

THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

**PRE-PRIMARY SYLLABI FOR
ENGLISH MEDIUM SCHOOLS**

FIRST YEAR

2022

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Designed and prepared by

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PREFACE

The 2022 Pre-primary Education Syllabus replaces the 2012 syllabus. This syllabus is derived from the reviewed pre-primary and primary Education curriculum that started in 2019. The process of this curriculum reform involves various educational stakeholders specifically the members from pre- primary education level. It focuses on preparing the child for all areas of development, including mental, physical, visionary, social and emotional development to prepare them to join primary education.

The Syllabus is based on the requirements of the Zanzibar Education Policy, which goes hand in hand with educational reforms in line with the needs of the 21st century. The Ministry of Education and Vocational Training (MoEVT), through the Zanzibar Institute of Education (ZIE) has ensured that the process of preparing the syllabus, has considered the contributions and views of education stakeholders as well as various publications, including syllabi from other countries that use Thematic approach to ensure that children acquire the intended competences and are evaluated based on the identified learning outcomes.

In considering educational equity for all children, this Syllabus will be applied to all schools in Zanzibar, including government, private and community schools. I would like to extend my sincere thanks to all the stakeholders who contributed to the writing of this document including the ZIE advisory board, management and all its staff, the group of early childhood education experts, curriculum developers, educational inspectors, teachers, including retired teachers and involved in writing and editing this document.

I hope this Syllabus will be used by teachers and other curriculum practitioners at the level of Pre-primary Education to raise the standard of education for all schools in Zanzibar.

Khamis A. Said
Principal Secretary,
Ministry of Education and Vocational Training,
Zanzibar.

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ZIE is also grateful to thank all other stakeholders from Unguja and Pemba who participated in the consultation workshops for their valuable inputs. Their devotion of time and knowledge made this guideline to be accomplished effectively. In addition, the special thanks goes to the Revolutionary Government of Zanzibar especially GPE and SIDA for providing their financial support in completing this work.

Finally, ZIE wishes to submit this Syllabus for as it will continue to be a point of reference to support teachers and pupils in teaching and learning process.

Abdalla M. Mussa
Executive Director,
Zanzibar Institute of Education,
Zanzibar.

1.0 INTRODUCTION

The Ministry of Education and Vocational Training in Zanzibar aims to build a society with Zanzibari traditions, norms and values and enhance life by providing children with independent education to achieve national and international goals and meet the challenges posed by the 21st Century advancement of science and technology.

The Zanzibar Education Policy (2006) provides direction for education to meet the developmental needs of the Zanzibar community, including the needs of each individual learner. This policy focuses on providing quality and appropriate education in preparing children to acquire literacy, numeracy and creativity skills based on learning areas.

The Pre-primary Education Syllabus will help children learn literacy, writing, numeracy and creativity skills easily. The pre-school teachers will be able to use a variety of techniques in directing children to practice learning activities relevant to the topics/themes in their level learning areas. Such methods and practices will be applied according to the learning and teaching environment and materials.

This is an activity-based Syllabus that has collected the general learning outcomes that the Pre-primary school teacher should achieve through the implementation of specific learning outcomes in the topic/theme for each learning area. Also, the teacher can assess the child through the assessment techniques and tools contained in the Syllabus matrix. In addition, the teacher should do a formative assessment through the suggested learning activities outlined in the Syllabus matrix.

1.1 Zanzibar Philosophy of Education

The Pre-primary Education Syllabus focuses on the Philosophy of Education for self-reliance as outlined in the 2022 Pre-primary and primary curriculum framework. This philosophy is the foundation of Zanzibar education. It includes self-sufficiency, self-reliance, sustainability, life skills, valuing equity, entrepreneurship, innovation, curiosity, creativity and the ability to evaluate and analyze.

1.2 Goals of Education in Zanzibar

1. To promote and sustain cultural values, attitudes, customs of the people of Tanzania and particularly Zanzibar to enhance unity and cultural identity;
2. To promote the acquisition and appropriate use of all forms of knowledge and skills for the full development of the human personality and improvement of quality of life for the individual and for the society as a whole;
3. To enable every citizen to understand and respect the fundamentals of the national constitution as well as the enshrined human and civil rights, obligations and responsibilities;
4. To promote and enable operational use, management and conservation of the environment;
5. To install love and respect for work, self and wage employment, individual work discipline to improve work performance; and
6. To inculcate principles and practice of tolerance, peace, love, justice; understanding human rights and fundamental freedoms, national unity; international cooperation enshrined in international basic charters.

1.3 The General Objectives of Education

The general objectives of education are:

1. To promote and develop Tanzanians' values, ideology, and customs to strengthen national unity and identity.
2. To promote access to and proper use of skills and knowledge for the sustainable development of society.
3. To enable all citizens to understand and respect the fundamentals of the constitution, their responsibilities and human rights.
4. Promote awareness of proper use, management and conservation of the environment.
5. Increase love, respect and discipline in work to increase efficiency.
6. Encourage compliance with principles, promote peace and tolerance, love, justice, understanding of human rights and responsibilities, national unity and international cooperation as defined in the basic international treaties.

1.4 General Objectives of Pre-primary Education in Zanzibar

1. Pre-primary education is provided to enable children to: Develop a self-respecting attitude and respect for other children, including special needs and adults.
2. Build a culture of mutual support and tolerance among themselves and their community.
3. Acquire conflict resolution skills and live together in a safe environment.
4. Develop a habit of appreciating other people's ideas.
5. Acquire skills to integrate the knowledge they learn at home and school.
6. Develop healthy eating habits, care for their health, and promote physical and environmental hygiene.
7. Develop a habit of respecting their own beliefs and those of others and valuing the values of their communities.
8. Acquire skills to play a variety of childish nature games.
9. Solve simple science and mathematics problems.
10. Express and construct a simple argument.
11. Design various objects and classify them.
12. Acquire skills or use of electronic devices and Information and Communication Technology.

1.5 General Learning Outcomes

1. Have good body coordination by performing fine and gross motor skills.
2. Follow instructions, solve minor problems and be able to use thinking skills.
3. Demonstrate literacy skills, including writing short sentences.
4. Apply mathematical skills in their daily lives.
5. Have moral ethics and practices of their religions and to value and respect the values and traditions of people of other faiths.
6. Communicate using words and actions in a variety of contexts.
7. Appreciate the essentials of nation-building
8. Using electronic and ICT equipment in learning.

1.6 Rationale for Writing the Pre-primary Education Syllabus

This Syllabus is a pre-requisite for the implementation of the 2021 Pre-primary Education Curriculum, which prepares the pre-primary child to be creative. It helps

them acquire basic developmental skills that will help them learn and master primary education lessons effectively in line with the global 21st Century skills.

The fifth programme in *The Zanzibar Education Development Plan (ZEDP II) Quality of Education* identifies the need for reviewing and strengthening the pre-primary and primary education syllabi to promote foundations that reflect the actual learning expectations. This Syllabus translates the recommendations provided for the 2019 curriculum framework, which has focused on implementing the ZEDP II.

This Syllabus addresses all children in Zanzibar pre-primary schools, including those with special educational needs from four to five years of age. Similarly, it will be used by pre-primary school teachers, education officers, curriculum officers, examination officers, school inspectors, TC advisors, and other educational stakeholders including civil society organizations and development partners.

1.7 Cross-cutting issues in the Pre-primary Syllabus

The cross-cutting issues mentioned in this Syllabus are gender, HIV/AIDS, inclusive education and life skills, child rights, child and drug abuse, corruption, environment and financial education.

1.8 Time

According to the Zanzibar Education Policy, the pre-primary education shall be provided for two years to the four- and five-year's children. This means that a child is prepared to start primary school at the age of six.

1.9 Assessment of the pre-primary child progress

A child's assessment of their progress will be conducted to monitor daily changes in their learning as well as physical, mental, social and emotional development. Assessment will help the teacher to determine the child's development and quality of teaching and learning techniques. Similarly, it will help to identify the level of skills a child has acquired to plan strategies to help children with special educational needs and recommend to review the Syllabus and teaching and learning materials to suit the needs of each child.

In this level of education the child progress should not be measured by examinations and tests. A teacher should measure each child's development and learning progress step by step daily, monthly, each term and annually based on the

specific learning outcomes after each topic/theme by using the assessment guide line. Finally, the teacher should record how the child is learning.

1.10 Assessment Guide in Pre-primary Education

A child development assessment should be done daily to get information on the child's learning progress. This Pre-primary Syllabus recommends observation assessment technique and daily monitoring of the child's development as it is a reliable way of showing the child's actual performance.

The teacher should monitor the child's daily activities both in and out of the classroom and keep a record of the child's progress indicators. Therefore, a day report may not provide the actual development of a child's development unless monitoring and record-keeping are required. The assessment guide will include assessment techniques and tools.

2.0 The Syllabus Structure

This Syllabus consists of two main parts namely introduction and the teaching and learning matrix.

2.1 Introduction

This section provides detailed information about the Syllabus including the philosophy, purpose and objectives of education in Zanzibar. Also, it includes objectives of pre-primary education in Zanzibar, skills, content, competences, selection and sequence of the topics, learning areas and the child assessment.

2.2 Teaching and Learning Matrix

This part of the matrix shows the teaching and learning procedures designed to be conducted for each year in order to achieve the general learning outcomes. These general learning outcomes are presented before the teaching and learning matrix. The matrix is made of topic/themes, specific learning outcomes, learning activities, learning resources, assessment and the number of periods. The following is the description of what is in the columns:

2.2.1 Themes/Topics

Themes/Topics are arranged such that knowledge, skills and attitude are achieved. In addition, the arrangement focuses on the child's mental, physical, social and visual development potential. In the areas of learning, the topics and themes are arranged sequentially, from simple to complex, which will enable the child to learn more quickly.

2.2.2 Learning Outcomes

Each sub-topic/theme is written with specific learning outcomes detailing the knowledge, skills and attitudes that a child should learn. The learning outcomes focus on what the pre-primary child is expected to do after learning the particular topic/theme. The teacher is advised to consider the outcomes carefully.

2.2.3 Learning activities

The learning activities column with the participatory techniques that the teacher and the pre-primary child can use to achieve the intended goal. The teacher should use a variety of teaching and learning methods to meet the needs of each topic and the teaching environment of the particular topic. The teacher should focus their energy and expertise on engaging the child in learning using the identified activities. It is emphasized that the teacher should use the children's experiences and participatory learning techniques to facilitate effective learning.

2.2.4 Learning resources

The learning resources column shows the list of the suggested learning resources to be used in facilitating the themes. The teacher should make sure that they use the resources appropriately in order to develop the intended competence. In addition, the teacher is advised to be creative in developing and using other resources depending on the child's learning needs.

2.2.5 Periods

This column contains the number of the estimated periods for each topic/theme. The estimation varies from one learning area to another. Each year will have two terms consisting of 21 weeks each. There will be 8 periods of 30 minutes each per day. The total number of periods per week is 40. The number of periods is determined by the size of the sub-topic/theme, the teaching and learning environment and the number of specific learning outcomes after calculating the number of hours per year. However, these suggestions for the number of periods may change depending on the teaching and learning context.

The start and ending times of the periods will depend on the specific context of each place. A 55-minutes period has been dedicated for the activities in learning corners and outside the classroom. Also, there will be a 30-minutes break when children go to eat.

2.3 Thematic Approach

This is a learning approach where many aspects of the curriculum are taught together in the same content rather than separated into different subjects. Thematic approaches are usually seen to focus on the age of young children rather than the system of using subjects.

2.4 Themes

In this syllabus, a total number of 10 themes will be used in pre-primary teaching and learning for both first and second year.

2.5 The Pre-primary Education Themes

No.	First Year	Second Year
1.	Myself	Myself
2.	My family	My family and community
3.	My home	My school
4.	My country	My country
5.	Animals	Animals
6.	Water	Water, water bodies (lakes, rivers, oceans) and travel
7.	Plants	Plants
8.	Weather	The weather and Climate
9.	Food and Nutrition	Food, Nutrition and Health
10.	Our environment	Our environment and its protection

2.6 Scope and Sequence

In this Syllabus themes have been arranged according to knowledge, skills and attitudes. Also, the arrangement has considered the children's mental, physical, social and emotional development. The topics/themes are arranged sequentially from simple to complex. The following is the sequential structure of the topics/themes:

2.7 Learning areas

This Pre-primary Syllabus has six learning areas which are:

- a. Kiswahili Language Activities
- b. English Language Activities
- c. Mathematical Activities
- d. Environmental Activities
- e. Creative Arts and Sports Activities
- f. Islamic Religion Activities

VITENDO VYA LUGHA YA KISWAHILI

STADI ZA JUMLA

Katika kujifunza vitendo vya lugha, **Mtoto aoneshe uwezo wa:-**

1. Kuwasiliana
2. Kuelezea tunu za Taifa.
3. Kuzungumza kwa kuelezea matukio mbalimbali katika hadithi, nyimbo na vitendawili.
4. Kusoma maneno yenye silabi zisizozidi tatu na silabi ambatano.
5. Kuandika maneno yenye silabi zisizozidi tatu na silabi ambatano.

Mawanda na Mtiririko wa Vitendo vya Lugha ya Kiswahili

STADI	MADA / DHAMIRA
	MWAKA WA 1
1. KUSIKILIZA NA KUZUNGUMZA	1. MIMI a. Kujeleza na Kuelezea b. Maamkizi c. Mazungumzo
	2. FAMILIA a. Maelezo ya Familia b. Tabia njema
	3. MAZINGIRA YETU a. Sauti na Milio b. Sauti za Herufi c. Mawasiliano ya ishara
	4. NCHI YANGU a. Rangi b. Hadithi c. Nyimbo d. Fahari za Zanzibar

2. KUSOMA	5. KUSOMA a. Kusoma Picha b. Kubainisha maandishi katika kitabu c. Kusoma herufi za Kiswahili d. Silabi za Kiswahili e. Kusoma maneno
3. KUANDIKA	6. KUANDIKA a. Stadi za awali za kuandika b. Nakshi za msingi c. Herufi d. Silabi e. Maneno

VITENDO VYA LUGHA YA KISWAHILI MWAKA WA KWANZA

STADI

Mtoto aoneshe uwezo wa: -

1. Kuwasiliana na marafiki, familia na watu wengine.
2. Kuelezea tunu za Taifa.
3. Kusoma maneno yenye silabi mbili.
4. Kuandika maneno yenye silabi mbili.

JADWELI LA VITENDO VYA LUGHA YA KISWAHILI

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
KUSIKILIZA NA KUZUNGUMZA	1. MIMI a. Kujieleza na Kuelezea	Mtoto aoneshe uwezo wa: i. Kujieleza.	- Kuimba nyimbo za kujitambulisha - Kutumia onesho mbinu la kujitambulisha - Kucheza michezo ya kujitambulisha	- Vitabu/vitabu vya picha mguso vya hadithi - Vifaa/vifaa saidizi vya TEHAMA - Kadi/kadi mguso za watu wanaojielezea - Picha za majengo ya kijamii	- Takriri - Maswali na majibu - Dole gumba juu/dole gumba chini	7
		ii. Kuwaelezea watu wengine.	- Kuimba nyimbo inayowaelezea watu wengine - Kutumia maswali na majibu kuwaelezea watu wengine - Kucheza michezo ya kuwaelezea watu mashuhuri - Kufanya majigambo ya kuelezea picha za watu anaowapenda			
		iii. Kuelezea majengo ya kijamii.	Kuimba nyimbo zinazotaja majina ya majengo ya kijamii			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			• Kufanya ziara za kimasomo katika majengo ya kijamii • Kucheza michezo ya kuigiza kazi zinazofanywa katika majengo ya kijamii			
	b. Maamkizi	Mfoto aoneshe uwezo wa: i. Kuainisha maneno yanayotumika katika maamkizi.	• Kuimba nyimbo zinazotaja maneno ya maamkizi • Kusikiliza hadithi zinazotaja maneno yanayotumika katika maamkizi • Kucheza michezo inayotaja maneno yanayotumika katika maamkizi	• Vitabu/Vitabu vya hadithi vya hati za nukta nundu • Vifaa/vifaa saidizi vya TEHAMA • Chati/chati mguso za matendo ya kusalimia • Picha za watu wanaosalimiana • Vitabu vya hadithi vyenye maandishi makubwa	• Takiri maneno • Maswali na majibu • Tathmini rika • Majibizano • Uchunguzi	
		ii. Kusalimia watoto wa rika moja.	• Kuimba nyimbo zinazohusisha maamkizi kwa watoto wa rika moja • Kuigiza matendo ya kutoa salamu kwa watoto wa rika moja			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			● Kucheza michezo ya kusalimiana kwa watoto wa rika moja ● Kuimba nyimbo za kuamkia watu wa rika tafauti ● Kutumia onesho mbinu la kuamkia watu wa rika tafauti ● Kufanya mazoezi ya kuamkia watu wa rika tafauti			
		i. Kuamkia watu wa rika nyengine.				
	c. Mazungumzo	Mtoto aoneshe uwezo wa: ii. Kuelezea kazi anazozifanya katika mazingira ya nyumbani.	● Kusikiliza hadithi zinazoelezea kazi za nyumbani ● Kujadiliana kazi zinazofanywa nyumbani ● Kuigiza kazi ndogondogo anazozifanya nyumbani ● Kuimba nyimbo zinazotaja vyakula	● Picha/picha mguso za watu na kazi zao ● Picha/picha mguso za familia ● Kalenda ● Kadi/kadi mguso za siku za wiki ● Manila ● Rangi ● Vyakula	● Majibizano ● Maswali na majibu ● Uchunguzi	8
		iii. Kueleza vyakula anavovipenda na asivovipenda.			● Majibizano	

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			vinavyopatikana katika jamii yake. • Kusimulia hadithi zinazohusu vyakula anavyovipenda na asivyovipenda • Kuchora picha za vyakula anavyovipenda	• Matunda halisi • Chati/chati mguso ya mti wa familia • Chati/chati mguso ya vyakula •	• Maswali na majibu	
		iv. Kuainisha siku za wiki.	• Kuimba nyimbo za kutaja siku za wiki. • Kusikiliza hadithi zinazotaja siku za wiki. • Kuigiza matendo anayoyafanya katika siku za wiki • Kucheza michezo inayoeleza siku za mapumziko katika wiki • Kutafautisha siku za kazi na siku za mapumziko			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	2. FAMILIA a. Maelezo ya familia	Mtoto aoneshe uwezo wa: - i. Kufafanua familia yake.	• Kuimba nyimbo za kutaja watu waliomo katika familia • Kutumia majigambo kuainisha watu waliomo katika familia yake • Kucheza michezo ya kuchora picha za watu waliomo katika familia yake	• Picha za wanafamilia • Picha za majukumu ya wanafamilia • Picha za kazi za wanafamilia • Vifaa saidizi vya TEHAMA • Chati/Chati mguso za mti wa familia • Chati/Chati mguso za majukumu ya wanafamilia	• Uchunguzi • Kibaofumbo • Maswali na majibu • Ishara ya maigizo • Majadiliano ya jozi/vikundi • Dole gumba juu/ chini	7
		ii. Kuelezea majukumu ya watu katika familia.	• Kuimba nyimbo za kutaja majukumu ya watu katika familia • Kutumia majigambo kuelezea majukumu ya watu katika familia • Kucheza michezo ya kuelezea majukumu ya watu katika familia			
		iii. Kuelezea kazi zinazofanywa na wanafamilia	• Kucheza michezo ya kuchunguza picha za kazi zinazofanywa na wanafamilia katika jamii			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		katika jamii yake.	• Kufanya maigizo ya kutaja kazi zinazofanywa na wanafamilia katika jamii • Kufanya majigambo ya kazi zinazofanywa na wanafamilia katika jamii • Kucheza michezo ya kuchora picha za kazi zinazofanywa katika jamii			
	b. Tabia njema	Mtoto aoneshe uwezo wa: Kuomba ruhusa.	• Kusikiliza hadithi ya kuomba ruhusa • Kufanya dayolajia zinazohusu taratibu za kuomba ruhusa • Kufanya maigizo ya namna ya kuomba ruhusa	• Vitabu/vitabu vya hadithi vya nukta nundu • Chati/chati mguso za matendo ya kuomba ruhusa. • Chati/chati mguso za matendo ya	• Uchunguzi • Maswali na majibu • Orodha hakiki	7
		- Kuomba ruhusa. - Kuonesha shukurani.	• Kuimba nyimbo za kushukuru			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			• Kucheza mchezo wa kuchunguza picha za matendo ya kushukuru • Kucheza michezo inayoonesha matendo ya kushukuru • Kusikiliza hadithi ya kuomba msamaha • Kutumia maswali na majibu ya kuomba msamaha • Kucheza michezo ya majibizano ya kuomba msamaha	kuonesha shukurani • Chati/chati mguso za matendo ya kuomba msamaha • Vikaragosi • Vifaa saidizi vya TEHAMA		
	3. MAZINGIRA YETU a. Sauti na milio	Mfoto aoneshe uwezo wa: i. Kuainisha sauti na milio anayoisikia.	• Kusikiliza hadithi zenye wahusika wanaotoa sauti na milio • Kuimba nyimbo zenye kuigiza sauti na milio • Kucheza michezo ya kuagua sauti na milio anayoisikiliza	Wanyama Kengele Honi Chupa za kigae Picha za vitu vinavyotoa milio	• Uchunguzi • Maswali na majibu • Bungua bongo • Ishara ya mkono • Majadiliano	7

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		ii. Kuchunguza sauti na milio anayoisikia.	• Kuimba nyimbo za kuagua sauti na milio • Kucheza michezo ya kuigiza sauti na milio • Kucheza michezo ya kuchora picha za viumbe vinavyotoa sauti na vitu vinavyotoa milio	• Picha/picha mguso za wanyama • Vitabu/vitabu vya hadithi vya nukta nundu • Kadi/kadi mguso za vitu vinavyotoa milio • Vifaa saidizi vya TEHAMA	• Takiriri	
		iii. Kutafautisha sauti na milio anayoisikia.	• Kuimba nyimbo zinazohusisha sauti na milio • Kugundua tafauti za milio anayoisikia • Kuigiza sauti za viumbe na milio ya vitu mbalimbali • Kucheza michezo inayotafautisha sauti na milio			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	b. Sauti za herufi (a, e, i, o, u, m, b, k, d, n, t)	Mtoto aoneshe uwezo wa: i. Kuainisha sauti za irabu. (a, e, i, o, u)	• Kuimba nyimbo za sauti za irabu • Kuigiza sauti za irabu • Kucheza michezo ya sauti za irabu /a/ /e/ /i/o/u/	• Kadi/kadi mguso za irabu • Kadi/kadi mguso za konsonanti • Kadi/kadi mguso za maneno na picha	• Uchunguzi • Maswali na majibu • Dole gumba juu/dule gumba chini • Bungua bongo • Majadiliano • Takriri • Majibizano	7
		ii. Kuainisha sauti za konsonanti (m, b, k, d, n, t).	• Kuimba nyimbo za sauti za konsonanti • Kufuatisha sauti za konsonanti /m/b/k/d/n/t/ • Kucheza michezo inayohusisha sauti za konsonanti /m /b /k/ d/ n/ t/	• Vibao fumbo • Kadi za herufi • Bodi ya nukta nundu. • Karata za irabu • Vifaa saidizi vya TEHAMA • Karata za konsonanti		
		iii. Kutafautisha sauti za irabu na konsonanti katika neno.	• Kuimba nyimbo za kutaja sauti za irabu na konsonanti • Kucheza michezo ya kuagua sauti za irabu na konsonanti katika maneno • Kucheza michezo ya kutafautisha sauti za irabu na konsonanti	• Domino za irabu • Domino za konsonanti • Ringi la maajabu		

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			katika majina (m, b, k, d, n, t)			
	c. Mawasiliano ya ishara	Mfoto aoneshe uwezo wa: i. Kubainisha lugha ya ishara.	• Kucheza michezo ya kuchunguza vitendo vya lugha ya ishara • Kufanya mazoezi ya kuigiza vitendo vinavyohusisha lugha ya ishara • Kucheza michezo ya lugha ya ishara	• Kadi • Picha zinazoonesha utumiaji wa lugha kwa ishara • Chati/chati mguso za ishara • Vifaa/vifaa saidizi vya TEHAMA	• Uchunguzi • Maswali na majibu • Dole gumba juu/dole gumba chini • Bungua bongo • Majadiliano • Majibizano	8
		ii. Kutafsiri lugha ya ishara.	• Kuimba nyimbo zinazoonesha vitendo vya lugha ya ishara • Kucheza michezo ya kutafsiri lugha za ishara • Kucheza michezo ya kuoanisha ishara na tafsiri zake			
		iii. Kutumia lugha ya ishara kwa kuwasiliana.	• Kusimulia hadithi zenye lugha ya ishara • Kufanya maigizo ya yanayohusisha vitendo			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			vinavyotumia lugha ya ishara • Kucheza michezo itakayotumia lugha ya ishara • Kufanya mazoezi ya kuwasiliana kwa kutumia lugha ya ishara			
4. NCHI YANGU	a. Rangi	Mtoto aoneshe uwezo wa: i. Kuainisha rangi za msingi (manjano, buluu na nyekundu). ii. Kubaini rangi za bendera ya Zanzibar.	• Kuimba nyimbo zinazotaja rangi za msingi • Kucheza michezo ya kuchunguza picha zenye rangi za msingi • Kufanya mazoezi ya kupanga vitu kwa kuzingatia rangi za msingi • Kuimba wimbo wa rangi za bendera ya Zanzibar	• Vitu vyenye rangi tafauti • Vitabu vya hadithi za picha • Vitabu/vitabu vya hadithi vya nukta nundu • Kadi za hadithi • Picha zenye rangi za msingi • Vitabu vya nyimbo	• Uchunguzi • Maswali na majibu • Dole gumba juu/dole gumba chini • Bungua bongo • Majadiliano ya jozi/vikundi • Takriri • Majibizano	8

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			• Kufanya mazoezi ya kuchunguza rangi za bendera ya Zanzibar • Kufanya mazoezi ya kupaka rangi bendera ya Zanzibar • Kutumia majigambo kuelezea rangi za bendera ya Zanzibar na maana yake	• Chati ya rangi za msingi • Chati mguso • Vifaa/vifaa saidizi vya TEHAMA • Machapisho • Maua halisi		
		iii. Kupaka rangi.	• Kutumia onesho mbinu kuonesha namna ya kupaka rangi vitu • Kufanya mazoezi ya kufuatisha kupaka rangi vitu tafauti • Kucheza michezo ya kupaka rangi			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	b. Hadithi	Mtoto aoneshe uwezo wa: i. Kusimulia hadithi.	• Kusikiliza hadithi • Kutumia maswali na majibu kusimulia hadithi • Kuigiza matukio yanayotokana na hadithi • Kucheza michezo ya kusimulia hadithi	• Vitabu/vitabu vya hadithi vya nukta nundu • Picha/picha mguso za hadithi • Sinema boksi • Ubao wa fulana • Vifaa/vifaa saidizi vya TEHAMA • Machapisho	• Maswali na majibu • Dole gumba juu/dole gumba chini • Ishara ya maigizo • Majadiliano • Majibizano	8
		ii. Kuelezea matukio yaliyomo katika hadithi.	• Kusikiliza hadithi za matukio tafauti • Kuigiza matukio yanayotokana na hadithi • Kucheza michezo ya kupanga picha za matukio ya hadithi			
		iii. Kuelezea mafunzo ya hadithi.	• Kusikiliza hadithi zinazoelezea matukio • Kuigiza matukio yanayotokana na hadithi • Kucheza michezo ya kusimulia hadithi			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	c. Nyimbo		Kutumia maswali na majibu kuelezea mafunzo ya hadithi			
		Mtoto aoneshe uwezo wa: i. Kuimba nyimbo za asili za watoto.	- Kusikiliza nyimbo za watoto za asili - Kuigiza matendo yanayotokana na nyimbo za watoto za asili - Kucheza michezo inayohusisha nyimbo za watoto za asili	- Vitabu/vitabu vya nyimbo vya nukta nundu - Vifaa saidizi vya TEHAMA	- Maswali na majibu - Dole gumba juu/dole gumba chini - Bungua bongo - Majadiliano - Takriri - Mkoba wa kazi - Majibizano	8
		ii. Kuimba wimbo wa Taifa wa Zanzibar.	- Kusikiliza wimbo wa Taifa wa Zanzibar - Kuimba wimbo wa Taifa wa Zanzibar - Kujadiliana kanuni za kuimba wimbo wa Taifa wa Zanzibar - Kucheza michezo ya kuelezea ujumbe wa wimbo wa Taifa wa Zanzibar			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		iii. Kuimba nyimbo za uzalendo za Zanzibar.	• Kusikiliza nyimbo za uzalendo za Zanzibar • Kuimba nyimbo za uzalendo za Zanzibar kwa kufuata kanuni • Kucheza michezo ya kuigiza kwa kujadili ujumbe wa nyimbo za uzalendo za Zanzibar • Kufanya majigambo ya kuonesha ujumbe wa nyimbo za uzalendo za Zanzibar			
	d. Fahari za Zanzibar	Mtoto aoneshe uwezo wa: i. Kuelezea picha za maraisi wa Zanzibar	• Kuchunguza picha za maraisi wa Zanzibar • Kupanga picha za maraisi wa Zanzibar • Kujadili picha za maraisi wa Zanzibar	• Picha/picha mguso • Magazeti • Majarida	• Uchunguzi • Maswali na majibu • Dole gumba juu/dole gumba chini	

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		ii. Kusimulia hadithi za matukio. iii. Kuelezea fahari za Zanzibar.	- Kusikiliza hadithi zinazoelezea matukio ya kihistoria - Kuigiza matukio yanayotokana na hadithi - Kucheza michezo ya kusimulia hadithi - Kuimba nyimbo za kutaja fahari za Zanzibar - Kucheza michezo ya kuchunguza fahari za Zanzibar katika machapisho - Kujadiliana faghari za Zanzibar	Vifaa/vifaa saidizi vya TEHAMA	- Majadiliano - Mifuko ya kazi	
KUSOMA	5. KUSOMA a. Kusoma picha	Mtoto aoneshe uwezo wa: a. Kuelezea picha	- Kufanya michezo ya kuchunguza picha zenye maudhui mbalimbali. - Kucheza michezo ya kuainisha picha anayoipenda	- Picha/picha mguso - Magazeti - Majarida - Vibonzo (katuni) - Picha za sura zao	- Uchunguzi - Maswali na majibu - Dole gumba juu/dole gumba chini	8

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			• Kufanya mazoezi ya kueleza picha alizozichagua	• Vifaa/vifaa saidizi vya TEHAMA • Bodi ya braille • Vitabu/vitabu vya nukta nundu vya hadithi	• Bungua bongo • Majadiliano	
		ii. Kusoma hadithi kwa picha.	• Kutumia maswali na majibu kuelezea hadithi kwa picha • Kujadiliana hadithi zinazotokana na picha • Kucheza michezo ya kusoma picha kwa kufuata mtiririko wa hadithi			
		iii. Kusoma picha za machapisho.	• Kuchunguza picha za machapisho • Kujadiliana matukio yaliyojitokeza katika picha za machapisho • Kuigiza matukio yaliyojitokeza katika machapisho			
	b. Kubainisha maandishi katika kitabu	Mtoto aoneshe uwezo wa: Kuonesha utaratibu wa	• Kufanya michezo ya kuchunguza sehemu za nje za kitabu • Kutumia onesho mbinu kufuata njia	• Vitabu/vitabu vya nukta nundu • Machapisho	• Uchunguzi • Majadiliano • Maswali na majibu	8

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		kushika kitabu.	sahihi ya kushika kitabu • Kufanya maigizo ya kushika kitabu kwa utaratibu	• Kadi/kadi za nukta nundu za maneno • Bodi ya nukta nundu • Kikuza maandishi • Vifaa/vifaa saidizi vya TEHAMA	• Usahihishaji rika	
	ii. Kufuata utaratibu wa kufungua kurasa za kitabu.	• Kutumia onesho mbinu kufungua kitabu kwa utaratibu • Kufanya mazoezi ya kuchunguza utaratibu wa kufungua kitabu • Kujadiliana utaratibu wa kufungua kitabu • Kucheza michezo ya kufungua kitabu kwa utaratibu				
	iii. Kubainisha maandishi.	• Kucheza michezo ya kugundua maandishi ya jina lake kwa kutumia ishara/picha yake halisi • Kucheza michezo inayohusisha				

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			maandishi ya jina lake na picha yake • Kucheza michezo ya kuoanisha jina na herufi ya mwanzo ya jina lake • Kucheza michezo ya kubainisha maandishi ya jina lake • Kucheza michezo ya kubainisha maandishi katika kitabu			
		iv. Kutunza vitabu.	• Kuimba nyimbo za usafi wa mikono kabla ya kugusa kitabu • Kusikiliza visa mafunzo vinavyohusu kutunza kitabu • Kujadiliana faida za kutunza kitabu • Kufanya maigizo ya kutunza kitabu			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	c. Kusoma herufi za Kiswahili	Mtoto aoneshe uwezo wa: i. Kusoma irabu. (a, e, i, o, u)	● Kuimba nyimbo za kutaja irabu ● Kutumia onesho mbinu kusoma irabu katika picha mbalimbali ● Kucheza michezo ya kusoma irabu ● Kucheza michezo ya kusoma majina yanayoanza na kumaliza na irabu	● Kadi/kadi nukta nundu za irabu ● Kadi/kadi nukta nundu za konsonati ● Bodi ya braille ● Chati/chati nukta nundu za konsonanti ● Chati/chati nukta nundu za irabu ● Vifaa/vifaa saidizi vya TEHAMA ● Kikuza maandishi	● Uchunguzi ● Maswali na majibu ● Bungua bongo ● Majadiliano ● Takriri ● Majibizano	8
		ii. Kusoma konsonanti (m,b,k,d,n,t).	● Kuimba nyimbo za kutaja konsonanti. ● Kutumia onesho mbinu kusoma konsonanti katika picha mbalimbali ● Kucheza michezo ya kusoma konsonanti ● Kucheza michezo ya kusoma konsonanti zilizoandikwa kwenye kadi			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		iii. Kusoma herufi kubwa na ndogo katika maneno.	- Kuchunguza herufi kubwa na ndogo - Kucheza michezo ya kuagua herufi kubwa na ndogo - Kufanya mazoezi ya kusoma herufi kubwa na ndogo katika kadi			
	d. Silabi za Kiswahili	Mtoto aoneshe uwezo wa: i. Kubainisha muundo wa silabi za Kiswahili. ii. Kusoma silabi kwa mtiririko wa irabu.	- Kuimba nyimbo za silabi - Kucheza michezo ya kuchunguza muundo wa silabi - Kucheza michezo ya kuunganisha herufi ili kuunda silabi - Kuimba nyimbo zinazotaja silabi kwa kufuata mtiririko wa irabu - Kutumia onesho mbinu kusoma silabi zinazofanana - Kucheza michezo ya kusoma silabi kwa	- Kadi/kadi za nukta nundu za silabi - Kadi/kadi za nukta nundu za maneno - Vifaa saidizi vya TEHAMA - Chati/chati za nukta nundu za herufi	- Uchunguzi - Maswali na majibu - Dole gumba juu/dole gumba chini - Bungua bongo - Majadiliano - Takriri	8

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			kufuata mtiririko wa irabu			
		iii. Kusoma silabi katika neno.	• Kuimba nyimbo za kutaja silabi katika maneno • Kucheza michezo ya kuchunguza silabi katika neno • Kucheza michezo ya kusoma silabi katika neno			
	e. Kusoma maneno	Mtoto aoneshe uwezo wa: i. Kubainisha muundo wa maneno ya Kiswahili.	• Kuimba nyimbo za kusoma maneno • Kucheza michezo ya kuchunguza muundo wa maneno yenye silabi mbili • Kucheza michezo ya kuunganisha silabi kuunda maneno	• Kadi/kadi za nukta nundu za maneno • Kadi za picha na maneno • Vifaa/vifaa saidizi vya TEHAMA • Bodi ya nukta nundu • Picha/ picha mguso	• Uchunguzi • Maswali na majibu • Dole gumba juu/dole • Bungua chini • Takriri	7
		ii. Kusoma maneno yenye silabi mbili.	• Kuimba nyimbo za kutaja maneno yenye silabi mbili zinazofanana			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		● Kutumia onesho mbinu kusoma maneno yenye silabi mbili zinazotafautiana ● Kucheza michezo ya kusoma maneno yenye silabi mbili zinazofanana na zinazotofautiana iii. Kuchunguza maneno yenye silabi mbili katika machapisho. ● Kucheza michezo ya kugundua maneno yenye silabi mbili katika kadi ● Kucheza michezo ya kusoma maneno yenye silabi mbili katika kadi ● Kucheza michezo ya kugundua maneno yenye silabi mbili katika machapisho mbalimbali ● Kufanya mazoezi ya kusoma maneno kwa kutumia machapisho ya watoto	● Vitabu/ vitabu vya nukta nundu ● Kadi mguso ● Chati za herufi ● Chati/chati za nukta nundu za silabi ● Kadi/kadi za nukta nundu za silabi ● Kikuza maandishi			
KUANDIKA	6. KUANDIKA	Mtoto aoneshe uwezo wa: Kufanya mazoezi ya kulainisha	● Kucheza michezo ya kulainisha misuli ya mikono kwa kupanga picha tafauti	● Vitabu/vitabu vya nukta nundu vya hadithi za watoto	● Uchunguzi ● Maswali na majibu	8

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	a. Stadi za awali za Kuandika	misuli midogo midogo ya mikono.	- Kutumia onesho mbinu kulainisha misuli midogomidogo ya mikono kwa kufunga nyuzi za viatu na vifungo vya shati - Kucheza michezo ya kutunga vitu - Kufanya mazoezi ya kulainisha misuli midogomidogo	- Vibao vya kuandikia - Vijiti, - Vifaa/vifaa saidizi vya TEHAMA - Viatu vya nyuzi - Shati - Penseli - Chati/chati mguso za nakshi za msingi - Gundi - Mchanga - Rangi za kuchorea - Penseli za rangi - Shanga - Mabuku	- Dole gumba juu/dole gumba chini - Bungua bongo - Majadiliano - Takriri - Kadi mrejesho - Jaribio	
		ii. Kuhusisha uwiano wa macho na mikono.	- Kucheza michezo ya kutoboa picha - Kutumia onesho mbinu kushona vitu tafauti - Kufanya mazoezi ya kufuatisha picha za maumbo ya vitu			
		iii. Kutumia vifaa vya kuandikia.	- Kutumia onesho mbinu kuchora mistari ya wima - Kucheza michezo ya kuchora mistari ya kulala			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			• Kuunganisha mistari kwa kutumia penseli			
	b. Nakshi za msingi	Mtoto aoneshe uwezo wa: i. Kubainisha nakshi za msingi.	• Kuimba nyimbo za nakshi za msingi • Kucheza michezo ya kuchunguza nakshi za msingi • Kujibu maswali kuhusu uandishi wa nakshi za msingi • Kuimba wimbo wa nyimbo za kanuni za uandishi	• Vibao vya kuandikia • Vijiti • Vifaa/vifaa saidizi vya TEHAMA • Penseli • Chati/chati mguso za nakshi za msingi • Mchanga • Rangi • Penseli za rangi	• Uchunguzi • Maswali na majibu • Dole gumba juu/dole gumba chini • Bungua bongo • Majadiliano • Takiriri • Kadi mrejesho • Jaribio	8
		ii. Kufuatisha nakshi za msingi kwa kufuata utaratibu.	• Kuimba nyimbo za nakshi husika • Kuchora nakshi hewani kwa kufuatisha nyimbo • Kufanya mazoezi ya kuchora nakshi za msingi kwa kufuata hatua • Kuchora nakshi kwa kutumia viungo vya mwili			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			• Kuchora nakshi kwenye mchanga • Kuchora nakshi kwenye vibao • Kucheza michezo ya kuchora nakshi za msingi			
		iii. Kuandika nakshi za msingi kwa kufuata utaratibu.	• Kufanya mazoezi ya kunakili nakshi kwenye vifaa tafauti • Kutumia onesho mbinu kuchora nakshi bila ya kuachia mkono kwa kutumia kifaa cha kuandikia • Kucheza michezo ya kunakili nakshi kwa kutumia rangi			
	c. Herufi (m, b, d, k, n, t)	Mtoto aoneshe uwezo wa: i. Kubainisha umbo la herufi.	• Kuimba nyimbo za herufi za msingi • Kuchora nakshi za herufi husika • Kucheza michezo ya kuchunguza maumbo	• Kadi/kadi za nukta nundu za herufi • Michezo ya domino • Karata	• Uchunguzi • Maswali na majibu	8

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			ya herufi zinazotokana na nakshi husika	• Vibao • Pamba • Nyuzi za kufumia • Mchanga • Unga wa mbao • Udongo • Mbegu za nafaka • Vifuniko vya chupa • Bodi ya nukta nundu • Maua • Gundi • Changarawe • Kombe za baharini • Vifaa/vifaa saidizi vya TEHAMA	• Dole gumba juu/dole • gumba chini • Bungua bongo • Majadiliano • Takiriri • Kadi mrejesho	
		ii. Kufuatisha herufi.	• Kucheza michezo ya kupaka rangi herufi • Kufanya mazoezi ya kusarifu maumbo ya herufi • Kucheza michezo ya kufuatisha herufi			
		iii. Kuandika herufi kwa kufuata hatua.	• Kuimba nyimbo za hatua za uandishi wa herufi • Kucheza michezo ya kunakili herufi • Kufanya mazoezi ya kunakili herufi kwa kutumia penseli • Kufanya mazoezi ya kuandika herufi ya mwanzo ya jina lake na la mwenzake			
	d. Silabi	Mtoto aoneshe uwezo wa:	• Kucheza michezo ya kuchunguza muundo wa silabi katika	• Kadi za maneno na picha	• Uchunguzi	8

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		i. Kubainisha muundo wa silabi kutoka katika maneno yenye silabi mbili.	maneno yenye silabi mbili • Kucheza michezo ya kuagua idadi ya silabi katika maneno • Kucheza michezo ya kupanga silabi zilizotokana na maneno	• Kadi za silabi • Kadi mguso • Bodi ya braille • Vifaa vya kuandikia • Vifaa/vifaa saidizi vya TEHAMA	• Maswali na majibu • Dole gumba juu/dole gumba chini • Bungua bongo • Majadiliano • Takiriri • Kadi mrejesho • Jaribio	
		ii. Kufuatisha silabi.	• Kufuatisha silabi kwa kutumia vidoto • Kufanya mazoezi ya kupaka rangi silabi zilizoandikwa • Kucheza michezo ya kupanga silabi			
		iii. Kuandika silabi.	• Kucheza michezo ya kuchunguza muundo wa silabi katika neno • Kucheza michezo ya kuainisha silabi katika neno • Kufanya mazoezi ya kuandika silabi kutokana na neno			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	e. Maneno	Mtoto aoneshe uwezo wa: i. Kubainisha muundo wa maneno ya silabi mbili.	• Kusimulia hadithi zinazotaja maneno yenye silabi mbili • Kufanya mazoezi ya kuchambua maneno yaliyopo katika hadithi • Kucheza michezo ya kubainisha muundo wa maneno katika kadi za maneno ya silabi mbili • Kufanya mazoezi ya kusoma picha za maneno yenye silabi mbili	• Kadi/kadi za nukta nundu za silabi • Kadi/kadi za nukta za maneno yenye silabi mbili • Bodi ya nukta nundu • Kadi/kadi mguso za picha • Penseli • Rangi • Vibao • Chaki • Vifaa/vifaa saidizi vya TEHAMA	• Uchunguzi • Maswali na majibu • Dole gumba juu/dole gumba chini • Bungua bongo • Majadiliano • Takriri • Kadi mrejesho • Jaribio	8
		ii. Kufuatisha maneno.	• Kufanya mazoezi ya kusoma maneno kwa picha • Kucheza michezo ya kukamilisha maneno			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			• Kufanya mazoezi ya kunakili maneno yaliyoandikwa			
		iii. Kuandika maneno yenye silabi mbili.	• Kusikiliza hadithi • Kucheza michezo ya kutaja maneno yenye silabi mbili yanayotokana na hadithi			
			• Kufanya mazoezi ya kuandika majina kutokana na picha			

MATHEMATICAL ACTIVITIES

GENERAL LEARNING OUTCOMES

The child should demonstrate the ability to:

1. Compare things found in his/her environment.
2. Manage time and measurements in his/her life.
3. Count, read and write numbers.
4. Use and save money in his/her life.
5. Add and subtract.

Scope and Sequence of Mathematical Activities

YEAR 1	
TOPIC/THEME	TOPIC / SUB-THEME
1. SORTING AND ARRANGING (My environment)	a. Sorting b. Arranging c. Types of Shapes d. Shapes and their characteristics
2. NUMBERS (Myself)	a. Counting numbers in sequence 1-20 b. Reading numbers 1-20 c. Writing numbers 1-20
3. MATHEMATICAL OPERATIONS (Environment)	a. Actions to addition b. Actions to subtraction
4. TIME (Environment)	a. Times of the day b. Days of the week
5. MEASUREMENTS (Home)	a. Height b. Volume
6. CURRENCY (My country)	a. Coins b. Uses of coins

MATHEMATICAL ACTIVITIES FOR THE FIRST YEAR

GENERAL LEARNING OUTCOMES

The child should demonstrate the ability to:

1. Compare objects and their characteristics including colour, shape and size.
2. Manage time and measurements in his/her life.
3. Count, read and write numbers
4. Use and save money in his/her life.
5. Add and subtract of items.

MATHEMATICAL ACTIVITIES MATRIX

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
1. SORTING AND ARRANGING (My environment) a. Sorting	The child should demonstrate the ability to: i. Identify small objects in his/her environment.	• Singing songs that mention objects in his/her environment. • Playing games that name the objects found in his/her environment. • Observing objects in his/her environment.	• Pebbles • Sticks • Seeds • Bottle caps • Leaves • Piece of wood • Buttons • Objects with shapes and colours	• Observation • 3- minutes pause • Thumb up thumb down • Gallery walk • Portfolio • Questions and answers • Quick responses • Self-assessment	10
	ii. Sort objects according to their properties.	• Playing matching games. • Using a gallery walk to match objects by their properties. • Playing games of separating objects with the same properties.	• Papers • Manila sheet • Scissors • Shapes cards • Tactile cards of shapes		
	iii. Elaborate the characteristics of objects in his/her environment.	• Singing songs that mention characteristics of objects in his/her environment.	• Shape charts • Tactile charts of shapes		

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		- Telling stories about the characteristics of objects in his/her environment. - Drawing picture of objects, he/she likes in his/her environment.			
b. Arranging	i. Identify objects with similar characteristics.	- Singing songs that name objects with similar characteristics. - Observing objects with similar characteristics - Playing games that name objects with similar characteristics.	- Pieces of woods - Buttons - Papers - Manila sheet - ICT assistive devices - Pebbles - Sticks - Seeds - Bottle caps - Leaves - Play cards - Dominoes	- Observation - Discovery - Self-assessment - Discussion - Thumb up thumb down 3- minutes pause - Questions and Answers - Gallery walk	10
	ii. Compare objects with similar properties.	- Singing songs of arranging objects with similar characteristics. - Observing objects with similar characteristics. - Playing games of arranging objects with similar properties.			

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Create objects in the environment.	- Using demonstration to create objects. - Discussing the objects that have been created. - Practicing on creating objects	- Tactile cards of shapes - Shape cards - Shape charts - Tactile charts of shapes		
c. Types of shapes (Circle, Triangle, Rectangle and Square)	i. Identify shapes (Circle, Triangle, Rectangle, and Square).	- Singing songs that mention the names of shapes - Listening stories that naming shapes - Playing puzzle games - Playing games on piercing shapes - Practicing on drawing shapes.	- Papers - Manila sheet - Glue - Scissors - Tactile cards of shapes - Sticks - Shapes - A pen - Coloured pencils - Shape cards - Shape charts - Tactile	- Observation - Self-assessment - Discussion - Gallery walk - Portfolio - Discovery - Questions and Answers	8
	ii. Differentiate shapes.	- Singing song of names of shapes. - Playing shape puzzle games. - Playing games of differentiating shapes.			

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Compare shapes.	• Singing songs to arrange shapes • Observing shapes with similar characteristics. • Playing games of arranging shapes with similar characteristics • Playing shapes matching games.	charts of shapes		
d. Shapes and their characteristics	i. Identify shapes by their properties (Circle, Triangle, Rectangle, Square).	• Singing songs to name the shapes by their characteristics. • Playing games to sort shapes by their properties. • Listening stories about naming shapes by their characteristics.	• Papers • Scissors • Manila sheet • Glue • Shapes cards • Andazi • Samosa • Box • Ball • Tables • Plates • Chapati	• Observation • Self-assessment • 3- minutes pause • Discussion • Gallery walk • Questions and answers • Portfolio • Peer assessment	8
	ii. Draw shapes (Circle, Triangle, Rectangle, Square)	• Playing games of piercing shapes pictures. • Practicing on cutting pictures of shapes.			

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Playing games of attaching pictures of shapes. • Playing shapes puzzle games.	• Tactile cards of shapes • Shape charts • Tactile charts of shapes		
	iii. Relate shapes and objects in his/her environment.	• Singing songs that mention shapes. • Playing shapes puzzle games. • Playing games of matching the shapes of objects.			
2. NUMBERS (Myself) a. Counting numbers in sequence 1-20	The child should demonstrate the ability to: i. Count numbers.	• Singing number songs. • Playing counting number games. • Counting numbers by doing physical exercises. • Counting numbers (1-20) by using parts of the body.	• Pebbles • Shells • Sticks • Bottle caps • Leaves • Seeds • Videos	• Self-assessment • Discussion • instant questions • Quick responses • Observation of chain thought	8

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
b. Reading numbers 1-20	ii. Count numbers by actions	• Singing numbers by actions. • Playing counting games. • Counting numbers in groups by using actions.	• Radio • Tactile cards of numbers • Number cards • Number charts • Tactile charts of numbers		
	iii. Count objects in sequence	• Singing songs on counting objects. • Practicing counting using objects. • Playing games on counting objects.			
b. Reading numbers 1-20	i. Identify the shape of number.	• Using the demonstration to recognize written numbers. • Playing number games. • Observing displays with number shapes.	• Numbers charts • Tactile charts of numbers • Numbers cards • Tactile cards of numbers • Play cards • Dominoes	• Thumbs up thumbs down • Gallery walk • Discussion • Instant questions • Quick responses • Quiz • Circle in circle out	12
	ii. Differentiate the shape of the numbers.	• Singing songs to name the shape of numbers. • Playing games that show shapes of numbers.			

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Boasting/blustering on differentiating shapes of numbers. • Playing games on matching shapes of the numbers.	• Books of numbers • Puppets • Puzzle numbers • Boards • ICT assistive devices • Body parts • Parts of the body • Large print number cards • Braille number Cards	• Discovery • Observation of chain thought	
	iii. Read numbers in order.	• Singing songs to show the numbers in order. • Practicing of using puzzle boards to arrange numbers. • Playing games to fill in the missing numbers.			
	iv. Read number with its value.	• Singing songs about numbers and amount of objects. • Telling stories about numbers and amount of object. • Playing games on reading numbers and amount of objects.			

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
c. Writing numbers (1-20)		• Practicing on arranging objects with the same amount in different styles. • Using gallery walk to identify shapes of the numbers and their values.			
	i. Write numbers using pre-skills.	• Singing songs of writing numbers. • Acting writing numbers. • Playing games on writing numbers.	• Number charts • Tactile charts of number • Number cards • Tactile numbers cards • Play cards • Books of numbers • Pencils • Writing boards • Sticks • Chalk • Braille slate	• Observation • Self-assessment • Portfolio • Gallery walk • Questions and answers • Quiz	12
	ii. Trace the shape of the number.	• Practicing colouring shape of the number. • Playing games of piercing numbers. • Practicing to use a writing device to trace the shape of numbers.			
	iii. Write numbers by	• Singing songs of writing numbers.			

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	following the steps.	• Playing games on writing numbers. • Practicing on copying numbers by following the steps.	• ICT assistive devices • Interlining/pocket frame		
3. MATHEMATICAL OPERATIONS a. Additional actions	The child should demonstrate the ability to: i. Identify objects and their values.	• Singing songs to name objects and their numbers. • Playing games to name objects and their values. • Listening stories about naming objects and their values. • Telling stories about naming objects and their values.	• Pebbles • Sticks • Seeds • Bottle Caps • Leaves • Pieces of wood • Shells • Plastic bottles • Cards for Objects numbers	• Thumbs up • thumbs down • 3- minutes pause • Discussion • Discovery • Quiz • Instant questions • Quick responses	8
	ii. Add by using objects in his/her environment.	• Singing songs to show the actions of adding objects. • Playing games to add objects in his/her environment.			

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
b. Subtraction actions		• Using role play to demonstrate the actions of adding objects. • Singing songs about actions of adding objects. • Playing additional actions games by using counters. • Practicing on adding objects by using counters.			
	iii. Add objects using counters, the sum should not exceed 10. i. Identify objects and their values	• Singing songs to identify objects and their values. • Playing games to identify objects and their values. • Listening the stories about identifying objects and their values.	• Pebbles • Sticks • Seeds • Bottle Caps • Leaves • Pieces of wood	• Observation of chain thoughts • 3- minute pause • Self-assessment • Quiz • Thumb up thumb down	9

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Subtract using objects in his/her environment.	• Singing songs to demonstrate actions of subtracting objects. • Playing games to subtract the objects in his/her environment. • Using role play of subtracting objects.	• Shells • Plastic bottles • Cards of number of objects • Tactile cards number of objects • Abacus	• Quick responses	
	iii. Subtract objects using counters, the difference between 1-10.	• Singing songs about actions of subtracting objects. • Playing games of subtracting by using counters. • Practicing on subtracting objects by using counters.			
4. TIME (Environment) a. Times of the day	The child should demonstrate the ability to: i. Identify times of the day.	• Singing songs of the times of the day. • Listening stories that name times of the day.	• Pictures of the times of the day • ICT assistive devices	• Observation • Discovery • Self-assessment • Discussion	6

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Boasting on naming times of the day.	• Books of pictures • Charts of the times of the day • Tactile chart of times of day • Torch • Ball • Cinema box • Watch • Large print cards of time of the day	• Thumb up thumb down • 3-minutes pause • Questions and Answers • Quiz	
	ii. Differentiate times of the day.	• Singing songs of differentiating times of the day. • Observing pictures that show times of day. • Playing games of times of the day. • Discussing differences of times of the day.			
	iii. Describe the sequence of the times of the day.	• Singing songs to describe the sequence of the times of the day • Listening stories about the sequence of times of the day • Playing games of sorting pictures about the sequence of times of the day			

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
b. Days of the week	i. Identify days of week in order.	• Singing songs of the days of the week • Telling stories about the days of the week • Boasting on the days of the week	• ICT assistive devices • Books of pictures • Charts of days of the week • Tactile charts of days of the week • Cinema box • Books with braille notation pictures • Calendar • Pictures of the events of weekly days	• 3- minutes pause • Observation of chain thoughts • Discussion • Discovery • Portfolio • Quick responses • Instant questions	6
	ii. Describe the sequence of events of days of the week.	• Listening stories about events of days of the week • Discussing sequence the sequence of events for days of the week			

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		Using case study of the sequence of events of days of the week	Pictures of the days of the week		
	iii. Explain the advantages of holidays	- Telling stories about events on holidays - Discussing the order of events in holidays. - Using case studies on the advantages of holidays. - Drawing pictures of activities of the holidays.	- Tactile pictures of the events of the holiday's days - Tactile pictures of the days of the week - Large print cards of the day of the week		
5. MEASUREMENTS (Home and School) a. Height	The child should demonstrate the ability to: Identify Measurements of height.	- Singing songs to name measurements of height. - Listening stories about measurements of height - Playing games of choosing measurements of height	- Trees - Rope - Tape - Tactile tape - Yarn	- Portfolio - Questions and answers 3- minute pause - Discussion - Quiz	8

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Compare measurement s of height.	• Playing games to measure the height of each other. • Playing games of matching objects with different height • Practicing on drawing pictures of different heights	• Pieces of wood • Tables • Pencils • Colours • Traditional measurements (arm span, hand span, cubit, pace)	• Gallery walk • Quick responses	
	iii. Measure the height of objects.	• Demonstrating on measuring the height of objects • Playing games measuring the height of objects • Practicing on measuring the height of objects			
	b. Volume (Water)	i. Identify objects of measuring volume	• Bottles • Bucket • Cans	• Observation • Discovery • Discussion	8

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Playing games of selecting objects of measuring volume • Playing games of drawing objects of measuring volume	• Cups • Glass • Water • Sand • A basin • Milk • Cooking oil • Juice	• Instant questions • Quick responses • Portfolio • Thumb up thumb down	
	ii. Measure volume of objects	• Using demonstration to measure the volume of objects. • Playing games to measure the volume of objects. • Practicing to measure the volume of objects.			
	iii. Differentiate objects by their volume.	• Playing games measuring the volume of different objects. • Playing games that distinguish objects by volume			

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Playing games on sorting objects by volume • Practicing to choose objects with different volume.			
6. CURRENCY (My country) a. Coins	The child should demonstrate the ability to: i. Identify Tanzanian coins.	• Singing songs that mention Tanzanian coins. • Observing the coins used in Tanzania. • Playing games to demonstrate Tanzanian coins. • Stamping Tanzanian coins. • Playing coin sorting games in a sequence.	• Picture of currency coins • Real coins • Cards of coins • Ink • Tactile cards of coins • Charts of coins • Tactile charts of coins	• Observation • Portfolio • Instant questions • 3- minutes pause • Discussion • Quick responses	8
	ii. Differentiate Tanzanian coins.	• Listening stories about the characteristics of Tanzanian coins.			

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Playing games on sorting coins • Boasting on demonstrating the differences of the Tanzanian coins			
	iii. Clarify the value of Tanzanian coins.	• Playing games to name the value of Tanzanian coins. • Listening stories about the value of Tanzanian coins. • Playing games on sorting coins basing on their value.			
b. Uses of coins	i. Show prices of goods.	• Listening stories about selling and buying goods. • Visiting shops asking the prices of the goods. • Discussing the prices of various goods.	• Real coins • Pictures of coins • Pictures of bank buildings • Saving boxes	• Observation • Discovery • Gallery walk • Observation of chain thoughts • Quiz	6

TOPIC	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Use coins in selling and buying goods.	• Singing songs about the use of coins. • Playing games on the uses of coins. • Using role play on using coins.	• Cases • Handbags • Store products (Biscuits, Sweets, gourd...) • Tactile pictures of coins	• 3- minutes pause • Thumb up thumb down • Questions and answers • Discussion	
	iii. Clarify money savings in his/her daily expenditure.	• Telling stories of savings on expenditure • Using role play on daily savings in expenditure • Practicing drawing pictures of money saving tools. • Playing games to demonstrate savings activities.			

ENVIRONMENTAL ACTIVITIES

ENVIRONMENTAL ACTIVITIES

GENERAL LEARNING OUTCOMES

Child should demonstrate the ability to:

1. Explain good family relationship and their rights.
2. Preserve different things that exist in their environment.
3. Strengthen the immunity of the body by considering balance diet.
4. Introduce Zanzibar/Tanzania and its economic activities.
5. Develop Communication and Technology Skills.
6. Investigate things that use force of nature in their environment.

Scope and Sequence of Environmental Activities

FIRST YEAR	
TOPIC/THEME	SUB TOPIC
1. FAMILY	a. My family b. My friend
2. THE HUMAN BODY	a. My sex b. Parts of the body c. The body Cleanliness
3. OUR ENVIRONMENT	a. Water b. Living Organisms and nonliving things c. Domestic and wild animals
4. FOOD AND NUTRITION	a. Groups of food b. Balance diet c. Hygiene and food safety
5. MY COUNTRY	a. The Zanzibar Islands b. Economic activities (At the sea)
6. COMMUNICATION	a. Tradition communication b. Modern communication
7. SAFETY	a. Uses of road b. Dangerous environment
8. TECHNOLOGY	a. Non-electronic devices b. Electronic devices

ENVIRONMENTAL ACTIVITIES FIRST YEAR

GENERAL LEARNING OUTCOMES

Child should demonstrate the ability to:

1. Explain the relationship of family members and their rights.
2. Protect various things found in his/her environment.
3. Body building regarding balance diet.
4. Introduce Zanzibar and its economic activities.
5. Develop communication and technological skills.

ENVIRONMENTAL ACTIVITIES MATRIX

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
1. FAMILY a. My family	The child should demonstrate the ability to: i. Identify family members.	• Singing songs that describes family members • Playing games about family members • Listening to stories that describe family members • Dramatizing on identifying family members	• Chart of family members • Tactile charts of family members • Picture of family members • Tactile picture of family members • Cards of family members • Tactile cards of family members • ICT assistive devices • Magazine • Large print cards.	• Observation • Questions and answers • Interview • Words Puzzle • Checklist • Discussion • Circle in, circle out	6
	ii. Relate family members.	• Listening to stories describing family members' relationship • Dramatizing about family member's relationship • Answering questions on family member's relationship			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Explain the rights of a child in the family.	• Singing songs that describe rights of a child in a family • Narrating stories that describe the rights of a child in a family • Dramatizing the rights of a child in a family			
b. My friend	The child should demonstrate the ability to: i. Identify his/her friend.	• Singing songs that encourage good friendship • Narrating the stories on friendship • Playing various games that identify the names of friends	• ICT assistive devices • Cinema box • Cards of names • Large print cards • Pictures of friends' children	• Observation • Questions and answers • Interview • Puzzle • Checklist • Discussion • Case study • Circle in, circle out	6
	ii. Describe cooperation with friends.	• Singing songs describing friendly cooperation • Using role play on friends' cooperation			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Practicing drawing pictures showing friends cooperation • Singing songs that describe advantages of living well with friends • Narrating case studies on advantages of good friend • Playing games that show advantages of good friend			
	iii. Clarify advantages of living well with friends.				
2. THE HUMAN BODY a. My sex	The child should demonstrate the ability to: Identify his/her sex.	• Singing songs that identify his or her sex • Playing games that differentiate their sex • Answering questions about his/her sex and peers	• Clothes • Cards with pictures of clothes • Large print cards • Charts that show a boy and a girl	• Observation • Questions and answers • Interview • Puzzle • Checklist • Discussion	6

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Relate the clothing in relation to the sex.	• Narrating stories of clothing according to sex • Playing games of clothing in relation to their sex • Boasting/blustering about clothing of his/her sex	• Tactile charts tht show a boy and a girl • ICT assitive devices	• Circle in circle out	
b. Parts of the body	The child should demonstrate the ability to: i. Identify parts of the body. ii. Explain functions of parts of the body.	• Singing songs that name parts of the body • Playing games that show parts of the body • Practicing on identifying parts of the body • Narrating stories about the functions of the parts of the body • Playing games that shows functions of parts of the body	• Parts of the body • Models of parts of the body • ICT assitive devices • Charts of the parts of the body • Tactile charts of parts of the body • Cards of parts of the body • Tactile cards of parts of the body • Large print cards • Coloured pencils	• Observation • Questions and answers • Interview • Puzzle • Checklist • Discussion • Circle in circle out	6

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		Boasting/blustering on functions of parts of the body	- Boards - Papers - Books - Crayons - pencils		
	iii. Draw parts of the body.	- Tracing pictures of parts of the body - Playing games on drawing pictures of the parts of the body - Practicing to mold parts of the body			
c. Body Cleanliness	The child should demonstrate the ability to: i. Identify equipment for body cleanliness.	- Singing songs about equipment of body cleanliness - Narrating stories that describe equipment of body cleanliness - Playing games that describe equipment of body cleanliness - Practice drawing equipment of body cleanliness	- Soap - Basin - Toothbrush - Razor blade - Water - Towels - Jug - Ladle - Bucket - Coconut Oil - Comb - ICT assistive devices	- Observation - Questions and answers - Interview - Puzzle - Checklist - Discussion - Circle in circle out	6

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Clarify types of the body cleanliness.	- Singing songs that describe types of the body cleanliness - Narrating stories on body cleanliness - Playing games of matching equipment and types of body cleanliness	- Chart of Cleanliness equipment - Tactile chart of cleanliness equipment - Toothpaste - Slippers		
	iii. Clean the body.	- Discussing ways of cleaning the body - Acting on how to clean the body - Playing games that show cleaning the body			
3. OUR ENVIRONMENT a. Water	The child should demonstrate ability to: i. Identify sources of water.	- Singing songs that describe sources of water - Conducting study tour to visit the areas of water sources	- Model of water sources - Pictures of water sources. - Cards of water sources - Charts of water sources	- Observation - Questions and answers - Interview - Discovering - Puzzle	6

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Answering questions on water sources • Practicing drawing pictures of water sources	• Tactile charts of water sources • ICT assistive devices	• Checklist • One sentence summary • Discussion • Circle in, circle out	
	ii. Clarify characteristics of clean and safe water.	• Singing songs on characteristics of clean and safe water • Narrating stories on characteristics of clean and safe water • Discussing characteristics of clean and safe water			
	iii. Use clean and safe water.	• Singing songs on uses of clean and safe water • Narrating stories on uses of clean and safe water • Playing games that show how to use clean and safe water			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
b. Living organisms and non-living things	The child should demonstrate the ability to: i. Identify living organisms.	• Singing songs of living organisms • Acting on activities of living organisms • Conducting a study tour to observe living organisms	• Real animals • Cards of living organisms • Charts of non-living things • Tactile charts of non-living things • Animals' pictures • ICT assistive devices • Trees • Pebbles • Seeds • Tables • Animal models • Papers • Glue • Crayons	• Observation • Questions and answer • Interview • Puzzles • Checklist • Discussion • Circle in, circle out • Portfolio	6
	ii. Identify non-living things in his/her environment .	• Observing non-living things in his/her environment • Solving riddles of non-living things • Practicing drawing pictures of non-living things in his/her environment • Conducting study tours to different areas			
	iii. Differentiate living organisms and non-living things.	• Singing songs about living organisms and non-living things			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Playing games on sorting pictures of living organisms and non-living things • Playing games of differentiating living organisms and non-living things			
c. Domestic and wild animals	The child should demonstrate the ability to: Identify domestic animals.	• Singing songs that name domestic animals • Acting on the movements and sounds of domestic animals • Practicing drawing pictures of domestic animals • Boasting on domestic animals	• Real animals • Models of domestic and wild animals • Storybooks • Cinema box • Large print cards • ICT assistive devices • Charts of domestic and wild animals • Tactile chart of domestic and wild animals • Cards of domestic and wild animals • Pencils	• Observation • Questions and answers • Interview • Puzzles • Checklist • Dialogue • Circle in circle out • Portfolio	7
	Explain the advantages of domestic animals.	• Observing domestic animals			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Discussing the advantages of domestic animals • Boasting on explaining advantages of domestic animals	• Colored pencils • Colour • Boards • Papers • Boxes		
	iii. Identify wild animals.	• Narrating stories about wild animals • Conducting study tours to wild animals reserved • Answering questions about wild animals • Practicing drawing wild animals			
	iv. Explain the advantages of wild animals.	• Observing wild animals • Discussing the advantages of wild animals • Boasting/blustering on explaining the			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		advantages of wild animals			
	v. Explain the disadvantages of wild animals.	• Listening to the case study about the disadvantages of wild animals • Discussing the disadvantages of wild animals • Answering questions on disadvantages of wild animals			
4. FOODS AND NUTRITION a. Food groups	The child should demonstrate the ability to: i. Identify names of foods. ii. Clarify food groups.	• Singing songs that mention the names of foods • Playing games that show the names of foods. • Boasting/blustering on names of foods • Singing songs based on food groups	• Foods • Food models • Charts of foods • Tactile charts of foods • Food cards • Large print cards • ICT assistive devices	• Observation • Questions and answers • Interview • Checklist • Discussion	6

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Playing games on food groups • Performing drama poem on groups of food			
	iii. Use food to their groups.	• Narrating stories that explain how to use groups food • Dramatizing on using food groups • Playing games of eating food on its groups			
b. Balanced diet	The child should demonstrate the ability to: Clarify balanced diet.	• Singing songs that describe a balanced diet • Narrating stories that describe a balanced diet • Discussing the foods of balanced diet	• Foods • Food models • Food charts • Tactile charts of food • Food cards • Pictures of the children eating balanced diet. • ICT assistive devices	• Observation • Questions and answers • Interview • Checklist • Discussion • Circle in circle out	8

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
c. Hygiene and food safety		• Playing games on balanced diet foods • Narrating stories that describe advantages of balanced diet to a child • Playing games that show the advantages of balanced diet to a child • Answering questions on advantages of balanced diet to a child	• Large print cards		
	ii. Explain the advantages of balanced diet to a child.				
	iii. Use balanced diet.	• Listening stories on a balanced diet • Singing songs that encourage the use of balanced diet • Playing games on eating balanced diet			
	The child should demonstrate the ability to:	• Singing songs on fruits cleanlines. • Narrating stories on washing fruits	• Foods • Food cards • Large print cards • Food charts	• Observation • Questions and answers • Interview	8

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	i. Wash the fruits before eating.	Acting on how to wash fruits	- Tactile charts of foods - Food Pictures - Pictures of preserved foods - ICT assistive devices - Food cover - Lid bowls - Spoon - Ladle - Wooden spoon - Fork - Scissors - Tong - Bags - Fire - Water - Clay pot cover - Saucepan - Clay cooking pot	- Puzzle - Checklist - Discussion - Circle in circle out	
	ii. Explain ways of preserving food.	- Singing songs that describe ways of preserving food - Discussing ways of preserving food - Acting on how to preserve food			
	iii. Analyze the disadvantages of not preserving food.	- Singing songs that describe disadvantages of not preserving food - Narrating stories on the disadvantages of not preserving food - Discussing the disadvantages of not preserving food - Acting on the disadvantages of not preserving the food			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
5. MY COUNTRY a. Zanzibar Islands	The child should demonstrate the ability to: i. Clarify the Zanzibar Islands.	• Narrating stories that name the Zanzibar Islands • Observing the Zanzibar Islands on the map • Sticking pictures of Zanzibar islands • Arranging the puzzles of Zanzibar Islands	• Charts of Zanzibar map • Tactile charts of Zanzibar map • Puzzle of Zanzibar Islands • Flags • Zanzibar islands cards • Large print cards • Picture of Zanzibar flag	• Observation • Questions and answers • Interview • Checklist • Discussion • Circle in, circle out • Portfolio	8
	ii. Sing the Zanzibar National Anthem.	• Listening to the Zanzibar National Anthem • Imitating to sing the Zanzibar National Anthem • Practicing on singing the Zanzibar national anthem	• Tactile picture of Zanzibar flags • ICT assistive devices • Flag puzzle • Cards of Zanzibar flag • Glue • Papers • Coloured pencils • Pencils • crayons		
	iii. Clarify Zanzibar Flag.	• Singing songs of colors of Zanzibar flag • Playing games to show the Zanzibar flag			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Arranging a puzzle of Zanzibar flag			
b. Economic activities at the sea	The child should demonstrate the ability to: Identify Marine products.	• Singing songs that name marine products • Observing marine products • Narrating stories that describe marine products • Discussing the names of marine products	• Fish • Sea weed • Sea cucumber • Star fish • Octopus • Oyster • Shell fish • Crabs • Puzzles • Pictures of marine products • Charts • Tactile charts • Large print cards • ICT assistive devices • Pencils • Colored pencils • Crayon • Pieces of wood • Books • Papers • Boxes	• Discovering • Observation • Questions and answers • Interview • Puzzles • Checklist • Dialogue • Circle in circle out • One sentence summary • Portfolio • Discussion	6
	Explain the advantages of marine products.	• Conducting study tours to observe marine products • Discussing the advantages of marine products • Boasting on advantages of marine products			
	Draw pictures of marine products.	• Observing pictures of marine products			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Arranging puzzles of marine foods • Describing the pictures of marine products they drew	• Model of marine organisms		
6. COMMUNICATION a. Traditional communication	The child should demonstrate the ability to: i. Identify the traditional communication devices.	• Singing songs that name the traditional communication devices • Narrating stories that describe the traditional communication devices • Playing games that show the traditional communication devices	• Horns • Trumpet • Pictures of fire for communication • Flags • Gong • Pictures of traditional communication devices • Charts of traditional communication devices • Tactile charts of traditional communication devices • Cards of traditional communication devices	• Observation • Questions and answers • Interview • Checklist • Portfolio • Discussion • Circle in circle out	6
	ii. Elaborate the uses of traditional communication devices.	• Singing songs on the uses of traditional communication devices • Boasting on the use of traditional communication devices • Playing games that show on how to use			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	traditional communication devices iii. Draw the traditional communication devices. • Sticking pictures of traditional communication devices • Tracing drawings of traditional communication devices • Practicing colouring pictures of traditional communication devices • Practicing on drawing traditional communication devices	traditional communication devices • Sticking pictures of traditional communication devices • Tracing drawings of traditional communication devices • Practicing colouring pictures of traditional communication devices • Practicing on drawing traditional communication devices	• ICT assistive devices • Pencils • Papers • Colours • Plastic bottles • Large print cards • Letter • Glue		
b. Modern communication	The child should demonstrate the ability to: i. Identify modern communication devices.	• Singing songs that name the modern communication devices. • Narrating stories that explain modern communication devices	• Real Objects • Computer • Telephone • Radio • Television	• Observation • Questions and answers • Interview • Puzzles • Checklist • Dialogue	8

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Playing games that show of modern communication devices	• Pictures of modern communication devices • Charts of modern communication devices • Tactile Charts modern communication devices • Cards of modern communication devices • ICT assistive devices • Models of modern communication devices • Pencils • Papers • Large print cards • Colours • Boards • Boxes • The match box covers • Letters	• Circle in circle out	
	ii. Explain the uses of modern communication devices	• Singing songs on the uses of modern communication devices • Discussing the use of modern communication devices • Playing games that show on how to use the modern communication devices			
	iii. Draw modern communication devices.	• Tracing the drawings of modern communication devices • Sticking pictures of modern communication devices • Practicing colouring pictures of modern communication devices			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
7. SAFETY a. Dangerous environment	The child should demonstrate the ability to: i. Identify dangerous areas.	• Singing songs that describe dangerous areas. • Telling stories of dangerous areas • Playing games that show dangerous areas	• Pictures • Charts • Magazines of dangerous areas • ICT assistive devices • Dangerous areas • Chart that shows dangerous environment • Tactile charts that show dangerous environment	• Observation • Questions and answers • Interview • Checklist • Discussion	8
	ii. Explain the negative effects of visiting and playing at dangerous areas.	• Listening to the case study on negative effects of playing in dangerous areas • Answering questions on the disadvantages of dangerous areas • Discussing the disadvantages of dangerous areas			
	iii. Explain ways to avoid dangerous areas.	• Answering questions on how to avoid with dangerous areas • Listening to a case study on dangerous areas			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Dramatizing on how to avoid dangerous areas			
b. Uses of road	The child should demonstrate the ability to: i. Identify the road signs.	• Answering questions on the road signs. • Conducting study tours to observe the road sign. • Playing games that show the road signs • Practicing drawing the road signs	• Real objects • Road signs Pictures • Road signs charts • Tactile charts of road signs • Cards of road signs • Magazines • ICT assistive devices • Video • Large printy cards	• Observation • Questions and answers • Interview • Checklist • Discussion • Circle in circle out	6
	ii. Explain the road signs.	• Listening conversations on roads signs • Discussing the road signs • Using the gallery walk to observe the road signs			
	iii. Using the road by considering rules.	• Singing songs on proper use of road • Telling stories on proper use of road • Dramatizing on the uses of road by considering the rules			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
8. TECHNOLOGY a. Non-electronic devices	The child should demonstrate the ability to: i. Identify non electronic devices.	• Narrating story that describes non-electronic devices • Playing games of choosing non-electronic devices • Practicing drawing pictures of non-electronic devices	• Dish • Plates • Cups • Spoons • Boards • Bags • Baskets • Tables • Chairs • Bottles • Sewing machine • Charcoal iron	• Observation • Questions and answers • Interview • Checklist	6
	ii. Explain the uses of non-electronic devices.	• Using gallery walk to observe the uses of non-electronic devices • Answering questions on the uses of non-electronic devices • Dramatizing on how to use non-electronic devices			
b. Electronic devices	The child should demonstrate the ability to: i. Identify electronic devices in	• Singing songs on electronic devices • Playing games to predict the answers of the riddles on the electronic devices	• Iron • Radio • Telephone • Television • Games • Blender	• Observation • Questions and answers • Interview • Checklist	6

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	his/her environment.	• Drawing pictures of electronic devices • Boasting to identify electronic devices	• Refrigerator • Model of electronic devices • Pictures of electronic devices • Cards of electronic devices • Tactile charts of electronic devices • ICT assistive devices • Large print cards • Charts of electronic devices		
	ii. Explain the uses of electronic devices.	• Singing songs that explain uses of electronic devices • using gallery walk to observe the uses of electronic devices • Answering questions on the uses of electronic devices			
	iii. Explain the negative effects of electronic devices.	• Narrating stories that explain the negative effects of electronic devices • Discussing the negative effects of electronic devices • Answering questions on the negative effects of electronic devices			

CREATIVE ARTS AND SPORTS ACTIVITIES

CREATIVE ARTS AND SPORTS ACTIVITIES

GENERAL LEARNING OUTCOMES

The child should demonstrate the ability to:

1. Protect traditions, customs and culture of Zanzibaris.
2. Build good health and well being.
3. Promote the creative arts talents.
4. Play games that are in his/her environment.
5. Promote the body control skills.

Scope and Sequence of Creative Arts and Sports Activities

TOPICS	SUB TOPICS: FIRST YEAR
1. GYMNASTIC (Myself)	a. Body postures b. Body controlling c. Athletic actions
2. SINGING (Myself)	a. Songs b. Fictional stories with songs
3. GAMES (Our Environment)	a. Traditional minor games b. Modern minor games
4. DRAWING (Our Environment)	a. Natural colours b. Shapes in objects and creatures c. Patterns
5. CREATIVITY	a. Drama b. Creative activities

CREATIVE ARTS AND SPORTS ACTIVITIES FIRST YEAR GENERAL LEARNING OUTCOMES

The child should demonstrate the ability to:

1. Perform the physical exercises.
2. Protect traditions, customs and culture of Zanzibaris.
3. Build good health and wellbeing.
4. Promote the talents of creative arts.
5. Play games that are in his/her environment.

CREATIVE ARTS AND SPORTS ACTIVITIES MATRIX

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
1. GYMNASTIC (Myself) a. Body postures	The child should demonstrate the ability to: i. Demonstrate sitting activities by using legs.	- Using demonstration, to sit by using legs. - Exercising sitting by using legs. - Playing games of sitting by using legs.	- Bottle - Seed bags - Ropes - Ladders - Car tires - Chart of arms and legs sitting postures - ICT assistive devices	- Circle in circle out - Portfolio - Discussion - Questions and answers - Observation - Observation of chain thoughts - Discovering - Self-assessment - Mind map 3- minutes pause	12
	ii. Demonstrate sitting activities by bending legs.	- Listening stories on activities of sitting by bending legs. - Playing games of observing activities of sitting by bending legs. - Acting sitting postures by bending legs.			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Demonstrate sitting activities using arms and legs.	- Using demonstration to sit by using arms and legs. - Imitating actions of sitting by using arms and legs. - Exercising to sit using arms and legs.			
b. Body Balance	The child should demonstrate the ability to: i. Walk along the line.	- Using demonstration of walking along the line. - Following the actions of walking along the line. - Imitating the actions of walking along the line. - Playing games of walking along the line.	- Whistle - Drum - White cane - Fabrics - Rope - Tires - Rope ladder - Coconut shells - Bottles - Seed bags - Spoons	- Discussion - Thumb up, thumb down - Questions and answers - Observation - Invention 3- minutes pause - Self assessment - Circle in circle out	12

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Walk by using toes.	- Using demonstration technique to walk by using toes. - Imitating the actions of walking by using toes. - Practicing to walk by using toes.	- Limes - Logs - ICT assistive devices		
	iii. Stand up on one leg.	- Observing pictures of standing on one leg. - Imitating to stand up using one leg. - Playing games of standing by using one leg.			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
c. Athletics	The child should demonstrate the ability to: i. Run in a short distance.	• Observing warming up activities. • Following the exercises of jumping up and down for warming up activities. • Playing games of running in a short distance.	• Bottles • Ball • Sticks • Rope • Whistle • Mattress • Cones • Tire • Poles • Game books • ICT assistive devices	• Discussion • Thumb up thumb down • Questions and answers • Observation • Invention • 3- minutes pause • Self assessment • Circle in circle out	12
	ii. Jump without using tools.	• Using demonstration technique to jump without using tools. • Following the exercises of jumping without using tools. • Playing games of jumping without using tools.			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Jump by using tools.	- Using demonstration technique to jump by using tools. - Following the exercises of jumping by using tools. - Playing games of jumping by using tools.			
2. SINGING (Myself) a. Songs	The child should demonstrate the ability to: i. Clarify the rise and fall of tone in songs.	- Listening songs by considering the rise and fall of tone. - Observing the rise and fall of tone in songs. - Following the songs by considering the rise and fall of tone. - Playing games showing mentioning the rise and fall of tone in songs.	- ICT assistive devices - Drums - Rattles - Tins - Bottles with pebbles - Glass bottles - Tin gallons - Songs books	- Recitation - Observation - Invention - Observation of chain thoughts - Self assessment	14

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Imitate the rise and fall of tone in songs.	- Using the demonstration technique of singing by considering the rise and fall of tone. - Playing games of differentiating the rise and fall of tone in songs. - Imitating the rise and fall of tone in songs			
	iii. Sing songs by following rhythm.	- Listening songs that have different rhythms - Imitating songs that have different rhythms - Playing games of singing songs by imitating the rhythms			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
b. Fictional stories with songs	The child should demonstrate the ability to: i. Clarify songs that are in fictional stories.	• Listening to the fiction stories with songs. • Imitating songs that are in fiction stories. • Singing songs that are in fiction stories.	• Puppets • Cinema box • Fiction stories charts • Tactile charts of fiction stories • Fiction stories cards • Fiction stories pictures • Flannel board • ICT assistive devices	• Recitation • Observation • Invention • Observation of chain thoughts • Self assessment • Mind map	12
	ii. Narrate the fiction stories with songs.	• Listening to the fiction stories with songs. • Narrating the short fiction stories by using their own words. • Singing songs that are in narrated fiction stories.			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Explain lessons learnt from songs that are in fictional stories.	• Arranging pictures in series of the events that are in fictional stories. • Narrating short fictional stories by using the series of pictures. • Discussing lessons learnt from the songs in fiction stories.			
3. GAMES (Our Environment) a. Traditional minor games	The child should demonstrate the ability to: i. Clarify traditional minor games.	• Listening to stories that mention traditional minor games. • Discussing in groups the names of traditional minor games. • Playing guessing games that name the traditional minor games.	• Animal pictures • Animal models • Piece of cloth • Combs • Hair oil • Piece of wood • Pebbles • Sticks • Songs books • Chalk • Rope • ICT assistive devices • Coconut shells • Coconut leaves	• Discussion • Thumb up thumb down • Questions and answers • Observation • Invention • 3- minutes pause • Self assessment • Observation of chain thoughts • Recitation • Mind map	10

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Play traditional minor games without songs.	• Listening to case studies of traditional minor games without songs. • Discussing traditional minor games without songs. • Practicing minor games without songs.			
	iii. Play minor games with songs.	• Listening to short stories of traditional minor games with songs. • Singing songs that are in traditional mini games with songs. • Practicing traditional mini games with songs.			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
b. Modern minor games	The child should demonstrate the ability to:	• Listening to stories that mention modern minor games. • Discussing the names of modern minor games. • Practice naming the modern minor games.	• Fabrics • Cards • Whistle • Sacs • Potatoes • Balloons • Basins • Bottles • Clothes • Shoes and socks • Bottle tops • Sticks • ICT assistive devices • Shapes	• Discussion • Thumb up thumb down • Questions and answers • Observation • Invention • 3- minutes pause • Self assessment • Observation of chain thoughts • Recitation • Mind map	12
	i. Clarify modern minor games.	• Listening to short stories that mention modern minor games. • Narrating stories modern minor games. • Practicing the modern minor games.			
	ii. Play modern minor games.				
	iii. Differentiate the traditional and modern minor games.	• Listening to case studies of modern minor games with songs. • Discussing on the modern minor games with songs. • Playing traditional and modern			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
4. DRAWING a. Natural colours	The child should demonstrate the ability to: i. Identify objects with natural colours.	- Collecting objects that have the natural colours. - Arranging objects that have the same natural colours. - Playing games of mentioning the names of objects with natural colours. - Playing games of drawing objects with natural colours that he/she likes.	- Real colours - Pieces of wood. - Flowers - Bottle tops - Fabrics - Bottle - Sticks - Leaves - Fruits - Shells - Stones - Seeds - Water colours - Crayons - Brushes - Papers - Threads - Ropes - Coconut husk - Limestone - Lipstick fruits	- Discussion - Thumb up thumb down - Questions and answers - Observation - Invention 3- minutes pause - Self assessment - Observation of chain thoughts - Recitation - Mind map - Circle in circle out - Project	19
	ii. Make the natural colours.	- Singing songs that mention objects with natural colours. - Collecting objects that produce natural colours. - Practicing making the natural colours.			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Use the natural colours.	- Observing pictures that are made up by using the natural colours. - Using the demonstration technique of colouring pictures by using the natural colours. - Playing games of colouring shapes by using the natural colours.			
b. Shapes in objects and creatures	The child should demonstrate the ability to: Identify shapes in objects and creatures.	- Singing songs that identify shapes. - Discussing shapes that are in various objects. - Practice drawing shapes that are in various objects and creatures.	- Maize cobs - Pawpaw stalks - Jalboxes - Flowers - Cards - Bottle tops - Cotton	- Discussion - Thumb up thumb down - Questions and answers - Observation 3- minutes pause	17

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Join shapes to get pictures of objects and creatures.	• Discussing the shapes that are in one object. • Playing games of mentioning objects that have more than one shape. • Playing games of connecting shapes to get their desired pictures.	• Pictures of circle, triangle and rectangle shapes in objects and creatures • Sticks • Pieces of wood • Tins • Boxes • Leaves • Local lipstick • Barks of trees • Limestone • Seeds of the clove • Models • Tactile cards of objects and creatures.	• Self assessment • Mind map • Circle in circle out • Project • Invection	
	iii. Clarify the shapes of objects and creatures	• Singing songs of drawing by identifying shapes. • Boasting to explain the characteristics of various shapes. • Playing games of drawing creative pictures from the shapes.			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
c. Patterns	The child should demonstrate the ability to: i. Draw the basic patterns.	• Singing songs of mentioning the primary patterns. • Acting the actions of drawing the primary patterns. • Playing games of drawing the primary patterns.	• Charts of the primary patterns • Tactile charts of the primary patterns • Papers • Pencils • Colours • Glue • ICT assistive devices	• Observation of chain thoughts • Discussion • Thumb up thumb down • Questions and answers • Observation • Self assessment • 3- minutes pause • Circle in circle out • Recitation • Portfolio • Mind map	19
	ii. Draw objects from basic patterns.	• Playing games of mentioning things from the particular patterns. • Discussing things from the particular patterns. • Playing games of drawing things from the particular patterns.			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Draw decorated objects from the patterns.	• Listening stories that identify things which are decorated through patterns. • Playing games of differentiating patterns found in decorated things. • Practicing to decorate things by using patterns.			
5. CREATIVITY a. Theatre arts	The child should demonstrate the ability to: i. Show boasting/blasting in events.	• Listening stories with boasting/blasting actions. • Playing boasting/blasting games. • Boasting/blasting on his/her interests.	• Various pictures of events • ICT assistive devices • Short stories books • Braille books of short stories • Charts of dramatic poems	• Recitation • Observation • Observation of chain thoughts • Discovering • Self assessment • Mind map • Discussion	17

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Act the boasting/blasting activities.	• Listening to dramatic poems. • Observing boasting in dramatic poems. • Practicing boasting in dramatic poems.	• Tactile charts of dramatic poems	• Peer correction • Demonstration • Likert scale • Exit card • Reflection card	
	iii. Create drama.	• Observing various dramas. • Discussing the characters in the drama. • Practicing on roles of the characters in the drama. • Dramatizing on roles of the characters.			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
b. Creative activities	The child should demonstrate the ability to: i. Beading things that are in his/her surroundings .	• Singing songs that mentioning things in his/her surroundings. • Playing games that mention objects which are used in beading things. • Practicing to beading things that are in surroundings.	• Flowers and leaves • Bottle tops • Papers • Seeds • Fishing lines • Ropes • Palm leaves • Cobs • Wreath of flowers • Beads • Water colours	• Recitation • Observation • Observation of chain thoughts • Discovering • Self assessment • Mind map • Discussion • Peer correction • Demonstration • Likert scale	12
	ii. Use the cutting skills.	• Demonstrating cutting objects using cutting tools. • Playing games of cutting pictures and shapes. • Practicing on cutting pictures and shapes.	• Crayons • Real objects • Shoes threads • Sticks • Shoelaces • Buttons • Shoes • Pictures • Papers	• Exit card • Reflation card	

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Use the sewing skills.	• Playing games of naming tools that are used in sewing. • Drawing tools that are used in sewing. • Demonstrating on sewing small objects. • Practicing on sewing small objects.	• Journals • Newspapers • ICT assistive devices		

VITENDO VYA DINI YA KIISLAMU

STADI ZA JUMLA

Mtoto aoneshe uwezo wa:-

1. Kuishi katika mfumo sahihi unaokubalika katika Uislamu.
2. Kuonesha tabia njema katika matendo ya kila siku.
3. Kusoma, kuandika na kutumia herufi za hijai kwa usahihi.
4. Kusoma, kutafsiri, kuhifadhi na Kutumia Qur-ani na Hadithi za Mtume Muhammad (S.A.W) katika mwenendo mzima wa maisha.
5. Kufuata sira ya Mtume Muhammad (S.A.W).

Mawanda na Mtiririko Vitendo vya Dini ya Kiislamu

MWAKA WA 1	
MADA/DHAMIRA	MADA/DHAMIRA NDOGO
1. TAWHID	a. Nguzo za Uislam b. Majina ya Mwenyezi Mungu (s.w) (1-4)
2. TABIA ZA KIISLAMU (Mimi)	a. Maamkizi ya Kiislamu b. Maneno ya Heshima
3. HERUFI (Nyumbani)	a. Herufi za hijai b. Stadi za awali za kuandika
4. QUR-ANI (Nchi Yangu)	a. Suratul - Fat-ha b. Suratul - Ikhlas c. Suratul - Falaq d. Suratu - Nnaas
5. SIRA (Familia)	a. Kuzaliwa kwa mtume Muhammad (S.A.W) b. Watoto wa Mtume Muhammad (S.A.W)
6. HADITHI (Chakula Na Lishe)	a. Hadithi ya Usafi b. Hadithi ya Adabu za kula c. Hadithi ya Upendo
7. DUA (Mazingira)	a. Dua ya kuingia na kutoka chooni b. Dua ya kutoka nyumbani c. Dua ya kuingia nyumbani

VITENDO VYA DINI YA KIISLAMU MWAKA WA KWANZA

STADI

Mtoto aoneshe uwezo wa:-

1. Kuishi katika mfumo sahihi unaokubalika katika Uislamu.
2. Kuonesha tabia njema katika matendo ya kila siku.
3. Kusoma, kuandika na kutumia herufi za hijai kwa usahihi.
4. Kusoma, kutafsiri, kuhifadhi na Kutumia Qur-ani na Hadithi za Mtume Muhammad (S.A.W) katika mwenendo mzima wa maisha.
5. Kufuata sira ya Mtume Muhammad (S.A.W).

JADUWELI LA VITENDO VYA DINI YA KIISLAMU MWAKA WA KWANZA

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
1. TAWHIDI (Mazingira yetu) a. Nguzo za Uislamu	Mtoto aoneshe uwezo wa:- i. Kuainisha nguzo za Uislamu.	• Kusoma kasida inayotaja nguzo za Uislamu • Kucheza michezo ya kutaja nguzo za Uislamu • Kutumia bungua bongo kutaja nguzo za Uislamu	• Vifaa saidizi vya TEHAMA • Modeli ya Al-kaaba • Kadi za picha • Chati • Chati mguso • Kadi za maandishi makubwa • Kinasa sauti	• Uchunguzi • Ugunduzi • Mkoba wa kazi • Majadiliano • Chemsha bongo • Dole gumba juu dole gumba chini • Maswali na majibu	6
	ii. Kueleza maana ya nguzo za Uislamu.	• Kusoma kasida inayoeleza maana ya nguzo za Uislamu • Kusikiliza kisa kinacho fafanua nguzo za Uislamu • Kujadili nguzo za Uislamu			
	iii. Kufafanua matendo ya nguzo za Uislamu katika maisha ya kila siku.	• Kusoma kasida inayofafanua matendo ya nguzo za Uislamu • Kusikiliza kisa mafunzo cha nguzo za Uislamu • Kuigiza matendo ya nguzo za Uislamu			
	Mtoto aoneshe uwezo wa:-	• kusikiliza kasida ya majina ya Mwenyezi Mungu (s.w)	• Vifaa saidizi vya TEHAMA	• Uchunguzi • Ugunduzi	8

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
b. Majina ya Mwenyezi Mungu (s.w) (الله، الخالق، السميع، البصير.)	i. Kuainisha majina ya Mwenyezi Mungu (s.w)	• Kusoma kasida ya majina ya Mwenyezi Mungu (S.W) • Kucheza michezo ya kutaja Majina ya Mwenyezi Mungu (S.W)	• Kadi za nukta nundu za majina ya Mwenyezi Mungu (S.W) • Kadi za majina ya Mwenyezi Mungu (S.W) • Chati za majina ya Mwenyezi Mungu (S.W) • Chati mguso za majina ya Mwenyezi Mungu (S.W)	• Mkoba wa kazi • Majadiliano • Chemsha bongo • Dole gumba juu dole gumba chini • Maswali na majibu	
	ii. Kueleza maana ya majina ya Mwenyezi Mungu (S.W)	• Kusikiliza kasida ya majina ya Mwenyezi Mungu (S.W) na maana zake • Kujadili majina ya Mwenyezi Mungu(S.W) na maana zake • Kucheza michezo ya kutaja majina ya Mwenyezi Mungu(S.W) na maana zake • Kucheza michezo ya kuoanisha maana ya majina ya Mwenyezi Mungu (S.W)			
	iii. Kutumia majina ya Mwenyezi Mungu (S.W) katika maisha ya kila siku.	• Kusikiliza kisa mafunzo cha matumizi ya majina ya Mwenyezi Mungu (S.W)	• Kinasa sauti		

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		- Kujadili matumizi ya majina ya Mwenyezi Mungu (S.W) - Kucheza michezo ya kutumia majina ya Mwenyezi Mungu (S.W)			
2. TABIA ZA KIISLAMU (Mimi) a. Maamkizi ya Kiislamu	Mtoto aoneshe uwezo wa:- i. Kuainisha maneno ya maamkizi ya Kiislamu.	- Kusoma kasida za maneno ya maamkizi ya Kiislamu - Kusikiliza hadithi zinazotaja maneno ya maamkizi ya Kiislamu - Kucheza michezo ya maneno ya maamkizi ya Kiislamu	- Vitabu vya hadithi - Vifaa saidizi vya TEHAMA - Chati za matendo ya kusalimia - Chati mguso za matendo ya kusalimia - Picha za matendo ya kusalimia - Kadi za maandishi makubwa - Kinasa sauti	- Matembezi ukumbini - Dole gumba juu dole gumba chini - Maswali na majibu	7
	ii. Kuonesha adabu za maamkizi ya Kiislamu.	- Kutumia onesho mbinu la adabu za maamkizi ya Kiislamu - Kujadili adabu za maamkizi ya Kiislamu - Kucheza michezo ya kusalimiana kwa adabu za maamkizi ya Kiislamu			

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	iii. Kuchambua faida za maamkizi ya Kiislamu.	- Kusikiliza kisa mafunzo cha faida za maamkizi ya Kiislamu - Kusikiliza hadithi za faida za maamkizi ya Kiislamu - Kujadili faida za maamkizi ya Kiislamu			
b. Maneno ya Heshima	Mtoto aoneshe uwezo wa:- i. Kuainisha maneno ya heshima yanayotumika katika mazingira yake.	- Kusoma kasida za maneno ya heshima - Kujadili maneno ya heshima - Kucheza michezo ya maneno ya heshima	- Vifaa saidizi vya TEHAMA - Kadi za matendo ya heshima - Chati za matendo ya heshima - Chati mguso za matendo ya heshima - Kadi za maandishi makubwa - Kinasa sauti	- Matembezi ukumbini - Dole gumba juu dole gumba chini - Maswali na majibu	7
	ii. Kutumia maneno ya heshima yanayotumika katika mazingira yake.	- Kusikiliza kisa mafunzo cha matumizi ya maneno ya heshima - Kujadili matumizi ya maneno ya heshima - Kucheza michezo ya kutumia maneno ya heshima			

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	iii. Kuchambua faida za kutumia maneno ya heshima.	• Kusikiliza kisa mafunzo cha faida za kutumia maneno ya heshima • Kujadili hasara za kutokutumia maneno ya heshima • Kuigiza matumizi ya maneno ya heshima yanayotumika katika mazingira yake			
3. HERUFI (Nyumbani) a. Herufi za Hijai	Mtoto aoneshe uwezo wa:- i. Kuainisha herufi za Hijai.	• Kusoma kasida za herufi za Hijai • Kufanya mazoezi ya kutaja herufi za hijai • Kucheza michezo ya kuonesha herufi za hijai	• Kadi za herufi za hijai • Kadi za nukta nundu za herufi za hijai • Kadi za irabu • Kadi za nukta nundu za irabu • Vifaa saidizi vya TEHAMA • Chati za herufi za hijai	• Kadi mrejesho • Chemsha bongo • Bungua bongo • Mkoba kazi	7
	ii. Kubainisha irabu.	• Kusoma kasida za irabu. • Kusikiliza matamshi ya irabu. • Kucheza michezo ya kubaini irabu.			
	iii. Kubaini herufi zenye irabu.	• Kusikiliza matamshi ya herufi zenye irabu.			

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		• Kupanga herufi zenye irabu. • Kucheza michezo ya kuonesha herufi zenye irabu	• Chati mguso za herufi za hijai. • Ubao wa fulana • Kadi za maandishi makubwa • Kinasa sauti		
b. Stadi za awali za kuandika	Mtoto aoneshe uwezo wa:- i. Kutumia mazoezi ya kulainisha misuli midogo midogo ya mikono.	• Kucheza michezo ya kutoboa vitu • Kutumia onesho mbinu kufuma nyuzi katika matundu ya karatasi • Kufanya mazoezi ya kutunga • Kucheza michezo ya kuchora michoro kutoka kulia kwenda kushoto • Kufanya michezo ya kutumia vifaa vya kuandikia	• Vibao • Mchanga • Rangi • Karatasi • Vijiti • Penseli • Vifaa saidizi vya TEHAMA • Kadi za maandishi makubwa • Kinasa sauti	• Kadi mrejesho • Chemsha bongo • Bungua bongo • Mkoba wa kazi	8
	ii. Kuchora nakshi kutoka kulia kwenda kushoto.	• Kutumia onesho mbinu la kuchora nakshi kutoka kulia kwenda kushoto • Kufuatishia nakshi za herufi za hijai			

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
4. QUR-ANI (Nchi yangu) a. Suratul - Fat-ha		• Kuchora nakshi za herufi za hijai			
	iii. Kuandika herufi za hijai.	• Kutumia onesho mbinu la kuandika nakshi za herufi za hijai. • Kufuatisha herufi za Hijai • Kucheza michezo ya kuandika herufi za hijai			
	Mtoto aoneshe uwezo wa:- i. Kubainisha adabu za kusoma Qur-ani.	• Kusoma kasida inayotaja adabu za kusoma Qur-ani • Kujadili adabu za kusoma Qur-ani • Kuigiza matendo ya adabu za kusoma Qurani	• Juzuu • Juzuu ya kalamu • Vifaa saidizi vya TEHAMA • Kadi za Suratul - Fat-ha • Chati • Chati mguso za Suratul - Fat-ha • Maji • Juzuu za nukta nundu • Kadi za maandishi makubwa	• Usahihishaji rika • Chemsha bongo • Majadiliano	6
	ii. Kusoma Suratul - Fat-ha kwa kuhifadhi.	• Kusikiliza Suratul-Fat-ha • Kufuatisha kusoma Suratul - Fat-ha • Kufanya mazoezi ya kusoma Suratul - Fat-ha			
	iii. Kutafsiri Suratul - Fat-ha.	• Kusoma kasida ya tafsiri ya Suratul - Fat-ha			

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		• Kuisikiliza tafsiri ya Suratul - Fat-ha • Kufanya mazoezi ya kutafsiri Suratul - Fat-ha	• Kinasa sauti		
b. Suratul - Ikhlas	Mfoto aoneshe uwezo wa:	• Kusikiliza Suratul - Ikhlas • Kufuatisha kusoma Suratul - Ikhlas • Kufanya mazoezi ya kusoma Suratul – Ikhlas	• Juzuu • Juzuu ya kalamu • Vifaa saidizi vya TEHAMA • Kadi za Suratul - Ikhlas • Chati za Suratul - Ikhlas • Chati mguso za Suratul - Ikhlas • Maji • Juzuu za nukta nundu • Kadi za maandishi makubwa • Kinasa sauti	• Usahihishaji rika • Chemsha bongo • Majadiliano	7
	i. Kusoma Suratul - Ikhlas.	• Kusoma kasida ya tafsiri ya Suratul - Ikhlas • Kusikiliza tafsiri ya Suratul - Ikhlas. • Kucheza michezo ya kutafsiri Suratul – Ikhlas			
	ii. Kutafsiri Suratul - Ikhlas.				
	iii. Kutumia mafunzo ya Suratul - Ikhlas.	• Kusikiliza kisa cha mafunzo ya Suratul - Ikhlas • Kujadili mafunzo ya Suratul - Ikhlas • Kucheza michezo ya mafunzo ya Suratul – Ikhlas			

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
c. Suratul - Falaq	Mtoto aoneshe uwezo wa: i. Kusoma Suratul - Falaq.	• Kusikiliza Suratul - Falaq • Kufuatisha kusoma Suratul - Falaq • Kufanya mazoezi ya kusoma Suratul – Falaq	• Juzuu • Juzuu ya kalamu • Vifaa saidizi vya TEHAMA • Kadi za Suratul - Falaq	• Usahihishaji rika • Chemsha bongo • Majadiliano	6
	ii. Kutafsiri Suratul - Falaq.	• Kusoma kasida ya tafsiri ya Suratul - Falaq • Kusikiliza tafsiri ya Suratul - Falaq • Kucheza michezo ya Kutafsiri Suratul – Falaq	• Chati za Suratul - Falaq • Chati mguso za Suratul - Falaq • Maji		
	iii. Kutumia mafunzo ya Suratul - Falaq.	• Kusikiliza kisa kinachoelezea mafunzo ya Suratul - Falaq • Kujadili mafunzo ya Suratul - Falaq • Kucheza michezo ya kutumia mafunzo ya Suratul - Falaq	• Juzuu za nukta nundu • Kadi za maandishi makubwa • Kinasa sauti		
d. Suratu- Nnaas	Mtoto aoneshe uwezo wa:	• Kusikiliza Suratu - Nnaas • Kufuatisha kusoma Suratu -Nnaas	• Juzuu • Juzuu ya kalamu	• Usahihishaji rika • Chemsha bongo	6

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	i. Kusoma Suratu-Nnaas.	Kufanya mazoezi ya kusoma Suratu - Nnaas	- Vifaa saidizi vya TEHAMA - Kadi za Suratu - Nnaas - Kadi za nukta nundu za Suratu - Nnaas - Maji - Juzuu za nukta nundu - Kadi za maandishi makubwa - Kinasa sauti	Majadiliano	
	ii. Kutafsiri Suratu - Nnaas.	- Kusoma kasida ya tafsiri ya Suratu - Nnaas - Kusikiliza tafsiri ya Suratu - Nnaas - Kutafsiri Suratu - Nnaas			
	iii. Kutumia mafunzo ya Suratu -Nnaas.	- Kusikiliza kisa kinachoelezea matumizi ya Suratu- Nnaas - Kujadili mafunzo ya Suratu - Nnaas - Kuigiza matumizi ya Suratu- Nnaas katika maisha ya kila siku.			
5. SIRA (Familia) a. Kuzaliwa kwa Mtume	Mtoto aoneshe uwezo wa: i. Kubainisha uzao wa Mtume Muhammad (S.A.W).	- Kusoma kasida ya Uzao wa Mtume Muhammad (S.A.W) - Kusikiliza Hadithi inayotaja mji aliozaliwa Mtume Muhammad (S.A.W)	- Vifaa saidizi vya TEHAMA - Chati - Chati mguso	- Maswali na majibu - Chemsha bongo - Majadiliano	6

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
Muhammad (S.A.W)		• Kujibu maswali ya majina ya wazazi wa Mtume Muhammad (S.A.W)	• Kadi za maandishi makubwa • Kinasa sauti	• Dole gumba juu dole gumba chini	
	ii. Kubaini mwaka aliozaliwa Mtume Muhammad (S.A.W).	• Kusikiliza kisa cha As-habulfil • Kujadili mafunzo ya kisa cha As-habulfil • Kucheza michezo ya kuagua mwaka aliozaliwa Mtume Muhammad (S.A.W)			
	iii. Kuelezea walezi wa Mtume Muhammad (S.A.W).	• Kusoma kasida ya majina ya walezi wa Mtume Muhammad (S.A.W) • Kusikiliza visa vya majina ya walezi wa Mtume Muhammad (S.A.W) • Kucheza michezo ya majina ya walezi wa Mtume Muhammad (S.A.W)			

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
b. Watoto wa Mtume Muhammad (S.A.W)	Mtoto aoneshe uwezo wa: i. Kuainisha watoto wa Mtume Muhammad (S.A.W).	• Kusoma kasida inayotaja majina ya watoto wa Mtume Muhammad (S.A.W). • Kucheza michezo ya kutaja majina ya watoto wa Mtume Muhammad (S.A.W) • Kujibu maswali ya majina ya watoto wa mtume (S.A.W)	• Kadi za majina ya watoto wa Mtume Muhammad (S.A.W) • Kadi za nukta nundu za majina ya watoto wa Mtume Muhammad (S.A.W) • Vifaa saidizi vya TEHAMA • Kadi za maandishi makubwa • Kinasa sauti	• Maswali na majibu • Chemsha bongo • Dole gumba juu dole gumba chini	6
	ii. Kufafanua watoto wa Mtume Muhammad (S.A.W).	• Kusoma kasida ya idadi na jinsi za watoto wa Mtume Muhammad (S.A.W) • Kujibu maswali ya idadi na jinsi za watoto wa Mtume Muhammad (S.A.W) • Kucheza michezo ya kuhusisha majina na jinsi za watoto wa Mtume Muhammad (S.A.W)			

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
6. HADITHI (Chakula na lishe) a. Hadithi ya usafi	Mtoto aoneshe uwezo wa: i. Kusoma Hadithi ya usafi.	- Kusikiliza hadithi ya usafi - Kufuatisha kusoma hadithi ya usafi - Kucheza michezo ya kusoma hadithi ya usafi	- Vifaa saidizi vya TEHAMA - Picha za matendo ya usafi - Kadi za maneno ya hadithi ya usafi - Kadi za nukta nundu ya hadithi za usafi - Kadi za maandishi makubwa - Kinasa sauti	- Maswali na majibu - Usahihishaji rika - Mkoba kazi	6
	ii. Kutafsiri hadithi ya usafi.	- Kusoma kasida ya usafi - Kusikiliza tafsiri ya hadithi ya usafi - Kufanya mazoezi ya kutafsiri hadithi ya usafi			
	iii. Kutumia mafunzo ya hadithi ya usafi.	- Kusikiliza kisa mafunzo cha hadithi ya usafi - Kujadili mafunzo ya hadithi ya usafi - Kutumia majigambo ya mafunzo ya hadithi ya usafi			
b. Hadithi ya adabu za kula na kunywa	Mtoto aoneshe uwezo wa: i. Kusoma hadithi ya adabu za kula na kunywa.	- Kusikiliza hadithi ya adabu za kula na kunywa - Kufuatisha kusoma hadithi ya adabu za kula na kunywa	- Vifaa saidizi vya TEHAMA - Picha za adabu za kula na kunywa.	- Maswali na majibu - Usahihishaji rika	9

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		Kucheza michezo ya kusoma hadithi ya adabu za kula na kunywa	- Kadi za hadithi ya adabu za kula - Kadi za nukta nundu za hadithi ya adabu za kula - Kadi za maandishi makubwa - Kinasa sauti	Mkoba kazi	
	ii. Kutafsiri hadithi ya adabu za kula na kunywa.	- Kusoma kasida ya tafsiri ya hadithi ya adabu za kula na kunywa - Kusikiliza tafsiri ya hadithi ya adabu za kula na kunywa. - Kufanya mazoezi ya kutafsiri hadithi ya adabu za kula na kunywa			
	iii. Kutumia mafunzo ya hadithi za adabu za kula na kunywa.	- Kusikiliza visa vya adabu za kula na kunywa - Kujadili mafunzo ya adabu za kula na kunywa - Kuigiza mafunzo ya hadithi za adabu za kula na kunywa.			
c. Hadithi ya Upendo	Mfoto aoneshe uwezo wa: i. Kusoma Hadithi ya upendo.	- Kusikiliza hadithi ya upendo - Kufuatisha kusoma hadithi ya upendo	- Vifaa saidizi vya TEHAMA - Picha za matendo ya	- Maswali na majibu - Usahihishaji rika	8

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		• Kufanya mazoezi ya kusoma hadithi ya ya upendo	hadithi ya upendo • Kadi za hadithi ya upendo	• Mkoba kazi	
	ii. Kutafsiri hadithi ya upendo.	• Kusoma kasida ya upendo • Kusikiliza tafsiri ya hadithi ya upendo • Kucheza michezo ya kutafsiri hadithi ya upendo	• Kadi za nukta nundu za hadithi ya upendo • Kadi za maandishi makubwa • Kinasa sauti		
	iii. Kutumia mafunzo ya hadithi ya upendo.	• Kusikiliza visa vya mafunzo ya hadithi ya upendo • Kujadili mafunzo ya hadithi ya upendo • Kuigiza michezo ya mafunzo ya hadithi ya upendo			
7. DUA (Mazingira)	Mtoto aoneshe uwezo wa:- i. Kuainisha adabu za kuingia na kutoka chooni.	• Kusikiliza hadithi ya adabu za kuingia na kutoka chooni • Kujadili adabu za kuingia na kutoka chooni	• Vifaa saidizi vya TEHAMA • Viatu • Maji	• Maswali na majibu • Usahihishaji rika	8

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
a. Dua ya kuingia na ya kutoka chooni		• Kucheza michezo ya adabu za kuingia na kutoka chooni	• Kata • Kadi za picha za kuingia na kutoka chooni • Kadi za maandishi makubwa • Kinasa sauti	• Dole gumba juu dole gumba chini • Majadiliano	
	ii. Kusoma dua ya kuingia na kutoka chooni.	• Kusikiliza dua ya kuingia na kutoka chooni • Kufuatisha dua ya kuingia na kutoka chooni • Kucheza mchezo wa kusoma dua ya kuingia na kutoka chooni			
	iii. Kuelezea faida ya dua ya kuingia na kutoka chooni.	• Kusikiliza kisa mafunzo cha faida ya dua ya kuingia na kutoka chooni • Kujadiliana katika vikundi faida ya kutumia dua ya kuingia na kutoka chooni • Kufanya mazoezi ya kutumia dua ya kuingia na kutoka chooni			
b. Dua ya kutoka nyumbani	Mfoto aoneshe uwezo wa:- Kuainisha adabu za kutoka nyumbani.	• Kusoma kasida ya adabu za kutoka nyumbani • Kujadili adabu za kutoka nyumbani	• Vifaa saidizi vya TEHAMA • Kadi za picha za matendo ya	• Maswali na majibu • Usahihishaji rika	7

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
c. Dua ya kuingia nyumbani		• Kucheza michezo ya adabu za kutoka nyumbani	kutoka nyumbani • Chati za matendo ya kutoka nyumbani	• Dole gumba juu dole gumba chini • Majadiliano	
	ii. Kusoma dua ya kutoka nyumbani.	• Kusikiliza dua ya kutoka nyumbani • Kufuatisha dua ya kutoka nyumbani • Kucheza michezo ya kusoma dua ya kutoka nyumbani	• Chati mguso za adabu za kutoka nyumbani • Kadi za maandishi makubwa • Kinasa sauti		
	iii. Kuelezea faida ya dua ya kutoka nyumbani.	• Kusikiliza kisa cha faida ya dua ya kutoka nyumbani • Kujadili faida ya kutumia dua ya kutoka nyumbani • Kufanya mazoezi ya kutumia dua ya kutoka nyumbani			
c. Dua ya kuingia nyumbani	Mtoto aoneshe uwezo wa: Kuainisha adabu za kuingia nyumbani.	• Kusoma kasida ya adabu za kuingia nyumbani • Kujadili adabu za kuingia nyumbani	• Vifaa saidizi vya TEHAMA • Kadi za picha za matendo ya	• Maswali na majibu • Usahishaji rika	7

MADA/DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		• Kucheza michezo ya kupanga picha za adabu za kuingia nyumbani	kuingia nyumbani • Chati za matendo ya kuingia nyumbani • Chati mguso za matendo ya kuingia nyumbani • Kadi za maandishi makubwa • Kinasa sauti	• Dole gumba juu dole gumba chini • Majadiliano	
	ii. Kusoma dua ya kuingia nyumbani.	• Kusikiliza dua ya kuingia nyumbani • Kufuatisha dua ya kuingia nyumbani • Kucheza michezo ya kusoma dua ya kuingia nyumbani			
	iii. Kuelezea faida ya dua ya kuingia nyumbani.	• Kusikiliza kisa mafunzo cha faida ya dua ya kuingia nyumbani • Kujadili faida ya kutumia dua ya kuingia nyumbani • Kujibu maswali ya faida ya dua ya kuingia nyumbani			

ENGLISH LANGUAGE ACTIVITIES

GENERAL LEARNING OUTCOMES

In learning English Language Activities, the child should demonstrate the ability to:

1. Communicate appropriately using verbal and non-verbal communication in a variety of contexts.
2. Demonstrate basic literacy skills.
3. Recognise sound-symbol correspondence.
4. Read letters and simple words.
5. Write letters and simple words.

The Scope and Sequence of The English Language Activities

SKILLS	PRE-PRIMARY 1
LISTENING AND SPEAKING	1. MY SELF a. Greetings b. Bidding farewell c. Self-introduction d. Parts of the body e. Personal belongings
	2. MY FAMILY a. Family members b. Gratitude and Apology
	3. MY HOME a. Objects found at home b. Electronic objects found at home
	4. OUR ENVIRONMENT a. Colours b. Domestic animals
READING	5. PRE-READING a. Reading Orientation b. Pictures c. Sounds of the alphabets d. Letters of the alphabets e. Number 1 - 10
WRITING	6. PRE-WRITING a. Pre- and early writing skills b. Letters c. Simple words

GENERAL LEARNING OUTCOMES

After completing the English Language Activities in the Preprimary 1,

The child should demonstrate the ability to:

1. Communicate with friends.
2. Recognise sound-symbol correspondence.
3. Read letters of the alphabet.
4. Read words comprised of one up to three letters.
5. Write letters of the alphabet.
6. Write words consisting of one up to three letters.

ENGLISH ACTIVITIES MATRIX

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	1. MYSELF a. Greetings	The child should demonstrate the ability to: i. Identify formal greeting expressions .	• Good morning • Good afternoon • Good morning children, • Good morning teacher, • Good afternoon mother. • Teacher: How are you? Child/Children: I am fine/we are fine.	• Singing greeting songs on formal greetings. • Using dialogue to identify greeting expressions. • Using pair work to identify greeting expressions. • Watching video on greeting expressions.	• Tactile/flashcards • Tactile/char-its • Chart showing time • Tactile pictures/pictures • Puppets • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).	• Thumb up thumb down • Three minutes pause • Observation • Exit card • Checklist • Yes/No card • Oral questions • Hand signals	6

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		ii. Relate greeting expressions with their appropriate times.	• Good morning • Good afternoon • Good morning children, teacher, • Good morning teacher, • Good afternoon mother. • How are you? • I am fine/We are fine.	• Singing greeting Songs. • Using dialogue on greetings and their responses. • Answering questions on greetings words. • Watching video on greeting expressions.	• Tactile/flashcards • Tactile/charts • Chart showing time • Puppets • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).	• Thumb up thumb down • Three minutes pause • Observation • Exit card • Checklist • Yes/No card • Oral questions • Hand signals	
		iii. Use greeting expressions to greet people in	• Good morning, • Good afternoon, • Good morning, Children, • Good morning teacher,	• Singing interactive songs related to greetings and their responses.	• Video clips • Pictures/tactile pictures, • Charts • ICT devices (Projector,	• Oral questions • Hand signals • Thumb up thumb down • Three minutes pause	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		and out of school.	• Good afternoon mother. • How are you? • I am fine. /We are fine.	• Practicing in pairs on greetings and their responses. • Watching recorded clips on greetings and responses.	Computer, smart phones CD, DVD machines, flash disk).	• Observation • Exit card • Checklist • Yes/No card •	
	b. Bidding farewell	The child should demonstrate the ability to: i. Identify Goodbye and good night expressions with their responses.	• Goodbye, • Good night, • Bye, • Goodbye children, • Goodbye teacher, • How are you? • I am fine/We are fine, • Good night mother.	• Singing goodbye and goodnight songs. • Watching recorded clips on greetings and farewell responses. • Demonstrating goodbye and good night.	• Video clips • Pictures/tactile pictures, • Charts • ICT devices (Projector, Computer, Smart phones, CD, DVD machines, flash disk).	• Oral questions • Hand signals • Thumb up thumb down • Three minutes pause • Observation • Exit card • Checklist • Yes/No card	6

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				Using dialogue on bidding farewell.			
		ii. Compare farewell words/expressions with their responses.	- Goodbye, - Good night, - Bye, - Goodbye children, - Goodbye teacher, - How are you? - I am fine/We are fine. - Good night mother.	- Singing goodbye and goodnight songs. - Watching recorded clips on greetings and farewell responses. - Demonstrating goodbye and good night. - Playing games on bidding farewell.	- Video clips - Pictures/tactile pictures, - Charts - Cards - Boxes - ICT devices (Projector, Computer, Smart phones, CD/DVD machines, flash disk).	- Oral questions - Hand signals - Thumb up thumb down - Three minutes pause - Observation - Exit card - Checklist - Yes/No card	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		iii. Use goodbye, good night and their responses.	• Goodbye teacher • Goodbye child/children • Good night mother • Good night child/children.	• Singing interactive songs about farewell expressions. • Watching recorded clips on greetings and farewell responses. • Imitating goodbye and goodnight from the teacher. • Practicing in pair on bidding farewell.	• Video clips • Pictures/tactile pictures, • Charts • Cards • Boxes • ICT devices (Projector, Computer, Smart phones, CD, DVD machines, flash disk).	• Oral questions • Hand signals • Thumb up thumb down • Three minutes pause • Observation • Exit card • Checklist • Yes/No card	
	c. Self-introduction	The child should demonstrate	• What is your name? • My name is ...	• Singing songs on self-introduction.	• Pictures	• Oral questions • Hand signals	8

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		the ability to: i. Identify expressions used for self-introduction .	• I am a girl/boy.	• Playing self-introduction games. • Using drills to introduce themselves. • Questions for expressions used to introduce themselves. • Watching video on self-introduction.	• Story picture books/Tactile picture books • Flashcards/tactile flash cards. • ICT devices (TV, CD, DVD machine, projector and Tablets).	• Thumb up thumb down • Three minutes pause • Observation • Exit card • Checklist • Yes/No card	
		ii. Differentiate expressions for self-introduction.	• My name is ... • I am a girl. • I am a boy. • Where do you live?	• Singing songs on self-introduction. • Playing self-introduction games. • Substitution drilling for	• Pictures • Books/tactile story picture books • Puppets • Flashcards, tactile flash cards.	• Oral questions • Hand signals • Thumb up thumb down • Three minutes pause • Observation • Exit card	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				- self-introduction. - Practicing pair work to introduce themselves. - Watching video on self-introduction.	- Tactile picture books, - ICT devices (Projector, Computer, Smart phones, CD, DVD machines, flash disk).	- Checklist - Yes/No card	
		iii. Introduce him/her self.	- My name is ... - I am a girl/boy - I live at ...	- Playing name game. - Using drills to introduce him/her self. - Answering questions to introduce him/her self. - Watching video on self-introduction.	- Pictures - Books/tactile story picture books - Flashcards, tactile flash cards. - Tactile picture books, - ICT devices (Projector, Computer, Smart phones,	- Oral questions - Hand signals - Thumb up thumb down - Three minutes pause - Observation - Exit card - Checklist - Yes/No card	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	c. Parts of the body	The child should demonstrate the ability to: Identify parts of the body	- Head - Eyes - Ears - Mouth - Nose - This is my - Show me your ...	- Singing songs on the parts of the body. - Observing pictures on the parts of the body. - Playing games to name parts of the body. - Answering questions on the parts of the body. - Watching video on parts of the body.	- CD, DVD machines, flash disk). - Models - Pictures - Textbooks - Cards/tactile cards - Charts - Tactile pictures - Puppets. - ICT devices (Projector, Computer, CD, DVD machines, flash disk and Tablets).	- Oral questions - Hand signals - Thumb up thumb down - Three minutes pause - Observation - Exit card - Checklist - Yes/No card	8

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		iii. Differentiate parts of the body	• This is my ... • Show me your ...	• Playing games to differentiate parts of the body. • Observing pictures of the parts of the body. • Using dialogue to differentiate parts of the body. • Answering questions about parts of the body. • Watching video on parts of the body.	• Models • Pictures • Cards/tactile cards • Charts • Tactile pictures • Puppets • Video clips • ICT devices (Projector, Computer, Smart phones, CD, DVD machines, flash disk and Tablets).	• Oral questions • Hand signals • Thumb up thumb down • Three minutes pause • Observation • Exit card • Checklist • Yes/No card	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		iii. Draw parts of the body.	• Head • Eyes • Ears • Mouth • Nose	• Singing songs to identify parts of the body. • Playing games to identify parts of the body. • Observing pictures to draw parts of the body. • Matching parts of the body. • Tracing pictures of the parts of the body.	• Models • Pictures • Cards/tactile cards • Charts • Tactile pictures • Puppets • Video clips • ICT devices (Projector, Computer, CD, DVD machines, flash disk and Tablets).	• Oral questions • Hand signals • Thumb up thumb down • Three minutes pause • Observation • Exit card • Checklist • Yes/No card	
	d. Personal belongings	The child should demonstrate	• (My, your)	• Singing songs on personal belongings.	• Pencil/eraser/ bag	• Oral questions • Hand signals	6

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		the ability to: i. Identify words/expressions used in personal belongings.	- It is my book/pencil/eraser/school bag ... - Is this your book?	- Playing games on personal belongings. - Answering questions on personal belongings.	- Cards/tactile cards, - Charts - Puppets - Video clips. - ICT devices (Projector, Computer, Smart phones, CD, DVD machines, flash disk).	- Thumb up thumb down - Three minutes pause - Observation - Exit card - Checklist - Yes/No card	
		iii. Differentiate words/expressions used in expressing personal belongings.	- It is my book. - Is this your book?	- Singing songs on personal belongings. - Playing games on personal belongings. - Answering questions on	- Pictures/tactile pictures - Puppets - Video clips - ICT devices (Projector, Computer, Smart phones, CD,	- Oral questions - Hand signals - Thumb up thumb down - Three minutes pause - Observation - Exit card - Checklist	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				personal belongings. • Watching video on personal belongings.	DVD machines, flash disk and Tablets).	• Yes/No card	
		iii. Apply various words used in expressing personal belongings.	• This is my book. • It is not your book. • This is your book. • It is not my book.	• Singing songs on personal belongings. • Playing games on personal belongings. • Answering questions on expressing personal belongings. • Demonstrating personal belongings.	• Cards/tactile cards, • Charts • Puppets • Video clips • ICT devices (Projector, Computer, Smart phones, CD, DVD machines, flash disk).	• Oral questions • Hand signals • Thumb up thumb down Three minutes pause • Observation • Exit card • Checklist • Yes/No card	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				Expressing personal belongings.			
	2. MY FAMILY a. Family members	The child should demonstrate the ability to: i. Identify immediate family members.	- Father, mother, brother, sister. - What is your father's name? - My father's name is.....	- Singing songs on immediate family members. - Watching video on immediate family members. - Observing pictures to identify immediate family members. - Playing games on immediate	- Pictures/tactile pictures - Cards/tactile cards, - Charts - Puppets - Video clips - ICT devices (Projector, Computer, Smart phones, CD, DVD machines, flash disk).	- Oral questions - Hand signals - Thumb up thumb down - Three minutes pause - Observation - Exit card - Checklist - Yes/No card	6

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				family members. • Answering questions on immediate family members.			
		ii. Introduce immediate family members.	• This is my ... • Father, mother, brother, sister.	• Singing song to introduce immediate family members. • Observing picture to introduce immediate family members. • Watching video on immediate	• Pictures/tac-tile pictures • Cards/tactile cards, • Charts • Puppets • Video clips • ICT devices (Projector, Computer, Smart phones, CD, DVD machines, flash disk).	• Oral questions • Hand signals • Thumb up thumb down • Three minutes pause • Observation • Exit card • Checklist • Yes/No card	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				family members. • Using role plays to introduce about immediate family members. • Relating pictures to introduce immediate family members.			
		iii. Describe immediate family members.	• My father is a farmer. • My mother is a nurse. • My sister is a ...	• Singing song to describe family members. • Observing pictures to describe	• Pictures/tac-tile pictures • Cards/tactile cards, • Charts • Puppets • Puzzles	• Oral questions • Hand signals • Thumb up thumb down • Three minutes pause • Observation	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
			My brother is a ...	- family members. - Playing games on immediate family members. - Telling story about family members.	- Video clips - ICT devices (Projector, Computer, Smart phones, CD, DVD machines, flash disk).	- Exit card - Checklist - Yes/No card	
	b. Gratitude and Apology	The child should demonstrate the ability to: i. Identify expressions	- Thank you, - You are welcome, - Thank you teacher/friends	- Singing song to identify expressions used in expressing gratitude. - Using role play to	- Pictures/tactile pictures - Video clips. - Cards/tactile cards, - Charts - Puppets - Video clips	- Oral questions - Hand signals - Thumb up thumb down - Three minutes pause - Observation - Exit card	6

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		used in expressing gratitude in and out of school.		- identify expressions used in expressing gratitude. - Playing games to identify expressions used in expressing gratitude - Practicing in pair to identify expressions used in expressing gratitude.	ICT devices (Projector, Computer, CD, DVD machines, flash disk).	Checklist	
		iii. Identify expressions used to express an	- Sorry - I am sorry	Singing songs to identify expressions for expressing apology.	- Pictures/tactile pictures - Cards/tactile cards, - Charts	- Oral questions - Hand signals - Thumb up thumb down	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		apology in and out of school.		• Watching video on apology. • Playing games to identify expressions for expressing an apology. • Using role plays to identify expressions for saying sorry.	• Puppets • Video clips • ICT devices (Projector, Computer, Smart phones, CD, DVD machines, flash disk).	• Three minutes pause • Observation • Exit card • Checklist	
		iii. Apply expressions in expressing gratitude and apology	• Thank you • You are welcome • Thank you teacher/friends • Sorry • Please	• Singing songs to use expressions in expressing gratitude and apology. • Watching video on	• Pictures/tac-tile pictures • Cards/tactile cards, • Charts • Puppets • Video clips	• Oral questions • Hand signals • Thumb up thumb down • Three minutes pause • Observation • Exit cards	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		in and out of school.	No, thank you.	gratitude and apology. - Playing games to use expressions for expressing gratitude and apology. - Using drills in expressing gratitude and apology. - Using role plays on expressing gratitude and apology.	ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).	Checklist	
	3. MY HOME	The child should demonstrate the ability to:	- Plate - Cup - Bowl - Spoon - Knife	Observing pictures of different objects found at home.	- Plate, cup, bowl, spoon, bed, tale, chair. - Toys	- Oral questions - Hand signals - Thumb up thumb down	6

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	a. Objects found at home	i. Identify objects found at home.	• Bed • Chair • Table • Bucket • Dish	• Watching video on objects found at home. • Playing games on objects found at home. • Answering questions about objects found at home.	• Pictures/tac-tile pictures • Video clips • Charts • Flipchart paper • Manila sheets • Scissors • Crayon • Pencils • ICT devices (Projector, Computer, Smart phones, CD, DVD machines, flash disk).	• Three minutes pause • Observation • Exit card • Check list	
		ii. Describe objects	• Plate • Cup • Bowl	• Observing objects to describe	• Plate, cup, bowl, spoon,	• Three minutes pause • Oral questions	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		found at home.	• Spoon • Knife • Chair • Table • Bed • Bucket • Dish (To drink water. To cut ... To eat ... To put food)	objects found at home. • Watching video on objects found at home. • Playing games on objects found at home.	bed, chair, table. • Toys • Clays • Flour • Pictures/tac- tile pictures • Video clips • Charts • Flipchart paper • Manila sheets • Scissors • Crayon • Pencils • ICT devices (Projector, Smart phones, Computer, CD, DVD	• Hand signals • Thumb up thumb down • Observation • Exit card • Check list	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
					machines, flash disk).		
		iii. Draw different objects found at home.	• Plate • Cup • Bowl • Spoon • Knife • Bed • Chair • Table • Bucket • Dish (What is this? • This is a table.)	• Watching video on objects found at home. • Matching different objects using local available materials. • Playing games on objects found at home. • Observing picture to draw objects found at home.	• Plate, cup, bowl, spoon, bed, chair, table. • Toys • Clays • Flour • Pictures/tac-tile pictures • Video clips • Charts • Flipchart paper • Manila sheets • Scissors • Crayons • Pencils • ICT devices (Projector,	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				• Colouring objects found at home.	Computer, Smart phones, CD, DVD machines, flash disk).		
	b. Electronic objects found at home.	The child should demonstrate the ability to: i. Identify electronic objects found at home.	• Television • Radio • Iron • Cooker • Blender • Fridge • Video (What is this? • This is an iron)	• Observing pictures of different electronic objects found at home. • Watching video on electronic objects found at home. • Playing games on electronic objects found at home.	• Real objects • Pictures/tac-tile pictures, • Charts • Cards/tactile cards • Video clips • ICT devices (Projector, Computer, Smart phones, CD, DVD machines, flash disk).	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	6

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				Answering questions about electronic objects found at home.			
		ii. Describe electronic objects found at home.	- Television - Radio - Iron - Cooker - Blender - Fridge - Video (To iron clothes To watch ... To listen ...)	- Watching video on objects found at home. - Matching different electronic objects using local available materials. - Playing games on electronic objects found at home. - Observing and draw a picture	- Real objects - Pictures/tac-tile pictures, - Charts - Cards/tactile cards - Video clips - ICT devices (Projector, Computer, smart phones CD, DVD machines, flash disk).	- One minute question - Observation - Exit card - Checklist - Oral questions - Hand signals	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				of electronic objects found at home. • Colouring electronic objects found at home.			
		iii. Draw electronic objects found at home.	• Television • Radio • Iron • Cooker • Blender • Fridge • Video	• Watching video on electronic objects found at home. • Matching different electronic objects using local available materials. • Playing games on electronic objects found at home.	• Pictures/tac- tile pictures, • Charts • Cards/tactile cards • Video clips • ICT • devices (Projector, Computer, smart phones CD, DVD machines, flash disk).	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				• Observing and draw a picture of electronic objects found at home. • Tracing electronic objects found at home.			
	4. OUR ENVIRONMENT a. Colour	The child should demonstrate the ability to: i. Identify common colours.	• White • Black • Red • Yellow • Blue • Green (The sky is blue. A flower is red)	• Singing songs of colours. • Observing pictures to identify colours. • Playing games to identify colours. • Answering questions on common colours.	• Pictures/tac-tile pictures, • Charts • Coloured papers, • Crayons • Coloured chalks • Colour pencils, • Cards/tactile cards,	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	6

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
					• ICT devices (Projector, Computer, smart phones CD, DVD machines, flash disk).		
		iii. Differentiate colours of different objects.	• White • Black • Red • Yellow • Blue • Green (The banana is yellow, • The bag is blue...)	• Singing songs of colours. • Observing pictures to differentiate colours of different objects. • Answering questions to differentiate common colours. • Playing games to differentiate	• Pictures/tac-tile pictures, • Charts • Coloured papers, • Crayons • Coloured chalks • Colour pencils, • Cards/tactile cards, • ICT devices (Projector, Computer,	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				common colours. • Matching common colours.	smart phones CD, DVD machines, flash disk).		
		iii. Colour the picture/ drawing of different objects.	• White • Black • Red • Yellow • Blue • Green	• Watching video about colouring. • Demonstrating on how to put colours. • Colouring drawings or pictures.	• Charts, coloured papers, • Crayons, coloured chalks • Colour pencils, • Cards/tactile cards, • Calendar • Pictures/tactile pictures • ICT devices (Projector, Computer, smart phones	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	b.Domestic animals	The child should demonstrate the ability to: i. Identify domestic animals.	• Cat • Cow • Goat • Dog	• Singing songs on the domestic animals. • Observing pictures of domestic animals. • Playing games on domestic animals. • Answering questions on domestic animals.	• Pictures/tac-tile pictures • Charts • Crayons, coloured chalks • Colour pencils • Puzzle • Models • Cards/tactile cards • ICT devices (Projector, Computer, smart phones • CD, DVD machines, flash disk).	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	6

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		iii. Differentiate domestic animals.	• Cat • Cow • Goat • Dog (Big Small) (Bark Meow Moo Baa)	• Singing songs of domestic animals. • Moulding domestic animals. • Playing games on domestic animals. • Watching video of domestic animals. • Answering questions on domestic animals.	• Pictures/tac-tile pictures • Charts • Clays • Crayons, coloured chalks • Colour pencils • Puzzle • Models • Cards/tactile cards • ICT devices (Projector, Computer, smart phones CD, DVD machines, flash disk).	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		iii. Relate the sounds of different domestic animals.	• Cat • Cow • Goat • Dog (Big Small) • (Bark Meow Moo Baa)	• Watching video about sounds of domestic animals. • Imitating the sounds of domestic animals. • Playing games on domestic animals. • Telling stories sounds of domestic animals.	• Pictures/tac-tile pictures • Charts • Crayons, coloured chalks • Colour pencils • Puzzle • Models • Cards/tactile cards • ICT devices (Projector, Computer, smart phones CD, DVD machines, flash disk).	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	
READING	5. PRE READING	The child should demonstrate the ability to:	• Children Books, • Worksheets • Work book • Take	• Watching video on handling books.	• Pictures/tac-tile pictures • Charts, coloured papers,	• One minute question • Observation • Exit card • Checklist	7

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	a. Reading orientation (books/ publications)	i. Handle books.	• Open • Hold properly • Hands.	• Demonstrating ways of handling books. • Observing pictures on handling books. • Holding books.	• Children books, • Worksheets • Work book • Toys • Cards/tactile cards • ICT devices (Projector, Computer, smart phones CD, DVD machines, flash disk).	• Oral questions • Hand signals	
		ii. Show left-right eyes orientation when reading.	• Children Books • Worksheets • Work book • Take • Open • Hold properly • Hands	• Singing a song on left-right eyes orientation when reading. • Arranging pictures from left to right	• Pictures/tactile pictures • Children books, • Worksheets • Work book • Video/audio clips,	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
			• Left-right	• Demonstrating the proper way of handling books. • Practicing left-right eyes orientation when reading.	• Cards/tactile cards • Charts. • ICT devices (Projector, Computer smart phones, CD, DVD machines, flash disk).		
		iii. Show top-bottom eyes orientation when reading.	• Children Books • Worksheet • Work book • Take • Open • Hold properly • Hands	• Singing on top-bottom orientation when reading. • Arranging pictures on a page top-bottom orientation. • Demonstrating moving the	• Pictures/tactile tile pictures • Children books • Worksheets • Work book • Video/audio clips, • Cards/tactile cards • Charts	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				eye from top- to-bottom of the page. • Practicing top- bottom orientation when reading.	• ICT devices (Projector, Computer, CD, DVD machines, smart phones flash disk).		
		iv. Turn pages from right to left.	• Children Books, • Worksheets • Work book • Take • Open • Hold properly • Hands.	• Singing on turning pages from right to left. • Watching video on turning pages of a book. • Practicing turning pages from right to left and vice visa.	• Pictures/tac- tile pictures • Children books • Worksheets • Work book • Video/audio clips, • Cards/tactile cards • Charts • ICT devices (Projector, Computer, smart phones CD, DVD	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	b. Reading pictures	The child should demonstrate the ability to: i. Identify reading postures.	• Sit properly • Face	• Singing songs on posture. • Watching video on posture. • Playing games on posture. • Practicing appropriate reading posture.	machines, flash disk). • Posture • Pictures/tactile pictures • Children books • Worksheets • Work book • Cards/tactile cards • Charts • Video/audio clips • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	7

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		ii. Describe things shown in the pictures.	• What do you see? • What can you see in the picture? • Show me ... • Is this a ...? • Read • Picture • This is a big ... • This is a small ...	• Collecting different pictures • Observing different pictures. • Answering questions about the things shown in the picture. • Describing the picture, they like.	• Pictures/tac-tile pictures • Children books • Worksheets • Work book • Cards/tactile cards • Charts • Video/audio clips • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	
		iii. Read the pictures	• What do you see?	• Naming objects from the pictures.	• Pictures/tac-tile pictures	• One minute question • Observation	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		from books/ publications .	• What can you see in the picture? • Show me ... • Is this a ...? • Read • Picture.	• Matching the pictures. • Reading the pictures from various books/publications.	• Children books • Worksheets • Work book • Cards/tactile cards • Charts • Video/audio clips • ICT devices (Projector, Computer, Smart phones, CD, DVD machines, flash disk).	• Exit card • Checklist • Oral questions • Hand signals	
	c. Sounds of the alphabets	The child should demonstrate the ability to:	• Ball /b/ • Pen /p/ • Table /t/ • Dog/d/ • Kite /k/	• Singing songs on the sound of the alphabets.	• Pictures/tactile pictures • Cards/tactile cards • Flashcards/	• One minute question • Observation • Exit card • Checklist	7

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		i. Identify sounds of the alphabets.	• Apple /a/ • Egg /e/ • Ink /i/	• Watching video identify sounds of the alphabets. • Pronouncing sounds of the alphabets. • Playing games on the sounds of the alphabets.	tactile flashcards • Charts • Models • Video/audio clips • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).	• Oral questions • Hand signals	
		ii. Use sounds of the alphabets.	• Ball /b/ • Pen /p/ • Table /t/ • Dog/d/ • Kite /k/ • Apple /a/ • Egg /e/ • Ink /i/	• Singing songs on of the sound of the alphabets. • Watching video on the sounds of the alphabets.	• Pictures/tactile pictures • Cards/tactile cards • Flashcards/tactile flashcards • Charts	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				• Matching sounds with the initial letters of the alphabets.	• Video/audio clips • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).		
	d. Letters of the alphabets	The child should demonstrate the ability to: i. Identify the letters of the alphabets.	• Aa to Zz.	• Singing alphabet songs. • Watching video on the letters of the alphabets. • Naming the letters of the alphabets. • Matching pictures with	• Pictures/tactile pictures • Cards/tactile cards • Flashcards/tactile flashcards • Charts • Video/audio clips • ICT devices (Projector,	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	7

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				the appropriate letters of the alphabets.	Computer, smart phones, CD, DVD machines, flash disk).		
		ii. Form two to three letter words.	• Pen • Pin • Bed • Cup • No • Go	• Playing games on missing letters from the alphabet list. • Filling in missing letters of the words. • Arranging letters to form words. • Playing games to make two to three letter words.	• Pictures/tactile pictures • Cards/tactile cards • Flashcards/tactile flashcards • Charts • Video/audio clips • ICT devices (Projector, Computer, smart phones, CD, DVD	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
					machines, flash disk).		
		iii. Read simple words with two to three letter words.	• Pen • Pin • Cup • No • Go • Bed	• Matching pictures with words. • Reading the initial letter of the words. • Reading two to four letter words.	• Alphabet cards • Pencils, pens, colour pencils, charts. • Charts • Video/audio clips • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	
	e. Numbers 1-10.	The child should demonstrate	• 1, 2, 3.....	• Singing songs on identifying numbers 1-10.	• Flash cards, • Cards/tactile cards,	• One minute question • Observation	7

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		the ability to: i. Identify numbers 1- 10.		• Watching video on numbers 1-10. • Observing cards with numbers. • Playing games on numbers • Answering questions to identify numbers 1-10.	• Charts and Video clips. • Pictures/tactile pictures, • Textbooks, • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).	• Exit card • Checklist • Oral questions • Hand signals	
		i. Read numbers 1-10 in digits.	• 1, 2, 3....	• Singing songs to read numbers. • Observing numbers 1-10. • Playing games on numbers.	• Flash cards, • Cards/tactile cards, • Charts and Video clips. • Pictures/tactile pictures, • Textbooks,	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				• Arranging numbers in order. • Answering questions on numbers.	• ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).		
		i. Read numbers 1-10 in words. • 1 – one • 2 – two • 3- three • 4 – Four • 5 – Five		• Singing songs on numbers. • Watching video on digit numbers with words. • Observing numbers in words. • Matching digit numbers with number words.	• Flash cards, • Cards/tactile cards, • Charts and • Video clips. • Pictures/tact-ile pictures, • Textbooks, • ICT devices (Projector, Computer, smart phones, CD, DVD	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				Read number words	machines, flash disk).		
WRITING	6. PRE WRITING a. Pre and early writing skills (scribbling, drawing patterns, tracing and modeling)	The child should demonstrate the ability to: i. Use fine finger muscles	- Write - Draw - Colour pencils - Crayons - Sand - Water - Flour - Pencil - Paper	- Punching (Performing hand-eye coordination activities.) - Playing games of modeling. - Scribbling (Drawing using writing instruments.) - Cutting papers.	- Pencils, colour pencils, crayons, sticks, paper, sticks, sand, A-4 frame and styles - Shoes and shoelaces. - ICT devices (Projector, Computer, Smart phones, CD, DVD machines, flash disk).	- One minute question - Observation - Exit card - Checklist - Oral questions - Hand signals	7

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		ii. Identify eight common patterns (Marion Richardso n patters).	• Write • Draw • Colour pencils • Crayons • Sand • Water • Flour.	• Singing songs on drawing basic patterns on the air. • Playing games on colouring without leaving the hand. • Tracing on drawing eight common patterns.	• Pencils, colour pencils, crayons, sticks, paper, sand, A-4 frame and styles • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).	• One-minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	
		iii. Draw patterns from left to right/right	• Write • Draw • Colour pencils • Crayons • Sand • Water	• Draw pattern on air. • Tracing patterns on dotted lines, from left to	• Pencils, colour pencils, crayons, sticks, paper, sand, A-4	• One minute question • Observation • Exit card • Checklist • Oral questions	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		to left, top to bottom.	• Flour.	right and top to bottom. • Playing games on drawing patterns. • Drawing the basic patterns.	frame and styles • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).	• Hand signals	
	b. Letters	The child should demonstrate the ability to: i. Form letters of the alphabets.	• Trace • Copy • Pattern • Dot • Left • Right.	• Singing songs on letter formation. • Observing the formation of the letters. • Play games on letter formation. • Modeling letters of the alphabets.	• Pencils, colour pencils, crayons, sticks, paper, sticks, sand, A-4 frame and stylus, • Exercise books • Textbooks	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	7

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
					• Tactile flashcards, • Bottle tops, sand, wood powder, glue, different seeds. • ICT devices (Projector, Computer, smart phones CD, DVD machines, flash disk).		
		ii. Write alphabets.	• Trace • Copy • Pattern • Dots • Left • Right.	• Singing songs on the steps of writing letters. • Playing games on writing letters. • Drawing patterns with	• Pencils, colour pencils, crayons, sticks, paper, sticks, sand, A-4 frame and stylus,	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				their corresponding letters. • Practicing on writing alphabets.	• Exercise books • Textbooks • Tactile flashcards, • ICT devices (Projector, Computer, smart phones CD, DVD machines, flash disk).		
	c. Simple words	The child should demonstrate the ability to: i. Identify words with	• Pen • Pin • Cup • Bed • No • Up • Go	• Singing songs on the steps of writing. • Observing words with two to three letters. • Playing games on identifying words with	• Pencils, colour pencils, crayons, sticks, paper, sand, A-4 frame and stylus, • Tactile flashcards,	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals	7

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		two to three letters.		two to three letters. ● Arranging letters to form words with two to three letters.	● ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).		
		ii. Trace the words with two to three letters.	● Pen ● Pin ● Cup ● Bed ● Jug ● Eat ● No ● Up ● Go ● We ● My	● Watching videos on tracing words. ● Demonstrating on tracing words. ● Playing games on tracing words. ● Tracing words.	● Pencils, colour pencils, crayons, sticks, paper, sticks, sand, A-4 frame and stylus, ● Tactile flashcards, ● Bottle tops, sand, wood powder, glue, different seeds.	● One minute question ● Observation ● Exit card ● Oral questions ● Hand signals	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY , PHRASES & STRUCTURE	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
					ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).		
		iii. Write simple words.	- Pen - Pin - Cup - Bed - No - Tree - Book - Up - Go - Is - He	- Matching words with their corresponding picture. - Demonstrating writing simple words. - Playing games on writing words. - Writing simple words	- Pencils, colour pencils, crayons, sticks, paper, sand, A-4 frame and stylus, - Exercise books - Textbooks - Tactile flashcards, - Bottle tops, sand, wood powder, glue,	- One minute question - Observation - Exit card - Checklist - Oral questions - Hand signals	