the term covenant 2 **explain** God's covenant with Abraham 3 **describe** the story of Abraham as the father of many nations	**God's covenant with Abraham**	• brainstorming the meaning of the term "covenant" • discussing the meaning of the term 'covenant' • discussing any covenant you made between you and your parents • discussing God's covenant with Abraham • discussing why God made this covenant with Abraham • discussing Abraham's family tree • stating the meaning of the name 'Abraham' • discussing how Abraham is the father of many nations through Isaac	• brainstorming • group work • pair work • question and answer • class discussion • teacher observation • peer assessment • self assessment	• talular • learners' experiences • observation checklists • charts • pictures • films • the Bible: Genesis 15: 18 - 21 Genesis 17: 1 - 17 Genesis 18: 17-19 Genesis 21: 1 – 8 Genesis 11: 24-27 Genesis 29: 31-35 Genesis 30: 1-24 • audio tapes • portifolios • rubrics • braille materials • raised diagrams

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **describe** Abraham 's family trees		• researching on learners' family trees • reporting the findings on learners' family trees	• brainstorming • group work • pair work • question and answer • class discussion • teacher observation • peer assessment • self assessment	• talular • learners' experiences • observation checklists • charts • pictures • films • the Bible: Genesis 15: 17 - 21 Genesis 17: 1 - 7 Genesis 18: 18-19 Genesis 21: 1 – 8 Genesis 11: 24-27 Genesis 29: 31-35 Genesis 30: 1-24 • audio tapes • portifolios • rubrics • braille materials • raised diagrams

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 how God led Israel through the judges	1 **describe** a judge 2 **explain** the role of a judge today 3 **describe** the main judges of Israel 4 **explain** how God used the judges to deliver Israel from her enemies	**Israel and the Judges**	• brainstorming the meaning of the term 'judge' • discussing the meaning of the term 'judge' • role playing the post of a judge • brainstorming the functions of judges today • discussing the functions of judges today • role playing the functions of judges today • brainstorming the main judges of Israel • discussing the main judges of Israel • brainstorming the role of judges among the Israelites • discussing the role of judges among the Israelites • role playing the role of judges among the Israelites	• brainstorming • group work • pair work • question and answer • class discussion • teacher observation • peer assessment • self assessment	• talular • learners' experiences • observation checklists • charts • pictures • films • Bible: Judges 7, 11, 13, 16 • audio tapes • portifolios • rubrics • braille materials • raised diagrams

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

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate an understanding of love in Jesus' teachings	The learners must be able to: 1 **explain** the meaning of love 2 **describe** how people show love 3 **describe** the teaching of Jesus about love	**The teaching about love**	• brainstorming the meaning of 'love' • discussing the meaning of 'love' • brainstorming situations where people show love • discussing situations where people show love • discussing how people show love • identifying bible stories where Jesus showed love • discussing bible stories where Jesus showed love • discussing how Jesus' love is shown today • role playing Jesus' teaching about love	• discussion • brainstorming • role playing • group work • teacher observation • peer observation • question and answer	• observation check lists • learners' experiences • video tapes/audio tapes • religious books • newspapers • the Bible Mark 6: 31-44 Luke 10: 25-37 Matt. 20: 29-34 Luke 15: 11-32 • 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 christian of human rights and responsibility	The learners must be able to: 1 **explain** human rights and responsibilities 2 **describe** human rights issues 3 **explain** what the Bible says about human rights and responsibilities	**Human Rights and responsibilities**	• brainstorming the meanings human rights and responsibilities • discussing the meanings human rights and responsibilities • identifying human rights • identifying Bible stories on human rights • discussing the Bible stories on human rights • role playing responsibilities • discussing human rights • discussing how to exercise human rights responsibly • discussing how human rights and violated	• brainstorming • question and answer • discussion • group work • teacher observation • peer assessment	• observation checklists • learners' experiences • video tape/ audio tapes • radios • pictures from religious books • the Bible Genesis 37: 12-24 Genesis 4: 15 - 16 Luke 15: 11-32 Mathew 22:15-22 • portifolios • rubrics • braille materials • hand frames • feathers

Term 2
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 Esau and Jacob	The learners must be to: 1 **explain** the role of first born child in a family 2 **explain** the prophecy of Isaac's twin sons 3 **describe** the attitudes of the two sons towards the role of an heir	**Esau and Jacob**	• brainstorming the meaning of the term "first born" • discussing the role of the first born in a family • brainstorming the meaning of the terms "prophecy and twins" • discussing the meaning of the terms prophecy and twins • discussing the prophecy of the birth of the twins (Esau and Jacob) • discussing the Jewish custom of the role of the first born (heir) • discussing the attitude of Esau towards his role as the first born • discussing the influence of Isaac and Rebecca in fulfilling God's prophecy of the sons' future • role play the story of Esau and Jacob	• brainstorming • group discussion • pair work • question and answer • class discussion • story telling • singing • teacher observation • peer assessment • self assessment	• talular • learners' experiences • observation checklists • charts • pictures • stories • films/videos • the Bible Genesis 25: 22-24, 29-34 Genesis 27: 5-29 Genesis 28: 10-22 • portifolios • rubrics

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **describe** dreams 5 **describe** Jacob's dreams 6 **describe** Joseph's dreams	**Esau and Jacob**	• discussing their own dreams • discussing the meaning of some of their dreams • discussing Jewish beliefs about dreams • discussing God's use of dreams • discussing Jacob's dream • discussing the effect of Jacob's dream on his life • discussing Joseph's dreams • discussing the effect of Joseph's dreams on his life	• brainstorming • group discussion • pair work • question and answer • class discussion • story telling • singing • teacher observation	• talular • learners' experiences • observation checklists • charts • pictures • stories • films • the Bible Genesis 25: 22-24, 29-34 Genesis 27: 5-29 Genesis 28: 10-22 Genesis 37: 5-10 Genesis 31: 10 – 13 • portifolios • rubrics • braille materials • hand frames • feathers • stylus • raised diagrams

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

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of ways of promoting peace	The learners must be able to: 1 **explain** peaceful living 2 **explain** the importance of maintaining peace 3 **describe** Bible stories about peaceful living	**Peaceful living**	• brainstorming ways of keeping peace • discussing ways of keeping peace • discussing the importance of keeping peace • brainstorming the importance of maintaining peace • discussing the importance of maintaining peace • discussing ways of maintaining peace • identifying bible stories about peaceful living • discussing bible stories about peaceful living • discussing the importance of living in peace with others	• brainstorming • discussion • question and answer • peer observation • teacher observation • group work	• observation check lists • learners' experiences • video tapes/audio tapes • religious books • news papers • the Bible Matt. 10: 13 Mark 9: 50 John 14: 27 Mark 14: 46-48 Luke 10: 6 Romans 12: 18-19 • portifolios • rubrics • braille materials • hand frames • feathers

Core element : Christian approaches to contemporary issues

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

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of christian approach to HIV and AIDS	The learners must be able to: 1 **explain** how to care for the sick 2 **describe** how Christians care for the sick 3 **describe** how christians care for HIV and AIDS patients	**HIV and AIDS**	• brainstorming how to care for the sick • discussing how to care for the sick in the community • role playing caring for the sick • brainstorming how Christians care for the sick • discussing how Christians care for the sick • brainstorming how to care for HIV and AIDS patients • discussing how to care for HIV and AIDS patients • singing songs on HIV and AIDS	• field visit • question and answer • singing • discussion • group work • teacher observation • peer assessment	• talular • local environment • observation checklists • learners' experiences • video tapes/audio tapes • radios • religious books • the Bible James 5: 14-15 Mathew 25: 36-39 Mathew 4: 23-24 • 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 christian approach to vulnerable people, the aged	1 **explain** the meaning of the term 'aged' 2 **explain** how to care for the aged 3 **describe** how Christians care for the aged	**Christians and the aged**	• brainstorming the meaning of the aged • discussing the meaning of the aged • role playing the aged • brainstorming how to care for the aged • discussing how to care for the aged • brainstorming how Christians care for the aged • discussing how Christians care for the aged • role playing how Christians care for the aged	• question and answer • group work • singing • discussion • teacher observation • peer assessment	• talular • local environment • observation checklists • learners' experiences • video tapes/audio tapes • radios • religious books • Bible 2 Kings 2: 23-24 Genesis 46-50

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 Jesus' teaching about love	The learners must be able to: 1 **describe** family activities that show love 2 **describe** Jesus ' love for children 3 **explain** Jesus' love for sinners and enemies	**Jesus' teachings about love**	• brainstorming family activities that show love • discussing family activities that show love • role playing family activities that show love • discussing the stories of Jesus showing love for children • sharing stories of how Christians show love • role playing Jesus showing love for children • discussing stories of Jesus showing love for sinners and enemies • discussing Jewish attitude towards sinners and enemies • singing songs about the love of Jesus	• group work • question and answer • class discussion • teacher observation • singing • story telling • peer assessment • self assessment	• pictures • learners' experiences • observation checklists • charts • song books • the Bible Lk 18: 15 – 17 Matt 19: 13 – 15 Mark 10: 13 – 16 Lk 19: 1-10 Matt 9: 9-13 Lk 5: 27-32 • songs • portifolios • rubrics • braille materials

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **explain** Jesus' love for Jews and Gentiles	**Jesus' teachings about love**	• telling their own love towards each other • discussing Jewish attitudes towards Gentiles • discussing Jesus' teaching of love for the Jews • narrating stories of Jesus' love for the Gentiles • role playing the story of Jesus and the woman at the well.	• group work • question and answer • class discussion • teacher observation • story telling • peer assessment • self assessment	• pictures • learners' experiences • observation checklists • charts • the Bible Matt 9: 9 – 13 Lk 5: 27 – 32 Mark 7: 24 – 30 John 4: 7 - 42 • pupils • portifolios • rubrics • braille materials • hand frames • stylus • raised diagrams • feathers

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 love of Jesus to people through his death and resurrection	1 **describe** death and resurrection 2 **explain** the causes of death 4 **explain** the kind of death Jesus went through 5 **explain** the importance of Jesus' death 6 **describe** the resurrection of Jesus	**Jesus' death and resurrection**	• brainstorming the meanings of death and resurrection • discussing the meanings of death and resurrection • brainstorming the causes of death • discussing the causes of death • brainstorming the meaning of the cross • discussing the meaning of the cross • discussing the kind of death Jesus went through • brainstorming the importance of Jesus' death • discussing the importance of Jesus' death • describing the resurrection of Jesus • discussing the importance of Jesus' resurrection	• group work • question and answer • class discussion • singing • story telling • peer assessment • self assessment	• pictures • learners' experiences • observation checklists • charts • song book • Bible Luke 22, 23, 24 John 19:30 • songs • portifolios • rubrics • braille materials

Core element : Christian approaches to contemporary issues

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

Assessment standard	**Success Criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of christian appreciation of environment	The learners must be able to: 1 **describe** an environment 2 **describe** things found in an environment 3 **explain** how to care for animals	**Environment**	• brainstorming the meaning of an environment • discussing the meaning of an environment • visiting the environment around their school • classifying things that are found in the environment • discussing uses of things that are found in the environment • drawing anything seen • brainstorming ways of caring for animals • discussing how to care for animals • role playing how to care for animals	• field visit • question and answer • discussion • teacher observation • drawing • peer assessment	• talular • local environment • observation checklists • learners' experiences • video tapes/audio tapes • radios • religious books • the Bible James 5: 14-15 Luke 10: 30-35 Mathew 12: 9-12 Luke 6: 6-11 Mark 3: 1-6 • portifolios • rubrics • braille materials • hand frames

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **describe** what the Bible teaches about caring for animals in the environment	**Environment**	• brainstorming what the Bible teaches about caring for animals • discussing what the Bible teaches about caring for animals	• field visit • question and answer • discussion • teacher observation • drawing • peer assessment	• talular • local environment • observation checklists • learners' experiences • video tapes/audio tapes • radios • religious books • the Bible Genesis 1: 20-31 Proverbs 12: 10 Luke 13: 15 Luke 14: 5 • portifolios • rubrics • braille materials • hand frames

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Syllabus for

Religious Education

Standard 4

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 places where people pray in various religions	The learners must be able to: 1 **describe** places of prayer in various religions 2 **explain** how people of different religions care for places for prayer 3 **role** play caring for places of prayer	**Places of prayer**	• identifying places of prayer in various religions • describing places of prayer • describing how people of different religions prepare places for prayer • explaining reasons why they care for the places • role playing how people care for places of prayer	• pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing • role playing • reciting • research	• pupils' experiences • observation checklist • charts • pictures • songs • stories • religious books • resource persons • newspapers • radios • drawing materials • braille material

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 ways of praying in various religions	The learners must be able to: 1 **identify** different types of prayers 2 **describe** how people pray in various religions	**Ways of praying**	• brainstorming different types of prayers • composing different types of prayers • saying different types of prayers • demonstrating different postures used when praying	• pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing • role playing • reciting • research	• pupils' experiences • observation checklist • charts • pictures • songs • role play • stories • religious books • resource persons • newspapers • radios

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 the importance of caring for places of prayer	The learners must be able to: 1 **plan** a project on caring for places of prayer 2 **carry** out the project 3 **evaluate** the project	**Project work on caring for places of prayer**	• identifying what the class can do to care for a place of prayer around the community • discussing how to carry out the project of caring for a place of prayer • carrying out the task to care for the place of prayer around 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

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 illnesses that may lead to disabilities	The learners must be able to: 1 **describe** causes of disabilities 2 **explain** the problems faced by people with disabilities 3 **describe** ways of assisting people with disabilities 4 **role** play assisting people with disabilities	**Concept of disability**	• brainstorming causes of disabilities • discussing causes of disabilities • brainstorming the problems faced by people with disabilities • discussing problems faced by people with disabilities • researching on how people with disabilities are assisted in the family, school and community • discussing how people with disabilities are assisted in the family, school and community • role playing assisting people with disabilities	• pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing • role playing • reciting • research • futures wheel	• pupils' experiences • observation checklist • charts • pictures • stories • religious books • resource persons • newspapers • radios

Term 2

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 appreciation of God's love towards people with disabilities	The learners must be able to: 1 **narrate** religious stories on assisting people with disabilities 2 **describe** how religions assist people with disabilities 3 **identify** religious institutions that assist people with disabilities	**Religious teachings on disabilities**	• discussing how people with disabilities are assisted in the family, school and community • identifying religious institutions that assist people with disabilities • identifying institutions that assist people with disabilities • demonstrating how religions assist people with disabilities	• drawing • pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing • role playing • reciting • research • futures wheel	• pupils' experiences • observation checklist • charts • pictures • songs • role play • stories • religious books • resource persons • newspapers • 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: • demonstrate an appreciation of God's love towards people with disabilities	The learners must be able to: 1 **plan** a project to assist people with disabilities 2 **carry** out the project 3 **evaluate** the project	**Project work to assist people with disabilities in the community**	• identifying what the class can do to help the community • discussing how to carry out the project to help people with disabilities in the community • carrying out the task to help people with disabilities in the community • reporting the project work • evaluating the work	• class discussion • teacher observation • peer assessment • question and answer • research	• learners' experiences • observation checklist • charts • newspapers • radios • videos • stories

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: • demonstrate an understanding of friendship and love in different religions	The learners must be able to: 1 **describe** the concept of friendship and love 2 **describe** ways of promoting friendship and love 3 **role** play ways of promoting friendship and love	**Concept of friendship and love**	• brainstorming the meanings of friendship and love • discussing the meanings of friendship and love • narrating stories about friendship and love • role playing the stories about friendship and love	• story telling • role playing • class discussion • question and answer • teaching observation • peer assessment • pair work	• pictures • stories • role play • charts • Bible • Quran • Hadith • pupils' experiences

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: • demonstrate an appreciation of friendship and love in religious perspective	The learners must be able to: 1 **describe** the religious teachings on friendship and love 2 **explain** the importance of religious teachings on friendship and love 3 **role** play religious teachings on friendship and love	**Religious teachings on friendship and love**	• identifying the religious teachings about friendship and love • discussing the religious teachings about friendship and love • discussing the importance of religious teaching on friendship and love • role playing religious teaching on friendship and love • role playing the teaching of different religions about friendship and love • brainstorming the importance of religious teaching on friendship and love	• story telling • role playing • class discussion • question and answer • teaching observation • peer assessment • pair work	• pictures • stories • role play • charts • Bible • Quran • Hadith • pupils' experiences

Term 3

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: • appreciate life as a gift from God	The learners must be able to: 1 **explain** why people are happy when a child is born 2 **role** play reactions of people when a child is born 3 **explain** the importance of life 4 **describe** religious teachings on the value of life	**Value of life**	• discussing peoples reactions when a child is born • role playing peoples reactions when the child is born • brainstorming the importance of life • discussing the importance of life • researching on the religious teachings on the value of life • discussing religious teachings on the values of life	• story telling • role playing • class discussion • question and answer • teaching observation • peer assessment • pair work • research	• pictures • stories • role play • charts • Bible • Quran • Hadith • pupils' experiences

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • show an understanding of death from different religious perspectives	The learners must be able to: 1 **discuss** the concept of death 2 **describe** religious teachings on death 3 **explain** the importance of religious teachings on death	**Death**	• discussing the term death • identifying causes of death • researching religious teachings on death • reporting research findings on religious teachings on death • discussing religious teachings on death • listening to a resource persons on the importance of religious teachings on death • discussing the presentation	• role playing • story telling • question and answer • observation checklist	• drawing materials • charts • pupil experiences • resource person

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: • develop positive attitude towards death	The learners must be able to: 1 **describe** religious ways of preparing for life after death 2 **explain** the importance of preparing for life after death	**Life after death**	• brainstorming ways of preparing for life after death • discussing ways of preparing for life after death • brainstorming the importance of preparing for life after death • discussing the importance of preparing for life after death	• role playing • story telling • question and answer • observation checklist	• drawing materials • charts • pupils' experiences

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 peace and justice.

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 justice and peace	The learners must be able to: 1 **describe** the concepts of justice and peace 2 **describe** the challenges to justice and peace 3 **explain** ways of promoting justice and peace in society 4 **describe** roles of religious groups in promoting justice and peace	**Justice and peace**	• brainstorming the meaning of justice and peace • discussing the meaning of justice and peace • identifying challenges to justice and peace • discussing challenges to justice and peace • researching ways of promoting justice and peace in the society • discussing ways of promoting justice and peace in the society • identifying activities of religious groups in promoting justice and peace • role playing activities of religious groups in promoting justice and peace • listening to a resource person on roles of religious groups in promoting justice and peace	• story telling • class discussion • question and answer • teaching observation • peer assessment • pair work • research • role play	• pictures • stories • role play • charts • Bible • Quran • Hadith • pupils' experiences • resource person

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 the position of women in different religions	The learners must be able to: 1 **identify** roles of women in different religions 2 **discuss** religious teachings on the roles of women in different religions 3 **describe** challenges women face in different religions 4 **explain** ways of promoting women in religions 5 **role** play roles of women in different religions	**Women in religions**	• brainstorming roles of women in different religions • discussing roles of women in different religions • discussing religious teachings on the role of women • identifying challenges women face in different religions • discuss challenges women face in different religions • researching ways of promoting women in different religion • discussing ways of promoting women in different religion • role playing roles of women in different religions • listening to a resource person on religious teachings on the role of women in different religions	• drawing • pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing • role playing • reciting • research • futures wheel	• pupils' experiences • observation checklist • charts • pictures • songs • role play • stories • religious books • resource persons • newspapers • radios

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