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Ministry of Education, Science, Vocational Training and Early Education

CREATIVE AND TECHNOLOGY STUDIES SYLLABUS

GRADES 1 – 4

PREPARED AND WRITTEN BY THE CURRICULUM DEVELOPMENT CENTRE
P.O. BOX 50092, LUSAKA – ZAMBIA

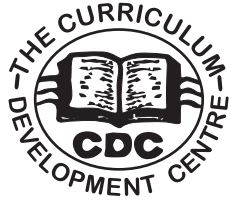


Republic of Zambia

Ministry of Education, Science, Vocational Training and Early Education

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GRADES 1 – 4



Prepared and Written by The Curriculum Development Centre
P.O. Box 50092
Lusaka-Zambia
2013

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Vision

Quality, life long education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems

Preface

The syllabus was produced as a result of the Curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education under the auspices of the Curriculum Development Centre (CDC). The curriculum reform process started way back in 1999 when the Ministry of Education commissioned five (5) curriculum studies which were conducted by the University of Zambia. These studies were followed by a review of the lower and middle basic and primary teacher education curriculum. In 2005 the upper basic education National survey was conducted and information from learners, parents, teachers, school managers, educational administrators, tertiary institutions traditional leaders, civic leaders and various stakeholders in education was collected to help design a relevant curriculum.

The recommendations provided by various stakeholders during the Upper Basic Education National survey of 2005 and National symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.
The syllabus has been reviewed in line with the Outcome Based Education principles which seek to link education to real life experiences that give learners skills to access, criticise,analyse and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcome Based Education requires that the following principles be observed: clarity of focus, Reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcome Based syllabus will greatly improve the quality of education provided at. Grades 1 – 4 as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework 2013.



Chishimba Nkosha
Permanent Secretary
MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

Acknowledgements

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organizations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialized Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education, the Examinations Council of Zambia, the University of Zambia, schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to co-operating partners especially JICA and UNICEF for rendering financial technical support in the production of the syllabus.



C.N.M Sakala (Mrs.)
Director-Standard and Curriculum
MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

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Introduction

Creative and Technology Studies Syllabus is the combination of Physical Education, Music, Art and Design, Home Economics, Design and Technology and Information and Communications Technology. This Learning Area is about being creative in finding appropriate solutions to human problems and meeting our needs. Therefore, Creative and Technology Studies, more than any other learning area prepares learners for the world of work. It places emphasis on the development of practical skills and enhancement of talents, creativity, self-expression and sense of aesthetic.

With this in mind, it is important that the subject is introduced to learners at a tender age. This is the best time because at this age, learners have delight in exploring their surroundings; enjoy making, dismantling, examining and experimenting things. In this regard, **designing** and **making** is the main thrust of the subject because it provides an opportunity for learners to use available materials, put their capability to work and to develop products that meet their real needs and wants.

The four (4) main components of Creative and Technology Studies are outlined below.

	COMPONENT	DESCRIPTION
1	**DESIGN AND TECHNOLOGY**	This component will focus on the application of knowledge and use of available resources to meet people's needs by developing practical solutions to problems. At the heart of this, is the identification of problems through open–ended problem solving approach.
2	**INFORMATION AND COMMUNICATIONS TECHNOLOGY**	One of the features of the rapidly changing world is the use of technology that has an impact on all aspects of modern life. Therefore, learners need to be equipped with skills and knowledge to be accessing and working with various forms of information and technology.
3	**HOME ECONOMICS**	This component mainly aims at preparing the pupils for self-survival, self-reliant and life in general. Hence learners will be helped to acquire and develop practical skills and knowledge.
4	**EXPRESSIVE ARTS**	The Expressive Arts component is the combination of Physical Education, Music, Art and Design. It places emphasis on the development of practical skills and enhancement of talents, creativity, self - expression, life skills and sense of aesthetic.

Thus, the purpose of Creative and Technology Studies is to provide learners opportunities to:

- develop and apply scientific skills to solve technological problems;
- appreciate the interaction between people's values and attitudes, technology, society and the environment
- understand the concepts and knowledge used in technology and use them responsibly and purposely
- exploit locally available natural resources, materials to satisfy mans' needs and desires.

RATIONALE OF CREATIVE AND TECHNOLOGY STUDIES

Creative and Technology Studies will develop learners who will have:

- the power of observation, attention to detail, creativity, imagination, self-expression and endurance.
- an ability to solve problems by investigating, designing, developing, evaluating as well as communicating effectively using different modes
- a fundamental understanding of an ability to apply technological knowledge, skills and values, working as individuals and as a group
- a critical understanding of the relationship between technology, society, the economy and the environment
- a motivated and deeper appreciation for self-employment career opportunities, develop entrepreneurial characteristics and qualities for successful pursuit
- an appreciation for using Information Technology tools and information sources such as computer systems and software packages to support learning in a variety of ways.

SUGGESTED TEACHING METHODOLOGY

The approach to teaching and learning is the learner-centred. Therefore, in order to develop learners with understanding, skills and values that can contribute to the development of society, the starting point for teaching and learning is to recognize that learners come to school with a wealth of knowledge and experience gained from the family, community and through interaction with the environment. Thus, learning in school must build on the learner's prior knowledge and experience.

This is best achieved when learners are actively involved in the learning process through *hands on activities*. However, each learner has individual needs, pace of learning, experiences in life and abilities. To accommodate this, the teacher must determine the needs of the learners, and shape the learning experiences accordingly. Therefore, teaching methods must be varied but flexible within well-structured sequences of lessons and should include among others:

- Working in Pairs
- Group work
- Individual Work
- Field trip Method
- Project Method
- Discussion Method
- Guest Speaker
- Demonstration Method
- Team Teaching

The teacher should have reasons for choosing a particular teaching method and must employ strategies and techniques to make the lesson interesting.

The syllabus outlines the learning outcomes. Thus, the teacher must decide, in relation to the learning outcomes to be achieved, when it is best to let learners *discover* or *explore* information for themselves; when they need *directed learning; reinforcement* or when the learners can be allowed to find their own way through a topic.

In this way, outcomes can be attained in a spiral manner considering that in any lesson, different outcomes can be covered through knowledge, skills and values. The objective is to ensure that learners are able to apply the knowledge gained in real life situations.

TIME ALLOCATION

The standard period allocation for Creative and Technology Studies at Lower Primary School level has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2013. The minimum learner-teacher contact time from Grade 1 to 4 is **four (4) hours 30 minutes** per week translating into **Nine (9) periods**. The duration for a single is **30 minutes.**

While information on the teaching of different skills, resources, teaching methods and evaluation would be found in the Teacher's Guide, teachers should be mindful of the Specific Outcomes which are preceded by the General Outcomes that are found in this syllabus. Therefore, scheming should be based on the Specific Outcome. In most cases, more lessons will be required before achieving a certain Specific Outcome.

OUTLINE OF THE SYLLABUS

This syllabus seeks to instill a sense of appreciation of technology education to ensure that learners adapt and cope with changing situations. It will also provide learners with broader concepts and principles in Technology, which will allow them to expand their thinking capacity to tackle real-life situations effectively.

The topics, sub-topics and outcomes are arranged in order for easy of reference. Some topics may be similar at both lower and upper sections, but the levels of knowledge, skills and values to be attained are not the same. Hence, when preparing lessons teachers should strive at building on what the learners already know.

The syllabus has been outlined in such a manner that all the components of the subject (*Information and Communication Technology, Home Economics, Music, Art and Design, Physical Education and Design and Technology)* are taught in an integrative manner from Grade 1 to 4 by one teacher. The teacher should be conversant in all areas and lay a firm ground in the learners. However, it is envisaged that each school will have separate special rooms for all the components where learners will have to go and learn as soon as they get to Grade 5. This will provide learners with an opportunity for hands-on activities.

GRADE 1

General Outcomes and Key Competences

GENERAL OUTCOMES	KEY COMPETENCES
▪ Develop basic skills in the use and apply computer skills both at home and school ▪ Acquire knowledge, attitudes and values on safety, health, and personal hygiene. ▪ Develop skills to improve neuromuscular co-ordination through participation in a variety of activities in order to improve fitness, manipulation, co-ordination, correlation, observation and self-expression. ▪ Acquire knowledge and values in music, and develop musical skills to enhance musical talents, creativity, self-expression and aesthetic sense.	▪ Identify main parts of the computer, open and close a computer. ▪ Show understanding and knowledge of environmental and personal hygiene. ▪ Exhibit basic skill in simple design and drawing. ▪ Develop self- esteem self-expression and proficiency in physical activities ▪ Acquire skills in decision making, problem solving, interpersonal relationships, effective communication and positive attitude change ▪ Demonstrate team work, fair play, discipline, respect for human rights, moral and spiritual value; and true sportsmanship ▪ Acquire practical, entrepreneurial, technological, artistic and musical skills.

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
1.1 SAFETY	**1.1.1 Safety in the Work Environment** **1.1.2 Body Posture**	1.1.1.1 Demonstrate safety practices 1.1.2.1 Perform correct postural activities	• Safety rules in specialized rooms and playground, proper care of computers. • Safety on postural habit (Leo / Jumbo)	• Application of safety rules • ***Identification*** of correct postural habits	• Awareness of safety rules • ***Responsibility*** through best practices
1.2 TOOLS AND EQUIPMENT	**1.2.1 Hand Tools**	1.2.1.1 Identify common tools used to make items.	• Hammer, knife, axe, adze, saw	• Identifying common domestic tools.	• Appreciation the importance of domestic tools.
1.3 FUNDAMENTAL MOVEMENT	**1.1.3.1 Movement**	1.1.3.1 Perform warm up activities 1.1.3.2 Perform various movement skills.	• Movement skills (walk, run, catch, throw, dance, poetic songs. • Rhythmic movements and steps	• ***Application*** of locomotion skills	• ***Appreciation*** of movement through team learning
1.4 ICT DEVICES	**1.4.1 Types of ICT Devices**	1.4.1.1 Identify types of ICT devices	• Types of ICT devices: Desktops, Laptops, Tablets, Cell phone, Television, Radio, Printer	• ***Identification*** of types of ICT devices • ***Observation*** of types of ICT devices	• ***Inquisitiveness*** of identifying types of devices • ***Curiosity*** in identifying devices.
1.5.HOME MANAGEMENT	**1.5.1 The House**	1.5.1.1 Identify different types of houses 1.5.1.2 Describe rooms found in the house	• Types of houses: village and town houses • Rooms in the house: bedroom, sitting room, kitchen, bathroom, toilet.	• Identification village/town and rooms in the house	• Appreciating village and town houses • Awareness of rooms found in the house
1.6 MATERIALS	**1.6.1 Materials for Making Items**	1.6.1.1 Explain the materials used to make items.	• Materials: (Clay, grass, metal, plastics, reeds, wood)	• Identifying different materials for making items.	• Appreciating materials.

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
1.7 DRAWING AND COLOURING	**1.7.1 Types of Lines**	1.7.1.1 Identify different lines 1.7.1.2 Apply different lines for design.	• Types of lines: Zigzag line, Curve line. Spiral lines	• ***Identification*** of different lines • Application of lines in designs	• ***Appreciation*** of different lines
	1.7.2 Colouring	1.7.2.1 Colour different basic shapes	• ***Basic shapes*** :(Square, Triangle, Rectangle, Circle).	• *Identification* of basic shapes • Application of colours	• ***Appreciation*** of shapes and colours
1.8 PATTERNS	**1.8.1 Simple Patterns**	1.8.1.1 Print using part of the hand 1.8.1.2 Draw simple shapes to form patterns. 1.8.1.3 Trace simple patterns. 1.8.1.4 Tear simple shapes and patterns	• Patterns (scribble, repeat trace and tear patterns)	• *Designing* and printing of patterns	• ***Appreciation*** of patterns
1.9 SOUND	**1.9.1 Exploration of Sound**	1.9.1.1 Listen to different sounds in the environment.	• Birds, instruments, cars, songs.	• ***Application*** of listening and performing skills	• ***Awareness*** of sounds in the environment
1.10 EDUCATIONAL GYMNASTICS	**1.10.1 Tumbling** **1.10.2 Stunts**	1.10.1.1 Perform simple gymnastics 1.10.2.1 Demonstrate simple arm, leg activities 1.10.2.2 Perform simple rolling skills	• Gymnastic skills (arm, trunk, leg rolling, squatting, balancing)	• ***Creativity*** in executing gymnastic skills	• ***Cooperative*** learning through team work
1.11 HEALTH AND FITNESS MANAGEMENT	**1.11.1 Fitness and Health**	1.11.1.1 Perform a combination of various activities.	• Fitness and health (climbing, running, jumping, deep breathing). Use of (horizontal bars, Ropes, Sliders, Ladders, Stair cases)	• ***Creativity*** through a combination of health and fitness activities	• ***Team spirit*** through a variety of activities

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
1.12 SPORTS SKILLS DEVELOPMENT	**1.12.1 Games** **1.12.2 Field and Track Events**	1.12.1.1 Perform simple games 1.12.2.2 Perform field and track events.	• Modified conventional and traditional games • Field events (relays (20 meters sack race, hide and seek)	• ***Creativity*** through (hopping, passing, coordination, matching, locating, hiding)	• ***Team spirit*** through self-esteem
1.13 CRAFTS	**1.13.1 Paper Crafts**	1.13.1.1 Make various items using paper. 1.13.1.2 Make paper collage	• Making of:(chain Belt house model, mask) • Paper collage	• ***Manipulation*** of paper	• ***Creativity*** in paper crafts
	1.13.2 Modeling	1.13.2.1 Model different objects using clay	• ***Modeling*** of free form objects (animal dolls fruits, birds)	• ***Modeling*** of objects	• ***Appreciation*** of modeling using clay
1.14 SWIMMING	**1.14.1 Water Hygiene** **1.14.2 Water Orientation**	1.14.1.1 Demonstrate basic pool hygiene 1.14.2.1 Perform simple water orientation skills	• Use of knowledge on pool hygiene and water orientation (diving, jumping, sliding, breathing, floating)	• ***Creativity*** in use of simple skills	• ***Cooperative*** learning through team work

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
1.15 COMPUTER HARDWARE	**1.15.1 Basic Components**	1.15.1.1 Recognize basic computer components 1.15.1.2 Discus components of ICT and their use	• Keyboard, mouse, monitor, Central Processing Unit • Letter keys (restrict to lower case)	• ***Identification*** of basic computer components. • ***Manipulation*** of mouse and keyboards.	• ***Awareness*** of basic computer components • ***Curiosity*** in using ICT devices
1.16 ENERGY	**1.16.1 Sources of Light**	1.16.1.1. Identify the sources of light	• Natural and artificial (sun, moon, candle, bulb, lamp)	• Naming of artificial and natural sources of light.	• Appreciating the use of light at different times.
1.17 HEALTH EDUCATION	**1.17.1 Hygiene**	1.17.1.1 Explain the uses of water in the home. 1.17.1.2 Demonstrate correct use of different toilets.	• Uses of water: drinking, washing, cooking • Correct use of water closet: sit on the pan, not squatting • Pit latrine: avoid messing up the hole	• Correct use of toilets	• Appreciating water in the home • Practicing hygiene on the use of toilets
1.18 SOFTWARE MANIPULATION	**1.18.1 Switch On/Off.** **1.18.2 Load Computer Software**	1.18.1.1Switch on/off ICT Devices. 1.18.2.1 Load Computer Software	• Switching on/off of the TV, radio/ cell phone, computer. • Opening and closing gaming software	• ***Observation*** of on/Off switches. • ***Identification*** of On/Off switches. • ***Manipulation*** of On/Off switches.	• ***Teamwork*** in working on shared devices • ***Problem solving*** identifying why a device cannot power up. • ***Awareness*** that devices may have different ways of powering up.

GRADE 2

General Outcomes and Key Competences

GENERAL OUTCOMES	KEY COMPETENCES
▪ Acquire basic skills in the use of computers both at home and school. ▪ Acquire knowledge and an understanding of pattern making ▪ Develop knowledge, values and positive attitudes on safety, personal hygiene and Food and nutrition ▪ Develop skills to improve neuro muscular co-ordination through participation in a variety of activities to improve fitness, manipulation ▪ Develop skills in manipulation, co-ordination, correlation, observation, self expression and creativity.	▪ Demonstrate ability to design and make simple items ▪ Demonstrate ability to operate the key board. ▪ Show basic skills for welcoming visitors at home and school. ▪ Exibit basic skills in drawing, colouring and pattern making. ▪ Exibit basic skills in team work, fair play and self expression. ▪ Demonstrate ability to explore different means of producing sound.

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
2.1 SAFETY	**2.1.1 First Aid**	2.1.1.1 Explain first aid procedures with regards to injuries.	• First Aid procedures (Report accidents)	• Communicating information on first aid issues.	• Alertness to avoid accidents.
2.2 MOVEMENT	**2.2.1 Movement**	2.2.1.1 Perform various body movements	• Body movement (skip, bend, hoop, hop, balance, manipulation)	• ***Creativity***in use of movement skills	• ***Team work*** through cooperative learning
2.3 POSTURE	**2.3.1 Stance**	2.3.1.1 Explore various correct postural habits 2.3.1.2 Demonstrate correct postural habits	• Postural habits (sitting, standing, lifting, kneeling, walking)	• ***Application of creativity*** in performing postural habits	• ***Team spirit*** in applying correct postural habits
2.4 TOOLS	**2.4.1 Measuring Tools**	2.4.1.1 Demonstrate the use of measuring tools.	• Rulers: (measure length, width, height).	• Application of measuring instruments.	• Appreciation of measuring instruments.
2.5 DRAWING AND COLOURING	**2.5.1 Colours**	2.5.1.1 Identify primary colours	• Primary colours (red, yellow and blue).	• ***Identification*** of primary colours	• ***Appreciation*** of colours
	2.5.2 Free Drawing	2.5.2.1 Draw different pictures	• Drawing of :(Animals, human figures, birds, buildings).	• ***Composition*** of pictures	• ***Craftsmanship*** in drawing
2.6 PATTERNS	**2.6.1 Types of Patterns**	2.6.1.1 Make different patterns	• Patterns (Cut paper patterns, Writing patterns)	• ***Designing*** of patterns	***Creativity*** in pattern making
2.7 SOUND	**2.7.1 Exploration of Sound**	2.7.1.1 Explore different means of producing sound	• Sound sources from various sounds (Imitate sounds)	• ***Application*** of various sounds to produce something new	• ***Appreciation*** of sound sources
	2.7.2 Singing	2.7.2.1 Sing a variety of songs.	• Songs on : (HIV/AIDS, evils of corruption, child Abuse)	• ***Identification*** of singing and Communication skills	• ***Appreciation of*** messages in the songs
2.8 RECREATION	**2.8.1 Movement and Dance**	2.8.1.1 Dance to traditional and Contemporary music.	• Movement and dance (singing, movement, dancing)	• ***Application of*** movement and dance skills	• ***Appreciation of*** recreation
		2.8.2.1 Perform games with health messages	• Games and health messages	• ***Creativity*** in games	• ***Appreciation*** of recreation

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
2.9 CRAFTS	**2.9.1 Weaving**	2.9.1.1 Create different weaving patterns	• Weaving (mats, hats, belts)	• ***Manipulation*** of materials	• ***Creativity*** in weaving
2.10 EDUCATIONAL GYMNASTICS	**2.10.1 Tumbling** **2.10.2 Stunts**	2.10.1.1 Demonstrate simple gymnastic activities 2.10.1.2 Demonstrate a variety of gymnastic activities.	• Gymnastic activities (trunk rolling, tummy rolling, balancing, hanging)	• ***Application*** of simple and adaptive gymnastics	• ***Team work*** through gymnastic activities
2.11 HEALTH AND FITNESS MANAGEMENT	**2.11.1 Fitness**	2.11.1.1 Perform simple developmental or evolving activities.	• Management of health and fitness (deep breath in and out, climbing, hanging)	• ***Creativity*** through health and fitness management	• ***Appreciation*** of health and fitness
2.12 SOFTWARE	**2.12.1 The Desktop**	2.12.1.1 Recognize icons on the Desktop	• Icons (My Documents, Start Menu, recycle bin) double clicking an icon	• ***Identification*** of desktop icons. • ***Observation*** of changes in icon activation.	• ***Awareness*** of different types of icons and their functions.
2.13 HOSPITALITY	**2.13.1 Welcoming Visitors.**	2.13.1.1 Demonstrate ways of welcoming visitors.	• Greetings, neat appearance, eye contact, tone of voice.	• Welcoming of visitors	• Awareness of methods of welcoming visitors
2.14 FOOD AND NUTRITION	**2.14.1 Food**	2.14.1.1 Identify different sources of food.	• Sources: Plant sources (fruits, and vegetables) • Animal sources: (Milk, cheese, edible insects)	• Identification of sources of food	• Appreciating food from plants and animals
	2.14.2 Cooking	2.14.2.1 Identify equipment used in cooking	• Stove, brazier, pots.	• Identifying equipment used in cooking	• Appreciating cooking equipment
2.15. SPORTS SKILLS DEVELOPMENT	**2.15.1 Modified Games.** **2.15.2 Track and Field Events**	2.15.1.1 Perform a variety of games 2.15.1.2 Perform track and field events	• Conventional, traditional • Events: Relays (30 meters), Bottle, Bean bags, Lane, Number, Throw, Catch,	• ***Application*** of skills of games and track and field events	• ***Team spirit*** through various games
2.16 ENERGY	**2.16.1 Light**	2.16.1.1 Identify items used to produce light in a home.	• Candle (wax), lamp (kerosene), torch (cells and a bulb)	• ***Identifying*** types of energy that can produce light.	• ***Team work*** in designing artifact to produce light

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
2.17 DESIGNING	**2.17.1 Designing**	2.17.1.1 Design and make items out of paper and wires.	• Wire cars, boxes, houses, paper planes	• ***Designing*** frames / wire models	• Designing toys.
2.18 SOFTWARE	**2.18.1 Using Word Processing**	2.18.1.1 Write words, phrases and short sentences using appropriate keys 2.18.1.2 Insert Word Art in Word 2.18.1.3 Insert Words in Word Art	• Word processing using appropriate keys (Include The English alphabet) • Creative software (Word Art) to write words, phrases and short sentences • Using creative software (include Word Art)	• ***Communication*** through word processing. • ***Application*** of word art. • ***Typing*** in a word processor. • ***Presentation*** of well written word art.	• Awareness of appropriate keys. • ***Team work*** in creating work art. • ***Curiosity*** in using word art
	2.18.2 The Compact Disc Read Only Memory and Compact Disc Tray	2.18.2.1 Identify CD ROM Drive and CD tray 2.18.2.2 Load and eject a CD ROM	• Compact Disc - Read Only Memory/CD tray • Loading, running and ejecting a CD ROM into a computer (make sure it is Autoplay)	• ***Demonstration*** on how to run CDs.	• ***Application*** of CDs in a computer.
2.19 SWIMMING	**2.19.1 Water Hygiene** **2.19.2 Water Orientation**	2.19.1.1 Demonstrate basic hygienic activities 2.19.2.1 Perform orientation activities in water	• Swimming skills (stroke, sail, inhale, push, pull, hold, float, balance).	• ***Creativity*** through executing swimming skills	• ***Team work*** in performing water activities

GRADE 3

General Outcomes and Key Competences

GENERAL OUTCOMES	KEY COMPETENCES
• Acquire basic skills in the use of computers both at home and school. • Acquire knowledge, skills, values and positive attitudes to perform physical activities • Develop the power of imagination, observation and visual communication using different media. • Develop skills in crafts using materials from the local environment. • Demonstrate the ability to apply principles of nutrition. • Acquire knowledge, skills, values and positive activities to perform various sports activities, games, music and dance.	▪ Demonstrate ability to write words, sentences and short paragraphs using the key board ▪ Demonstrate knowledge and skill to work with local materials. • Demonstrate improved physical skills. • Demonstrate ability and skills to make simple items, drawing and colouring • Demonstrate basic skills of working out stitches. • Demonstrate ability to identify different elements of sound

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
3.1 TOOLS	**3.1.1 Cutting Tools.**	3.1.1.1 Identify tools to cut materials	• Cutting tools: saws, hacksaws.	• ***Identification*** of cutting tools	• ***Awareness of*** the cutting tools.
3.2 MATERIALS	**3.2.1 Uses of Materials**	3.2.1.1 Identify local materials used to make items 3.2.1.2 Design and make items from local materials	• Make items from local materials such as clay (shelter, pottery) grass (shelter, mats)	• Identification of materials used to make items. • Application of materials to make items.	• ***Appreciating*** the importance of clay and grass in construction.
3.3 POSTURE	**3.3.1 Stance**	3.3.1.1 Explore correct postural habits for good posture 3.2.1.2 Demonstrate correct postural habits in practical and adaptive activities	• Postural activities (sit ups on flat surfaces, stretches, bends, rolls)	• ***Effective communication*** in performing postural activities	• ***Appreciation*** of posture
3.4 DRAWING AND COLOURING	**3.4.1 Drawing**	3.4.1.1 Draw pictures based on life experiences and events 3.4.1.2 Colour scenes based on own experiences.	• Pictures (Stories, Life experiences, events) • Scenes (My Village, My town, Bus stop, Market place)	• ***Composition of*** pictures	• ***Appreciation*** of imaginary pictures
3.5 SAFETY AND HEALTH	**3.5.1 Safety** **3.5.2 Environmental Protection**	3.5.1.1 Compose songs on safety 3.5.2.1 Demonstrate class safety practices	• Apply safety and cleanliness through tiding (shoes, attire, storage) Sing (songs on safety)	• ***Application*** of general safety • Tiding • Singing	• ***Responsibility*** through cooperation
3.6 PATTERNS	**3.6.1 Types of Patterns**	3.6.1.1 Identify natural objects. 3.6.1.2. Print different types of patterns	• Patterns: Leaf print, Potato print, String-pull	• ***Identification*** of natural objects • Printing of different patterns	• ***Appreciation*** of patterns from natural objects
3.7 MOVEMENT	**3.7.1 Movement**	3.7.1.1. Demonstrate fundamental movements 3.7.1.2 Perform simple adaptive movements	• Locomotion/movement (hoop, skip, speed, space, control, manipulation)	• ***Application*** of locomotion skills	• ***Team spirit*** in locomotion activities

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
3.8 HARDWARE	**3.8.1 The Mouse**	3.8.1.1 Drag items in Microsoft word and icons on the desktop	• Microsoft word and icons on the desktop	• ***Identification*** of mouse dragging actions. • ***Manipulation*** of mouse in dragging. • ***Observation*** of icon changes before dragging.	• ***Appreciation*** of dragging icons. • ***Application*** of icon dragging. • ***Awareness*** of icon dragging.
3.9 TYPING	**3.9.1 Keyboard Keys**	3.9.1.1 Demonstrate basic typing skills	• Numbers, words, sentences and short paragraphs.	• ***Typing*** of letters and words. • ***Observation*** of numbers and words • ***Identification*** of numeric key pad and main pad.	• ***Application*** of basic typing skills. • ***Curiosity*** in using the keyboard.
3.10 FOOD	**3.10.1 Meals of the Day**	3.10.1.1 Identify different meals eaten in a day	• Different meals in a day: breakfast, lunch, supper/dinner, and snacks	• Identification of meals of the day	• Appreciating breakfast, lunch, dinner and snacks
	3.10.2 Food Preservation	3.10.2.1 Identify foods which can be preserved 3.10.2.2 Dry raw vegetables	• Foods that can be preserved: meat, fish, vegetables, fruits. • Raw vegetables: rape, cabbage, pumpkin leaves	• ***Identification*** of foods of be preserved	• Appreciating preserved foods
3.12 SOUND	**3.12.1 Elements of Sounds**	3.12.1.1 Identify different elements of sound	• Elements of sound (tone, pitch, rhythm , volume)	• ***Creativity*** through listening, identifying, imitating, judging)	• ***Application*** of sounds
	3.12.2 Singing	3.12.2.1 Sing a variety of songs using local instruments	• Local instruments (drums, banjos, silimba).	• ***Application*** of skills in singing and instrument playing	• ***Appreciation*** of local instruments
3.13 EDUCATIONAL GYMNASTICS	**3.13.1 Tumbling** **3.13.2 Stunts**	3.13.1.1 Perform simple landing activities 3.13.2.1 Demonstrate simple pyramid formations	• Gymnastic skills (land, simple pyramid, balance, formation)	• ***Application*** of simple gymnastic skills	• ***Cooperative*** learning through team work

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
3.14 HEALTH AND FITNESS MANAGEMENT	**3.14.1 Fitness** **3.14.2 Health**	3.14.1.1 Demonstrate simple isometric activities 3.14.2.1 Perform simple developmental activities	• Simple isometric (strength training exercises) • (jogging, hanging, lifting, pulling, pushing)	• ***Application*** of developmental and simple isometric activities	• ***Appreciation*** of developmental activities
3.15 ENERGY	**3.15.1 TheTorch**	3.15.1.1 Identify external parts of a dry cell. 3.15.1.2 Connect dry cells to light a bulb	• Positive and negative terminals • Correct connection of positive and negative terminals of dry cells	• ***Application*** of dry cells to produce light	• ***Awareness*** of dry cells to produce light.
3.16 **CELL PHONES**	**3.16.1 Use of Cell Phones**	3.16.1.1 Demonstrate the ability to use cell phone.	• Cell phone, parts of a cell phone • Dialing, sending and receiving a call	• ***Identification*** of cell phone • ***Communication*** using cell phone • ***Demonstration*** usage of cell phone. • ***Application*** of cellphone.	• ***Appreciation*** of the use of cell phone. • **Curiosity** in using the cell phone. • ***Awareness*** of the abuse of cell phone.
3.17 NEEDLE WORK	**3.17.1 Stitches**	3.17.1.1 Explain rules of working out stitches. 3.17.1.2 Workout temporal stitches	• Rules for working stitches: (One stitch at a time, choose correct thread) • Temporal stiches: even tacking, long and short tacking, tailor's tacking	• ***Sewing*** of temporal stitches	• ***Awareness*** of rules when working out stitches • ***Cooperating*** in group activities
3.18 RECREATION	**3.18.1 Dance** **3.18.2 Health**	3.18.1.1 Perform local dances with simple rhythm 3.18.2.1 Perform games with messages of child abuse	• Local dances (structured and unstructured movements) • Simple rhythm (Clapping, steps) • Games and child abuse messages	• ***Creativity*** in recreation activities	• ***Cooperation*** through team spirit

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
3.19 SPORTS SKILLS DEVELOPMENT	**3.19.1 Games Modified Conventional Games)** **3.19.2 Track and Field Events** **3.19.3 Traditional Games**	3.19.1.1 Perform a variety of games, track and field events. 3.19.1.2 Perform track and field events	• Games and track events (relays 40 meters, bucket race, formations, throw, catch, traditional games: chiyenga,)	• ***Application*** of various skills	• ***Team spirit*** through cooperation
3.20 CRAFTS	**3.20.1 Knotting**	3.20.1.1 Knot various items.	• Knotting (ropes, bags)	***Knotting of*** functional items	• ***Creativity*** in knotting
3.21 SWIMMING	**3.21.1 Pool Hygiene** **3.21.2 Water Orientation**	3.21.1.1 Demonstrate pool hygiene activities 3.21.2.1 Demonstrate a variety of basic strokes	• Pool cleanliness • Skills (side stroke, unskilled strokes: push, inhale, float)	• ***Application*** of simple swimming skills	• ***Self-esteem*** through team work
3.22 ENTREPRENEURSHIP	**3.22.1 Business Ventures**	3.22.1.1 Identify types of businesses in the community	• Crop and animal related business, crafts, baking and business centers.	• ***Surveying*** and ***collecting*** data on famous businesses within their community.	• ***Appreciating*** the value of assorted types of business within an area.

GRADE 4

General Outcome and Key Competences

GENERAL OUTCOMES	KEY COMPETENCES
▪ Acquire skills in the use of computers both at home and school. ▪ Acquire knowledge, skills and values of self expression through drawing and poster designing and music. ▪ Acquire knowledge, values and positive attitudes of keeping the home surroundings clean.	▪ Demonstrate ability to make an artifact. ▪ Demonstrate ability to insert, draw and colour closed shapes by visiting an appropriate software on the computer ▪ Demonstrate ability to compose simple music using different sound sources. ▪ Demonstrate basic skills of making simple snacks. ▪ Demonstrate skills in drawing and colouring. ▪ Demonstrate ability to participate in physical activities.

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
4.1 SAFETY AND HEALTH	**4.1.1 Safety** **4.1.2 Environmental Protection**	4.1.1.1 Identify appropriate dress in class and sports 4.1.2.1 Compose songs on safety and health 4.1.2.2 Demonstrate activities to keep environment safe and clean	• Sports attire: sports shoes, • Songs on drug abuse, safety, and care	• ***Use of Assertiveness*** through safety and songs	• ***Responsibility*** through team work
4.2 THE COMPUTER PROGRAMME	**4.2.1 Artistic Programme**	4.2.1.1 Identify Artistic program Components 4.2.1.2 Demonstrate ability to use Artistic program	• Colour box, tool box, picture, button, choosing a program, opening, • Closing and exiting Artistic Program(MS. Paint Brush)	• ***Demonstration*** how to use artistic program. • ***Identification*** of art tool box. • ***Manipulation*** of artistic program. • ***Application*** of artistic program.	• ***Team work*** in using artistic program • ***Awareness*** of paint brush. • ***Curiosity*** in using MS Paint brush.
4.3 TOOLS	**4.3.1 Saws**	4.3.1.1 Cut pieces of timber	• Cutting timber using tenon or cross cut saws	• ***Crosscutting*** small pieces of timber.	• ***Appreciating*** the value of saws to crosscut.
4.4 MOVEMENT	**4.4.1 Movement**	4.4.1.1 Perform structured movements	• Structured movements with: (Dumb bells, climbing ropes)	• ***Application***of movement skills	• ***Appreciation*** of structured movements
4.5 DRAWING AND COLOURING	**4.5.1 Colour**	4.5.1.1 Identify secondary colours 4.5.1.2 Mix of two primary colours to obtain a secondary colour	• Secondary colours: (Orange, green, violet)	• Mixing of colours	• ***Appreciation*** of different colours
	4.5.2 Drawing	4.5.2.1 Draw objects using different media	• Drawing of: (Cup, fruit, bottle, flowers, pot.)	• ***Drawing*** of objects	• ***Appreciation*** of drawings
	4.5.3 Imaginative Composition	4.4.3.1 Compose pictures to express one's own feelings.	• Composing pictures (Farms, Bus stop, Cooking, Washing)	• ***Self-expression*** through drawing	• ***Appreciation*** of imaginary pictures

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
4.6 EDUCATIONAL GYMNASTICS	**4.6.1 Tumbling** **4.6.2 Stunts**	4.6.1.1 Demonstrate refined pyramid formation activities 4.6.2.1 Perform refined floor activities 4.6.2.2 Perform simple balancing activities	• Gymnastic activities (simple pyramid, Frog jumps, Backward roll, Forward roll, Crouch balance)	• ***Application*** of refined activities	• ***Cooperative*** learning through team work
4.7 DRAWING	**4.7.1 Drawing Lines**	4.7.1.1 Construct different types of lines	• Construct: (Straight lines, horizontal, vertical, centre lines)	• ***Drawing*** vertical and horizontal lines bisecting) with instruments only.	• ***Appreciation*** of drawing using instruments.
4.8 DRAWING AND COLOURING	**4.8.1 Inserting Closed Shapes**	4.8.1.1 Insert and colour basic closed shapes in a word processing program	• Circle, triangles and rectangle, colouring	• ***Identification*** of fill colour icons in paint or word. • ***Drawing*** of basic shapes in word or Paint brush. • ***Colouring*** of shapes and their combinations • ***Manipulation*** of word and Paint using the mouse.	• ***Awareness*** of fill buttons. • ***Creativity*** in drawing shapes using Paint and Word • ***Quality work*** in the use of Paint and Word Shapes. • ***Curiosity*** in using Word
4.9 MATERIALS	**4.9.1 Wood**	4.9.1.1 Explain the various uses of wood	• Uses of wood: Furniture making, house making	• ***Investigating*** various uses of wood	• ***Appreciation of*** the uses of wood
4.10 TRADITIONAL AND CONTEMPORARY SONGS	**4.10.1 Traditional Songs** **4.10.2 Contemporary Songs**	4.10.1.1 Explain the meanings of different traditional and contemporary songs	• Meanings of songs	• ***Use of*** listening, singing, identification skills	• ***Appreciation*** of traditional and contemporary songs

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	4.10.3 Music Composition	4.10.3.1 Identify tunes using sounds from nature 4.10.3.2 Compose different musical tunes	• Composition of tunes • Musical tunes	• ***Application of*** listening, identification, composing skills	• ***Appreciation*** of musical tunes
4.11 HEALTH AND FITNESS MANAGEMENT	**4.11.1 Health** **4.11.2 Fitness**	4.11.1.1 Perform a series of physical activities 4.11.2.1 Perform a series of developmental activities 4.11.2.2 Demonstrate refined sometric activities (strength training exercise)	• Developmental activities • Refined Developmental activities using (Obstacles, Parallel bars, Mats, Muscle)	• ***Application*** of skills in strength training	• ***Appreciation*** of fitness and health
4.12 SPORTS SKILLS DEVELOPMENT	**4.12.1 Games (Modified Conventional Games)** **4.12.2 Track and Field Events** **4.12.3 Traditional Games**	4.12.1.1 Demonstrate various sporting activities 4.12.1.2 Talk about why people use drugs in sports 4.12.2.1 Perform relay activities 4.12.3.1 Perform a variety of traditional Games	• Various sports and games skills (Receive and pass baton, 50 meters, striking games, Short races, health related message)	• ***Application*** of various skills in games Passing	• ***Team spirit*** in games Self-esteem
4.13 SWIMMING	**4.13.1 Water Orientation** **4.13.2 Water Games**	4.13.1.1 Demonstrate simple strokes 4.13.2.1 Perform simple water games 4.13.2.2 Perform pair water games with balls	• Simple skills (Side strokes) • Water games • Unskilled strokes • Group competition	• ***Application*** of swimming skills	• ***Appreciation*** of swimming skills
4.14 CRAFTS	**4.14.1 Papier Machè**	4.14.1.1 Model different items using papier machè	• Papier machè models (fruits, plates)	• ***Modeling*** of functional items	• ***Appreciation*** of items made out of papier mache`
	4.14.2 Construction	4.14.2.1 Construct simple items using wires and paper boards	• Constructing simple items (houses, wire cars)	• ***Manipulation*** of different materials	• ***Creativity*** in construction

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
4.15 OPENING FILES	**4.15.1 Opening Saved Files**	4.15.1.1 Locate and open saved files	• Locating and opening saved files	• ***Locating*** open and saved files. • ***Manipulating*** Save and Save As… window. • ***Identification*** of Saved and Open files.	• ***Appreciation*** of open and saved files. • ***Critical thinking*** in locating open and saved files. • ***Awareness*** of open and saved files.
4.16 HOME MANAGEMENT	**4.16.1 Care of the Home.**	4.16.1.1 Clean the house and store different household items.	• Cleaning the house: dust, sweep, mop, polish frequently • Storage of household items: e.g. long handled broom upside down bristles facing upwards, grass broom upside down	• ***Cleaning*** the house • ***Storage*** of household items	• ***Appreciating*** care and storage of household equipment
	4.16.2 Home Environment	4.16.2.1 Describe items used to clean surroundings 4.16.2.2 Clean the surrounding	• Equipment used to clean the surrounding: Hard broom, Rake, Shovel. • Cleaning the surrounding: Sweeping, racking.	• ***Cleaning*** of the surrounding	• ***Awareness of*** items used to clean the surrounding • ***Appreciating*** clean surrounding
4.17 FOOD AND NUTRITION	**4.17.1 Meals**	4.17.1.1 Prepare simple snacks	• Simple snacks: Fruits, boiled cassava, sandwiches, fruit juice. groundnuts, popcorns	• ***Cooking*** simple snacks	• ***Appreciating*** snacks

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	4.17.2 Preservation	4.17.2.2 Explain reasons for preserving food 4.17.2.3 Prepare preserved food.	• Reasons for preserving food: prevent decay, storing for later use and variety. • Preparing preserved food e.g. vegetables with groundnuts, samp, cassava.	• ***Preparing*** preserved food	• ***Appreciating*** preserved foods
4.18 ENERGY	**4.18.1 Light.**	4.18.1.1 Connect cells in series to light a bulb.	• Connect cells in parallel and series	• ***Connecting*** dry cells terminals and a bulb correctly	• ***Applying*** knowledge of positive and negative terminals to produce light.
4.19 DESIGNING AND MAKING	**4.19.1 Designing**	4.19.1.1 Design and make an artifact to produce light	• Artifact making	• ***Designing*** a system that can produce light.	
4.20 LETTERING AND POSTER WORK	**4.20.1 Lettering**	4.20.1.1 Design capital and small letters	• Designing letters: (spacing, size weight).	• ***Designing*** of capital and small letters	• ***Creativity*** in lettering
	4.20.2 Poster Work	4.20.2.1 Design posters to convey messages using capital letters	• Posters based on cross-cutting themes (substance abuse, child labour)	• ***Designing*** of different posters	• ***Creativity*** in poster making
4.21 ENTREPRENEURSHIP	**4.21.1 Project**	4.21.1.1 Make different items for business purposes	• Making bags, door mats, skipping ropes, basket • Interior decorating	• ***Designing*** of different items for business purposes	• ***Appreciation*** of being self-reliant

APPENDIX 1:SAMPLE-SCOPE AND SEQUENCE CHART

GRADE	1	2	3	4
THEME **Safety and Health**	• Safety in the playground/ Work environment	-	• Safety practices	• Dress code • Use of equipment
Movement	• Movement skills	• Body movement	• Adaptive movements	• Structured movements
Posture	• Simple postural habits	• Correct postural habits	• Adaptive postural activities	• Advanced postural habits
Drawing and painting	• Different lines • Basic shapes • Simple patterns	• Primary colours • Patterns(cut paper, writing)	• life experiences and events • Scenes based on own experiences • Natural patterns (leaf, potato, string pull)	• Secondary colours • Cup, fruit, bottle, pot • Imaginative compositions (farm, cooking, washing) • Motif (banana, stems, potato cuts) • Patterns (repeat, all over, alternating)
Sound	• Sound exploration	• Different sounds	• Elements of sound	• Traditional and contemporary
Instrument playing Music composition	• Classroom objects • Musical tunes		• Types of instruments	• Local and contemporary
Dance	• Body movements	Traditional and contemporary	• Create dance	• Meaning of dances
Educational gymnastics	• Simple gymnastics (arm, trunk, leg)	• Adaptive activities (hang, tummy, rolling, rest)	• Simple pyramid formation	• Floor agilities (Crouch balance, forward and backward roll)
Health and fitness management	• Simple fitness activities (Ropes, sliders, stair cases, horizontal bars)	• Developmental activities	• Simple isometric activities	• Refined isometric activities
Sports Skills Development	• Simple games • (Hide and seek activities)	• Imitative relays	• Simple relays • Orienteering	• Lane relays
Recreation and dance	• Rhythmic dance movements		• Simple structured movement	
Crafts	• Paper collage • Modelling (free form objects) • Weaving simple items	• Weave (familiar objects)	• Knot (bags)	• Weave (tables mats) Plait (belts) • Knot (baskets) • Paper Mache (fruits, plates) • Construction (houses, wire cars)
Swimming	• Basic pool hygiene • Simple water orientation skills	• Simple water activities • Adaptive water activities	• Simple swimming strokes	• Basic swimming strokes • Pair water games
Lettering			• Capital and small • Poster making	

APPENDIX 2: HOME ECONOMICS

NEEDLEWORK AND CRAFTS SYLLABUS FOR GRADES III TO IV

The following table is given as a guide only and does not have to be strictly followed. It may be amended to fit into local requirements. Stitches and processes learnt in a lower grade should be revised and used in the higher grades.

GRADE	PROCESSES	ARTICLES	MATERIALS	NEEDLES	THREAD
III	Temporal stitches - Tacking - Running and can be used as decorative stitches	Small articles based on a square or a rectangle: Fringed mats, table napkins	- Binca - Canvas - Felt - Hessian - Calico - Casement	Crewel Nos. 4 or 5 Chenill and tapestry Nos. 24, 25 or 26 Darners short Nos. 6-7	Wool Double Filosheen etc. To contrast with Material used
IV	Permanent stitches- -Backstitch -Oversewing -Hemming	Article still based on a square or a rectangle: Bags for different purposes Pot holder, pin cushions, Skipping rope, belt	- Calico - Casement cotton or Patterned materials	Crewel Nos. 6 .7 or 8 Sharps Nos. 5,6.7	Filosheen Cotton Silk Tacking cotton to contrast at first with material