

THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

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

SECOND YEAR

2022

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First Publication 2022

Designed and prepared by

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ISBN: 978-9912-754-49-2

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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 all those 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.

ACKNOWLEDGEMENTS

Zanzibar Institute of Education (ZIE) wishes to thank the Hon. Leila Muhamed Mussa, Minister of Education and Vocational Training (MoEVT); Hon. Ali Abdulghulam Hussein, Deputy Minister of Education and Vocational Training (MoEVT); Mr. Khamis Abdulla Said, Principal Secretary Ministry of Education and Vocational Training (MoEVT); Dr. Mwanakhamis Adam Ameir, Deputy Principal Secretary Ministry of Education and Vocational Training (MoEVT); and Abdullah Ismail Kanduru Chairperson of Zanzibar Institute of Education Board.

ZIE would like to express its sincere gratitude to the Technical Team, writers and stakeholders who participated in the completion of this Syllabus for Environmental Activities for providing their valuable inputs during its development. ZIE extends its thanks to the institutions including; Department of Teacher Education (DTE), The State University of Zanzibar (SUZA), Muslim University of Morogoro (MUM), Zanzibar Muslim College Mazizini, Zanzibar Examinations Council, Office of the Chief Inspector of Education, Pre and Primary Education Department and Zanzibar Association for Private Schools (ZAPS) and Madrasa Early Childhood Programme (MECP-Z) for working hand in hand to complete the pre-primary syllabus. The special thanks go to the Bank of Tanzania for professional support tirelessly in various stages of preparing this pre-primary education syllabus.

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,
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Zanzibar.

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 2019 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;
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

Pre-primary education is provided to enable children to:

1. 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

- a. Have good body coordination by performing fine and gross motor skills.
- b. Follow instructions, solve minor problems and be able to use thinking skills.
- c. Demonstrate literacy skills, including writing short sentences.
- d. Apply mathematical skills in their daily lives.
- e. Have moral ethics and practices of their religions and to value and respect the values and traditions of people of other faiths.
- f. Communicate using words and actions in a variety of contexts.
- g. Appreciate the essentials of nation-building
- h. 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.

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.	Second Year
1.	Myself
2.	My family and community
3.	My school
4.	My country
5.	Animals
6.	Water, water bodies (lakes, rivers, oceans) and travel
7.	Plants
8.	The weather and Climate
9	Food, Nutrition and Health
10.	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:

1. Kiswahili Language Activities
2. Mathematical Activities
3. Environmental Activities
4. Creative Arts and Sports Activities
5. Islamic Religion Activities
6. English Language 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 2
KUSIKILIZA NA KUZUNGUMZA	1. MAZINGIRA YANGU a. Majina b. Mazungumzo c. Vitendawili d. Mawasiliano 2. NCHI YANGU a. Rangi b. Hadithi c. Nyimbo d. Fahari za Zanzibar
KUSOMA	3. KUSOMA a. Herufi b. Silabi c. Maneno
KUANDIKA	4. KUANDIKA a. Herufi b. Silabi c. Maneno

STADI

Katika kujifunza Vitendo vya Lugha ya Kiswahili Mwaka wa pili mtoto aoneshe uwezo wa;

1. Kuwasiliana.
2. Kuzungumza kwa kuelezea matukio mbalimbali katika hadithi, nyimbo na vitendawili.
3. Kuelezea fahari za Taifa.
4. Kusoma maneno yenye silabi zaidi ya mbili na silabi ambatano.
5. Kuandika maneno yenye silabi zaidi ya mbili na silabi ambatano.

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. MAZINGIRA YANGU	Mtoto aoneshe uwezo wa:	• Kuimba nyimbo zinazotaja mitaa maarufu • Kucheza michezo inayotaja majina ya mitaa wanayoishi • Kusimulia hadithi inayotaja majina ya maeneo maarufu ya Zanzibar • Kufanya ziara za kimasomo katika maeneo maarufu ya Zanzibar	• Kadi/kadi nukta nundu za majina ya mitaa • Kadi/kadi za nukta nundu za majina ya wanyama • Kadi/kadi za nukta nundu za majina ya mimea • Picha/picha mguso za mimea • Picha za wanyama wanaofungwa	• Uchunguzi • Maswali na majibu • Dole gumba juu • Bungua bongo • Majadiliano ya jozi/vikundi • Takriri	10
	a. Majina	i. Kuainisha majina ya maeneo maarufu. ii. Kubainisha majina ya wanyama wanaofugwa na wasiofugwa	• Kusikiliza hadithi za wanyama wanaofugwa na wasiofugwa • Kufanya mazoezi ya kuchunguza wanyama wanaofugwa na wasiofugwa			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			• Kucheza michezo ya kuhusisha wanyama na milio yao • Kuigiza milio na mienendo ya wanyama • Kutumia majigambo kuelezea wanyama.	na wasiofungwa • Kadi/kadi za nukta nundu za majina ya nyumbani • Picha za mitaa, • Picha za wanyama • Modeli za wanyama na vyombo • Vifaa/vifaa saidizi vya TEHAMA		
		iii. Kuelezea majina ya vitu katika mazingira.	• Kuimba nyimbo za kutaja majina ya vitu katika mazingira ya skuli • Kucheza michezo inayotaja majina ya vitu katika mazingira ya nyumbani • Kucheza michezo ya kuchunguza picha za vitu vilivyomo katika mazingira yake • Kufanya mazoezi ya kuchora vitu anavyovipenda			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			kulingana na mazingira yake			
	b. Mazungumzo	Mtoto aoneshe uwezo wa: i. Kuchambua hadithi.	• Kusikiliza hadithi zinazohusu udhalilishaji wa watoto • Kuelezea wahusika waliomo katika hadithi • Kujadiliana katika vikundi maudhui ya hadithi • Kusimulia hadithi kwa maneno yao wenyewe • Kucheza michezo ya kuchora picha za wahusika wanaotokana na hadithi	• Vitabu/vitabu vya nukta nundu vya hadithi • Picha • Kadi mguso • Kadi/ kadi za nukta nundu za majina ya miezi katika mwaka • Chati/ chati za nukta nukta nundu za miezi katika mwaka • Kalenda	• Uchunguzi • Maswali na majibu • Dole gumba juu/chini • Bungua bongo • Majadiliano ya jozi/vikundi • Takriri	10

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		ii. Kuainisha miezi katika mwaka.	• Kuimba nyimbo zinazotaja miezi katika mwaka • Kusikiliza hadithi inayotaja miezi katika mwaka • Kuimba nyimbo zinazotaja miezi yao ya kuzaliwa • Kucheza michezo ya kuoanisha kadi za majina ya miezi na kadi za nambari	• Vifaa/ vifaa saidizi vya TEHAMA		
		iii. Kuelezea matukio ya kawaida.	• Kusikiliza visa mafunzo vya matukio ya kawaida • Kucheza michezo ya kusimulia matukio aliyowahi kukutana nayo • Kufanya mazoezi ya kuchora picha za matukio			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			• Kucheza michezo ya kuelezea hisia zao kutokana na matukio waliyokutana nayo			
		iv. Kueleza siku za mapumziko katika mwaka.	• Kuimba nyimbo zinazotaja siku za mapumziko katika mwaka • Kucheza michezo inayoelezea matukio yanayofanyika katika siku za mapumziko • Kupanga kadi za majina ya siku za mapumziko na picha za matukio • Kufanya mazoezi ya kuchora picha za matukio ya siku za mapumziko			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	c. Vitendawili	Mtoto aoneshe uwezo wa: i. Kutega na kutegua vitendawili.	• Kuimba nyimbo za vitendawili • Kujadiliana vitendawili katika vikundi • Kufanya mazoezi ya kutega na kutegua vitendawili	• Sinema boksi • Kadi/kadi mguso za vitendawili • Chati/chati mguso ya vitendawili • Vitu halisi • Vitabu/vitabu vya nukta nundu vya vitendawili, • Vifaa/vifaa saidizi vya TEHAMA	• Uchunguzi • Kibaofumbo • Maswali na majibu • Dole gumba juu/dole gumba chini • Bungua bongo • Majadiliano • Maigizo	10
		ii. Kuchambua vitendawili.	• Kuimba nyimbo za kutega na kutegua vitendawili kwa kutumia picha • Kujadiliana msamiati uliyojitokeza katika vitendawili • Kucheza michezo ya kutega na kutegua vitendawili kwa kuonesha picha			
		iii. Kufafanua mafunzo yanayotokana	• Kucheza michezo ya kutega na kutegua vitendawili			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		na vitendawili.	• Kucheza michezo ya kuhusisha vitendawili na picha • Kujadiliana mafunzo yaliyomo katika vitendawili			
	d. Mawasiliano	Mtoto aoneshe uwezo wa: i. Kubainisha njia za mawasiliano.	• Kucheza michezo ya kuchunguza njia za mawasiliano • Kufanya michezo ya kuainisha njia za mawasiliano • Kufanya mazoezi ya kuchora picha za vyombo vinavyosaidia katika kuwasiliana • Kufanya mazoezi ya kuchora michoro yenye kuwasilisha mawasiliano	• Kadi/kadi mguso zenye picha za njia za mawasiliano • Vifaa/vifaa saidizi vya TEHAMA • Vitabu • Chati/chati mguso za michoro ya mawasiliano • Picha/pcha mguso za vyombo vya mawasiliano • Modeli za simu	• Maswali na majibu • Dole gumba juu/ dole gumba chini • Bungua bongo • Maigizo • Majadiliano	10
		ii. Kuelezea vyombo vya mawasiliano.	• Kucheza michezo ya kuwasiliana			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			• Kujadiliana majina ya vyombo vya mawasiliano • Kufanya mazoezi ya kuchora vyombo vya mawasiliano	• Modeli za ndege • Modeli za gari • Modeli za radio		
		iii. Kuelezea umuhimu wa mawasiliano	• Kuimba nyimbo za kuwasiliana • Kucheza michezo ya kuwasiliana kwa kutumia vyombo vya mawasiliano • Kufanya mazoezi ya kueleza umuhimu wa mawasiliano katika maisha ya kila siku			
2. NCHI YANGU a. Rangi		Mtoto aoneshe uwezo wa: i. Kubainisha rangi mchanganyiko.	• Kucheza michezo ya kuainisha majina ya rangi anazozifahamu • Kufanya majaribio ya kuchanganya rangi • Kucheza michezo ya kuchanganya rangi	• Vitu vyenye rangi mbali • Bendera ya Tanzania • Rangi za maji	• Uchunguzi • Kibaofumbo • Maswali na majibu • Dole gumba juu/chini	11

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			• Kufanya mazoezi ya kupaka rangi picha	• Domino za rangi • Upinde wa rangi (ukole) • Picha ya bendera isiyokuwa na rangi • Maua • Majani • Magome ya miti • Mbegu	• Bungua bongo • Ishara ya maigizo • Majadiliano ya jozi/vikundi • Takiriri • Majibizano	
		ii. Kutumia rangi mbali mbali.	• Kucheza michezo ya kutaja rangi za vitu • Kupanga vitu kulingana na rangi katika vikundi • Kucheza mchezo wa kupaka rangi picha kwa kufuata utaratibu			
		iii. Kufafanua rangi za bendera ya Tanzania.	• Kuimba nyimbo za rangi za bendera ya Tanzania • Kufanya michezo ya kuchunguza bendera ya Tanzania na kutaja rangi zilizomo. • Kucheza michezo ya kupaka rangi bendera ya Tanzania. • Kutumia majigambo kuelezea rangi za			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			bendera ya Tanzania na maana yake.			
	b. Hadithi	Mtoto aoneshe uwezo wa: i. Kusimulia hadithi.	• Kusikiliza hadithi • Kutumia maswali na majibu kusimulia hadithi kuhusu uzuri wa nchi yetu. • Kujadiliana maendeleo ya nchi yanayotokana na hadithi. • Kucheza michezo ya kusimulia hadithi.	• Vitabu/vitabu vya hadithi vya nukta nundu • Picha za hadithi • Sinema boksi • Ubao wa fulana. • Vifaa/vifaa saidizi vya TEHAMA • Machapisho	• Uchunguzi • Maswali na majibu • Dole gumba juu • Bungua bongo • Majadiliano ya jozi/vikundi • Takriri	11
		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			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		iii. Kuelezea mafunzo ya hadithi.	• Kusikiliza hadithi zinazoelezea matukio. • Kuigiza matukio yanayotokana na hadithi. • Kucheza michezo ya kusimulia hadithi • Kucheza michezo ya kuelezea mafunzo ya hadithi.			
	c. Nyimbo	Mtoto aoneshe uwezo wa: i. Kufafanua ujumbe wa nyimbo za watoto. ii. Kufafanua ujumbe wa nyimbo za Kizalendo	• Kuimba nyimbo za watoto • Kuigiza matendo yaliyomo kwenye nyimbo za watoto • Kufanya mazoezi ya kuelezea mafunzo yanayotokana na nyimbo za watoto	• Kadi/Kadi mguso za picha za nyimbo za watoto • Chati za nyimbo za watoto • Vifaa/vifaa saidizi vya TEHAMA • Vitabu vya nyimbo	• Maswali na majibu • Bungua bongo • Ishara ya maigizo • Maigizo ya ishara • Takiriri • Majibizano	11

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		za Tanzania.	nyimbo za kizalendo za Tanzania • Kujadiliana ujumbe wa nyimbo za kizalendo za Tanzania			
		iii. Kufafanua ujumbe wa wimbo wa taifa wa Tanzania.	• Kuimba wimbo wa Taifa wa Tanzania • Kujadiliana katika vikundi kanuni za kuimba wimbo wa Taifa wa Tanzania • Kufanya mazoezi ya kuelezea ujumbe wa wimbo wa Taifa wa Tanzania			
	d. Fahari za Zanzibar	Mtoto aoneshe uwezo wa: i. Kuelezea maneno ya hekima ya marais wa Zanzibar.	• Kuimba nyimbo zinazotaja marais wa Zanzibar • Kusikiliza hadithi zinazoelezea maneno ya hekima ya marais wa Zanzibar kwa awamu zao	• Vitabu/ vitabu vya nukta nundu vya hadithi • Kadi/kadi za nukta nundu za hadithi	• Maswali na majibu • Dole gumba juu • Bungua bongo • Ishara ya maigizo	11

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			• Kujadiliana katika vikundi maeno ya hekima ya kila rais • Kucheza michezo ya kulinganisha picha za marais na maneno ya hekima	• Chati/chati mguso za picha • Machapisho ya maneno ya hekima • Magazeti • Kadi/kadi nukta nundu za maneno ya hekima • Kikuza maandishi • Picha ya bendera ya Taifa • Picha za majengo ya kitaifa • Nembo ya Zanzibar • Penseli za Rangi	• Maigizo ya ishara • Majadiliano ya jozi/vikundi	
		ii. Kubainisha matukio ya kitaifa.	• Kusikiliza hadithi za matukio ya kitaifa • Kuigiza matendo yaliyomo katika hadithi • Kufanya mazoezi ya kueleza matukio ya kitaifa aliyowahi kuyaona • Kufanya mazoezi ya kueleza mafunzo ya hadithi za matukio ya kitaifa • Kusimulia hadithi fupi anazozipenda zinazohusu nchi yake			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		iii. Kubainisha maeneo ya kitaifa.	• Kufanya mazoezi ya kutafsiri picha za maeneo ya kitaifa • Kujadiliana shughuli zinazofanyika katika maeneo ya kitaifa • Kutembelea maeneo ya kitaifa	• Manila • Picha za majengo ya mji wa Zanzibar • Vifaa saidizi vya TEHAMA		
		iv. Kuelezea maeneo ya urithi wa Zanzibar	• Kufanya ziara za kimasomo katika maeneo ya kihistoria yam ji wa Zanzibar • Kucheza michezo ya kuonesha faida za uhifadhi wa maeneo ya kihistoria • Kufanya mazoezi ya kueleza umuhimu wa kutuza maeneo ya kihistoria.			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
KUSOMA	3. KUSOMA a. Herufi	Mtoto aoneshe uwezo wa:	- Kuimba nyimbo za irabu - Kucheza michezo inayohusiana na irabu - Kucheza michezo ya kuchunguza maumbo ya irabu katika neno - Kufanya mazoezi ya kusoma irabu	- Kadi/kadi za nukta nundu za herufi - Kadi/kadi za nukta nundu za maneno - Kadi/kadi mguso za picha - Bodi ya braille - Chati/Chati mguso za picha - Domino - Vibao - Vifaa/vifaa saidizi vya TEHAMA	- Maswali na majibu - Dole gumba juu/dole gumba chini - Bungua bongo - Maigizo - Majadiliano ya jozi/vikundi - Takriri - Majibizano - Usahihishaji rika	14
		ii. Kubainisha maumbo ya konsonanti.	- Kuimba nyimbo za kutaja sauti za konsonanti - Kucheza michezo ya kupanga konsonanti kwa mtiririko - Kufanya mazoezi ya kuonesha konsonanti katika neno			
		iii. Kubainisha maumbo ya irabu na konsonanti	Kucheza michezo ya kuchunguza maneno katika kadi za picha na maneno			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			• Kucheza michezo ya kutaja herufi za mwanzo katika maneno • Kufanya mazoezi ya kusoma herufi za irabu na za konsonanti			
	b. Silabi	Mtoto aoneshe uwezo wa: i. Kuunda silabi	• Kucheza michezo ya kuchunguza muundo wa silabi • Kucheza michezo ya kuunganisha herufi kupata silabi • Kucheza michezo ya kupanga silabi kwa kufuata mtiririko wa irabu • Kufanya mazoezi ya kusoma silabi kwa mtiririko wa irabu	• Kadi/kadi za nukta nundu za maneno • Chati/chati za nukta nundu za maneno • Sinema boksi • Kadi/kadi mguso za picha • Kadi/kadi za nukta nundu za silabi	• Maswali na majibu • Dole gumba juu/ dole gumba chini • Bungua bongo • Ishara ya Maigizo ya ishara • Majadiliano ya jozi/vikundi • Takiriri	14
		ii. Kubainisha muundo wa	• Kucheza michezo ya kuchunguza silabi ambatano katika neno			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSISI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		silabi ambatanano.	- Kutumia onesho mbinu la kuunganisha herufi kupata silabi ambatanano - Kucheza michezo ya kupanga silabi ambatanano kwa kufuata mtiririko wa irabu	Vifaa/vifaa saidizi vya TEHAMA		
		iii. Kubainisha silabi ambatanano.	- Kuimba nyimbo za silabi ambatanano - Kucheza michezo ya kuchunguza muundo wa silabi ambatanano katika neno - Kufanya mazoezi ya kutamka silabi ambatanano			
		iv. Kusoma silabi ambatanano.	- Kubainisha silabi ambatanano katika neno - Kucheza michezo ya kupanga kadi za silabi ambatanano na kupata neno			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			• Kucheza michezo ya kusoma silabi ambatano zinazofanana • Kufanya mazoezi ya kusoma silabi ambatano kwa mtiririko wa irabu			
	c. Maneno	Mtoto aoneshe uwezo wa: i. Kubainisha muundo wa maneno yenye silabi zaidi ya mbili.	• Kusimulia hadithi inayotaja maneno ya silabi zaidi ya mbili • Kuchambua maneno yenye silabi zaidi ya mbili • Kucheza michezo ya kubainisha muundo wa maneno yenye silabi zaidi ya mbili kwa kutumia kadi za maneno. • Kucheza michezo ya kupanga maneno yenye silabi zaidi ya mbili	• Kadi/kadi za nukta nundu za silabi ambatano • Kadi/kadi za nukta nundu za maneno yenye silabi ambatano • Vitabu/vitabu vya nukta nundu vya hadithi vyenye maneno ambatano • Vifaa saidizi vya TEHAMA	• Maswali na majibu • Dole gumba juu • Bungua bongo • Ishara ya Maigizo ya ishara • Majadiliano ya jozi/vikundi • Takriri	14

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		ii. Kubainisha maneno yenye silabi ambatano.	• Kufanya michezo ya kuuhusisha kadi za maneno na picha • Kufanya mazoezi ya kubaini kuchunguzasilabi zitakalizotumika kuunda maneno • Kupanga maneno yenye silabi ambatano			
		iii. Kusoma maneno.	• Kucheza michezo ya kuunda maneno • Kufanya mazoezi ya kuchora picha kutokana na kadi za maneno • Kucheza michezo ya kusoma maneno yenye silabi zaidi ya mbili • Kufanya mazoezi ya kusoma maneno yenye silabi ambatano			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
KUANDIKA	4. KUANDIKA a. Herufi	Mtoto aoneshe uwezo wa: i. Kubainisha umbo la herufi.	• Kuimba nyimbo za nakshi za msingi • Kucheza michezo ya kuchunguza maumbo ya herufi kwa kutumia kadi • Kucheza michezo ya kuhusisha herufi na nakshi	• Chati/chati mguso za nakshi za msingi • Vibao vya kuandikia • Chati/chati mguso za herufi • Bodi ya nukta nundu • Chati mguso • Kadi/kadi za nukta nundu za herufi • Vifaa saidizi vya TEHAMA	• Uchunguzi • Kibaofumbo • Maswali na majibu • Dole gumba juu/ dole gumba chini • Bungua bongo • Maigizo • Majadiliano ya jozi/vikundi • Ramani ya dhana • Majibizano • Jaribio	14
		ii. Kufuatisha herufi.	• Kuchunguza hatua za kuandika herufi • Kujadiliana katika vikundi hatua za kuandika herufi • Kufanya mazoezi ya kufuatisha herufi			
		iii. Kuandika herufi.	• Kutumia onesho mbinu la kuandika herufi • Kucheza michezo ya kunakili herufi • Kufanya mazoezi ya kuandika herufi			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	b. Silabi	Mtoto aoneshe uwezo wa: i. Kubainisha muundo wa silabi katika maneno.	• Kuimba nyimbo za silabi • Kucheza michezo ya kupanga silabi zaidi ya mbili kutokana na maneno • Kufanya mazoezi ya kuonesha silabi zaidi ya mbili katika maneno	• Chati/chati mguso za nakshi za msingi • Vibao vya kuandikia • Chati/chati mguso za silabi • Chati/chati mguso za silabi ambatano • Bodi ya nukta nundu • Kadi/kadi za nukta nundu za silabi • Kadi/kadi za nukta nundu za silabi ambatano • Vifaa/vifaa saidizi vya TEHAMA • Penseli	• Uchunguzi • Kibaofumbo • Maswali na majibu • Dole gumba juu/ dole gumba chini • Bungua bongo • Maigizo • Majadiliano ya jozi/vikundi • Ramani ya dhana • Majibizano • Jaribio	14
		ii. Kubainisha muundo wa silabi ambatano	• Kufanya mazoezi ya kuchunguza muundo wa silabi ambatano • Kucheza mchezo wa kupanga silabi ambatano • Kufanya mazoezi ya kufuatisha silabi ambatano			
		iii. Kuandika silabi ambatano.	• Kutumia onesho mbinu la kufuatisha silabi ambatano			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			• Kufanya mazoezi ya kunakili silabi • Kucheza michezo ya kuandika silabi ambatano	• Karatasi • Chaki		
	c. Maneno	Mtoto aoneshe uwezo wa: i. Kubainisha muundo wa maneno yenye silabi zaidi ya mbili.	• Kuimba nyimbo za maneno yenye silabi zaidi ya mbili. • Kucheza michezo ya kuonesha maneno yenye silabi zaidi ya mbili. • Kucheza michezo ya kupanga maneno yenye silabi zaidi ya mbili.	• Vibao vya kuandikia • Chati/chati mguso za maneno • Chati/chati mguso za maneno ambatano • Bodi ya nukta nundu • Kadi/kadi za nukta nundu za maneno • Kadi/kadi za nukta nundu za maneno ambatano	• Uchunguzi • Kibaofumbo • Maswali na majibu • Dole gumba juu/ dole gumba chini • Bungua bongo • Maigizo • Majadiliano ya jozi/vikundi • Ramani ya dhana • Majibizano	14
		ii. Kuchunguza maneno yenye silabi ambatano.	• Kucheza michezo ya kugundua maneno yenye silabi ambatano katika machapisho • Kucheza michezo ya kupanga kadi za maneno yenye silabi ambatano			

STADI	MADA/ DHAMIRA	MATOKEO MAHUSISI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
			• Kufanya mazoezi ya kupanga kibaofumbo kukamilisha maneno yenye silabi ambatano • Kufanya mazoezi ya kuchagua maneno yenye silabi ambatano	• Vifaa/vifaa saidizi vya TEHAMA • Penseli • Karatasi • Chaki • Kibao fumbo cha silabi ambatano		
		iii. Kuandika maneno yenye silabi ambatano.	• Kucheza michezo ya kuchunguza uandishi wa maneno. • Kucheza michezo ya kuandika maneno yenye silabi zaidi ya mbili. • Kufanya mazoezi ya kuandika maneno yenye silabi ambatano.			

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

SECOND YEAR	
TOPIC/THEME	TOPIC / SUB-THEME
1. SHAPES (Home and School)	a. Types of Shapes (oval shape, star shape) b. Shapes and characteristics
2. NUMBERS (Myself)	c. Counting the numbers in sequence 21-50 d. Reading numbers 21-50 e. Writing the numbers 21-50
3. MATHEMATICAL OPERATIONS (Environment)	f. Addition g. Subtraction
4. TIME (Environment)	h. Schedule of the day i. Months in a year
5. MEASUREMENTS (Home and School)	j. Weight k. Area l.
6. CURRENCY (My country)	m. Note n. Uses of note

MATHEMATICAL ACTIVITIES FOR SECOND YEAR

GENERAL LEARNING OUTCOMES

The child should demonstrate the ability to:

1. Compare the things found in local environment.
2. Use time and measurements in his/her life.
3. Count read and write numbers.
4. Use money and keep savings in his/her life.
5. Add and subtract numbers.

MATHEMATICAL ACTIVITIES MATRIX

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
1. SHAPES (Home and school) a. Types of shapes (Oval shape, star shape)	The child should demonstrate the ability to: i. Identify shapes.	• Singing songs of shapes • Listening to stories about naming shapes • Playing games of arranging shapes	• Eggs • Shape cards • Tactile charts of shapes • Shape charts • Paper • Shapes panels • Real objects from home, school and classroom • Sticks	• Observation • Three minutes reflection • Thumb up thumb down • Discussion • Portfolio • Gallery walk	9
	ii. Differentiate shapes.	• Singing songs of differentiating shapes • Practicing arranging puzzles of shapes • Playing games of differentiating shapes of objects			
	iii. Compare shapes.	• Playing games of punching pictures of shapes • Playing games of cutting pictures of shapes			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Gallery walk to stick pictures of shapes • Playing the puzzle of arranging games shapes			
b. Shapes and their characteristics	The child should demonstrate the ability to:	• Singing songs of naming shapes • Listening to stories of naming shapes • Playing games of arranging shapes	• Pictures of shapes • Tactile pictures of shapes • Eggs • Scissors • Star shape • Colours • Shape cards • Tactile shape cards • Shape charts • Tactile shape charts • Paper • Shapes panels • Real objects from home,	• Observation • Self-assessment • Discussion • Thumb up thumb down • Three minutes reflection • Questions and answers • Gallery walk	9
	i. Identify shapes and their characteristics.				
	ii. Draw shapes (oval shape, star Shape).	• Tracing shapes • Playing games of cutting shapes • Practicing drawing shapes			
	iii. Relate shapes with objects in his/her environment.	• Singing songs of naming shapes • Playing puzzles games of arranging objects based on shapes			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Playing games in matching shapes of objects • Boasting to relate shapes	school and classroom • Sticks • Picture of shapes		
2. NUMBERS (Myself) a. Counting numbers in sequence (21–50)	The child should demonstrate the ability to: i. Count numbers (21–50).	• Singing songs of numbers 21–50 • Imitating counting numbers 21–50 • Playing games of naming numbers	• Pebbles • Shells • Sticks • Bottle caps/tops • Leaves • Seeds • Playing cards • Dominoes • Puppets • ICT assistive devices • Tactile cards of numbers • Number cards • Number charts • Tactile charts of numbers	• Observation of chain thoughts • Self-assessment • Discussion • Questions and answers • Gallery walk	9
	ii. Count numbers by demonstrating actions.	• Singing songs of numbers in actions. • Doing physical exercises by counting numbers • Playing games of counting numbers by using actions			
	iii. Count numbers using objects.	• Singing songs of counting objects • Playing games of counting objects			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
b. Reading numbers 21 - 50		Using real objects to count numbers			
	The child should demonstrate the ability to: i. Identify shape of a number.	- Demonstration technique to recognize the shape of a number - Playing games of reading numbers - Acting out the shape of a number using the body	- Number charts - Tactile number charts - Number cards - Tactile number cards - Playing cards - Number books - Dominoes - Puppets - Number puzzle - ICT assistive devices - Large print number cards	- Observation of chain of thought - Thumb up thumb down - Observation - Discovery - Brainstorming - Questions and answers	12
	ii. Differentiate shapes of numbers. iii. Read numbers in sequence.	- Singing songs of showing numbers - Playing games of showing shapes of numbers - Using boasting to differentiate shapes of numbers - Singing songs of mentioning numbers - Using puzzle to arrange numbers			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Playing games of filling the missing numbers			
	iv. Read numbers in words.	• Singing songs of mentioning numbers in words • Using puzzles to arrange numbers in words • Playing games of matching numbers with words			
	v. Read numbers and its value 1-20.	• Singing songs of numbers with value of items • Playing number games with value of items • Telling stories about numbers with value of items • Using gallery walk technique to identify			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		the shape of a number with value of items			
c. Writing the numbers 21-50	The child should demonstrate the ability to: i. Write patterns that produce numbers.	• Demonstrating on writing patterns that produce numbers • Practicing to write patterns that produce numbers • Playing games of writing patterns that produce numbers	• Number charts • Tactile number charts • Number cards • Tactile number cards • Playing cards • Number books • Dominoes • Puppets • Number puzzle • ICT assistive devices • Large print number cards	• Observation • Self-assessment • Portfolio • Questions and answers • Discussion • Gallery walk • Exercises	12
	ii. Trace the shape of the number.	• Demonstration in writing numbers • Playing games of tracing numbers • Playing games of colouring shapes of numbers			
	iii. Write numbers in order.	• Singing songs of writing numbers			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Playing games of writing numbers • Practicing to copy numbers in order			
3. MATHEMATICAL OPERATIONS (Environment) a. Addition	The child should demonstrate the ability to: i. Clarify the plus and equal signs.	• Demonstration to explain the plus and equal signs (+ and =) • Playing games of showing the plus and equal signs • Practicing to write plus and equal signs	• Pebbles • Sticks • Seeds • Bottle tops • Leaves • Small pieces of wood • Shells • Plastic bottles • Cards with numbers of objects • Body parts/ Parts of the body • Notebooks • Pencils	• Observation • Thumb up thumb down • Discussion • Portfolio • Gallery walk • Brainstorming • Questions and answers • Self-assessment	12
	ii. Add by using objects.	• Singing songs of adding objects • Play games of adding objects • Practicing to draw pictures of adding objects			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Add numbers with sum not exceeding 10.	• Singing songs of addition activities • Playing games of adding things and numbers • Playing games of showing the missing number in addition • Practicing to add numbers with the sum not exceed 10	• Number charts • Tactile number charts • Cards with plus sign • Tactile cards for plus • Large print with plus sign card		
b. Subtraction	The child should demonstrate the ability to: i. Clarify the minus and equal signs.	• Demonstration to explain the minus and equal signs (- and =) • Playing games to show the minus and equal signs • Practicing to write the minus and equal signs	• Pebbles • Sticks • Seeds • Bottle tops • Leaves • Small pieces of wood • Shells • Plastic bottles	• Observation • Self-assessment • Discussion • Thumb up thumb down • Portfolio • Discovery • Questions and answers	10
	ii. Subtract by using objects.	• Singing songs of subtracting objects • Playing games of subtracting objects			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		Practicing to draw pictures of subtracting objects	- Cards with number of objects - Notebooks - Pencil - Number charts - Tactile number charts - Cards with minus sign - Tactile cards of the minus sign - the minus sign - Large print cards of the minus sign		
	iii. Subtract numbers with difference between 1-10	- Singing songs of subtracting activities - Playing games of subtracting objects and numbers - Playing games of showing the missing number in subtraction - Practicing to subtract numbers			
4. TIME (Environment) a. Daily routine	The child should demonstrate the ability to: i. Identify his/her daily activities.	- Singing a song of the daily activities - Listening to stories of daily activities - Boasting of mentioning the daily activities	- Calendar - Cards with the pictures of daily activities - Tactile cards with the pictures	- Observation - Self-assessment - Discussion - Thumb up thumb down	8

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Explain the sequence of daily events.	• Singing songs of the sequence of daily events • Discussing the sequence of daily events • Playing games on the sequence of the daily events	• of daily activities • Pictures that show the time of the day • ICT assistive devices • Tactile charts of pictures that show time of the day • Touch • Cinema box	• Three minutes reflection • Questions and answers • Discovery	
	iii. Plan the schedule of the day.	• Listening to a case study on a schedule of the day • Playing games of arranging pictures about the sequence of events of the day • Using role play to explain schedule of the day			
b. Months in a year	The child should demonstrate the ability to:	• Singing songs of the months of the year		• Three minutes reflection	9

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	i. Identify the months in the year.	• Listening to the stories of the months of the year • Playing games of naming the months of the year in order	• Charts of the months of the year • Tactile charts of the months of the year • Calendar • Books • Picture cards • ICT assistive devices • Tactile calendar • Large print calendars	• Observation of chain thoughts • Discussion • Questions and answers • Discovery • Portfolio • Brainstorming	
	ii. Explain the important events in the year.	• Observing pictures of events of the year • Drawing pictures of events of the year • Discussing the popular events of the year • Playing games of associating important events with the months of the year			
	iii. Relate months with numbers.	• Singing songs of matching months with numbers • Playing games of matching name of a month with a number			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Playing games of writing names of months with numbers			
5. MEASUREMENTS a. Weight	The child should demonstrate the ability to: i. Identify heavy and light objects.	• Singing songs on heavy and light objects • Observing heavy and light objects • Boasting on naming heavy and light objects	• Cellar • Bottles • Glass • Scale • Model of a scale • Stones/pebbles/gravels • Paper • Cotton • Sand • Cans • Children's weighting scales • Steel • Cups	• Gallery walk • Portfolio • Questions and answers • Three minutes reflection • Discussion • Observation • Discovery	9
	ii. Compare heavy and light objects.	• Demonstration on measuring weight of objects • Playing games of measuring each other's weight • Playing games of arranging heavy and light objects • Practicing on comparing heavy and light objects			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Measure the weight of objects.	• Singing songs of mentioning the heavy and light objects • Playing games of measuring heavy and light objects • Practicing on measuring heavy and light objects	• Scale stones • Exercise books • Books • Small pieces of wood • Sponge		
b. Area	The child should demonstrate the ability to: i. Identify a large and a small area.	• Listening to stories that mention the area • Observing a large and a small area. • Boasting on naming a large and a small area	• Rope • Yarn/thread • Table • Pieces of wood • Local measuring tools (arm span/	• Observation • Discovery • Discussion • Questions and answers	8

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Measure the area.	• Singing songs of mentioning the tools of measuring an area. • Demonstration on measuring an area • Playing games measuring an area	• hand span, cubit, pace) • ICT assistive devices • Cards of a large and a small area • Tactile Cards of a large and a small area • Tactile pictures of areas • Tactile chart of areas	• Self-assessment	
	iii. Differentiate a large and a small area.	• Singing songs of mentioning a small and a large area • Observing a large and a small area • Playing games of distinguishing a large and a small area			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
6. CURRENCY (My country) a. Bank note	The child should demonstrate the ability to: i. Identify Tanzanian bank notes.	• Demonstrating on the Tanzanian bank notes • Gallery walk to observe the Tanzanian bank notes • Questions and answers to name the Tanzanian bank notes	• Real Tanzanian bank notes • Pictures of Tanzanian bank notes • Charts of Tanzanian bank notes • Ink • Picture of the bank building • Tactile cards of Tanzanian bank notes • Papers	• Observation • Portfolio • Questions and answers • Three-minutes reflection • Circle in circle out	9
	ii. Differentiate Tanzanian bank notes.	• Playing games of arranging the Tanzanian bank notes in sequence • Observing the features of the Tanzanian bank notes • Discussing the differences of the Tanzanian bank notes • Sticking the Tanzanian bank notes			
	iii. Clarify the value of	• Singing songs on the value of the Tanzanian bank notes			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	Tanzanian bank notes.	• Telling stories on the value of Tanzanian bank notes • Playing games of arranging notes according to their value • Boasting on showing the value of Tanzanian bank notes			
b. Uses of Tanzanian bank notes	The child should demonstrate the ability to: i. Show the price of goods.	• Listening to the story of selling and buying • Conducting study tours to visit at the shops and ask the prices of goods • Discussing on the price of goods • Using questions and answers to show the prices of goods	• Real Tanzanian bank notes • Pictures of Tanzanian bank notes • Pictures of shops • Pictures of bank buildings • Tactile picture of bank buildings • Saving boxes • Cases	• Discussion • Observation • Discovery • Gallery walk • Observation of chain thoughts • Brainstorming • Three minutes reflection • Thumb up thumb down	9
	ii. Use notes to buy goods.	• Singing songs on uses of Tanzanian bank notes			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		- Telling stories on the uses of Tanzanian bank notes - Playing games of spending Tanzanian bank notes	- Bags - Shops products - Tactile pictures of bank notes	Questions and answers	
	iii. Explain the benefit of saving in his/her daily uses.	- Using case studies on saving. - Playing games of saving - Discussing the benefits of saving - Practicing on drawing pictures of tools used to save money			

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 balanced diet.
4. Introduce Zanzibar/Tanzania and its economic activities.
5. Develop Communication and Technological skills.
6. 6. Investigate things that use force of nature in their environment.

Scope and Sequence of Environmental Activities

SECOND YEAR	
TOPIC/THEMES	SUB TOPIC
1. FAMILY	a. Responsibilities of family members b. Family relationship
2. THE HUMAN BODY	a. Sense organs b. Clothes Cleanliness
3. OUR ENVIRONMENT	a. Environmental hygiene b. Trees and plants c. Social and national buildings
4. HEALTH AND DISEASE	a. Children's disease b. Drug abuse c. HIV/AIDS
5. TRANSPORTATION	a. Land transportation b. Water transportation (Marine) c. Air transportation
6. MY COUNTRY	a. Tanzania b. Economic activities (In the sea)
7. WEATHER	a. Weather change b. Seasons
8. TECHNOLOGY	a. Technological devices used at home b. Technological devices used in school
9. NATURAL FORCES	a. Pulling and pushing b. Floating and sinking

GENERAL LEARNING OUTCOMES

The child should demonstrate the ability to:

1. Build a good relationship between family members.
2. Protect various things found in his/her surrounding.
3. Strengthen the body's immunity.
4. Introduce Tanzania and its economic activities.
5. Develop Communication and Technological Skills.
6. Observe things that use the natural forces in his/her surrounding.

ENVIRONMENTAL ACTIVITIES MATRIX

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
1. THE FAMILY a. Family's responsibilities	The child should demonstrate the ability to: i. Describe the responsibilities of family members.	• Singing songs that explain the responsibilities of family members • Narrating stories about the roles of family members • Acting on responsibilities of family members	• Clothes • Charts showing responsibility of the family • Tactile charts showing family responsibilities • Cards of family responsibilities • ICT assistive devices • Story books • Magazines • Flyers • Articles • Newspapers • Cinema box • Large font cards	• Observation • Questions and answers • Interview • Puzzle • Checklist	5
	ii. Identify responsibilities of a child in the family.	• Singing songs related to the child's responsibilities in the family • Listening to an article that narrating the role of a child in the family • Answering questions on the role of a child in the family			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Explain the benefits of accountability in the family.	• Singing songs that describe accountability in the family • Listening to stories about accountability in the family • Using a role play that shows accountability in the family • Boasting on accountability in the family			
b. Relationship in the family	The child should demonstrate the ability to: i. Identify relationship in the family.	• Singing songs that describe relationship in the family • Narrating stories that describe the relationship in the family • Playing games that show relationship in the family	• Cinema box • Clothes • Charts of family responsibilities • Tactile charts showing family responsibilities	• Observations • Questions and answers • Interview • Checklist • Discussion • Circle in circle out	5

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Elaborate the factors that strengthen the relationship in the family.	• Narrating stories about things that strengthen relationship in the family • Discussing things that strengthen the relationship in the family • Acting on things that strengthen relationship in the family	• Cards showing family jobs • ICT assistive devices • Story books • Magazines • Flyers • Articles • Newspapers • Large font cards		
	iii. Explain the benefits of good relationship in the family.	• Singing songs about close family members • Narrating stories that identify the benefits of good family relationships • Discussing the benefits of a good			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
2. THE HUMAN BODY a. Sense organs	The child should demonstrate the ability to: i. Identify the sense organs.	- relationship between the family members - Singing songs that name the sense organs - Playing games that show the sense organs - Practicing drawing the sense organs	- Models of sense organs - Cards of sense organs - Chart of the sense organs - Tactile charts of sense organs - Magazines - Fragrant flowers - Salt - Sugar - Lemon - Ice - Warm water - Coffee - Fragrant leaves - Perfume - Bell	- Observation - Questions and answers - Interview - Checklist - Discussion - Circle in circle out	5
	ii. Identify the functions of the sense organs.	- Solving riddles about the sense organs - Narrating stories that describe functions of the sense organs - Answering questions based on the functions of the sense organs - Playing games that show the sense organs and their functions			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Use the sense organs.	• Singing songs of sense organs • Practicing the use of the sense organs • Playing games that show how to use the sense organs	• Drum • Aloe vera • ICT assistive devices		
b. Cleanliness of clothes	The child should demonstrate the ability to: Clarify the materials used in the cleanliness of clothes.	• Singing songs about cloth cleanliness • Using gallery walk to show clothes cleaning materials • Practicing drawing materials for cleaning clothes	• Clothes • Soap • Basin • Water • Bucket • Ladle • Drying • Clothing rope • Iron • Charts of clothes cleanliness materials • Tactile charts of clothes	• Observation • Questions and answers • Interview • Checklist • Discussion • Discovery	5
	Follow the appropriate steps in the cleanliness of clothes.	• Demonstrating the steps of cleaning clothes • Practicing cleanliness of clothes • Doing activities on clothes cleanliness			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Explain the benefits of cleanliness of clothes	• Narrating stories about benefits of clothes cleanliness • Discussing the benefits of clothes cleanliness • Playing games about the benefits of clothes cleanliness	cleanliness materials • ICT assistive devices • Cards of clothes cleanliness materials		
3. OUR ENVIRONMENT a. Environmental cleanliness	The child should demonstrate the ability to:	• Singing songs about environmental cleanliness • Using gallery walk to show environmental cleanliness tools • Practicing drawing environmental cleanliness tools	• Broom • Dustpan • Dustbin • Water • Soap • Mop • Piece of clothes • Rake • Slash • Gloves • Panga • Hoe	• Observation • Questions and answers • Interview • Checklist • Discussion	5
	i. Identify tools of the environmental cleanliness.				
	ii. Use environmental cleanliness tools.	• Demonstrating to show how to use environmental cleanliness tools			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Playing games that show how to use environmental cleanliness tools • Practicing of using cleanliness environmental tools	• Charts of environmental cleanliness tools • Tactile charts of environmental cleanliness tools • Cards of environmental cleanliness tools • ICT assistive devices • Gardening scissors		
	iii. Explain the benefits of cleaning the environment.	• Singing songs that explain the benefits of environmental cleanliness • Answering questions about the benefits of environmental cleanliness • Discussing the benefits of environmental cleanliness			
b. Trees and Plants	The child should demonstrate the ability to:	• Singing songs on plants found in his/her environment	• Seed pockets • Soil • Water	• Observations • Questions and answers	8

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	i. Identify plants found in his/her environment.	• Listening to stories that mention the names of plants • Observing the plants in his/her environment	• Fertilizer • Seedlings • Pencils • Pieces of wood • papers • Models of trees and plants • Seeds (Beans, Tomatoes, Avocados, Coconuts, Casuarina seeds, Baobab seeds) • ICT assistive devices • Charts of trees and plants • Tactile charts of trees and plants	• Interview • Checklist • Discussion • Circle in circle out	
	ii. Identify trees found in his/her environment.	• Singing songs that mention the names of trees • Narrating stories about the names of trees • Playing games of naming the trees • Practicing drawing pictures of trees			
	iii. Explain the benefits of plants and trees.	• Narrating stories that explain the benefits of trees • Conducting study tour to visit plant and trees area			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Discussing about the benefits of trees • Performing poetic drama about the benefits of trees	• Cards showing trees and plants		
	iv. Grow seeds	• Conducting study tour visits to the plant nurseries • Discussing about the seed germination process • Practicing on seeds germination.			
c. Social and national buildings.	The child should demonstrate the ability to: i. Identify buildings that provide social services.	• Singing songs that mention buildings that provide social services • Narrating stories of buildings that provide social services • Conducting study tour to visit social services buildings	• Pictures showing social and national buildings • ICT assistive devices • Cards showing social and national buildings	• Observations • Questions and answers • Interview • Checklist • Discussion	9

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Identify things and people found in social buildings.	• Listening to a guest who comes from social buildings • Discussing Objects and people found in social buildings • Playing games that name things and people found in social buildings	• Charts of social and national buildings • Tactile charts of social and national buildings • Magazines • Newspapers • Calendar • Books • Clothing of people in social and national buildings • Pencil • Colored pencils • Paper		
	iii. Explain the services provided in social buildings.	• Narrating stories about the services provided in social buildings • Playing games that describe the services provided in social buildings • Discussing the services provided in social buildings			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		Boasting to describe the services provided in social buildings	Cards with Large fonts		
	iv. Identify national buildings.	- Singing songs that describe national buildings - Conducting study tour to visit national buildings - Practicing drawing pictures of national buildings			
	v. Describe the activities done in national buildings.	- Narrating stories about people's occupation in national buildings - Matching pictures of people with their occupation in national buildings - Acting on people's occupation in national buildings			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		Performing Poetic drama about people's occupation in national buildings			
4. HEALTH AND DISEASES a. Children's diseases	The child should demonstrate the ability to: Identify children's diseases.	- Singing songs about children's diseases - Narrating the stories of children's diseases - Solving the puzzles about children's diseases	- Pictures of sick children - Magazines with pictures of sick children - Photo magazines showing ways of preventing from diseases - Newspaper with pictures of sick children - Charts of sick children	- Observations - Questions and answers - Interview - Checklist - Discussion	5
	Explain the causes of children's diseases.	- Singing songs that explain the causes of children's diseases - Narrating stories about the causes of children's diseases - Discussing the causes of children's diseases			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Clarify the ways to protect from children's diseases.	• Singing songs that explain how to protect from children's diseases • Listening to a guest explaining ways of protecting from children's diseases • Playing games to show ways of protecting from children's diseases	• Tactile charts for sick children • ICT assistive devices • Cinema box • Chart showing ways of preventing from diseases • Tactile charts showing ways of preventing from diseases • Large font cards		
b. Drug abuse	i. Identify drug abuse.	• Singing songs that explaining drug abuse • Narrating stories about drug abuse	• Syringe tube • Drug photo magazines	• Observations • Questions and answers • Interview	8

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		Using gallery walk to observe pictures of drug abuse	- Drug abuse chart - Tactile chart of drug abuse - ICT assistive devices - Cards showing Drug abuse - large font cards	- Checklist - Discussion - Circle in, circle out	
	ii. Explain negative effects of drug abuse.	- Singing songs about the negative effects of drug abuse - Listening to case studies on the negative effects of drug abuse - Discussing the negative effects of drug abuse			
	iii. Elaborate ways to protect from drug abuse.	- Singing songs that explain how to protect from drug abuse - Narrating stories on how to protect from drug abuse - Listening to a guest explaining the ways			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		of protecting from drug abuse • Discussing ways to protect from drug abuse			
c. HIV/AIDS	The child should demonstrate the ability to: i. Identify the tools that contribute to HIV infections.	• Singing songs that describe the tools which contributes to HIV infections • Narrating stories about things that contribute to HIV infections • Using case studies on tools that contribute to HIV infections • Practicing drawing pictures of tools that contribute to HIV infections	• Razor • Syringe tube • Needles • Pictures of tools that contribute to HIV infections • Magazines with pictures showing how to protect from HIV/AIDS • Newspapers with pictures showing ways of protecting from HIV/AIDS	• Observations • Questions and answers • interview • Checklist • Discussion	6
	ii. Explain ways of protecting from HIV infections.	• Singing songs that describe the ways of			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		- protecting from HIV infections - Listening to stories about ways to protect from HIV infections - Answering questions about ways to protect from HIV infections	- Flyers - Story books - ICT assistive devices - Tactile charts showing the tools that contributes to HIV/AIDS		
	iii. Clarify the effects of HIV infection.	- Singing songs that describe the effects of HIV infections - Listening to stories that explain the effects of HIV infections - Listening to a case study on the effects of HIV infections - Answering questions about the effects of HIV infections			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
5. TRANSPORTATION a. Land transport	The child should demonstrate the ability to: i. Identify traditional means of land transport.	• Listening to stories that explain traditional land transport • Observing the traditional means of land transport • Discussing the traditional means of land transport • Practicing drawing traditional means of land transport	• Land transport models • Rope • Plastic bottles • Plastic bottle tops • Tires made from shoe • Story books • Pencils • Colored pencils • Crayons • Boards/pieces of wood • Pictures of means of land transport	• Observation • Questions and answers • Interview • Checklist • Discussion • Portfolio	6
	ii. Identify modern means of land transport.	• Singing songs that describe modern means of land transport • Conducting study tour to observe the modern means of land transport			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Answering questions about modern means of land transport • Practicing drawing pictures of modern means of land transport	• Picture Cards of land transport • Magazines of pictures showing means of land transport • Charts for land transport • Tactile charts for land transport • ICT assistive devices		
	iii. Describe the uses of land means of transport	• Listening to stories that describing the uses of means of land transport • Discussing the uses of means of land transport • Acting on how to use means of land transport			
b. Water (Marine) transport	The child should demonstrate the ability to: Identify the traditional means of	• Listening to stories that describe the traditional means of marine transportation. • Visiting coastal areas	• A canoe • Dhow • Bet • Boat • Ship • Fiber	• Observations • Questions and answers • Interview • Checklist • Portfolio	5

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	marine transport.	• Answering questions about traditional means of marine transport • Practicing drawing pictures that show traditional means of marine transportation	• Pictures of ancient sea vessels • Models of ancient sea transport vessels • Charts of ancient sea vessels • Tactile charts of ancient sea vessels • Picture cards for antique sea vessels • Large print cards • ICT assistive devices • Pencil	• Discussion • Circle in circle out	
	ii. Identify modern means of marine transport.	• Singing songs that describe modern means of marine transport • Conducting a study tour to observe the modern means of marine transportation. • Discussing modern means of marine transport • Practicing drawing pictures that shown			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
c. Air transport		modern means of marine transport	- Colored pencils - Crayons - Paper - Pieces of wood - Plastic bottles - Banana tree leaves		
	iii. Explain the uses of means of marine transport.	- Singing songs that describe means of marine transportation - Narrating stories about the uses of marine transport - Discussing the uses of marine transport - Acting on how to operate means of marine transport			
c. Air transport	The child should demonstrate the ability to: Identify means of air transport.	- Listening to stories that describe means of air transport - Conducting study tour to airport - Playing games that identify means of air transport	- Real Objects - Pictures of means of air transport - Aircraft models - Aircraft charts	- Observation - Questions and answers - Interview - Checklist - Discussion	5

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Explain the uses of means of air transport.	• Singing songs that describe the means of air transport • Listening to stories that explain the uses of means of air transport • Discussing the uses of means of air transport • Practicing drawing pictures of air transport	• Tactile charts for aircraft • Picture cards of means of air transport • ICT assistive devices • Paper • Soil • Large font cards		
	iii. Construct means of Air Transport.	• Using puzzle to arrange air travel equipment • Demonstrating on how to construct means of air transport • Practicing on making and flying airplanes			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
6. MY COUNTRY a. Tanzania	The child should demonstrate the ability to: i. Identify the countries that make up the Nation of Tanzania.	• Singing the national anthem of Tanzania • Playing games to join countries that made up of Tanzania • Tracing the map of Tanzania	• Map of Tanzania • Tactile map of Tanzania • Newspapers • Magazines • Flag of Tanzania • Tanzania flag chart • Tactile Tanzania flag chart • ICT assistive devices • Tanzania flag cards • Flag colored fabrics • Pencil • Paper • Wood • Colored pencils	• Observations • Questions and answers • Interview • Checklist • Discussion • Portfolio	5
	ii. Sing the national anthem of Tanzania	• Listening to the national anthem of Tanzania • Repeating the national anthem of Tanzania • Practicing to sing the national anthem of Tanzania			
	iii. Clarify the flag of Tanzania.	• Observing the colours of the Tanzanian flag • Tracing the drawing of the flag of Tanzania			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Practicing drawing the flag of Tanzania • Practicing painting the flag of Tanzania			
b. Economic Activities (In the ocean)	The child should demonstrate the ability to: Identify marine fishing equipment.	• Singing songs on fishing equipment • Observing fishing equipment • Listening to stories about fishing equipment • Discussing the names of fishing equipment	• Fish-trap • Fishing line • Fishing Nets • Boat engine • Punt • Pressure Lamp • Marine goggles • Hook • Models of fishing equipment • Puzzle • Pictures of sea fishing equipment • Charts for sea fishing equipment	• Observations • Questions and answers • Interview • Checklist • Discovery • Discussion • Circle in circle out	8
	Drawing sea fishing equipment.	• Demonstrating on how to trace fishing equipment • Using puzzle to arrange fishing equipment • Practicing drawing fishing equipment • Playing fishing games			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Explain the benefits of sea fishing.	• Narrating stories about the benefits of fishing • Discussing the benefits of fishing • Playing games that explain the benefits of fishing	• Tactile charts for sea fishing equipment • Picture cards for marine fishing equipment • ICT assistive devices • Pencil • Coloured pencils • Crayons • Slates • Paper • Fishing net • Fishing seine		
7. WEATHER a. Weather change	The child should demonstrate the ability to:	• Singing songs that describe the weather • Observing pictures that show the weather	• Umbrella • Rain coat • Rain boot • Winter jacket	• Observations • Questions and answers • Interview	5

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	i. Identify the types of weather.	• Practicing drawing pictures that show the weather • Acting on activities related to the weather	• Different pictures showing different weather conditions • ICT assistive devices • Weather charts • Tactile Weather charts • conditions • Pictures of Weather cards • Pencil • Colored pencils • Pieces of wood • Crayons • Colour • Sweater • Glasses • Large print cards	• Checklist • Discussion • Circle in circle out • Portfolio	
	ii. Differentiate types of weather.	• Listening to stories that differentiate different types of weather • Observing weather pictures • Answering questions on weather • Acting on different activities that differentiate weather			
	iii. Explain weather change precautions.	• Listening to stories that explain caution about weather change • Acting precautions that show the warnings of weather change			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Answering questions about warning of weather change			
b. Seasons	The child should demonstrate the ability to: Clarify seasons in the year.	• Singing songs that describe the seasons in a year • Narrating stories that describe the seasons in a year • Answering questions about seasons in the year • Playing games that names seasons in the year	• Pictures of seasonal activities done in a year • ICT assistive devices • Charts of different seasons in the year • Tactile charts of different seasons in a year • Tactile picture cards of different seasons in a year	• Observations • Questions and answers • Interview • Checklist • Discussion	5
	Explain activities that are annually conducted in a season.	• Observing pictures of activities done in the seasons of the year • Answering questions about the activities done in the seasons of the year			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Playing games that show the activities done in the season of the year • Narrating stories that describe the impact of seasons in a year • Answering questions about the impact of seasons in a year • Discussing the impact of seasons in a year	• Cinema box • Hoe • Machete • Mattock • Seedlings • Cereal seeds • Mats		
	iii. Explain the impact of seasons in a year.				
8. TECHNOLOGY a. Technological devices used at home	The child should demonstrate the ability to: Identify technological devices used at home.	• Singing songs that describe technological devices • Playing games that show technological devices used at home • Practicing drawing pictures that show technological devices used at home	• Radio • Television • Blender • Iron • Telephone • Refrigerator • Washing machine • Electric kettle	• Observations • Questions and answers • Interview • Checklist • Exercise • Discussion • Circle in, circle out	5

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Explain the uses of technological devices used at home.	• Observing the uses of technological devices • Answering questions about uses of technological devices • Acting using technological devices	• Electric stove • Rice cooker • Models of technological devices • Pictures of technological devices • Charts of technological devices • Tactile charts of technological devices • ICT assistive devices	• portfolio	
	iii. Explain the effects of technological devices used at home.	• Listening to a case study of the effects of technological devices • Answering questions on the negative effects of technological devices • Discussing the negative effects of technological devices			
b. Technological devices used in school	The child should demonstrate the ability to: Identify technological	• Singing songs that describe the technological devices used in school • Playing games to name the	• Computer • Radio • Telephone • Television	• Observations • Questions and answers • Interview • Checklist	5

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	devices used in school.	- technological devices used in school - Practicing drawing pictures that show technological devices used at school	- Models of technological devices - Pictures of technological devices - Charts of technological devices - Tactile charts of technological devices - ICT assistive devices - Large font cards	- Exercise - Portfolio - Discussion - Circle in circle out	
	ii. Explain the uses of technological devices used in school.	- Observing the uses of technological devices used at school - Answering questions about uses of technological devices used at school - Acting on how to use technological devices used at school			
	iii. Explain the effects of technological devices used at school.	- Listening to stories that explain the effects of technological devices - Answering questions about the effects of technological devices			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Discussing the effects of technological devices			
9. NATURAL FORCES a. Pushing and pulling	The child should demonstrate the ability to: i. Show actions of pushing.	• Singing songs that describe pushing objects • Observing the forces used in pushing • Practicing on pushing different objects	• Rope • Car/bicycle tire • Chair • Tables • Cart • Boxes • Wheelbarrow	• Observations • Questions and answers • Interview • Checklist • Exercise	8
	ii. Show actions of pulling.	• Singing songs that describe pulling activities • Observing the forces used in pulling • Playing a game on tug-of-war	• Pictures of pushing and pulling actions • Charts for push and pull actions • Tactile charts for push and pull actions • ICT assistive devices		
	iii. Differentiate pushing and pulling activities.	• Playing games of pushing different objects • Playing games of pulling objects			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Discussing the differences between pushing and pulling activities • Practicing pushing and pulling objects			
b. Floating and sinking	The child should demonstrate the ability to:	• Singing songs about floating objects • Observing floating objects • Practicing drawing pictures of floating objects	• Plastic bottles • Coins • Stone • Steel • Paper • Wood • Ball • Pictures of sinking and floating objects • Charts of sinking and floating objects • Tactile charts of sinking and floating objects	• Observation • Questions and answers • Interview • Checklist • Exercise • Portfolio • Discovery • Discussion • Circle in circle out	8
	i. Clarify floating objects.	• Singing songs that describe sinking objects • Observing sinking objects • Practicing drawing pictures of sinking objects			
	ii. Clarify sinking objects.				
	iii. Differentiate floating and	• Singing songs on differentiating the			

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	sinking objects.	floating and sinking activities - Using ICT devices to differentiate objects that floating and sinking - Conducting experiments on floating and sinking objects	- ICT assistive devices - Plastic bottles tops		

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

SUB TOPICS: SECOND YEAR	
1. GYMNASTIC (Myself)	a. Body postures b. Body controlling c. Athletic actions
2. SINGING (My Country)	d. Songs e. Poems
3. GAMES (Our Environment)	f. Minor games g. Big games skills
4. DRAWING (Our Environment)	a. Colours b. Creative pictures c. Decoration of patterns
5. CREATIVITY	h. Pottery i. Plaiting j. Crafting

LEARNING OUTCOMES

The child should demonstrate the ability to:

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

CREATIVE ARTS AND SPORTS ACTIVITIES MATRIX

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
1. GYMNASTIC (Myself) a. Body postures	The child should demonstrate the ability to: i. Sit with one leg.	• Demonstrating sitting with one leg. • Acting by showing the actions of sitting on one leg. • Practice sitting with one leg.	• Mat • Clothes • Whistle • Bell • Mattress • ICT facilities • Pictures of body postures	• Circle in circle out • Portfolio • Discussion • Questions and answers • Observation • Observation of Chain of thoughts • Discovering • Self-assessment • Mind map • 3- minutes pause	14
	ii. Sit by facing soles.	• Demonstrating sitting by facing soles. • Practicing sitting by facing soles. • Playing games of sitting with facing soles.			
	iii. Sit by yoga.	• Demonstrating leg yoga. • Practicing by sitting with leg yoga. • Playing games with leg yoga.			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
b. Body Balance.	The child should demonstrate the ability to:	• Demonstrating by walking on the log. • Acting by walking on the log. • Practicing by walking on the log.	• Whistle • Drums • White cane • Fabrics • Rope • Tires • Rope ladder • Coconut shells • Bottles • Water bottles • Seeds bags • Spoons • Lemon • Logs • ICT facilities	• Circle in circle out • Portfolio • Discussion • Questions and answers • Observation • Observation of chain of thoughts • Discovering • Self-assessment • Mind map • 3- minutes pause	12
	i. Walk on the log.	• Demonstrating by walking using the coconut shells. • Acting by doing walking exercises using the coconut shells. • Playing walking games by using the coconut shells.			
	ii. Walk by using the coconut shells.	• Demonstrating by walking with something on the head. • Following the walking exercises with something on			
	iii. Walk with something on the head.				

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		the head without holding. • Playing the walking games with something on the head.			
c. Athletic actions	The child should demonstrate the ability to: i. Walking and Jogging. ii. Jump by using two legs.	• Using the demonstration to walk and jog. • Practicing by walking and jogging. • Playing games by differentiating walking and jogging. • Using demonstration to jump by using two legs. • Practicing to jump by using two legs. • Playing the jumping games by using two legs.	• Pictures/Tactile pictures of athletic actions • Charts of athletic actions • Tactile charts of athletic actions • ICT facilities	• Circle in circle out • Portfolio • Discussion • Questions and answers • Observation • Observation of chain thoughts • Discovering • Self-assessment • Mind map	10

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Jumping by using one leg.	- Using demonstration to jump by using one leg. - Practicing to jump by using one leg. - Playing jumping games by using one leg.		3- minutes pause	
2. SINGING (My Country) a. Songs	The child should demonstrate the ability to: i. Sing songs together.	- Listening to the songs by rising and falling the tones together. - Following songs by rising and falling the tones together. - Practicing songs by rising and falling the tones together.	- ICT facilities - Drums - Rattle - Tins - Bottles with gravels - Glass bottles - Songs books - Plastic gallons	- Recitation - Observation - Observation of chain thoughts - Discovery. - Self-assessment	14
	ii. Sing Zanzibar National Anthem.	- Listening to the Zanzibar National Anthem. - Following the Zanzibar National Anthem.			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Practicing the Zanzibar National Anthem.			
	iii. Sing the Tanzania National Anthem.	• Listening to the Tanzania National Anthem. • Following the Tanzania National Anthem. • Practicing the Tanzania National Anthem.			
b. Poems	The child should demonstrate the ability to: i. Clarify the rhythms in the poems.	• Listening to poems by considering their rhythms. • Observing the rhythms in the poems. • Following the rhythms of the poems. • Playing games by mentioning the middle and the last rhymes.	• ICT facilities • Poem books • Poem charts • Tactile charts of poems	• Recitation • Observation • Observation of chain thoughts • Invention • Self • assessment	12

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Recite poems by following the rhythms.	• Using the demonstration to recite poems by considering their rhythms. • Following the poem's rhythms. • Playing reciting poems games by considering their rhythms.			
	iii. Explain lessons learnt from the poems.	• Listening to the poems. • Discussing themes given from the poems. • Reciting their favorite poems. • Playing games by explaining the lessons learnt from the poems.			
3. GAMES a. Minor Games	The child should demonstrate the ability to:	• Singing songs by mentioning minor games which use tools.	• Coconut leaves • Animal pictures • Animal models	• Projects • Circle in circle out	10

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	i. Play minor games that use tools.	• Observing the minor games which use tools. • Discussing the minor games which use tools. • Practicing the minor games which use tools.	• Fabrics • Combs • Hair oil • Seat • Cobs • Coconut shells • Sand • Fruits seeds • Songs books • ICT facilities • Puppets • Models • Fabric idols • Plastic idols • Car toys • Stones • Fire woods • Ashes • Straw • Powder soap	• Portfolio • Discussion • Thumb up thumb down • Questions and answers • Recitation • Observation • Observation of chain thoughts • Invention • Self-assessment • Mind map • 3- minutes pause	
	ii. Play minor games that do not use tools.	• Listening to the minor games stories that do not use tools. • Observing the minor games that do not use tools. • Discussing the minor games that do not use tools. • Practicing the minor games that do not use tools.			
	iii. Differentiate between the	• Playing the mentioning names			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	minor games that use tools and those that do not use tools.	games that use tools and those that do not use tools. • Discussing minor games that use and those that do not use tools. • Answering questions by explaining the differences between minor games that use and those that do not use tools.			
b. Skills for major games	The child should demonstrate the ability to:	• Using demonstration by kicking the ball. • Practicing by kicking the ball. • Playing games by kicking the ball.	• Various types of ball • Whistle • Piece of cloth • Bell balls.	• Discussion • Questions and answers • Observation • Self-assessment • Mind map • 3-minutes pause	10
	i. Kick the ball. ii. Control the ball with one leg.	• Using the demonstration to the ball controlling using one leg.			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Practicing the ball controlling using one leg. • Playing the kick and control the ball games		• Peer assessment	
	iii. Catch the ball.	• Using the demonstration by catching the ball. • Practicing by throwing and catching the ball. • Playing games by throwing and catching the ball.			
4. DRAWING (Our Environment) a. Colours	The child should demonstrate the ability to: i. Identify colours.	• Singing songs that mention things in terms of their colours. • Listening to stories about colours. • Playing games by arranging things in terms of their colours.	• Pieces of wood • Real colours • Flowers • Bottle tops • Fabrics • Bottles • Sticks	• Discussion • Thumb up thumb down • Questions and answers • Observation • Discovery.	14

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Mix colours.	• Singing songs by mention the primary colours. • Playing mixing colours games. • Playing games by differentiating the primary colours and the mixed colours.	• Shells • Stones • Seeds • Water colours • Crayons • Brushes • Papers • Threads • Leaves • Maize cobs • Pawpaw stalks • Real colors	• Self-assessment • 3-minutes pause • Circle in circle out • Portfolio	10
	iii. Use colours.	• Practicing the uses of colours by stamping. • Drawing their favorite pictures by using colours. • Playing games by painting things and pictures.			
b. Pictures Creativity	The child should demonstrate the ability to: Stick pictures by	• Observing the sticked pictures. • Playing games by mentioning things that are used in sticking pictures.	• Real colours • Water colours • Crayons • Pictures • Flowers	• Discussion • Thumb up thumb down • Questions and answers	

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	using different things.	• Practicing to stick pictures by using different things.	• Bottle tops • Fabrics • Bottles • Sticks • Shells • Stones • Seeds • Brushes • Papers • Threads • Leaves • Maize cobs • Glue • Pawpaw stalks • Sound recorder	• Observation • Discovery. • Self-assessment • 3-minutes pause • Circle in circle out • Portfolio	
	ii. Draw pictures by expressing him/herself.	• Narrating his/her favorite stories. • Drawing pictures from the stories. • Answer questions on the drawings of pictures, he/she has drawn.			
	iii. Draw pictures according to the events.	• Listening to the news on events. • Playing games by mentioning events, he/she heard from the news. • Playing games of drawing pictures on events.			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
c. Pattern decorations	The child should demonstrate the ability to: i. Identify patterns used in decorations.	• Singing drawing patterns songs. • Playing games of observing patterns used in decorations. • Playing games of mentioning the patterns which he/she saw in the decorations.	• Real colours • Flowers • Bottle tops • Fabrics • Bottles • Sticks • Sea shells • Stones • Seeds • Water colours • Crayons • Brushes • Papers • Threads • Leaves • Maize cobs • Pawpaw stalks • Pieces of wood • Potatoes • Tactile cards of primary patterns	• Discussion • Thumb up thumb down • Question and answers • Observation • Invention • Self-assessment • 3- minutes pause • Circle in circle out • Portfolio	14
	ii. Draw decorated things from the patterns	• Observing decoration from patterns. • Playing games of mentioning objects decorated with patterns. • Playing games of drawing objects decorated with patterns.			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Designing decorations by using patterns.	• Observing objects with decorations. • Recognizing patterns decorations from the decorated objects. • Practice decorating objects with patterns.	• Cards of primary patterns		
5. CREATIVITY a. Pottery	The child should demonstrate the ability to: i. Identify the things which are pottered.	• Singing the songs that mention things which are pottered. • Observing things which are pottered. • Discussing the pottery things	• Chart of pottering tools • Tactile charts of pottering materials • Charts of pottered objects • Tactile charts of pottered object. • Water • Clay soil • Clay pot • Clay lid • Censer	• Project • Portfolio • Discussion • Thumb up thumb down • Questions and answers • Recitation • Observation • Observation of chain thought • Invention • Self-assessment	14
	ii. Describe materials which are used in pottery.	• Singing songs that identifying materials used in pottery. • Observing the pottered objects.			

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
b. Plaiting/Waving		• Playing the games by arranging the potted objects by using the same materials. • Using pottery demonstration. • Discussing the steps in pottery. • Practicing pottery.			
	iii. Making the pottery objects.				
	The child should demonstrate the ability to: i. Identify the plaited/waved items. ii. Describe the materials used in plaiting or waving.	• Singing the songs by mentioning the plaited or waved items. • Observing the plaited or waved items. • Playing the games by showing the items used in plaiting or waving. • Singing songs on plaiting or waving materials.	• Charts • Tactile charts of plaiting/waving materials • Charts • Tactile charts of plaited/waved objects • Maize cobs • Palm leaves • Thread • Rope	• Project • Portfolio • Discussion • Thumb up thumb down • Questions and answers • Recitation • Observation • Observation of the chain thought	16

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		• Discussing the materials used in plaiting or waving. • Drawing his/her favourite plaiting or waving materials. • Playing games by explaining the plaiting or waving materials.	• Screw pine • Comb • Hair oil • Banana leaves	• Invention • Self-assessment	
	iii. Plait/wave using materials which are in his/her surroundings	• Using demonstrating of plaiting or waving. • Role playing by plaiting or waving. • Practicing plaiting or waving.			
c. Crafting	The child should demonstrate the ability to: Identify the crafted objects.	• Singing the crafted objects songs. • Playing games by mentioning the crafted objects. • Answering the questions on crafted objects.	• Charts of crafting tools • Tactile charts of crafted objects • Charts of crafted objects	• Project • Portfolio • Discussion • Thumb up thumb down • Question and answers	18

TOPICS/THEMES	SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Explain the tools used in crafting.	• Singing the songs on crafting tools. • Discussing the tools used in crafting. • Drawing the tools used in crafting.	• Tactile charts of crafting tools • Wood • Saw • Plainer • Chisel • Nails • Hammer • Glue • Painting • Brushes • Boxes • Papers • Match box cover • Sticks • ICT facilities	• Recitation • Observation • Observation of chain thought • Discovery • Self-assessment	
	iii. Craft using the tools in his/her surroundings	• Visiting crafting workshops. • Role playing on crafting. • Crafting things available in his/her surroundings.			

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 PILI	
MADA/DHAMIRA	MADA/DHAMIRA NDOGO
1. TAWHID (Mazingira yetu na jinsi ya kuyalinda)	a. Nguzo za Imani b. Majina ya Mwenyezi Mungu (s.w) (5-8)
2. MAADILI YA KIISLAMU (Mimi)	a. Tabia Njema b. Mavazi ya Kiislamu
3. HERUFI (Nyumbani na Skuli)	a. Kusoma silabi za herufi za hijai b. Stadi za uandishi wa herufi za hijai
4. QUR-ANI (Nchi yangu)	a. Suratul - Kauthar b. Suratul - Kafirun c. Suratu Nnasri d. Suratul – Lahab
5. SIRA (Familia na Jamii)	a. Sifa za Mtume Muhammad (S.A.W) b. Wake wa Mtume Muhammad (S.A.W)
6. HADITHI (Nchi yangu na Ulimwengu unaotuzunguka)	a. Hadithi ya kupiga hodi b. Hadithi ya Rushwa
7. DUA (Hali ya Hewa na Tabia ya Nchi)	a. Dua ya kulala b. Dua ya kuamka c. Dua ya kuvaa nguo d. Dua ya kuingia msikitini
8. IBADA (Maji, Vyanzo vya Maji na Usafiri)	a. Najisi b. Udhu c. Sala

VITENDO VYA DINI YA KIISLAMU MWAKA WA PILI

STADI

Mtoto aoneshe uwezo wa:-

1. Kumuamini Allah (S.W) katika matendo ya kila siku.
2. Kuishi katika mfumo sahihi wa maisha ya kiislamu.
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).

JADWELI LA VITENDO VYA DINI YA KIISLAMU

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
1. TAWHID a. Nguzo za Imani	Mtoto aoneshe uwezo wa:- i. Kuainisha nguzo za Imani.	• Kusoma kasida inayotaja nguzo za Imani. • Kutumia bungua bongo kutaja nguzo za Imani • Kucheza michezo inayotaja nguzo za Imani kwa mtiririko	• Vitu halisi vinavyoonesha uwepo wa Allah (S.W) • Vifaa saidizi vya TEHAMA • Chati za viashiria vya uwepo wa Allah (S.W) • Chati mguso za viashiria vya uwepo wa Allah (S.W) • Kinasa sauti • Kadi za maandishi makubwa	• Maswali na majibu • Usahihishaji rika • Dole gumba juu dole gumba chini	6
	ii. Kufafanua nguzo za Imani.	• Kusikiliza visa vinavyofafanua nguzo za Imani • Kujadili nguzo za Imani • Kucheza michezo yenye kuhusisha nguzo za Imani			
	iii. Kuelezea viashiria vya	• Kuchunguza vitu vya kimaumbile			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	uwepo wa Allah (S.W).	vilivyomo katika mazingira • Kujadili vitu vya kimaumbile walivyoviona • Kuchora picha za viashiria vya uwepo wa Allah (S.W) • Kucheza michezo ya kuelezea uwepo wa Allah (S.W)			
b. Majina ya Mwenyezi Mungu (s.w) القادر, الحي, الواحد, المالك	Mtoto aoneshe uwezo wa:- i. Kuainisha majina ya Mwenyezi Mungu (s.w).	• Kusikiliza kasida ya majina ya Mwenyezi Mungu (s.w) • Kusoma kasida ya majina ya Mwenyezi Mungu (s.w) • Kucheza michezo ya kutaja majina ya	• Vifaa saidizi vya TEHAMA • Kadi za majina ya Mwenyezi Mungu (s.w) • Kadi za nukta nundu za majina ya	• Maswali na majibu • Usahihishaji rika • Dole gumba juu dole gumba chini	6

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		Mwenyezi Mungu (s.w) • Kusikiliza kasida inayoeleza maana ya majina ya Mwenyezi Mungu (s.w) na maana zake • Kujadili majina ya Mwenyezi Mungu (s.w) na maana zake • Kucheza mchezo wa kutaja majina ya Mwenyezi Mungu (s.w) na maana zake • Kufanya matembezi ukumbini kuhusisha majina ya Mwenyezi Mungu (s.w) na maana zake	Mwenyezi Mungu (s.w) • Chati za majina ya Mwenyezi Mungu (s.w) • Chati mguso za majina ya Mwenyezi Mungu (s.w) • Vibao • Kinasa sauti • Kadi za maandishi makubwa		
	ii. Kueleza maana ya majina ya Mwenyezi Mungu (s.w).				

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	iii. Kutumia majina ya Mwenyezi Mungu (s.w).	• Kusikiliza kisa mafunzo cha matumizi ya majina ya Mwenyezi Mungu (s.w) • Kujadili matumizi ya majina ya Mwenyezi Mungu (s.w) • Kucheza michezo ya kutumia majina ya Mwenyezi Mungu (s.w) • Kuandika majina ya Mwenyezi Mungu (s.w)			
2. MAADILI YA KHIISLAMU (Mimi) a. Tabia Njema	Mtoto aoneshe uwezo wa:- i. Kuainisha matendo yanayokubalika katika jamii.	• Kusoma kasida za matendo yanayokubalika katika jamii	• Kadi za matendo ya Tabia njema • Kadi za nukta nundu za	• Maswali na majibu • Matembezi ukumbini	6

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		• Kujadili matendo yanayokubalika katika jamii • Kucheza michezo ya kutaja matendo yanayokubalika katika jamii	matendo ya tabia njema • Chati za matendo ya tabia njema • Chati mguso za matendo ya tabia njema	• Dole gumba juu dole gumba chini	
	ii. Kuelezea matendo yanayokubalika katika jamii.	• Kusikiliza kisa mafunzo cha matendo yanayokubalika katika jamii • Kujadili matendo yanayokubalika katika jamii • Kucheza michezo ya matendo yanayokubalika katika jamii	Vifaa saidizi vya TEHAMA • Kinasa sauti • Kadi za maandishi makubwa		

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	iii. Kufafanua faida za matendo yanayokubalika katika jamii.	• Kusikiliza kisa mafunzo cha matendo yanayokubalika katika jamii • Kusoma hadithi ya faida za matendo mema • Kutamba ngonjera ya faida za matendo mema • Kucheza michezo ya matendo yanayokubalika katika jamii			
b. Mavazi ya Kiislamu.	Mtoto aoneshe uwezo wa:- i. Kuainisha mavazi ya Kiislamu.	• Kusikiliza Hadithi ya mavazi ya Kiislamu. • Kujadili mavazi ya Kiislamu	• Mavazi ya kike na ya kiume • Picha za mavazi ya Kiislamu	• Maswali na majibu • Matembezi ukumbini	6

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		• Kuchora mavazi ya Kiislamu. • Kucheza michezo ya mavazi ya Kiislamu	• Chati za mavazi ya Kiislamu • Chati mguso za mavazi ya Kiislamu • Vifaa saidizi vya TEHAMA • Kinasa sauti • Kadi za maandishi makubwa	• Dole gumba juu dole gumba chini • Majadiliano	
	ii. Kufafanua mavazi ya Kiislamu.	• Kutumia onesho mbinu la mavazi ya Kiislamu • Kusoma hadithi ya mavazi ya Kiislamu ya kike na ya kiume • Kujibu maswali ya mavazi ya Kiislamu			
	iii. Kueleza faida za mavazi ya Kiislamu.	• Kusikiliza kisa mafunzo cha faida za mavazi ya Kiislamu • Kujadili faida za mavazi ya Kiislamu. • Kufanya majigambo ya mavazi ya Kiislamu			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
3. HERUFI (Nyumbani na skuli) a. Kusoma silabi za herufi za Hijai	Mtoto aoneshe uwezo wa:- i. Kuainisha silabi za herufi za hijai.	- Kusoma kasida za herufi za hijai zenye irabu - Kutumia onesho mbinu la kusoma herufi za hijai zenye irabu - Kucheza michezo ya kugundua silabi za herufi za hijai.	- Chati za herufi za hijai - Chati mguso za herufi za hijai - Kadi za herufi za hijai - Kadi za irabu za herufi za hijai - Kadi za nukta nundu za silabi za herufi za hijai - Kadi za maneno za herufi za hijai - Kadi mguso za maneno za herufi za hijai - Vibao vya kuandikia - Ubao wa fulana	- Matembezi ukumbini - Kadi mrejesho - Chemsha bongo - Mkoba wa kazi - Tathmini Binafsi	5
	ii. Kusoma silabi za herufi za hijai.	- Kusoma kasida ya silabi za herufi za hijai. - Kucheza mchezo wa kupanga silabi - Kucheza mchezo wa kusoma silabi			
	iii. Kusoma maneno mafupi ya herufi za hijai.	Kutumia onesho mbinu la kusoma silabi katika neno			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		- Kupanga silabi ili kuunda maneno mafupi - Kucheza michezo ya kusoma maneno mafupi.	- Vifaa saidizi vya TEHAMA - Kinasa sauti - Kadi za maandishi makubwa		
b. Stadi za uandishi wa herufi za hijai	Mtoto aoneshe uwezo wa:- i. Kutumia mazoezi ya kuimarisha misuli midogo midogo ya mikono.	- Kusoma kasida za kuchora nakshi za herufi za hijai - Kufuatishia nakshi za herufi za hijai kwa kuanzia kulia kwenda kushoto - Kuchora nakshi za herufi za hijai kuanzia kulia kwenda kushoto	- Kadi za herufi za hijai - Kadi za nukta nundu za herufi za hijai - Vijiti - Penseli - Chati - Vibao - Chaki - Mchanga - Rangi - Karatasi - Vifaa saidizi vya TEHAMA	- Matembezi ukumbini - Kadi mrejesho - Chemsha bongo - Mkoba wa kazi - Tathmini Binafsi	5
	ii. Kuandika herufi za hijai.	Kutumia onesho mbinu la kuandika herufi za hijai			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		• Kufuatishia herufi za hijai kutoka kulia kwenda kushoto • Kucheza michezo ya uandishi wa herufi za hijai	• Kinasa sauti • Kadi za maandishi makubwa		
	iii. Kuandika silabi za herufi za hijai.	• Kutumia onesho mbinu la kuandika silabi za herufi za hijai. • Kufuatishia silabi za herufi za hijai • Kucheza michezo ya kuandika silabi za herufi za hijai			
4. QUR-ANI (Nchi yangu) a. Suratul - Kauthar	Mtoto aoneshe uwezo wa:- i. Kusoma Suratul - Kauthar.	• Kusikiliza Suratul - Kauthar • Kufuatisha kusoma Suratul -Kauthar	• Juzuu • Juzuu ya kalamu • Vifaa saidizi vya TEHAMA	• Majadiliano • Chemsha bongo • Usahihishaji rika	7

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		Kufanya mazoezi ya kusoma Suratul - Kauthar	- Kadi za nukta za Suratul - kauthar - Kadi za Suratul - Kauthar - Chati za Suratul - Kauthar - Chati mguso za Suratul - Kauthar - Juzuu za nukta nundu - Kinasa sauti - Kadi za maandishi makubwa	Kusoma kwa kupokezana	
	ii. Kutafsiri Suratul - Kauthar.	- Kusikiliza tafsiri ya Suratul - Kauthar - Kufuatisha tafsiri ya Suratul - Kauthar - Kucheza michezo ya kusoma tafsiri ya Suratul - Kauthar			
	iii. Kutumia mafunzo ya Suratul - Kauthar.	- Kusikiliza kisa chenye mafunzo ya Suratul - Kauthar - Kujadili mafunzo ya Suratul - Kauthar - Kucheza michezo ya mafunzo ya Suratul - Kauthar			
b. Suratul - Kafirun	Mtoto aoneshe uwezo wa:-	Kusoma kasida ya Suratul -Kafirun	Juzuu	Majadiliano	7

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	i. Kusoma Suratul - Kafirun.	• Kufuatisha kusoma Suratul -Kafirun • Kufanya mazoezi ya kusoma Suratul - Kafirun.	• Juzuu ya kalamu • Vifaa saidizi vya TEHAMA • Kadi za Suratul -Kafirun • kadi za nukta nundu za Suratul - Kafirun • Chati za Suratul - Kafirun • Chati mguso za Suratul - Kafirun • Juzuu za nukta nundu • Kinasa sauti • Kadi za maandishi makubwa	• Chemsha bongo • Usahihishaji rika • Kusoma kwa kupokezana • Fikiri jozisha shirikisha	
	ii. Kutafsiri Suratul - Kafirun.	• Kusikiliza tafsiri ya Suratul - Kafirun • Kufuatisha tafsiri ya Suratul - Kafirun • Kucheza michezo ya kusoma tafsiri ya Suratul - Kafirun			
	iii. Kutumia mafunzo ya Suratul - Kafirun.	• Kusikiliza kisa chenye mafunzo ya Suratul - Kafirun • Kujadili mafunzo ya Suratul - Kafirun • Kucheza michezo ya mafunzo ya Suratul - Kafirun			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
c. Surat- Nnaasri	Mtoto aoneshe uwezo wa:- i. Kusoma Surat- Nnaasri.	• Kusikiliza Surat- Nnaasri • Kufuatisha kusoma Surat- Nnaasri • Kufanya mazoezi ya kusoma Surat- Nnaasri	• Juzuu • Juzuu ya kalamu • Vifaa saidizi vya TEHAMA • Kadi za Surat- Nnaasri • Chati za Surat- Nnaasri • Chati mguso za Surat- Nnaasri • Juzuu za nukta nundu • Kinasa sauti • Kadi za maandishi makubwa	• Majadiliano • Chemsha bongo • Usahihishaji rika • Kusoma kwa kupokezana	7
	ii. Kutafsiri Surat- Nnaasri.	• Kusikiliza tafsiri ya Surat- Nnaasri • Kufuatisha tafsiri ya Surat- Nnaasri • Kucheza michezo ya kusoma tafsiri ya Surat- Nnaasri			
	iii. Kutumia mafunzo ya Surat- Nnaasri.	• Kusikiliza kisa chenye mafunzo ya Surat- Nnaasri • Kujadili mafunzo ya Surat- Nnaasri			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		Kucheza michezo ya mafunzo ya Suratu - Nnaasri			
d. Suratul - Lahab	Mtoto aoneshe uwezo wa:- i. Kusoma Suratul - Lahab.	- Kusikiliza Suratul - Lahab - Kufuatisha kusoma Suratul - Lahab - Kufanya mazoezi ya kusoma Suratul - Lahab	- Juzuu - Juzuu ya kalamu - Vifaa saidizi vya TEHAMA - Kadi za Suratul - Lahab - Kadi za nukta nundu za Suratul - Lahab - Chati za Suratul - Lahab - Chati mguso za Suratul - Lahab - Juzuu za nukta nundu - Kinasa sauti - Kadi za maandishi makubwa	- Majadiliano - Chemsha bongo - Usahihishaji rika - Kusoma kwa kupokezana	7
	ii. Kutafsiri Suratul - Lahab.	- Kusikiliza tafsiri ya Suratul - Lahab - kufuatisha tafsiri ya Suratul - Lahab - Kucheza michezo ya kusoma tafsiri ya Suratul - Lahab			
	iii. Kutumia mafunzo ya Suratul - Lahab.	Kusikiliza kisa chenye mafunzo ya Suratul - Lahab			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		- Kujadili mafunzo ya Suratul - Lahab - Kucheza michezo ya mafunzo ya Suratul - Lahab			
5. SIRA (Familia na Jamii) a. Sifa za Mtume Muhammad (S.A.W)	Mtoto aoneshe uwezo wa:- i. Kuainisha sifa za Mtume Muhammad (S.A.W).	- Kusoma kasida za kutaja sifa za Mtume (S.A.W) - Kusikiliza kisa kinachotaja sifa za Mtume Muhammad (S.A.W) - Kucheza mchezo wa kutaja sifa za Mtume Muhammad (S.A.W)	- Kadi za sifa za Mtume Muhammad (S.A.W) - Kadi za nukta nundu za sifa za Mtume Muhammad (S.A.W) - Vifaa saidizi vya TEHAMA - Kinasa sauti - Kadi za maandishi makubwa	- Majadiliano - Chemsha bongo - Maswali na majibu - Kusoma kwa kupokezana	7
	ii. Kufafanua sifa za Mtume Muhammad (S.A.W).	Kusikiliza kisa mafunzo kuhusu sifa za Mtume Muhammad (S.A.W)			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		• Kujadili juu ya sifa za Mtume Muhammad (S.A.W) • Kujibu maswali kuhusu sifa za Mtume Muhammad (S.A.W)			
	iii. Kutumia sifa za Mtume Muhammad (S.A.W) katika maisha.	• Kusimulia hadithi inayohusu sifa za Mtume Muhammad (S.A.W) • Kuonesha sifa za Mtume Muhammad (S.A.W) kupitia majigambo. • Kuigiza matendo ya sifa za Mtume Muhammad (S.A.W)			
	Mtoto aoneshe uwezo wa:- -	• Kusoma kasida za kutaja majina ya	• Vifaa saidizi vya TEHAMA	• Majadiliano	6

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
b. Wake wa Mtume Muhammad (S.A.W)	i. Kuainisha wake wa Mtume Muhammad (S.A.W).	wake wa Mtume Muhammad (S.A.W) • Kusikiliza hadithi inayotaja wake wa mtume Muhammad (S.A.W) • Kucheza michezo ya kupanga wake wa Mtume Muhammad (S.A.W) kwa mtiririko	• Kadi za majina ya wake wa Mtume Muhammad (S.A.W) • Kadi za nukta nundu za majina ya wake wa Mtume Muhammad (S.A.W) • Chati za majina ya Mtume Muhammad (S.A.W) • Chati mguso za majina ya wake wa Mtume Muhammad (S.A.W) • Kinasa sauti	• Chemsha bongo • Maswali na majibu • Kusoma kwa kupokezana	
	ii. Kufafanua sifa za bibi Khadija mke wa mwanzo wa Mtume Muhammad (S.A.W).	• Kusikiliza kisa kinacho bainisha sifa za bibi Khadija (R.A) • Kujadili sifa za bibi Khadija (R.A) • Kufanya majigambo kuhusu sifa za bibi Khadija (R.A)			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	iii. Kuelezea sifa za bibi Aisha (R.A).	- Kusoma kasida inayoeleza sifa za Bibi Aisha (R.A) - Kujadili katika vikundi sifa za bibi Aisha (R.A) - Kuigiza sifa za bibi Aisha (R.A)	Kadi za maandishi makubwa		
6. HADITHI a. Hadithi ya kupiga hodi	Mtoto aoneshe uwezo wa:- i. Kusoma hadithi ya kupiga hodi.	- Kusikiliza hadithi ya kupiga hodi - Kufuatisha hadithi ya kupiga hodi - Kucheza michezo ya kusoma hadithi ya adabu za kupiga hodi	- Vifaa saidizi vya TEHAMA - Picha za kupiga hodi - Kadi za hadithi ya kupiga hodi - Kadi za nukta nundu za hadithi ya kupiga hodi - Kinasa sauti	- Majadiliano - Usahihishaji rika - Maswali na majibu - Kusoma kwa kupokezana	6
	ii. Kutafsiri hadithi ya kupiga hodi.	Kusikiliza tafsiri ya hadithi ya kupiga hodi			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		• Kufuatisha tafsiri ya hadithi ya kupiga hodi • Kufanya mazoezi ya kutafsiri hadithi ya kupiga hodi	• Kadi za maandishi makubwa		
	iii. Kutumia mafunzo ya hadithi za kupiga hodi.	• Kusikiliza kisa mafunzo cha hadithi ya kupiga hodi • Kujadili mafunzo ya hadithi ya kupiga hodi • Kuigiza matendo ya kupiga hodi			
b. Hadithi ya Rushwa	Mtoto aoneshe uwezo wa:- Kuainisha vitendo vya Rushwa.	• Kusikiliza kisa mafunzo cha matendo ya rushwa. • Kubungua bongo kwa kutaja vitendo vya rushwa.	• Chati za hadithi ya rushwa • Chati mguso za hadithi ya rushwa	• Majadiliano • Usahihishaji rika • Maswali na majibu	6

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		Kucheza mchezo wa kutaja vitendo vya rushwa	- Vifaa saidizi vya TEHAMA - Kinasa sauti - Kadi za maandishi makubwa	Kusoma kwa kupokezana	
	ii. Kusoma hadithi ya Rushwa.	- Kusikiliza hadithi ya rushwa - Kufuatisha hadithi ya rushwa - Kucheza mchezo wa kusoma hadithi ya rushwa			
	iii. Kutafsiri hadithi ya Rushwa.	- Kusikiliza tafsiri ya hadithi ya rushwa - Kufuatisha tafsiri ya hadithi ya rushwa - Kufanya mazoezi ya kutafsiri hadithi ya rushwa			
	iv. Kueleza madhara ya vitendo vya rushwa.	Kusoma kasida inayoeleza vitendo vya rushwa			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		- Kujadili madhara ya vitendo vya rushwa. - Kucheza mchezo wa kujiepusha na vitendo vya rushwa			
7. DUA a. Dua ya kulala	Mtoto aoneshe uwezo wa:- i. Kuainisha adabu za kulala.	- Kusoma kasida inayotaja adabu za kulala - Kupanga picha zinazoonesha adabu za kulala - Kucheza michezo inayotaja adabu za kulala	- Kadi za dua ya kulala - Kadi za nukta nundu za dua ya kulala - Chati za dua ya kulala - Chati mguso za dua ya kulala - Vifaa saidizi vya TEHAMA - Picha za matendo ya adabu za kulala - Kinasa sauti	- Dole gumba juu dole gumba chini - Maswali na majibu - Majadiliano	6
	ii. Kusoma dua ya kulala.	- Kusikiliza dua ya kulala - Kufuatisha dua ya kulala - Kufanya mazoezi ya kusoma dua ya kulala			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	iii. Kueleza faida za kusoma dua wakati wa kulala.	• Kusikiliza kisa mafunzo cha faida ya kusoma dua ya kulala • Kujadili faida za kusoma dua ya kulala • Kuigiza kusoma dua wakati wa kulala.	• Kadi za maandishi makubwa		
b. Dua ya kuamka	Mtoto aoneshe uwezo wa:- Kuainisha adabu za kuamka.	• Kusikiliza hadithi inayotaja adabu za kuamka • Kupanga picha zinazonesha adabu za kuamka • Kucheza michezo ya kutaja adabu za kuamka	• Kadi za dua ya kuamka • Kadi za nukta nundu za dua ya kuamka • Chati za dua ya kuamka • Chati mguso za dua ya kuamka • Picha za matendo ya adabu za kuamka	• Dole gumba juu dole gumba chini • Maswali na majibu • Majadiliano	5
	ii. Kusoma dua ya kuamka.	• Kusikiliza dua ya kuamka • Kufuatisha dua ya kuamka			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		• Kufanya mazoezi ya kusoma dua ya kuamka	• Vifaa saidizi vya TEHAMA • Kinasa sauti • Kadi za maandishi makubwa		
	iii. Kueleza faida za kusoma dua wakati wa kuamka.	• Kusikiliza kisa mafunzo cha faida za dua ya kuamka • Kujadili faida za kusoma dua wakati wa kuamka • Kucheza michezo ya kusoma dua wakati wa kuamka			
c. Dua ya kuvaa nguo	Mtoto aoneshe uwezo wa:- Kuainisha adabu za kuvaa nguo.	• Kusoma kasida inayotaja adabu za kuvaa nguo • Kusikiliza hadithi inayotaja adabu za kuvaa nguo	• Kadi za dua ya kuvaa nguo • Kadi za nukta nundu za dua ya kuvaa nguo	• Dole gumba juu dole gumba chini • Majadiliano • Maswali na majibu	5

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		Kucheza mchezo wa kutaja adabu za kuvaa nguo	• Chati za dua ya kuvaa nguo • Chati mguso za dua ya kuvaa nguo • Picha za matendo ya adabu za kuvaa nguo • Vifaa saidizi vya TEHAMA • Kinasa sauti • Kadi za maandishi makubwa		
	ii. Kusoma dua ya kuvaa nguo.	- Kusikiliza dua ya kuvaa nguo - Kufuatisha dua ya kuvaa nguo - Kufanya mazoezi ya kusoma dua ya kuvaa nguo			
	iii. Kueleza faida za kusoma dua ya kuvaa nguo.	- Kusikiliza visa mafunzo vya faida za dua ya kuvaa nguo - Kujadili faida za kusoma dua ya kuvaa nguo - Kucheza michezo ya kusoma dua ya kuvaa nguo			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
d. Dua ya kuingia msikitini	Mtoto aoneshe uwezo wa:- i. Kuainisha adabu za kuingia msikitini.	- Kusoma kasida inayotaja adabu za kuingia msikitini - Kusikiliza kisa cha adabu za kuingia msikitini - Kucheza mchezo kuainisha adabu za kuingia msikitini	- Kadi za dua ya kuingia msikitini - Kadi za nukta nundu za dua ya kuingia msikitini - Chati za dua ya kuingia msikitini	- Dole gumba juu dole gumba chini - Masuali na majibu - Majadiliano	5
	ii. Kusoma dua ya kuingia msikitini.	- Kusikiliza dua ya kuingia msikitini - Kufuatisha dua ya kuingia msikitini - Kufanya mazoezi ya kusoma dua ya kuingia msikitini	- Chati mguso za dua ya kuingia msikitini - Picha za matendo ya adabu ya kuingia msikitini - Vifaa saidizi vya TEHAMA - Kinasa sauti		
	iii. Kueleza faida za kusoma dua ya kuingia msikitini.	Kusikiliza visa mafunzo vya faida za dua ya kuingia msikitini			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		- Kujadili faida za kusoma dua ya kuingia msikitini - Kucheza michezo ya kusoma dua ya kuingia msikitini	Kadi za maandishi makubwa		
8. IBADA (Maji vyanzo vya maji na usafi) a. Najisi	Mtoto aoneshe uwezo wa:- i. Kuainisha najisi.	- Kusoma kasida za kutaja najisi - Kutumia onesho mbinu kuonesha najisi katika picha - Kucheza michezo ya kuagua najisi	- Chati za kuainisha najisi - Chati mguso zinazoonesha vigawanyo vya najisi - Sinema boksi - Kadi za kuainisha najisi - Kadi za nukta nundu za kuainisha najisi - Kinasa sauti	- Dole gumba juu dole gumba chini - Maswali na majibu - Uchunguzi - Ugunduzi	6
	ii. Kufafanua vigawanyo vya najisi.	- Kusoma kasida ya vigawanyo najisi - Kujibu maswali ya vigawanyo vya najisi - Kutamba ngonjera ya vigawanyo vya najisi			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	iii. Kufafanua njia za kujiepusha na najisi	• Kusoma kasida inayofafanua njia za kujiepusha na najisi. • Kusikiliza kisa mafunzo cha madhara ya kuchezea najisi • Kucheza michezo ya kujikinga na najisi	• Kadi za maandishi makubwa		
b. Udhu	Mtoto aoneshe uwezo wa:- i. Kuainisha viungo vya udhu.	• Kusoma kasida inayotaja viungo vya udhu • Kubungua bongo kwa kutaja viungo vya udhu • Kuchora viungo vya udhu	• Maji • Ndoo • Kata • Kopo • Chati za matendo ya kutia udhu • Chati mguso za matendo ya kutia udhu • Sinema boksi	• Dole gumba juu dole gumba chini • Maswali na majibu • Uchunguzi • Ugunduzi	
	ii. Kufafanua viungo vya kutia udhu.	• Kusikiliza hadithi ya kutaja viungo vya kutia udhu			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		• Kujiadili viungo vya fardhi na sunna katika kutia udhu • Kucheza michezo ya kueleza viungo vya udhu	• Picha za matendo ya kutia udhu • Kinasa sauti • Kadi za maandishi makubwa		
	iii. Kuonesha matendo ya kutia udhu.	• Kutumia onesho mbinu la kutia udhu. • Kuigiza kutia udhu kwa mtiririko • Kucheza mchezo wa kutia udhu			
c. Sala	Mtoto aoneshe uwezo wa:- i. Kuainisha Sala za fardhi katika Uislamu.	• Kusoma kasida inayotaja sala za fardhi • Kutumia maswali na majibu kutaja sala za fardhi • Kucheza michezo ya kutaja sala za fardhi	• Busati • Msala • Zulia • Kadi za nyakati za sala • Kadi za nukta nundu za nyakati za sala za faradhi	• Dole gumba juu dole gumba chini • Maswali na majibu • Uchunguzi • Ugunduzi	6

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
	ii. Kubainisha nyakati za Sala za fardhi.	• Kusikiliza hadithi ya nyakati za sala za fardhi • Kujadili nyakati za sala za fardhi • Kucheza michezo ya kupanga picha za nyakati za sala za fardhi	• Vifaa saidizi vya TEHAMA • Picha za nyakati za sala • Kinasa sauti • Kadi za maandishi makubwa		
	iii. Kubainisha idadi ya rakaa za sala za fardhi.	• Kusoma kasida ya idadi ya rakaa za sala za fardhi • Kutumia maswali na majibu kutaja sala na rakaa zake • Kuhusisha sala na rakaa zake			
	iv. Kuonesha matendo ya kusali.	• Kutumia onesho mbinu kuonesha matendo ya sala.			

MADA/ DHAMIRA	MATOKEO MAHUSUSI YA KUJIFUNZA	VITENDO VYA KUJIFUNZIA	NYENZO ZA KUJIFUNZIA	UPIMAJI	VIPINDI
		• Kuigiza matendo ya sala • Kusali kwa usahihi			

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 2
LISTENING AND SPEAKING	1. My self a. Greetings b. Bidding Farewell c. Introducing oneself and friends d. Parts of the body e. Personal belongings
	2. My family a. Family members b. Polite requests and Apology
	3. My home and school a. Objects found at home and school b. Electronic objects found at home and school
	4. Our environment a. Colours b. Domestic and wild animals
READING	5. PRE-READING a. Pictures b. Sounds of the alphabets c. Letters of the alphabets d. Words e. Number 1 - 20
WRITING	6. PRE-WRITING a. Letters b. Simple words

English Language Activities for Pre-Primary 2

GENERAL LEARNING OUTCOMES

After completing the English Language Activities of pre-primary 2, The child should demonstrate the ability to:

1. Communicate with friends and family members.
2. Recognize sound-symbol correspondence.
3. Read letters of the alphabet.
4. Read words comprised of one up to five letters.
5. Write vowels and consonants.
6. Write simple words consisting of one up to five letters.

ENGLISH ACTIVITIES MATRIX

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
LISTENING AND SPEAKING	1.MY SELF a. Greetings	The child should demonstrate the ability to: i. Identify greeting expressions .	• Good morning/ afternoon/ evening mother, father, teacher • Hello, hi, • A: Good morning teacher • B: Good morning children. • A: Hello/Hi. • B: Hello/ Hi.Hi/Hello	• Singing greetings songs to identify greetings expressions. • Watching videos on greetings. • Using drills to identify greetings expressions. • Playing games on greetings. • Answering questions on greetings.	• Video clips • Pictures/tactile pictures, • Charts • Puppets • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).	• Observation • Check list • Questions and answers • Portfolio • Thumb up thumb down	7
		ii. Relate greetings expressions		• Singing greeting songs.	• Video clips • Pictures/tactile pictures,		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		with their appropriate times.		• Watching videos on greetings. • Demonstrating greetings with their times. • Using dialogue to relate greeting with their times. • Answering questions about greetings with their times.	• Charts showing time. • Puppets • ICT devices (Projector, Computer, CD, DVD machines, flash disk).		
		iii. Use greeting expressions to greet		• Singing greeting songs with their responses.	• Video clips, tactile pictures/pictures of people		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		different people.		• Watching videos about greetings. • Playing games on greetings and responses. • Using role play on greetings and responding to greetings. • Answering questions on greeting and responding to greetings.	greeting, charts • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk) • Puppets		
	b. Bidding farewell	The child should demonstrate the ability to:	• Bye, bye • Good bye teacher/mother/father	• Singing bidding farewell songs. • Role play	• Video clips, tactile pictures/pictures of people	• Observation • Check list • Questions and answers	7

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		i. Identify bidding farewell words/expressions.	• A: Good bye mother. • B: Good bye Asha.	• Watching videos on bidding farewell. • Practicing bidding farewell. • Playing games on bidding farewell. • Answering questions on bidding farewell.	- greeting, charts, • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk) • Puppets	• Portfolio • Thumb up thumb down	
		ii. Relate goodbye and good night with their responses.		• Singing interactive songs related to goodbye and good night. • Watching videos on goodbye and	• Video clips, tactile pictures/pictures of people greeting, charts, • ICT devices (Projector, Computer,		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				good night with their responses. • Playing games on goodbye and good night with their responses. • Role playing on goodbye and good night with their responses.	smart phones, CD, DVD machines, flash disk) • Puppets		
		iii. Use bidding farewell words/expressions with their responses.		• Singing interactive songs related to responding to farewell. • Demonstrating on how to use	• Video clips, tactile pictures/pictures of people greeting, charts, • ICT devices (Projector, Computer,		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				greetings and farewell responses. • Playing games on bidding farewell. • Role playing on bidding farewell.	smart phones, CD, DVD machines, flash disk) • Puppets		
	c. Introducing oneself and friends	The child should demonstrate the ability to: i. Identify expressions used for introducing oneself and friends.	• A: Hello! My name is ... • B: My name is ... • What is your name? • I am a ... (boy/girl) • I live at ... • I'm ... years old. • I have ... brother/ sister.	• Singing songs to identify expressions used for introducing oneself and friends. • Watching video to identify expressions used for introducing	• Books/tactile story picture books, • Tactile pictures, charts, • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk)	• Observation • Check list • Questions and answers • Portfolio	8

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
			• I am a Zanzibari/ Tanzanian/ Muslim/ Christian. • This is my friend. • His/her name is ...	• oneself and friends. • Playing games to identify expressions used for introducing oneself and friends. • Answering questions to identify expressions used for introducing oneself and friends.	• Flash cards, tactile flash cards. • Puppets.		
		ii. Introduce him/herself.		• Singing songs on introducing oneself. • Demonstrati ng to	• Books/tactile story picture books, • Tactile picture books,		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				introduce him/herself. • Playing games on introducing oneself. • Answering questions on introducing oneself. • Role playing to introduce oneself.	• ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk) • Flash cards, tactile flash cards. • Puppet.		
		iii. Introduce his/ her friends.		• Singing songs on expressing friends. • Demonstrating to introduce him/herself. • Playing games on	• Books/tactile story picture books, • Tactile picture books, • ICT devices (Projector, Computer, smart phones, CD,		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				introducing friends. • Answering questions on introducing friends. • Role playing to introduce friends.	DVD machines, flash disk) • Flash cards, tactile flash cards. • Puppets.		
	d. Parts of the body	The child should demonstrate the ability to: i. Identify parts of the body.	• Head, face, eyes, ears, mouth, nose, hands, shoulder, knees, leg, fingers, toes ... • Show me your head. • This is my ...	• Singing songs of parts of the body • Demonstrating to show his/her parts of the body. • Playing games showing his/her parts of the body. • Answering questions by	• Models • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk) • Cards/tactile cards and Charts. • Puppets	• Observation • Check list • Questions and answers • Portfolio • Thumb up thumb down	8

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				showing his/her parts of the body.			
		ii. Introduce parts of the body.		• Singing songs on introducing parts of the body. • Demonstrating to introduce parts of the body. • Playing games on introducing his/her parts of the body. • Boasting to introduce parts of the body.	• Models • ICT devices, (Projector, Computer, smart phones, CD, DVD machines, flash disk) • Cards/tactile cards, • Charts		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		iii. Describe parts of the body.		• Singing songs on describing the parts of the body • Watching videos on describing parts of the body. • Answering questions of the description of parts of the body. • Playing games on describing his/her parts of the body. • Telling story on parts of the body.	• Models • Books/tactile story picture books, • Tactile picture books, • ICT devices (Projector, smart phones, Computer, CD, DVD machines, flash disk) • Flash cards, tactile flash cards. • Charts • Puppet		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	e. Personal belongings	The child should demonstrate the ability to: i. Identify expressions used in expressing personal belongings. ii. Differentiate words/expressions used in expressing personal belongings.	• Pencil, book, bag, basket, ruler. • Whose pencil, is it? • It is my ... • It is red/black... • This is my	• Singing songs on personal belongings. • Watching videos on expressions used in personal belongings. • Answering questions on personal belongings.	• Pencils, Book, Bag, • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk) • Cards/tactile cards • Charts	• Observation • Check list • Questions and answers • Portfolio • Thumb up thumb down	7

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				• Playing games on differentiating personal belongings. • Answering questions on differentiating personal belongings.	phones, CD, DVD machines, flash disk) • Cards/ tactile cards • Charts		
		iii. Apply words/ expressions used in expressing personal belongings.		• Watching videos to express personal belongings. • Demonstrating to express personal belongings. • Playing games to express	Pencils, book, school bag Pictures/ tactile pictures/objects • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk)		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				- personal belongings • Role playing to express personal belongings.	• Cards/tacti-le cards • Charts		
	2. MY FAMILY a. Family members	The child should demonstrate the ability to: i. Identify immediate and extended family members.	• Mother, father, sister, brother, aunt, uncle, grandmother and grandfather. • What is your father's/ mother/brother/ sister's name? • My father's/ mother/ brother/sister/ grandmother/grandfather/ name • What is your father's/mother's job?	• Singing songs on family members. • Watching video on family members. • Telling story on introducing family members. • Answering questions on the family members.	• Pictures/tac-tile pictures/objects • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk) • Cards/tac-tile cards • Charts	• Observation • Check list • Questions and answers • Portfolio • Thumb up thumb down • Peer assessment	6

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		ii. Introduce immediate and extended family members.	My father's/mother is a teacher/ doctor/ driver/ farmer ... etc	- Singing songs on family members. - Watching video on introducing family members. - Answering questions on introducing the family members. - Demonstrating to introduce family members. - Telling story on introducing family members.	- Pictures - ICT devices (Projector, Computer, CD, DVD machines, smart phones, flash disk) - Cards/tac-tile cards - Charts - Puppet		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				Using role play to introduce family members.			
		iii. Describe occupations of family members.		- Singing songs on occupations. - Watching video on describing occupations. - Answering questions on occupations of family members. - Demonstrating to describe family members' occupations.	- Pictures/tactile pictures/objects - ICT devices (Projector, Computer, CD, DVD machines, flash disk) - Cards/tactile cards - Charts - Puppets.		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				• Playing games on describing the occupations of family members. • Blustering to describe occupations of family members.			
	b. Polite requests and apology.	The child should demonstrate the ability to: Identify expressions used to express polite requests.	• Please, may I • Please teacher, may I come in? • May I go to toilet?... • Yes, you may ... • Sorry, I'm sorry ...	• Singing songs on polite request expressions. • Watching video on polite requests. • Answering questions on expressions	• Pictures/tac-tile pictures • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk) • Cards/tac-tile cards	• Observation • Check list • Questions and answers • Portfolio • Thumb up thumb down • Peer assessment	8

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				used to express polite requests. ● Using role play to express polite requests.	● Charts ● Puppets.		
		ii. Identify expressions used to express an apology.		● Singing songs on expressions used for expressing an apology. ● Watching video on expressing an apology. ● Answering questions on identifying expressions used to	● Pictures/tactile pictures ● ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk) ● Cards/tactile cards ● Charts ● Puppets.		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				express an apology. • Playing games on identifying expressions used to express an apology.			
		iii. Use expressions for expressing polite requests and apology.		• Watching video on expressing polite request and apology. • Answering questions by using expressions for expressing polite request and apology.	• Pictures/tactile pictures • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk) • Cards/tactile cards • Charts • Puppets.		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				• Demonstrating to use expressions politely request and apology. • Role playing on expressing politely request and apology.			
3. MY HOME AND SCHOOL a. Objects found at home and school.	The child should demonstrate the ability to: i. Identify objects found at home and school.	• Bucket, hoe, bed, cupboard • Table, chair, ruler, pencil, blackboard, books, • What is this/it? • This/it is a ...	• Singing songs on objects found at home and school. • Watching video-on objects found at home and school.	• Bucket, hoe, bed, cupboard • Table, chair, ruler, blackboard, books, Pencils • Toys • Pictures/tactile pictures	• Observation • Check list • Questions and answers • Portfolio • Thumb up thumb down • Peer assessment	6	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				• Answering questions on the objects found at home and school. • Playing games on the objects found at home and school.	• ICT devices (Projector, Computer, CD, DVD machines, flash disk) • Cards/tact-ile cards • Charts • Flipchart • paper		
		ii. Describe objects found at home and school.		• Watching video on objects found at home and school. • Answering questions on describing the objects found at	• Bucket, hoe, bed, cupboard • Table, chair, ruler, blackboard, books, pencils • Toys • Pictures/tac-tile pictures		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				home and school • Playing games on describing the objects found at home and school. • Demonstrating objects found at home and school. • Draw objects found at home and school.	• ICT devices (Projector, computer, smart phones, D, DVD machines, flash disk) • Cards/tactile cards • Charts		
	b. Electronic objects found at home and school.	The child should demonstrate the ability to:	• Television, radio, blender, fridge, video, computer, photocopy	• Singing songs on electronic objects found at	• Television, radio, blender, computer, photocopy	• Observation • Check list • Questions and answers • Portfolio	7

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		i. Identify electronic objects found at home and school.	machine, projector. (What is it/this? It/this is a..... Is it a.....? Yes, it is. • No, it is not)	home and school • Watching video that describing electronic objects found at home and school. • Answering questions about electronic objects found at home and school. • Playing games to identify electronic objects found at	machine, projector. • Pictures/tac-tile pictures • ICT devices (Projector, computer, smart phones, CD, DVD machines, flash disk) Cards/tacti-le cards • Charts • Toys	• Thumb up, thumb down • Peer assessment	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				home and school.			
		ii. Describe electronic objects found at home and school.	Television, radio, blender, fridge, video, computer, photocopy machine, projector. (What is it/this? It/this is a..... Is it a.....? Yes, it is. No, it is not)	- Watching video of electronic objects found at home and school. - Answering questions on electronic objects found at home and school. - Playing games to describe electronic objects found at	- Television, radio, blender, computer, photocopy machine, projector. - Pictures/tac- tile pictures - ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk) - Cards/tactile cards - Toys		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				home and school. • Role playing to describe electronic objects found at home and school			
	4. OUR ENVIRONMENT a. Colours	The child should demonstrate the ability to: i. Identify common colours.	• What colour is it? • Green/black/white yellow/orange, purple ...	• Singing songs of the common colours • Watching video on common colours. • Answering questions on common colours • Playing games on	• Pictures/tactile pictures • Objects • Animals • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk) • Cards/tactile cards • Charts	• Observation • Check list • Questions and answers • Portfolio • Thumb up thumb down • Peer assessment	6

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				common colours.	• Pencils • Colour chalk • Colour pencils.		
		ii. Differentiate colours of objects found in their environment.	(What colour is it? • It is green/black/white/yellow...)	• Singing songs of colours • Watching video on common colours. • Answering questions on common colours • Arranging different objects by their colours • Matching objects according to their colours	• Real objects • Pictures/tangible pictures • Objects and models of animals • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk) • Cards/tactile cards • Charts • Colour pencils		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				• Demonstrating to differentiate colours from different objects.	• Colour papers • Crayons		
		iii. Colour pictures of objects found in the school environment.	(What colour is it? It is green/black/white yellow...)	• Watching videos on colouring. • Demonstrating on how to colour the pictures. • Practicing to colour pictures.	• Real objects • Pictures/tactile pictures/real objects • Pictures of objects and models of animals • ICT devices (Projector, Computer, CD, DVD machines, flash disk) • Cards/tactile cards • Charts		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
					• Colour pencils • Puzzles • Crayons		
	b. Domestic and Wild Animals	The child should demonstrate the ability to: i. Identify domestic and wild animals.	• Domestic animals: • Donkey, sheep, camel, • Wild animals: lion, tiger, zebra, elephant (What is it? It is a camel.) • Is it a camel? • Yes. • Is it a lion? • No, it is not.	• Singing songs on domestic and wild animals. • Watching video on domestic and wild animals. • Answering questions on domestic and wild animals. • Playing games of domestic and wild animals.	• Pictures/tangible pictures • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk) • Cards/tactile cards • Charts • Colour pencils • Animal toys • Puppets. • Animal Puzzles	• Observation • Check list • Questions and answers • Portfolio • Thumb up thumb down • Peer assessment	6

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		ii. Differentiate domestic and wild animals	• Domestic animals: • Donkey, sheep, camel, • Wild animals: lion, tiger, zebra, elephant • What is it? • It is a camel. • Is it a camel? • Yes. • Is it a lion? • No, it is not. • Big • Small, • Black	• Singing songs on domestic and wild animals. • Moulding domestic and wild animals. • Playing games on domestic and wild animals. • Watching video of domestic animals. • Answering questions on domestic animals. • Cutting pictures of domestic	• Pictures/tactile pictures • Charts • Moulding clays • coloured chalks • Colour pencils • Puzzle • Models • Cards/tacti-le cards • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				and wild animals			
		iii. Relate sounds of domestic and wild animals.	• Sound of: • Camel - • Sheep - • Donkey - • Lion - gobbles • Tiger - roar • Zebra - click • Elephants - caw (What animal is this?) (This is a... (camel/sheep/do nkey) (Is it a donkey/sheep/camel?) • Yes/no.)	• Singing songs on domestic and wild animals • Watching video on domestic and wild animals. • Answering questions on domestic and wild animals. • Playing games on domestic and wild animals	• Pictures/tactile pictures • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk) • Cards/tactile cards • Charts • Animal toys • Puppets.		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				• Matching picture of animals with their sounds. • Practicing to imitate sound of domestic and wild animals.			

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
READING	5. PRE READING a. Pictures	The child should demonstrate the ability to: i. Identify things shown in the pictures.	• What do you see? • What can you see in • Show me ... • Is this a ...? • Read • Picture	• Singing songs of things shown in pictures. • Collecting pictures of different things. • Playing games on pictures. • Answering questions on things shown in the pictures.	• Pictures/tactile pictures • Animals, flowers, insects, objects • Picture stories • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk) • Cards/tactile cards • Charts	• Observation • Check list • Questions and answers • Portfolio • Thumb up thumb down • Peer assessment	6
		ii. Describe objects, people and animals	• What do you see?	• Watching videos on different pictures.	• Pictures/tactile pictures/real objects		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		shown in the pictures.	• What can you see in the picture? • Show me ... • Is this a ...? • Read • Picture	• Answering questions about things shown in the pictures. • Describing things shown in the pictures.	• Textbooks • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk) • Video/audio clips • Cards/tacti-le cards • Charts		
	iii. Read picture stories.		• What do you see? • What can you see in the picture? • Show me ... • Is this a ...? • Read • Picture	• Naming objects from the pictures. • Matching with the picture of the story.	• Pictures/tactile pictures • ICT devices (Projector, Computer, smart phones, CD, DVD		

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				• Practicing to read picture stories. • Acting out the action shown in the picture stories.	machines, flash disk) • Cards/tacti-le cards • Charts		
	b. Sounds of the alphabets	The child should demonstrate the ability to: i. Identify sounds of the alphabets.	• Mango /m/ • Nose /n/ • Lion /l/ • Snake /s/ • Zebra /z/ • Fan /f/ • Van /v/ • Chair /ch/ • Orange /o/	• Singing songs on the sound of the alphabets. • Watching videos identifying sounds of the alphabets. • Pronouncing sounds of the alphabets. • Playing games	• Pictures/ tactile pictures • Cards/tactile cards • Flashcards/ tactile flashcards • Charts • Models • Video/audio clips • ICT devices (Projector, Computer,	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals • Observation • Check list • Questions and answers • Portfolio • Thumb up thumb down	8

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				sounds of the alphabets.	samrt phones, CD, DVD machines, flash disk).	• Peer assessment	
		ii. Use sounds of the alphabets.	• Mango /m/ • Nose /n/ • Lion /l/ • Snake /s/ • Zebra /z/ • Fan /f/ • Van /v/ • Chair /ch/ • Orange /o/	• Singing songs on sound of the alphabets. • Watching video on the sounds of the alphabets. • Pronouncing sounds of the alphabets. • Matching sounds of alphabets with the initial sound of the word.	• Pictures/ tactile pictures • Cards/tactile cards • Flashcards/tactile flashcards • Charts • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).	• One minute question • Observation • Exit card • Checklist • Oral questions • Hand signals • Observation • Check list • Questions and answers • Portfolio • Thumb up thumb down • Peer assessment	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	c. Letters of the alphabets	The child should demonstrate the ability to: i. Identify the vowel and consonant letters.	• a to z	• Singing songs on vowel and consonant letters. • Watching videos on letters of the alphabets. • Matching pictures with the appropriate letters. • Playing games on vowel and consonants letters. • Practicing to read vowel and consonants letters.	• Flashcards/tactile flashcards • Chart/tactile charts • Pictures • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).	• Observation • Check list • Questions and answers • Portfolio • Thumb up thumb down • Peer assessment	6

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		ii. Differentiate small and capital letters	• a to z • A to Z	• Singing songs on vowel and consonant letters. • Sorting small and capital letters. • Playing games on small and capital letters • Matching words with small and capital letters.	• Flashcards/tactile flashcards • Chart/tactile charts • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk). • Pictures	• Observation • Check list • Questions and answers • Portfolio • Thumb up thumb down • Peer assessment	
	d. Words	The child should demonstrate the ability to:	• bucket, • hoe, • bed, • cupboard	• Watching video on three to five letter words.	• Flash cards/tactile flash cards • Chart/tactile charts	• Observation • Check list • Questions and answers	8

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		i. Make words of three to five letters.	• table, • chair, • ruler, • pencil, • blackboard, • books, • zebra • sheep • lion • camel	• Playing word-building games. • Filling in missing vowels/cons onants from the word. • Arrange letters of to form words	• Pictures • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).	• Portfolio • Thumb up thumb down • Peer assessment	
		ii. Read simple words of three to five letters.	• bucket, • hoe, • bed, • table, • chair, • ruler, • pencil, • book, • zebra • sheep • lion	• Watching video on reading three to five letter words. • Filling in missing letter from the simple words. • Playing word games.	• Real objects • Flashcards/tactile flashcards • Chart/tactile charts • Pictures • ICT devices (Projector, Computer, CD, DVD	• Observation • Check list • Questions and answers • Portfolio • Thumb up thumb down • Peer assessment	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
			• camel	• Matching pictures with the appropriate words. • Practicing to read three to five letters words.	machines, flash disk). • bucket, hoe, bed, table, chair, ruler, pencil, book, zebra, sheep, lion, camel.		
	e. Number 1-20	The child should demonstrate the ability to: i. Identify numbers 1-20.	• 1, 2, 3, 4, 5, 6, 7 ... 20 • Show me two/three/six books ... • 1 – one • 2 – two • 3- three • 4 – four • 5 – five • 6 – six • 7- seven ... twenty.	• Singing songs on numbers • Watching video on numbers • Playing games on numbers • Answering questions to identify numbers	• Flash cards, • Cards/tactile cards, • Charts and • Video clips. • Pictures/tactile pictures, • ICT devices (Projector, Computer, smart phones, CD, DVD	• Observation • Check list • Questions and answers • Portfolio • Thumb up thumb down • Peer assessment.	8

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
					machines, flash disk).		
		ii. Read numbers 1-20 in digits.		• Singing songs to read numbers. • Playing games on numbers. • Arranging numbers in order. • Answering questions on numbers. • Practicing to read numbers in order.	• Flash cards, • Cards/tactile cards, • Charts and • Video clips. • Pictures/tactile pictures, • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).	• Observation • Check list • Questions and answers • Portfolio • Thumb up thumb down • Peer assessment.	
		iii. Read numbers 1-20 in words.		• Singing songs on numbers.	• Flash cards, • Cards/tactile cards, • Charts and	• Observation • Check list • Questions and answers	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				• Watching videos on numbers in digit and words. • Playing games on number words. • Matching digit numbers with number words. • Practising to read numbers in words.	• Video clips. • Pictures/tactile pictures, • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk).	• Portfolio • Thumb up thumb down • Peer assessment. •	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
WRITING	6. PRE WRITING a. Letters	The child should demonstrate the ability to: i. Write small letters.	• a to z	• Singing songs on steps of writing small letters. • Playing games on writing small letters. • Drawing patterns with their corresponding small letters. • Practicing writing small letters of the alphabets.	• Flashcards/tactile flashcards • Chart/tactile charts • Pictures • ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk). • Pencils • Colour pencils	• Observation • Check list • Questions and answers • Portfolio • Thumb up thumb down • Peer assessment	6
		ii. Write capital letters.	• A to Z	• Singing songs on steps of writing	• Flashcards/tactile flashcards	• Observation • Check list • Questions and answers	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
				- capital letters. - Playing games on writing capital letters. - Drawing patterns with their correspondi ng capital letters. - Practicing writing capital letters of the alphabets.	- Chart/tactile charts - ICT devices (Projector, Computer, smart phones, CD, DVD machines, flash disk). - Pictures	- Portfolio - Thumb up thumb down - Peer assessment	
	b. Simple words	The child should demonstrate the ability to:	- Chair/CHAIR - Table/TABLE - Pencil/PENCIL - Book/BOOK	Singing songs on steps of writing.	Pencils, colour pencils, crayons, sticks, paper, sand, A-4	- Observation - Check list - Questions and answers - Portfolio	6

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
		i. Write simple words in small and capital letters.		- Plays games on writing words. - Writing their names in small and capital letters. - Practicing to write simple words in small and capital letters.	- frame and stylus, - Tactile flashcards,	- Thumb up thumb down - Peer assessment	
		ii. Write words with three to five letters.	- Hoe - Bed - table - chair - ruler - book - zebra - sheep - lion	- Watching video on writing words. - Playing games of writing words. - Practicing to write words	- Pencils, colour pencils, sticks, paper, sand, A-4 frame and stylus, - ICT devices (Projector, Computer,	- Observation - Check list - Questions and answers - Portfolio - Thumb up thumb down - Peer assessment	

SKILLS	TOPICS/ THEMES	SPECIFIC LEARNING OUTCOMES	VOCABULARY, PHRASES AND STRUCTURES	LEARNING ACTIVITIES	LEARNING RESOURCES	ASSESSMENT	PERIODS
			• camel • door • radio		smart phones, CD, DVD machines, flash disk) • Tactile flashcards,		