

THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

ZANZIBAR INSTITUTE OF EDUCATION

SYLLABUS FOR PRIMARY EDUCATION

ENGLISH LANGUAGE

STANDARD I – III

2022

© ZIE, Ministry of Education and Vocational Training, Zanzibar, 2022

First Publication, 2022

Designed and prepared by:

Zanzibar Institute of Education (ZIE)

P.O. Box 840,

Mazizini,

Zanzibar.

Email: info@zie.go.tz

Website: www.zie.go.tz

Tel: +255-24-2230193

ISBN: 978-9912-754-56-0

All rights reserved. No part of this publication may be reproduced, reported, stored in any retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the copyright owner.

TABLE OF CONTENTS

PREFACE.....	iv
ACKNOWLEDGEMENTS.....	v
1.0 INTRODUCTION.....	vi
1.1 Zanzibar Philosophy of Education.....	vi
1.2 The Overall Goals of Education in Zanzibar.....	vi
1.3 General Objectives of Primary Education.....	vi
1.4 Reasons for Reviewing Curriculum of Primary Education.....	vii
1.5 Importance of English Language Subject.....	vii
1.6 General Learning Outcomes.....	viii
2.0 STRUCTURE OF THE SYLLABUS.....	viii
2.1 Preliminary Pages.....	viii
2.2 Teaching and Learning Tables/Matrix.....	viii
2.2.1 Topics.....	ix
2.2.2 Specific Learning Outcomes.....	ix
2.2.3 Learning Techniques.....	ix
2.2.4 Learning Resources.....	ix
2.2.5 Assessment.....	ix
2.2.6 Periods.....	ix
2.3 Selection of Topics.....	x
STANDARD I.....	1
STANDARD II.....	20
STANDARD III.....	37

PREFACE

The English Syllabus for Standard I-III of 2022 is derived from the great changes in education that were conducted by the Ministry of Education and Vocational Training (MoEVT), that has included the curriculum review of Pre-primary and Primary Education in 2019. The aim of reviewing this syllabus is to make it go along with the development of science and technology, competitive in labor market with global economic changes as it has been explained in several governmental documents including the Zanzibar Education Policy.

MoEVT through the Zanzibar Institute of Education (ZIE) has prepared the English Language Syllabus in order to suit the subject's needs. Therefore, this syllabus contains all English language topics that relate to the aim and context of the subject concerned. The writing of this syllabus has considered several educational stakeholders in different levels especially in primary education. MoEVT through ZIE has ensured that this syllabus encompasses the stakeholders' opinions together with the review of several documents from other countries that are similar geographically as well as in terms of educational system and population.

MoEVT sincerely thanks all the stakeholders who participated in one way or another in the development of this English Language Syllabus (I-III) from the beginning to its completion. These including; ZIE Advisory Board members, ZIE Staff, Lectures, MoEVT Technical Team, Curriculum Developers, Teachers as well as Retired professionals from MoEVT.

I hopes this syllabus will be used for all government and private schools in Zanzibar, as well as other curriculum implementers at Primary Educational Level.

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

ACKNOWLEDGEMENTS

The Zanzibar Institute of Education (ZIE) extends its sincere gratitude to the Hon. Leila Muhamed Mussa; Minister of Education and Vocational Training, Hon. Ali Abdulghulam Hussein; Deputy Minister of Education and Vocational Training, Hon. Khamis Abdulla Said; Principal Secretary of the Ministry of Education and Vocational Training, Dr. Mwanakhamis Adam Ameir; Deputy Principal Secretary of the Ministry of Education and Vocational Training and Dr. Abdullah Ismail Kanduru; Chairperson of the Zanzibar Institute of Education Advisory Board.

Special thanks should go to ZIE heads of divisions, all ZIE staff members as well as members of ZIE Advisory Board who participated in the development of this syllabus. Also, ZIE thanks the officers of different levels from MoEVT who offered their time and contributed their opinions in developing this Syllabus. Additionally, ZIE thanks all teachers, parents, and students for participating in this work.

Also, ZIE would like to take this opportunity to thank various institutes for permitting their workers to work together. Those institutions are including: The State University of Zanzibar, Abdulrahman Al-Sumait University, Department of Teachers Education, The Office of Chief Inspection of Education, Zanzibar Examination Council, Department of Pre-primary and Primary Education, Department of Secondary Education and Zanzibar Muslim College. Other institutions are Madrasa Early Childhood Programme-Zanzibar, Zanzibar Anti-Corruption and Economic Crimes Authority, Stone Town Authority, the Zanzibar Drugs Control and Enforcement Authority, Inclusive Education and Life Skills Unit, Mnazi Mmoja Referral Hospital, the Grand Mufti's Office of Zanzibar, Zanzibar Association for Private Schools and other institutes for working hand in hand to complete the given task.

Finally, ZIE would like to extend its sincere gratitude to the Revolutionary Government of Zanzibar and other Development Partners especially the Global Partnership for Education (GPE) for its technical and financial support to the completion of this task.

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

INTRODUCTION

The English Language Syllabus has been developed for the pupils of the Standard I – III, which replaces the English Language Syllabus in Primary Level from Standard I-IV of 2009. This syllabus aims to equip the pupils with four major language skills namely listening, speaking, reading and writing. These skills have appeared in various topics and therefore the user will gain them while learning. Although those skills have been isolated in topic wise, they do not hinder the users to integrate them during learning. The Syllabus consists of the Introduction, Zanzibar Philosophy of Education, the Overall Goals of Education in Zanzibar, General Objectives of Primary Education, Reasons for Reviewing Curriculum of Primary Education and Importance of English Language Subject. Also, the Syllabus contains General Learning Outcomes of learning English Language Subject, Structure of the Syllabus, General Learning Outcomes for each class and Syllabus Matrix.

1.1 Zanzibar Philosophy of Education

The curriculum framework of pre-primary and primary is in line with Zanzibar's philosophy of education, values and principles of its education system.

The Philosophy of Education in Zanzibar is the same as that of the United Republic of Tanzania which is Education for Self-reliance, which aims at prepares youth to be self-sufficient, self-confidence, developing, to get life skills, value equality, be entrepreneur, discover, reasoning, create, and be able to evaluate and analyse things.

1.2 The Overall Goals of Education in Zanzibar

1. To promote and sustain cultural values, attitudes, customs of the people of Zanzibar/Tanzania 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 quality life improvement of the society.
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 rational use, management and conservation of the environment.
5. To instill love and respect for work, self and wage employment, self-work discipline and best performance.
6. To inculcate principles and practices of tolerance, peace, love, justice, understanding, human rights and fundamental freedoms, national unity and international cooperation as enshrined in the international basic charters.

1.3 General Objectives of Primary Education

The general objectives of primary education in Zanzibar are as follows:

1. To enable all children of school going age develop and sustain strong foundations

of skills in reading, writing, counting, creativity and communication in Kiswahili, English and other foreign languages.

2. To enable learners, understand the application of science and technology and recognize its contribution to the national and international development.
3. To lay, develop and sustain in learners' strong foundations of thinking skills and inquisitiveness in order to understand their environment and social relationship.
4. To enable the learners, understand how the past events influence the present as well as the future events.
5. To discover learner's talents from their early age in order to sustain and develop them.
6. To lay strong foundations of skills of observation, thinking and co-operation in solving problems which hinder their personal development and the development of their society.
7. To prepare learners for joining secondary education.
8. To enable the learners, develop mental abilities and interest in continuous search for knowledge.
9. To familiarize learners with productive vocational activities and promote their readiness for fulfillment of their social responsibilities.
10. To enable learners, recognize and uphold national unity as well as the cooperation between their nation and other nations and people.
11. To enable the learners, develop acceptable moral, cultural and ideological values in order to promote patriotism and enable them to understand their country's historical, political and social situations.
12. To develop and sustain learners' self-discipline, observance of gender equality and maintenance of personal and other peoples' health.
13. To enable the learners, develop habits of smartness, cleanliness and proper use of their leisure time.
14. To promote learners' love for their environment and interest in environmental conservation.

1.4 Reasons for Reviewing Curriculum of Primary Education

In 2019, the Revolutionary Government of Zanzibar reviewed the Pre-Primary and Primary Education Curriculum. The aim was to make it relevant to the development of Science and Technology, labour market competition and global economic changes, as stated in various Government documents, including Zanzibar Policy of Education. The policy focuses on enhancing the quality and structure of education so as to have good link starting from Pre-Primary, Primary to Secondary, in order to suit peoples' expectations within the society. Among the proposed changes is to have seven (7) years of primary education instead of six (6) years that was being practiced before.

1.5 Importance of English Language Subject

English is the second official language, following Kiswahili which is also the

national language. It is the main medium of instruction at post primary education and training. Furthermore, it is the channel for local and international commerce, trade and industry. English is also one of the key means of communication, local and international understanding, negotiations and agreements. In Zanzibar, it is one of the major tools for promoting tourism.

In view of those roles, it becomes necessary to teach/learn English effectively for communicative purposes. To achieve this, the functional or communicative approach in teaching/learning English shall be maintained (instead of the grammar-based approach). The communicative approach offers pupils opportunities for creative and meaningful learning.

1.6 General Learning Outcomes

After the learners have completed the English language in the lower primary Education, he/she should demonstrate the following competences:

- Communicate appropriately in English orally in a range of social situations
- Communicate basic ideas through the written medium.
- Read narrative texts with understanding.
- Read basic descriptive and expository texts.
- Use English for a range of basic communicative purposes.

2.0 STRUCTURE OF THE SYLLABUS

This syllabus consists of two main sections: the preliminary pages and the teaching and learning tables/matrix.

2.1 Preliminary Pages

This section consists of the introduction of the syllabus, Zanzibar Philosophy of Education, the overall goals of education in Zanzibar, general objectives of Zanzibar Primary Education, reasons for reviewing Curriculum of Primary Education and importance of English Language Subject. Also, there are the general learning outcomes of English Language for Standards I-III. Other aspects are: explanations on items from the syllabus matrix as well as the scope and sequence of the topics therein.

2.2 Teaching and Learning Tables/Matrix

This section shows the learning procedures clarified in the three tables which carries the content of learning from Standard I-III. Each table starts with the list of general learning outcomes for the specific class. After the general learning outcomes, follows the table of matrix which consists of topics, specific learning outcomes, learning techniques, learning resources, assessment, and number of periods for each subtopic. The following are explanations for each item from the teaching and learning tables/matrix.

2.2.1 Topics

The topics focus on the scope of teaching and learning of the specific learning area.

2.2.2 Specific Learning Outcomes

Each subtopic shows specific learning outcomes. Those learning outcomes describe knowledge, skills, and attitude that each learner is supposed to gain from the subtopic. Specific learning outcomes are used in assessment that demonstrates indicators of the competence. Normally, pupil begins to show some indicators while learning. So, each learner is supposed to attain the mentioned specific learning outcomes.

2.2.3 Learning Techniques

This column consists of interactive learning techniques to be used in learning the topics in this subject. The learning techniques are questions and answers, brainstorming, games, songs, gallery walk, demonstration, role play and practical works. These are proposed methods that seemed to motivate the pupils' participation in learning. The teacher is advised to use other interactive techniques which might be appropriate according to their teaching environment.

2.2.4 Learning Resources

Learning resources relate to learning techniques, specific learning outcomes, subtopic and the requirements of each subtopic. However, the listed resources are the proposed samples, the teacher is advised to be creative in improvising resources from real environment or local raw materials. Also, teacher should cooperate with the learners to create and design learning resources by using local raw materials available in their environment.

2.2.5 Assessment

In this column, assessment techniques and tools are suggested to assess if the learners achieve the intended specific learning outcomes of the targeted topic. Assessment should be done daily, weekly, monthly, at the end of the term, and year. Teacher is insisted to assess each learner's progress using various techniques. Those techniques are such as self-assessment, observation, portfolio, checklist, questions and answers and exercises. While using those techniques, it is better for a teacher to focus on the proposed techniques and tools of assessment addressed in the syllabus and consider needs of every pupil.

2.2.6 Periods

This column shows the estimated number of periods for teaching a given topic. They are calculated on the basis of the number of days in the academic year (210) divided by the number of teaching days per week and multiplied by the number of periods per week. The total number of periods is divided by the number of sub-topics in the syllabus to get the average number of periods per sub- topic. However, the teacher may slightly adjust the estimated number of periods for a given topic or sub-topic

depending on the needs of his/her class.

The English subject has been allocated six (6) periods per week for standard I and II and five (5) periods for standard III. From Monday to Thursday, during the morning shift, the duration of each period shall be 40 minutes. It shall be 35 minutes in the afternoon shift. On Fridays the duration of each period shall be 30 minutes only. The allocated time should be utilized fully. Lost instructional time should be compensated through the school's local arrangements.

2.3 Selection of Topics

Topics in this syllabus are based on the four basic language skills that need to be developed, namely; listening skills, speaking skills, reading skills and writing skills. Many topics run through all the three classes while others are taught in some classes. However, their corresponding sub-topics are arranged in such a way that knowledge and skills acquired at a given level form the basis for learning other aspects of the given topic at the next level. The following table shows the suggested topics that are in this syllabus.

No	TOPICS	SEQUENCES OF THE TOPICS PER CLASS		
		STANDARD I	STANDARD II	STANDARD III
1.	GREETINGS	√		
2.	INTRODUCING	√	√	
3.	INSTRUCTING	√	√	√
4.	IDENTIFYING	√	√	√
5.	DESCRIBING	√	√	√
6.	MAKING POLITE REQUEST AND RESPONSES	√	√	√
7.	READING	√	√	
8.	LIBRARY USE	√	√	√
9.	WRITING	√	√	√
10.	EXPRESSING EMOTIONS		√	
11.	EXPRESSING			√
12.	TELLING TIME			√
	TOTAL	09	09	08

STANDARD I

STANDARD I

GENERAL LEARNING OUTCOMES

At the end of Standard I, the pupil should demonstrate the ability to: -

1. Communicate well by making and responding to polite requests, commands, instructions and greet people appropriately.
2. Develop a sense of reading skills.
3. Make self-introduction and introduce others accordingly.
4. Develop counting skills in relating to figures with words from 1 to 150 through speaking, reading and writing.
5. Use vowel and consonant sounds in producing correct pronunciation.
6. Acquire rules and regulations about library and apply knowledge in daily life.

STANDARD I

SKILLS	TOPICS/SUB TOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
LISTENING & SPEAKING	1. GREETINGS 1.1 Informal greetings	The pupil should demonstrate the ability to: i. Identify informal greeting expressions. ii. Use informal greeting expressions in different informal situations.	• Hi/Hello... • How do you do? • How are things? • Okay/right...	• Songs • Games • Demonstration • Think pair share • Role play • Brainstorming • Questions and answers • Dialogue • ICT presentation • Choral response	• Word cards • Pictures • Sentence board • Puppets • DVD set • Flash disk • Projector • Computer	• Hand signals • Observation • Oral questions • Checklist • Portfolio	10
	1.2 Formal greetings	The pupil should demonstrate the ability to: i. Identify formal	• Good morning... • Good afternoon... • Good evening ... • Good morning Mr./Mrs. ...	• Songs • Games • Demonstration • Think pair share • Role play • Brainstorming	• Word cards • Tactile cards • Pictures • Sentence board • Puppets • DVD set	• Hand signals • Observation • Oral questions • Portfolio • Peer assessment	10

SKILLS	TOPICS/SUB TOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		greeting expressions. ii. Use formal greeting expressions in different formal situations.	• How are you? • How do you feel? I am sick... • I'm feeling good ... • We/You/ • They are ... • He/she/it is...	• Questions and answers • Dialogue • ICT presentation • Choral response	• Flash Disk • Projector • Computer	• Reflection cards	
	1.3 Bidding farewell	The pupil should demonstrate the ability to: i. Identify farewell expressions. ii. Explain farewell expressions and their responses to the given	• Good bye ... • Bye bye ... • See you ... • Have a nice day... • Good night... • See you later ...	• Role play • Brainstorming • Demonstration • Dialogue • Questions and answers • Songs • ICT presentation • Choral response	• Word cards • Braille cards • Puppets • Sentence board • DVD set • Flash disk • Computer • Projector	• Hand signals • Observation • Oral questions • Peer assessment • Portfolio	10

SKILLS	TOPICS/SUB TOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		contexts and time. iii. Use farewell expressions to the given contexts and time.					
	2. INTRODUCING 2.1 Self-introduction	The pupil should demonstrate the ability to: i. Identify expressions for self-introduction. ii. Use appropriate verbs for self-introduction. iii. Introduce	• My name is ... • I am a boy/girl • I am in ... • I am ...	• Demonstration • Role play • Questions and answers • Games • Songs • Discussion • Dialogue • ICT presentation • Choral response	• Word cards • Braille cards • Pictures • Computer • Sentence board • Puppets • DVD set • Computer • Flash disks • Projector	• Hand signals • Observation • Self-assessment • Oral questions • One sentence summary	14

SKILLS	TOPICS/SUB TOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		him/herself in different situations.					
	2.2 Introducing others	The pupil should demonstrate the ability to: i. Identify expressions for introducing others. ii. Introduce family members. iii. Introduce friends and others.	- Teacher, doctor, mother, father, sister... - His/her name is ... - You/They are ... - He/she is ... - This is Mr./Mrs. ...	- Demonstration - Role play - Questions and answers - Dialogue - Games - Discussion - Gallery walk - ICT presentation	- Pictures - Flashcards - Flash disk - Sentence board - Puppets - Family tree - Texts - DVD - set - Computer - Projector - Sticky notes	- Hand signals - Observation - Self-assessment - Oral questions - One sentence summary - Portfolio	14

SKILLS	TOPICS/SUB TOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	3.INSTRUCTING 3.1 Classroom instructions	The pupil should demonstrate the ability to: i. Identify expressions for classroom instructions. ii. Respond appropriately to the given instructions. iii. Use classroom instructions.	● Collect the books ... ● Do the class work... ● Write the notes... ● Go out... ● Stop writing... ● Silence ...	● Demonstration ● Games ● Questions and answers ● Role play ● Gallery walk ● Dialogue ● Discussion ● ICT presentation	● Word cards ● Braille cards ● Pictures ● DVD set ● Storybooks ● Sticky note ● Computer ● Flash disk ● Television ● Sentence board ● Large print cards ● Puppets ● Projector	● Hand signals ● Observation ● Self-assessment ● Oral questions ● One sentence summary	14
	3.2 Polite commands	The pupil should demonstrate the ability to:	● Please... ● Sit down please ... ● Please rub the	● Demonstration ● Games ● Questions	● Word cards ● Pictures ● DVD set ● Computer	● Hand signals ● Observation ● Self-assessment	

SKILLS	TOPICS/SUB TOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		i. Identify expressions used in polite commands. ii. Respond appropriately to the given commands. iii. Apply polite commands.	black board ... • Clean the floor please...	and answers • Role play • Dialogue • Gallery walk • Songs • Discussion • ICT presentation	• Flash disk • Television • Sticky note • Flashcards • Storybooks • Sentence board • Large print cards • Puppets	• Oral questions	12
	4. IDENTIFYING 4.1 Common objects in the classroom environment	The pupil should demonstrate the ability to: i. Identify common objects in the classroom.	• Table, chair, books, pencil, ruler, chalk, duster, broom, red, blue, yellow, black, white, green, big, small, It/this is a ... • It/this is a	• Questions and answers • Gallery walk • Observation • Discussion • Games • ICT presentation	• Pictures • Drawings • Charts • DVD set • Flashcards • Flash disk • Computer • Sticky notes • Charts • Tactile	• Observation • Hands signals • Oral questions • Summary frames	14

SKILLS	TOPICS/SUB TOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		ii. Classify common classroom objects according to their colours and size. iii. Relate different objects in the classroom.	blue... • These are ...		charts • Projector		
	4.2 Numbers from 1 to 150	The pupil should demonstrate the ability to: i. Identify numbers. ii. Compare numbers in figures with	• One, two, three, ... one hundred and fifty • 1, 2, 3... 150 • What number is it? • It is ...	• Games • Songs • Role play • Questions and answers • Gallery walk • Think pair share • Discussion • ICT	• Real objects • Number cards • Word cards • Braille cards • Matching charts • Tactile charts • Sticky notes	• Observation • Hand signals • Oral questions • Summary frames • Exit cards • Index cards	12

SKILLS	TOPICS/SUB TOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		words. iii. Read numbers in words.		presentation	• DVD set • Computer • Projector • Flashcards • Television • Flash disk		
	5. DESCRIBING 5.1 Objects in terms of their colours and size	The pupil should demonstrate the ability to: i. Identify objects in his/her surrounding. ii. Classify objects according to their colours. iii. Describe objects in terms of their size.	• House, tree, car, road, bottle, window, door, cup, ball, small, big, tall, short, flower, garden, toys, large, red, blue, yellow, black, white, green • It/this is a blue ... • It/this is a small car/house	• Questions and answers • Observation • Think- pair-share • Discussion • Role play • Games • Songs • Story telling • Blustering • ICT presentation	• Drawings • Pictures • DVD set • School toys • Pencils • Crayons • Balls • Storybooks • Leaves • Flowers • School bags • Computer • Projector • Flash disk	• Observation • Hand signals • Oral questions • Summary frames • Students' conference	12

SKILLS	TOPICS/SUB TOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	5.2 Animals in terms of their types	The pupil should demonstrate the ability to: i. Identify animals found in their surroundings. ii. Classify animals in terms of their types (domestic and wild). iii. Describe animals in terms of their types.	• Cow, cat, dog, hen, parrot, bushbaby, monkey, fish, snake • It is a ... • It lives in ... • It is ... (big, small) ... • Domestic • Wild	• Observation • Role play • Story telling • Questions and answers • Discussion • Gallery walk • Blustering • Relay race • Games • Songs • ICT presentation	• Picture cards • Charts • Tactile charts • Colours • Pencils • Flip charts • Glue • Marker pens • Pencils • Storybooks • Flashcards • Sticky notes • Flash disk • DVD set • Projector • Computer • Animal masks	• Observation • Hands signals • Oral questions • Summary frames • Word sort	12
	6. MAKING POLITE REQUESTS	The pupil should demonstrate	• Can I borrow, clean, sit ... please?	• Demonstration • Dialogue	• Word cards • Braille cards • Pictures	• Hand signals • Observation • Self-	12

SKILLS	TOPICS/SUB TOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	6.1 Classroom situation	the ability to: i. Identify polite requests in classroom situation. ii. Demonstrate polite requests in classroom situation. iii. Use polite requests in the classroom situation.	• May I go ... please? • Please teacher, may I ...?	• Games • Songs • Discussion • ICT presentation	• Written sentences • Sentence board • Large print cards • Puppets • DVD set • Flashcards • Flash disk • Television • Computer • Projector	assessment • Oral questions • Socratic seminar	
	6.2 School situations	The pupil should demonstrate the ability to: i. Identify polite requests	• Can/may • Staff, library, playground, toilet, hospital, song, help	• Demonstration • Dialogue • Role play • Games • Discussion • ICT presentation	• Word cards • Braille cards • Pictures • Written sentences • Sentence board • Puppets	• Hand signals • Observation • Self-assessment • Oral questions • Socratic seminar	14

SKILLS	TOPICS/SUB TOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		expressions in school situations. ii. Explain polite request expressions in school situations. iii. Use polite request expressions in school situations.			• DVD set • Flashcards • Flash disk • Television • Computer • Projector		
READING	7. READING 7.1 Letter sounds	The pupil should demonstrate the ability to: i. Identify alphabets.	• Vowel sounds, • Consonant sounds	• Demonstration • Brainstorming • Questions and answers • Discussion • Songs	• DVD set • Flash disks • Reading boards • Flash cards	• Hand signals • Observation • Self-assessment • Oral questions • Socratic seminar	12

SKILLS	TOPICS/SUB TOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		ii. Classify alphabets (vowel and consonant letters). iii. Pronounce letter sounds.				• Exit cards • Students' conference	
	7.2 Reading for practice	The pupil should demonstrate the ability to: i. Read simple sentences. ii. Read simple paragraphs. iii. Read the simple texts by considering	• Comma [,] • Full stop [.]	• Discussion • Questions and answers	• Written texts • Text books • Storybooks	• Hand signals • Observation • Self-assessment • Oral questions	14

SKILLS	TOPICS/SUB TOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		punctuation marks with the right pace.					
	7.3 Reading for comprehension	The pupil should demonstrate the ability to: i. Identify new vocabulary. ii. Read the texts. iii. Answer the questions on the texts read.	Vocabulary will be derived from the texts	- Discussion - Questions and answers - Gallery walk	- Written texts - Text books - Storybooks	- Hand signals - Observation - Self-assessment - Oral questions - One word summary - Summary frames	14
	8. LIBRARY USE 8.1 Reading	The pupil should demonstrate the ability to:	- Boxes, shelves, books, cards - What do you see in the	- Questions and answers - Observation - Jigsaw	- Pictures - Word cards - Braille cards - Word charts	- Hand signals - Observation - Self-assessment	14

SKILLS	TOPICS/SUB TOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	corner in the classroom	i. Identify reading corner in the classroom. ii. Describe the importance of keeping materials safe and clean. iii. Use reading corner to interact with different materials.	reading corner? • I see ... • What is it/ this? • This/it is a ... • Show me the ...	• Discussion • Mind maps • Phonetic wheel • ICT presentation	• Pictorial books • Flashcards • Card board box • DVD set • Television • Computer • Flash disk • Projector	• Oral questions • Socratic seminar • Quiz • Students' conference	

SKILLS	TOPICS/SUB TOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	8.2 Rules and regulations of using school library	The pupil should demonstrate the ability to: i. Identify items found in the school library. ii. Explain simple rules and regulations of the school library. iii. Use simple rules and regulations of the school library.	- Library for ... - Do not eat in ... - Put books in ... - Look after ...	- Questions and answers - Observation - Jigsaw - Gallery walk - ICT presentation	- Pictures - Word cards - Braille cards - Word charts - Pictorial books - Flashcards - Card boards' box - DVD set - Television - Computer - Flash disk - Projector - Card boards - Journals	- Hand signals - Observation - Self-assessment - Oral questions - Socratic seminar - Quiz - Students' conference	12

SKILLS	TOPICS/SUB TOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
WRITING	9. WRITING 9.1 Words	The pupil should demonstrate the ability to: i. Identify letters in words. ii. Differentiate number of letters in different words. iii. Write the simple words.	● Tennis ● picnic, ● teacher ● happy, ● zebra	● Discussion ● Games ● Dictation ● ICT presentation	● Flashcards ● Word cards ● Braille cards ● Words puzzles ● DVD set ● Computer ● Flash disk ● Projector	● Hand signals ● Observation ● Self-assessment ● Directed paraphrasing ● Whip around	14
	9.2 Sentences (not more than six words)	The pupil should demonstrate the ability to: i. Identify words in	● Aisha is a nice girl. ● Our house is very big etc.	● Games ● Songs ● Questions and answers ● Discussion ● ICT	● Sentence board ● Large print cards ● DVD set ● Computer	● Hand signals ● Observation ● Self-assessment ● Directed paraphrasing	12

SKILLS	TOPICS/SUB TOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		sentences. ii. Differentiate number of words from the sentences. iii. Write simple sentences.		presentation	• Projector • Flash disk • Flashcards • Television	• Whip around	

STANDARD II

STANDARD II

GENERAL LEARNING OUTCOMES

At the end of Standard II, the pupil should demonstrate the ability to:

1. Describe parts of the body, common objects and animals found within their surroundings.
2. Make and respond to polite requests and commands appropriately.
3. Express personal emotions and use instructions to certain situations.
4. Count things and relate them with numbers from 151 to 200 through speaking, reading and writing.
5. Read and write simple oral texts.
6. Develop reading culture.
7. Apply English language skills in different communicative aspects.

STANDARD II

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
LISTENING & SPEAKING	1. INTRODUCING 1.1 Introducing family members	The pupil should demonstrate the ability to: i. Identify the common family members. ii. Classify the family members. iii. Describe the family members to others.	• Father, mother, grandfather, grandmother, sister, brother, uncle, aunt, dressmaker, teacher, farmer, carpenter • Who is he/she? • She/he is my ... • What is your mother's name? • My ... 's name is ... • Who is he/she? • He/she is a ...	• Demonstration • Songs • Think pair share • Role play • Questions and answers • Dialogue • Jigsaw • Gallery walk • ICT presentation	• Word cards • Braille cards • Pictures • Video set • Computer • Projector • Flash disk • Flashcards • Sentence boards • Large print cards • Puppets • Radios • Speakers	• Hand signals • Observation • Self-assessment • Oral questions • One sentence summary	15
	1.2 Introducing friends	The pupil should demonstrate the ability to:	• Friend/ • meet/may/ would like/ present/ introduce	• Demonstration • Discussion • Role play • Questions	• Pictures • Flashcards • Flash disk • Sentence board	• Hand signals • Observation • Self-assessment	13

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		i. Identify expressions used for introducing friends. ii. Discuss expressions used for introducing friends. iii. Introduce his/her friends.	• Meet my friend ... (Ali, Ramza etc) • May I present /introduce ... • I would like to present/ introduce ... • His/her name is ... • He/she is a ...	and answers • Dialogue • Games • ICT presentation	• Large print cards • Puppets • Texts • DVD set • Computer • Projector • Radio • Speakers	• Oral questions • One sentence summary	
	2. INSTRUCTING 2.1 School environment	The pupil should demonstrate the ability to: i. Identify school instructive expressions.	• Gate, classroom, water, put on, shoes, collect, broom, brush • Open the gate. • Clean the classroom. • Water the garden.	• Games • Songs • Demonstration • Discussions • Questions and answers • Role play • ICT presentation	• Pictures • Puppets • Word cards • Braille cards • Flashcards • DVD set • Computer • Projector • Flash disk	• Hand signals • Observation • Self-assessment • Oral questions • One sentence summary	14

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		ii. Relate instructions used in school environment. iii. Use instructions in school environment.	● Put on your shoes. ● Collect the brooms etc.				
	2.2 Polite commands	The pupil should demonstrate the ability to: i. Identify expressions used in polite commands in different situations. ii. Differentiate between commands and polite	● Sit down please. ● Please stand up. ● Collect the books please. ● Clean the window. ● Silence please. ● Don't reshelve the books. ● Cover the food please.	● Pair practice ● Conversation ● Role play ● Demonstration ● Games ● Songs ● Discussion ● ICT presentation	● Word Cards ● Braille cards ● Sentence board ● Large print cards ● DVD set ● Computer ● Projector ● Flash disk ● Speakers ● Radio ● Phones	● Hand signals ● Observation ● Self-assessment ● Oral questions ● Socratic seminar	14

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		commands used in different situations. iii. Use polite commands in different situations.					
	3. IDENTIFYING 3.1 Parts of the body	The pupil should demonstrate the ability to: i. Identify parts of the body. ii. Draw different parts of the body. iii. Describe the uses of parts of the	• Head, ear, eye, mouth, nose, hands, legs, toe, fingers, knee • What is this/it ...? • This/it is a ... (mouth/nose ...) • Show me your ... • What do we use ... for? • We use ... for ...?	• Observation • Games • Songs • Dialogue • Discussion • Demonstration • ICT presentation	• Word cards • Braille cards • Puppets • Pictures • Drawings • Storybooks • DVD set • Flash disk • Projector • Computer • Speakers • Radio • Phones	• Observation • Hands signals • Oral questions • Summary frames	14

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		body.					
	3.2 Numbers from 151 to 200	The pupil should demonstrate the ability to: i. Compare numbers in figures with words. ii. Associate numbers in quantity of things. iii. Apply numbers in different situations.	- One hundred and fifty, one hundred and fifty-five, two hundred 151, 152, 153 ... 200 - What number is it? - It is ...	- Observation - Dialogue - Discussion - Demonstration - Conversation - Questions and answers	- Abacus - Stones - Bottle caps - Sticks - Seeds - Sea shells	- Observation - Hand signals - Oral questions - Summary frames	14
	4. DESCRIBING 4.1 Animals in terms of their sounds	The pupil should demonstrate the ability to:	- Cow-moo/bawl - Chicken-cluck - Bees-hum/buzz - Dog-bark	- Demonstration - Song - Role play - Discussion	- Pictures - Charts - Drawings - Tactile charts	- Observation - Hand signals - Oral questions - Summary	14

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		i. Identify various animal sounds in his/her surrounding. ii. Draw animals. iii. Describe animals in terms of their sounds.	• Duck-quack • Lion-roar/growls • Donkey-hee/haw • What is the sound of a ...? • The sound of a ... is ...	• Games • Questions and answers • Excursion • ICT presentation	• Crayons • DVD set • Flashcards • Computer • Projector • Flash disk • Speakers • Radio • Phones	frames • Students' conference	
	4.2 Objects in terms of their shapes	The pupil should demonstrate the ability to: i. Identify different shapes. ii. Draw objects with different shapes. iii. Describe objects in	• Rectangle, square, oval, round/ circle, triangle, ruler, window, switch box, egg, tire ring, blackboard, wooden box • What shape is it? • It is a ... • What does the	• Dialogue • Galley walk • Riddles • Song • ICT presentation	• DVD set • Flash disk • Computer • Projector • Picture cards • Flashcards • Jumbled sentences • Matching table • Word cards	• Observation • Hand signals • Oral questions • Summary frames • Students' conference	14

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		terms of their shapes.	shape of ... look like? • It looks like ... • A wooden box is ... but an egg is ...		• Braille cards • Speakers • Radio • Phones		
	5. MAKING POLITE REQUESTS AND RESPONSES 5.1 Home environment	The pupil should demonstrate the ability to: i. Identify phrases of polite request at home environment. ii. Make simple polite requests. iii. Use polite requests in real	• Of course, sure, please, thanks, yes please, could repeat • Excuse me, could I have a ... (cup of tea/coffee) please? • Sure, why not ... • Can you turn on the television please? • Yes, I can. • Could I help you please?	• Observation • Role play • Dialogue • Discussion • Demonstration • ICT presentation	• Word cards • Braille cards • Puppets • DVD set • Flash disk • Computer • Projector • Story board • Storybooks	• Hand signals • Observation • Oral questions • Choral response	13

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		situations.	• Thank you. • No, thanks.				
	5.2 Shop environment	The pupil should demonstrate the ability to: i. Identify phrases used to make polite requests at the shop. ii. Make simple polite requests at the shop. iii. Use polite requests at the shop.	• May I, could I, of course, would you, please, kilos, rice, sugar, bring, have, thank you • Can I have a kilo of ... (sugar, rice) please? • Would it be okay if I pay less, please? • Oh! Sorry. • Could you give me my change please? • Yes, of course ...	• Observation • Dialogue • Discussion • Demonstration • ICT presentation	• Word cards • Braille cards • Puppets • Video clips • Story charts • DVD set • Flash disk • Computer • Projector • Speakers • Radio • Phones	• Hand signals • Observation • Oral questions • Choral response	13
	6. EXPRESSING EMOTIONS	The pupil should	• Joy, happy, surprise,	• Story telling • Role play	• Puppets • Phrases	• Hand signals • Observation	14

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	6.1 Expressing happiness	demonstrate the ability to: i. Identify phrases for expressing happiness emotions. ii. Discuss jumbled pictures of happiness. iii. Use happiness expressions in expressing happiness emotions.	pleased, excited, Hurray... Wow... What make you happy/? Why are you smiling? I am happy because I ... (pass exam, get new clothes etc.)	- Dialogue - Emotional wheel - Demonstration - ICT presentation	- Flashcards - Picture charts - DVD set - Flash disk - Computer - Projector - Storybooks	- Self-assessment - Oral questions	
	6.2 Expressing sadness	The pupil should demonstrate the ability to:	- Anger, sad - What makes you sad? - I am sad	- Role play - Dialogue - Demonstration	- Flashcards - Puppets - Picture charts	- Hand signals - Observation - Self-assessment	14

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		i. Identify phrases for expressing sadness emotions. ii. Discuss jumbled pictures of sadness. iii. Use sadness expressions in expressing sadness emotions.	because ... (my brother is dead; I am sick etc.)	• ICT presentation	• DVD set • Flash disk • Computer • Projector	• Oral questions	

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
READING	7. READING 7.1 Reading for practice (Not more than 200 words)	The pupil should demonstrate the ability to: i. Identify punctuation marks. ii. Read simple paragraphs with appropriate pronunciation. iii. Read the text by considering punctuation marks with the right pace.	• Question mark (?), exclamation mark (!) • How are you? • What are you doing? • Where do you live? • Are you okay? • Does he play football? • Oh! That is wonderful. • Help! I locked myself... • You are in trouble! • Jamila is having a new toy!	• Discussion • Questions and answers • Gallery walk	• Text books • Storybooks • Newspapers • Magazines • Journals • Brochures	• Hand signals • Observation • Oral questions • One sentence summary • Choral response	15
	7.2 Reading for comprehension (not more	The pupil should demonstrate the	• Class Reader Level 1 • Selected books	• Demonstration • Questions and answers	• Text • Books • Storybooks	• Hand signals • Observation • Oral	15

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	than 200)	ability to: i. Identify vocabulary from the text. ii. Read the text intensively. iii. Answer the questions on the text read.	• Relevant vocabulary	• Games • Gallery walk • Discussion	• Dictionaries	questions • One sentence summary • Choral response	
	8. LIBRARY USE 8.1 Reading corner	The pupil should demonstrate the ability to: i. Identify reading materials in the reading corner. ii. Interact with reading materials in the reading	• Class Reader Level 2 • Selected books • Relevant vocabulary	• Questions and answers • Pair work • Group work • Discussion • Observation	• Storybooks • Leaflets • Dictionaries • Flashcards	• Quiz • Self-assessment • Oral questions • Portfolio	14

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		corner. iii. Develop reading comprehension among children.					
	8.2 Material development	The pupil should demonstrate the ability to: i. Identify available resources for developing reading materials. ii. Develop reading materials. iii. Arrange developed materials	- Manila, paper, marker pens, colours, paper plates, scissor, sticker, pin, pen, pencil, ruler, old/used materials, cut, fold, draw, shade, collect, keep, boxes, stick, glue, cotton materials. - Cut the paper. - Fold/fix with glue.	- Questions and answers - Discussion - Observation	- Storybooks - Leaflets - Dictionaries - Glue - Flour - Boxes - Papers - Sticks	- Project - Peer-assessment - Discussion	14

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		accordingly.	• Colour it... • Arrange on the shelf/box.				
WRITING	9. WRITING 9.1 Sentences (Not more than six words)	The pupil should demonstrate the ability to: i. Identify ongoing expressions. ii. Use ongoing expressions. iii. Construct sentences in ongoing activities.	• Madam Raya is teaching us English language. • I am writing. • We are ...(ing)	• Discussion • Role play • Games • Gallery walk • Tense wheel	• Verb cards • Puppets • Word cards • Sentence board	• Observation • Quiz • Peer-assessment • Oral questions	14
	9.2 Paragraphs (Not more than five sentences)	The pupil should demonstrate the ability to: i. Identify the uses of		• Demonstration • Questions and answers • Games • Gallery walk	• Word cards • Braille cards • Sentence Board • Large print cards	• Observation • Quiz • Peer-assessment • Oral questions	14

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		punctuations. ii. Write correct and clear sentences. iii. Write correct and clear paragraphs.		• Tense wheel	• Pictures		

STANDARD III

STANDARD III

GENERAL LEARNING OUTCOMES

At the end of Standard III, the pupil should demonstrate the ability to:

1. Describe objects and animals with their physical features.
2. Express likes and dislikes in different situations.
3. Use instructions in various situations.
4. Make and respond to polite requests and apologies appropriately.
5. Count things and relate them with numbers from 201 to 999 through speaking, reading and writing.
6. Manipulate time into different situations.
7. Perform actively in activities involving the use of library.
8. Read and write short stories accurately.

STANDARD III

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
LISTENING & SPEAKING	1. INSTRUCTING 1.1 Personal hygiene	The pupil should demonstrate the ability to: i. Identify instructive words used in personal hygiene. ii. Explain hygienic hand washing using standard procedures. iii. Describe the tools needed for personal hygiene activities.	• Make bed, get dressed, take breakfast, brush your teeth, comb your hair, put on clothes, clean your room, take a bath. • I/we make my/our bed. • I/we comb my/our hair. • I/we wake up at 6 o'clock in the....	• Demonstration • Songs • Role play • Discussion • Games • Dialogue • Questions and answers • ICT presentation	• Soaps • Brushes • Water • Brooms • Flash cards • DVD set • Flash disk • Computer • Projector • Crayons • Coloured pencils	• Hand signals • Observation • Self-assessment • Oral questions	11

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	1.2 General cleanliness	The pupil should demonstrate the ability to: i. Identify areas for cleanliness. ii. Explain the benefits of cleanliness. iii. Use instructive words that direct cleanliness to different areas.	• Environment, playground, sitting room, toilet, garden, clean, wash, sweep, keep, pick, soap • We ... (pick, wash) ...	• Demonstration • Songs • Role play • Games • Dialogue • Discussion • ICT presentation	• Soaps • Brushes • Water • Brooms • DVD set • Flashcards • Flash disk • Computer • Projector	• Hand signals • Observation • Peer-assessment • Oral questions	11
	2. IDENTIFYING 2.1 Numbers from 201 to 999	The pupil should demonstrate the ability to: i. Identify numbers from	• Two hundred and ..., three hundred and ... etc. • 201, 300 ..., population, shirt, cost, trousers,	• Games • Songs • Brainstorming • Questions and answers	• Number cards • Word cards • Braille cards • Drawings • Pictures • Cross word puzzle	• Hand signals • Observation • Peer-assessment • Oral questions	12

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		201 to 999. ii. Relate numbers in words with figures from 201 to 999. iii. Read numbers from 201 to 999.	school bags • What number is it? • It is ... • How many people live in ... (Pemba, Unguja, Tanga)				
	2.2 Mathematics 1 signs and symbols	The pupil should demonstrate the ability to: i. Identify mathematical signs and symbols. ii. Associate mathematical signs with figures.	• +, -, x, ÷, = • Plus, minus, multiplication, division, equal to • What does this sign mean /stand for? • It means/stand for ...	• Questions and answers • Discussion • Problem solving • Brainstorming	• Number cards • Word cards • Braille cards • Charts with mathematical signs • Tactile charts with mathematical signs	• Hand signals • Observation • Peer-assessment • Oral questions	10

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		iii. Use mathematical signs in different situations.					
	2.3 Position of objects	The pupil should demonstrate the ability to: i. Identify different objects in the classroom. ii. Explain where objects are allocated. iii. Describe the position of the objects from different contexts.	• In, on, under, at, picture, book, cupboard, bag, rubber, broom, corner • Where is/are the ... • It is /they are... • What are these/those? • These are... • They are on the....	• Games • Observation • Role play • Discussion • ICT presentation	• Flashcards • Books • Chairs • Pens • Dusters • Pictures • Sentence boards • Large print cards • DVD set • Flash disk • Computer • Projector	• Hand signals • Observation • Peer-assessment • Oral questions	10

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	3. DESCRIBING 3.1 Animals in terms of their physical features	The pupil should demonstrate the ability to: i. Identify animals in his/her surrounding. ii. Classify animals in terms of their colours and size. iii. Describe animals in terms of their physical features.	• Rabbit, cow, dog, donkey, brown, black, white, boat • It is a big/small ... • It is a white rabbit. • Donkey is a big animal but rabbit is a small animal.	• Demonstration • Songs • Role play • Discussion • Games • Questions and answers • Excursion • ICT presentation	• Pictures • Charts • Tactile charts • Drawings • Crayons • DVD set • Flashcards • Flash disk • Computer • Projector	• Hand signals • Observation • Peer-assessment • Oral questions	11
	3.2 Objects in terms of their origin	The pupil should demonstrate the ability to:	• Bottle, table, plastic bag, wooden, metal, aluminium,	• Demonstration • Songs • Role play • Discussion	• Plates • Spoons • Tables • Pictures	• Hand signals • Observation • Peer-	11

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		i. Identify objects in his/her surrounding. ii. Classify objects in terms of their origin. iii. Describe objects in terms of their origin.	glass, window, plate • It is a bottle. It is made up of (glass/aluminium)	• Games • Questions and answers • Gallery walk • ICT presentation	• Drawings • Crayons • DVD set • Flashcards • Flash disk • Computer • Projector	assessment • Oral questions	
	4. MAKING POLITE REQUESTS AND RESPONSES 4.1 Making and responding to individual requests	The pupil should demonstrate the ability to: i. Identify individual polite request expressions. ii. Explain polite	• Can/could, may/would, please, bicycle, coffee, yes, no, sorry, ok • Please lend me your.... • Can I borrow your ...? • Yes, you....	• Demonstration • Role play • Discussion • Dialogue • ICT presentation	• DVD set • Flash disk • Computer • Projector • Word cards • Tactile cards • Flashcards	• Observation • Peer-assessment • Oral questions	12

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		requests with their responses. iii. Use polite requests in different situations.	• Can you lend me some money? • Yes, I ...				
	4.2 Making and responding to group requests	The pupil should demonstrate the ability to: i. Identify polite request expressions in group. ii. Explain polite requests with their responses. iii. Use polite requests to different	• Could/would, excuse me, sure • Could you join the meeting/go to mall...? • Stop making noise ...	• Demonstration • Role play • Discussion • Dialogue • ICT presentation	• DVD set • Flash disk • Computer • Projector • Word cards • Tactile cards • Flashcards	• Observation • Peer-assessment • Oral questions	12

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		people and situations.					
	4.3 Making apologies for different mistakes	The pupil should demonstrate the ability to: i. Identify expressions used in making apologies. ii. Use apology expressions from different mistakes. iii. Respond to apologies in different situations.	● Sorry ... ● I'm sorry ... ● It's okay ... ● Don't mention it... ● Please forgive me... ● Don't mind ...	● Dialogue ● Role play ● Questions and answers ● ICT presentation	● Sentence cards ● Large print cards ● DVD set ● Flash disk ● Computer ● Projector ● Word cards ● Puppets	● Observation ● Peer-assessment ● Oral questions	11

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	5. EXPRESSING 5.1 Likes and Dislikes in relation to food	The pupil should demonstrate the ability to: i. Identify likes and dislikes from various stories. ii. Express his/her likes and dislikes in relation to various types of food. iii. Describe other peoples' likes and dislikes in relation to various types of food.	• Cake, rice, milk, tea, juice, orange, pineapple, eggs, soup • What do you like/dislike? • I like... • She/he likes....	• Games • Songs • Role play • Questions and answers • Gallery walk • Discussion • Dialogue • ICT presentation	• Fruits • Breads • Cakes • Sweets • Various food • Pictures • Flip charts • Maker pens • Flashcards • Word cards • DVD set • Flash disk • Computer • Projector	• Hand signals • Observation • Peer-assessment • Oral questions • Choral response	11

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	5.2 Likes and dislikes in relation to animals	The pupil should demonstrate the ability to: i. Identify different types of animals. ii. Express his/her likes and dislikes in relation to various types of animals. iii. Describe other people's likes and dislikes in relation to various types of animals.	• Zebra, giraffe, lion, snake, horse, bull, bee, cow, dog, cat, busy, neat, angry, lazy, calm, fierce, dangerous, friendly • Which animal do you like/dislike? • I like /dislike ... • Which animal does she/he like/dislike? • He/she likes/dislikes ... • I like ... because ...	• Games • Songs • Role play • Questions and answers • Gallery walk • Discussion • ICT presentation	• Pictures • Flip Charts • Drawings • Maker pens • DVD set • Flash disk • Computer • Projector	• Hand signals • Observation • Peer-assessment • Oral questions • Choral response	11

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	5.3 Prediction	The pupil should demonstrate the ability to: i. Express personal predictions. ii. Predict what will happen next in the text.	• Will, going to, think/don't think so ..., Hope/don't hope • Do you think? • I think so • I have no idea • It will (be) ...	• Note making • Discussion • Gallery walk • Future wheel	• Charts • Tactile charts • Pictures • Matching table • Writing frames • Calendar • Clock faces • Written passage	• Hand signals • Observation • Peer-assessment • Oral questions • Choral response	12
	6. TELLING TIME 6.1 Days and dates	The pupil should demonstrate the ability to: i. Identify days and dates of the week. ii. Tell days and dates	• Calendar, date, 1st ..., • What is the day of today? • What is today? • Today is • What is the date of today? • It is ...	• Games • Songs • Observation • Role play • Demonstration • Questions and answers • ICT presentation	• Flash cards • Calendar • Sentence boards • Large print cards • DVD set • Flash disk • Computer • Projector	• Hand signals • Observation • Peer-assessment • Oral questions • Choral	12

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		correctly. iii. Use days and dates in different situations.				response	
	6.2 Months and years	The pupil should demonstrate the ability to: i. Identify months and years. ii. Tell months and years correctly. iii. Use months and years of different events.	- January, February - December, 2022, 2023 - Revolution day, new year, Saba Saba. - What is the month/ year after....? - It is - My birthday is on - Revolution day/new year etc. is on ...	- Games - Songs - Observation - Role play - Discussion - Think pair share - Demonstration - Questions and answers	- Flashcards - Calendar - Sentence boards - DVD set - Flash disk - Computer - Projector	- Hand signals - Observation - Peer-assessment - Oral questions	11
READING	7. LIBRARY USE	The pupil should demonstrate	Stories, pictures, pictorial	- Questions and answers - Jigsaw	- Newspapers - Storybooks - Leaflets	- Quiz - Self-	8

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	7.1 Visiting library	the ability to: i. Identify library rules and regulations. ii. Clarify reading materials. iii. Read simple texts.	books • No running, • No food /drink • Keep clean • Be quiet • Silence please	• Discussion • Observation	• Dictionaries	assessment • Oral questions • Portfolio	
	7.2 Book storage	The pupil should demonstrate the ability to: i. Explain the meaning of books storage. ii. Describe various ways of storing books. iii. Explain the	• Shelves, boxes, label, set up • What have you seen? • It is shelves/boxes/ container	• Questions and answers • Jigsaw • Discussion • Observation • Simulation	• Newspapers • Storybooks • Leaflets • Dictionaries	• Observation • Peer-assessment • Discussion	8

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		advantages of storing books.					
WRITING	8. WRITING 8.1 Paragraph	The pupil should demonstrate the ability to: i. Write complex sentences. ii. Use punctuation marks in writing a paragraph. iii. Write short paragraph.	• hyphen (-), dash (_) • short paragraphs	• Dictation • Note taking • Discussion • Questions and answers	• Short model paragraphs • Jumble sentences • Picture series	• Observation • Quiz • Self-assessment • Peer-assessment • Written exercises	14
	8.2 Dictation	The pupil should demonstrate the ability to: i. Explain the uses of	• Dictate, repeat, write, proof read, check • Selected texts	• Story telling • Story wheel • Dictation	• Microphone • Short paragraphs • Punctuation board • Punctuation	• Observation • Quiz • Self-assessment • Peer-assessment	12

SKILLS	TOPICS/ SUBTOPICS	SPECIFIC LEARNING OUTCOMES	VOCABULARY, STRUCTURES & PHRASES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		punctuations. ii. Write short paragraphs accurately. iii. Write the correct paragraphs with the right pace.			charts • Pictures	• Written exercises	