Republic of Zambia

Ministry of Education

LOWER PRIMARY EDUCATION SYLLABI

GRADES 1 – 3

Prepared by the Curriculum Development Centre

LUSAKA

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VISION

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

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PREFACE

The **Lower Primary Education Syllabi** has been developed being cognisant of the need to provide a national age-appropriate curriculum for learners at Grade 1 to 3. The syllabi aim to provide quality education that is aligned with the **Competence-Based Curriculum** and 21st Century Skills. It also aims to impart the knowledge, skills, values and positive attitudes that are aimed at enabling children to live and grow into productive and useful members of their communities and the Zambian society.

The contributing learning areas to this syllabi are; **Literacy and Language, Mathematics and Science, and Creative and Technology Studies.**

This syllabi is interconnected to the Early Childhood Education and Upper Primary School syllabi. The content provided in this syllabi aim at facilitating the acquisition of knowledge, competences and values to nurture a learner who is creative, critical and an analytical thinker. The suggested learning activities are designed to offer learners hands-on and minds-on experiences through manipulation of real objects, interaction with nature and learning through play. Thus, the children will develop knowledge, desirable lifelong skills, values and positive attitudes needed for their personal and national development.

Cross cutting themes and emerging issues such as National Values and Principles, Life Skills and Health Education, Climate Change and Financial Education have been incorporated in the syllabus to ensure that children cultivate a mindset, skills, values and positive attitudes that prepare them to live responsible lives and be protected from life threatening vices.

It is hoped that the content provided in this syllabus will make learning at Lower Primary School level more meaningful and enjoyable as it is highly activity oriented and allow for a smooth transition into the Constructivist way of learning.

Joel Kamoko, (Mr.)
Permanent Secretary- Educational Services
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

This **Lower Primary School Syllabi** incorporates three (3) learning areas namely: **Literacy and Language, Mathematics and Science** and **Creative and Technology Studies**. The syllabi is a build-up of topics introduced at ECE level in each of the learning areas herein.

Many thanks go to individuals, institutions and organizations that provided the technical and financial input to the successful development of these syllabi. These include Teachers, Teacher Unions, Lecturers from Colleges of Education and Public Universities in Zambia, experts from the various Directorates in the Ministry of Education, the Examinations Council of Zambia (ECZ), Non-Governmental Organisations (NGOs), and Cooperating Partners, Parliamentarians.

I also recognize the commitment and hard work of Staff at the Curriculum Development Centre in ensuring that this syllabus is responsive to individual and national aspirations.

Charles Ndakala(Dr.)
Director- Curriculum Development
MINISTRY OF EDUCATION

LOWER PRIMARY SYLLABI

INTRODUCTION

The **Lower Primary School Syllabi** have been developed by the need to provide a national curriculum. The syllabi aim to provide quality education that is aligned with the **Competence-Based Curriculum** and 21st Century Skills. It also aims to bring out learner Competences by imparting knowledge, skills, values and positive attitudes that are aimed at enabling children to live and grow into productive and useful members of their communities and the Zambian society.

The syllabi comprise three (3) learning areas namely;

1. **Literacy and Language** (incorporating English and Zambian Languages as independent subjects)
2. **Mathematics and Science**
3. **Creative and Technology Studies**

Each of these learning areas have integrated necessary content/topics from the contributing subjects. The learning areas provided at this level will later split into standalone subjects at Upper Primary; English Language, Zambian Language, Mathematics, Science, Social Studies, Technology Studies, Home Economics and Expressive Arts.

The content/topics provided in this syllabus are aimed at facilitating holistic development of learner's creativity, initiative, problem solving, physical, mental, emotional skills among others. The suggested activities are designed to offer children hands-on experiences through manipulation of real objects, interaction with nature and learning through practice. Thus, the children will acquire the Competences by developing knowledge, desirable lifelong skills, values and positive attitudes needed for their personal and national development.

Cross cutting themes and emerging issues such as Life Skills, Entrepreneurship, Climate Change and Financial Education have been integrated in the syllabi to ensure that children cultivate a mind-set, skills, values and positive attitudes that prepare them for sustainability and suitability in the labour market.

LITERACY AND LANGUAGE

1.1 ENGLISH LANGUAGE

Introduction

The **English Language Syllabus** for Lower Primary (Grades 1-3) is designed to help learners consolidate and develop the four language skills of *Listening, Speaking, Reading* and *Writing* introduced at Early Childhood Education level. The aim of this syllabus is to develop the necessary literacy skills and competences in English to facilitate learning across the curriculum. Learners will be taught sounds of English systematically, including short and long *vowels, consonants, digraphs, trigraphs, consonant blends, diphthongs*, and *triphthongs.* This sound knowledge will then be applied to developing the skills of blending known sounds together, reading and identifying known sounds in words and spelling. This enables learners to begin reading at an early stage of their schooling.
Handwriting, using the Marion Richardson style (*Print in Grade 1, tailed in 2, transitioning to cursive writing in Grade 3 term 1*), has been enhanced. It will be taught from Grade 1 – 3, emphasising the concept of print, letter formation, sizing, spacing, consistency, alignment and the correct use of punctuation.

Structure of the Syllabus
This syllabus is divided into three components: **Listening and Speaking, Reading and Writing**. Each of these components include a range of topics and corresponding sub-topics. To ensure a uniform and cohesive delivery of content, specific competences and their corresponding learning activities have been identified to facilitate effective learning. Additionally, a clear expected standard of performance serves as a benchmark for the desired level of proficiency and achievement. This structured approach ensures a consistent and organised learning experience for all learners at this level.

Suggested Teaching Methodology
The Ministry of Education has suggested methodologies as a guide to teachers. In saying this, teachers are encouraged to use the best practices for their own classes and context to enhance learning outcomes.

Listening and Speaking Lessons (*oral lessons*): The teaching method suggested in this syllabus for listening and speaking (Oral English) follows the three Ps' strategy – Present (The teacher will model the language for the day), Practice (Allow the learners to engage with the language in controlled practice activities), and Produce (Now allow the learners to use the language in communicative contexts independently). The strategy includes the use of various activities such as, role play, language games, songs, stories, rhymes, dialogue, conversation, and interactive games. Teachers are encouraged to use a **variety** of these activities to enhance the development

of listening and speaking skills. They are also encouraged to trans language by code-switching, particularly in instances where learners are not exposed to English as their first language.

Reading and Writing Lessons: The lessons will address both reading and writing skills within a single lesson. These lessons will follow the phonics-based approach, focusing on **Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension and Writing.** Writing skills such as **Handwriting and Punctuation** will be emphasised during the writing portion of a lesson. During planning, teachers must ensure Listening and Speaking, Reading, and Writing components are included every week.

Time Allocation

Regarding time, 5 hours and 30 minutes per week (*11 periods*) is dedicated to literacy and language in English at the lower primary level. Each period for a listening and speaking lesson is 30 minutes and a reading and writing lesson is 1 hour:

- Listening and Speaking Lessons -1 hour 30 minutes per week *(3 lessons of 30 minutes each*)
- Reading and Writing Lessons -4 hours per week *(4 lessons of one hour each*)

The separation of focus in the listening and speaking lessons and reading and writing is intended to provide ample practice for vocabulary in English and allow learners to engage in reading and writing activities for comprehensive language learning in English.

Assessment

Teachers play a crucial role in evaluating learners across all language skills: **Listening, Speaking, Reading**, and **Writing**, encompassing **Phonemic Awareness, Phonics, Fluency, Vocabulary**, **Grammar, Comprehension and Writing** relevant to each grade level. Additionally, **Handwriting** as an integrated skill is also a key component of assessment.

Assessment methods at this level vary and include formative, summative, and performance tasks. Formative assessments involve class discussions, observations of work and questioning to gauge ongoing progress and understanding. Summative assessments, such as end-of-term tests, provide a broader evaluation of accumulated learning over a period. Performance tasks offer learners opportunities to apply their language skills in real-life scenarios, showcasing their practical understanding and application.

This comprehensive approach ensures a thorough assessment of learners' language proficiency and skill development across different contexts and tasks.

KEY COMPETENCES TO BE DEVELOPED

S/N	COMPETENCE	DESCRIPTORS
1	**ANALYTICAL THINKING**	• Analyse collected data in an orderly manner • Analyse simple poems, songs, stories and texts • Order words in sentences • Order sentences in paragraphs
2	**COMMUNICATION**	• Apply good listening, speaking, reading and writing skills • Use appropriate language (verbal and non-verbal) in different situations • Express oneself using different media and symbols • Express oneself (*spoken and written*) clearly and effectively
3	**CREATIVITY AND INNOVATION**	• Apply language in different situations • Construct simple sentences • Compose simple stories
4	**COLLABORATION**	• Complete shared tasks in pairs or groups
5	**CRITICAL THINKING**	• Answer comprehension questions • Ask and respond to questions • Work in groups and engage in discussion • Classify items according to their attributes
6	**EMOTIONAL INTELLIGENCE**	• Understand self-awareness and self-management • Recognise personal emotions and that of others • Cope with personal emotions and those of others
7	**FINANCIAL LITERACY**	• Use language to demonstrate simple economic concepts like buying and selling • Role-play simple entrepreneurial activities
8	**PROBLEM SOLVING**	• Use language to solve real life problems

GRADE 1: ENGLISH LANGUAGE

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
1.1 CONVERSATION	**1.1.1 Greetings**	1.1.1.1 Use appropriate greetings at different times of the day	• Demonstrating greetings at different times of the day (*good morning in the morning, good afternoon in the afternoon, good evening in the evening …)* • Responding to greetings at different times of the day (*good morning – good morning, good afternoon – good afternoon, good evening – good evening …)* • Using and responding to common greetings (*how are you? I am fine/I am not fine. How is home? Home is fine)*	• Appropriate greetings at different times of the day used correctly.
	1.1.2 Family	1.1.2.1 Use appropriate language to talk about members of a nuclear family	• Mentioning members of a nuclear family (*father, mother, child/children)* • Talking about relationships that exist within the nuclear family (*parent/parents' brother, sister…)*	• Appropriate language to talk about members of a nuclear family used accordingly.
	1.1.3 Simple Commands	1.1.3.1 Give and follow simple commands	• Responding to simple commands (Follow the leader:	• Simple commands given and followed accordingly.

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			"clap your hands", "*sit down", "jump up and down"*) • Roleplaying in groups giving and responding to simple commands (*Point to the door, get your pencil, touch your shoulders…)* • Playing games on giving and responding to commands (*Simon says …touch your ears)*	
	1.1.4 Classroom Rules	1.1.4.1 Use appropriate language to talk about classroom rules	• Talking about classroom rules *(use good language, keep the classroom clean, be friendly, ask for permission – "May I…")* • Roleplaying scenarios following classroom rules.	• Appropriate language to talk about classroom rules used correctly.
	1.1.5 Home Chores and Responsibilities	1.1.5.1 Use appropriate language to discuss chores and responsibilities of family members	• Naming chores of family members *(table-setting, drying dishes, washing utensils, picking leaves…)* • Naming responsibilities of family members *(caring, obedience)* • Discussing responsibilities of family members *(parents providing for the family, children respecting and obeying parents, everyone taking care of*	• Appropriate language to discuss chores and responsibilities of family members used accordingly.

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			each other when sick or in need, sharing food…)	
	1.1.6 Time	1.1.6.1 Use appropriate language to tell time of the day, days of the week and months of the year	• Telling time of the day *(morning, afternoon, night)* • Mentioning and sequencing days of the week *(Sunday, Monday, Tuesday…)* • Mentioning and sequencing months of the year *(January to December)*	• Appropriate language to tell the times of the day, days of the week and months of the year used correctly.
	1.1.7 Food and Meals	1.1.7.1 Use appropriate language to talk about different foods and meals of the day	• Identifying different types of foods (*fruits, vegetables, grains…)* • Mentioning types of meals (*breakfast, lunch & supper/ dinner)* • Reciting a prayer before meals	• Appropriate language to talk about different foods and meals used appropriately.
	1.1.8 Occupations	1.1.8.1 Use appropriate language to talk about occupations in the community	• Naming occupations in the community *(teacher, nurse, police officer, shop keeper, drivers, watchman, farmer, …)* • Stating the role played by people in different occupations in the community *("teacher – to teach, police officer – to protect, nurse – caring for sick people…")*	• Appropriate language to talk about occupations in the community used accordingly.

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
	1.1.9 Things Found at Home	1.1.9.1 Use appropriate language to talk about things found at home	• Identifying things found at home (*kitchen – plates, spoons...; sitting room - TV, sofas, tables…; bedroom - bed, blankets…)* • Stating the use of things found at home (*Plate - for eating, Sofa - for sitting on…).*	• Appropriate language to talk about things found at home used accordingly.
	1.1.10 Things Found at School	1.1.10.1 Use appropriate language to talk about things found at school	• Naming things found at school *(desks, chairs, books, chalkboard, flag, pencils, erasers, playground, ruler…)* • Stating the use of things at school (*Chair – for sitting, Pencil – for writing…)*	• Appropriate language to talk about things found at school used accordingly.
	1.1.11 Domestic Animals	1.1.11.1 Use appropriate language to describe domestic animals	• Identifying domestic animals (*dog, cat, cow, pig, goat, chickens)* • Describing domestic animals (*friendly, loyal, dependent on humans, useful to humans, produce different sounds…)*	• Appropriate language to describe domestic animals used correctly.
	1.1.12 At the Market	1.1.12.1 Use appropriate language for buying and selling	• Identifying items found at the market (*vegetables, chickens, tomato, salt …)* • Role-playing buying and selling *(asking prices –"how much"*	• Appropriate language for buying and selling used accordingly.

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			"may I have…" "thank-you" "it costs…")	
	1.1.13 Community Practices	1.1.13.1 Use appropriate language to talk about community practices	• Mentioning good community practices (*making the environment clean, green and healthy, planting trees, sharing with others, acts of kindness, honesty and fairness …)* • Demonstrating good practices in the community (*picking litter, arranging the classroom …)*	• Appropriate language to talk about community practices used accordingly.
	1.1.14 Statements	1.1.14.1 Use appropriate language to deny, confirm, correct and express statements and propositions	• Using dialogue to deny, confirm statements and propositions (*Deny: No, I don't have…Confirm: Yes, the ball is …)* • Using dialogue to correct or express statements and propositions *(Correct: I meant to say …Express: I feel happy when…)*	• Appropriate language to deny, confirm, correct, express statements and propositions used correctly.
	1.1.15 Plurals	1.1.15.1 Use the plural forms of regular nouns	• Changing regular nouns from singular to plural forms (*Singular: cat, book Plural: cats, books…)*	• The plural form of regular nouns used correctly.

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
1.2 ETIQUETTE	**1.2.1 Manners**	1.2.1.1 Use appropriate language to talk about good manners and behaviour	• Talking about table manners (*not talking when eating, washing hands before eating, praying before eating …)* • Discussing good behaviour (*respecting others, being honest, punctuality, apologising, showing gratitude*…)	• Appropriate language to talk about good manners and behaviour used accordingly.
1.3 STORIES	**1.3.1 Simple Stories**	1.3.1.1 Analyse simple stories orally	• Listening to simple stories (*folk tales, fables, traditional stories, fairytales, decodable stories…)* • Re-telling simple stories *(sequencing events in a story*) • Answering oral questions based on the story *(main character(s), setting, and important events in a story…)* • Answering oral questions based on the text - expository *(Animals, foods, health, and environmental health…)*	• Simple stories analysed correctly.
1.4 SONGS	**1.4.1 Simple Songs**	1.4.1.1 Use appropriate language in simple songs	• Listening to and singing simple songs *(Greeting song, decodable songs, Alphabet song, Number song, Days of the Week, National Anthem…)* • Answering oral questions based on songs	• Appropriate language in simple songs used correctly.

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			(lessons/message/moral drawn from song…)	
1.5 DRAMA	**1.5.1 Role Playing**	1.5.1.1 Use appropriate language to depict real-life situations	• Discussing events *(birthdays, Christmas, Independence Day)* • Roleplaying simple events (*birthdays – "present, cake", Christmas – "Merry Christmas", Independence Day – "Zambia, freedom, Happy Independence Day"…)*	• Appropriate language to depict real-life situations used correctly.
1.6 POETRY	**1.6.1 Simple Poems**	1.6.1.1 Recite simple poems	• Reciting simple poems on animals *(Ba-Ba Black Sheep)*, colours *(Red, Red Like an Apple Ripe)*, friendship, family • Repeating rhymes *(Twinkle, Twinkle Little Star, Red Lorry Yellow Lorry)*	• Simple poems recited accurately.
	1.6.2 Tongue Twisters	1.6.2.1 Recite tongue twisters	• Reciting tongue twisters *(Tommy told Timmy to touch his toes, but Timmy thought Tommy told him to touch his nose…*) • Reciting tongue twisters with correct pronunciation	• Tongue twisters recited correctly.
1.7 DESCRIPTIONS	**1.7.1 Describing People and Objects**	1.7.1.1 Use appropriate language in describing people and objects	• Describing people using appropriate adjectives *(tall, fat, slim, dark, light, short)*	• Appropriate language in describing people and objects used correctly.

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Describing objects using appropriate adjectives *(big, small, long, short, red, blue…)*	
1.8 GAMES	**1.8.1 Language Games**	1.8.1.1 Use appropriate language to play games	• Identifying language games (*Story-chain, Simon Says…)* • Playing language games *(Story-chain, Simon Says…)*	• Appropriate language in playing games used accordingly.

READING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
1.9 SOUNDS	**1.9.1 Short Vowels**	1.9.1.1 Sound out short vowels	• Identifying the short vowel sounds /*a, e, i, o, u/* • Sounding out the short vowel sounds /*a, e, i, o, u/*	• Short vowels sounded out correctly
	1.9.2 Consonants	1.9.2.1 Sound out consonants in English	• *Identifying the consonant sounds /s/t/p/n/c/k/h/r/m/d/g/l/f/b/j/z/w/v/y /x/* • Sounding *out the consonant sounds / s/t/p/n/c/k/h/r/m/d/g/l/f/b/j/z/w/v/y/ x/* • Identifying initial, middle and end sounds in words (**h**it, a**c**t, po**t**)	• Consonants in English sounded out correctly.
		1.9.2.2 Blend and read words with consonants	• Blending decodable words with consonants *VC (it, at), CVC (pot, jam)* • Segmenting, adding, deleting and substituting and isolating sounds • Reading decodable phrases *(fat cat…)* and sentences *(A fat cat sat on a mat…)*	• Words with consonants blended and read correctly.
	1.9.3 Long Vowels	1.9.3.1 Sound out long vowels	• Identifying the long vowel sounds /*ai, ee, ie, oa, ue/* • Sounding out the long vowel sounds /*ai, ee, ie, oa, ue/*	• Long vowels sounded out correctly.

READING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Identifying initial, middle and end sounds in words (***oa****t, r****ai****n, t****ie****)*	
		1.9.3.2 Blend and read words with long vowels	• Blending decodable words with long vowels VC *(****ai****d)* CVC *(b****oa****t)* • Segmenting, adding, deleting and substituting and isolating sounds • Reading decodable words *(pain, feet)* • Reading decodable phrases *(six fat goats)* and sentences *(A red raincoat…)*	• Words with long vowels blended and read correctly.
	1.9.4 Digraphs	1.9.4.1 Sound out digraphs	• Identifying the digraph sounds */ng,* oo, oo, *ch, sh, th, th, qu er, ar/* • Sounding out the digraph sounds */ng, oo, oo, ch, sh, th (voiced e.g. **th**at), th (unvoiced e.g. **th**in), qu, er, ar*	• Digraphs sounded out correctly.
		1.9.4.2 Blend and read words with digraphs	• Blending decodable words with digraphs VC *(ash)* CVC *(e.g. b****oo****k, farm…)* • Identifying initial, middle and end sounds in words (**qu**een, m**oo**n, ri**ng**...) • Segmenting, adding, deleting and substituting and isolating sounds	• Digraphs blended and read correctly.

READING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Reading decodable phrases *(e.g. a green book)*	
	1.9.5 Diphthongs	1.9.5.1 Sound out diphthongs	• Identifying the diphthongs /*ou, oi/* • Sounding out the diphthongs /*ou, oi/* • Identifying initial, middle and end sounds in words *(sh**ou**t, c**oi**n…)*	• Diphthongs sounded out correctly.
		1.9.5.2 Blend and read words with diphthongs	• Blending decodable words *(VC: out, CVC: coin…)* • Segmenting, adding, deleting, substituting and isolating sounds • Reading decodable phrases *(hot **oi**l in a pan…)*	• Words with diphthongs blended and read correctly.
	1.9.6 Consonant Blends	1.9.6.1 Read words with consonant blends and clusters.	• Identifying initial consonant blends and clusters (*st-, cl-, fl-, gr-, bl-, thr-, str-, …)* and final consonant blends *(st, -nd, -sk, -mp, -ct…)* • Reading words with consonant blends CCVC words *(step, clap, flip, grass…)* CVCC words *(fast, end, ask, jump, fact…)*	• Words with consonant blends and clusters read correctly.
1.10 SENTENCES	**1.10.1 Sight Words**	1.10.1.1 Read sight with fluency	• Recognising high frequency sight words *(I, the, he, she, me, we, be, was, to, do, are, all, is, as, they…)*	• Sight words read fluently.

READING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Reading high frequency sight words. • Reading high frequency sight words in sentences.	

WRITING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
1.11 HANDWRITING (Manuscript/Print)	**1.11.1 Sitting Posture**	1.11.1.1 Demonstrate correct sitting posture	• Practicing sitting upright versus slouching over *(sit like leo/jumbo, feet flat on the floor, back straight, elbows at 90 degrees)*	• Sitting posture demonstrated correctly.
	1.11.2 Fine Motor Skills	1.11.2.1 Use appropriate grip to hold pencils	• Practicing finger manipulation exercises *(making shapes in the air, clutching, finger snapping)* • Holding pencil with the tripod grip *(The pencil rests against the hand and the middle finger while thumb and the index finger controls the pencil*)	• Pencils held with correct grip accordingly.
	1.11.3 Concept of Print	1.11.3.1 Demonstrate knowledge of basic concepts of print	• Identifying parts of a book (*front cover, back cover, title page)* • Moving top to bottom and left to right on a page, returning to the beginning of the next line • Distinguish letters from words within sentences • Identifying all upper and lowercase letters of the alphabet • Handling books correctly *(gently turning pages, shelving, keeping books away from water and food, no chewing of paper and tearing of pages)*	• Knowledge of basic concepts of print demonstrated correctly.

WRITING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
	1.11.4 Copying Patterns	1.11.4.1 Draw a variety of patterns	• Drawing patterns *(strokes; horizontal, vertical, right-slanting, left-slanting, semi-circle in all directions, zig-zag, curves, loops)* • Copying shapes *(circles, triangles, rectangular and squares)* • Copying Arabic numbers *(numbers 0-9)* • Copying short words in word families *(at, fat, cat, sat, mat, rat…)*	• Variety of patterns drawn correctly.
	1.11.5 Letters of the Alphabet	1.11.5.1 Form upper-case and lower-case letters in print	• Practicing letter formation of lowercase letters - ascenders *(b, d, l, f, h, t, k)*, descenders *(g, j, p, q, y)* and square letters *(a, c, e, i, m, n, o, r, s, u, v, w, x)* • Practicing letter formation of upper-case letters *(A - Z)*	• Lower-case and upper-case letters formed correctly.
	1.11.6 Own Name	1.11.6.1 Write own name	• Copying own name from name cards (*Stephen Moyo)* • Writing own name independently *(Stephen Moyo)*	• Own name written correctly.
1.12 PUNCTUATION	**1.12.1 Punctuate sentences**	1.12.1.1 Use correct punctuation marks in sentences	• Identifying punctuation marks (*Capital letter and full stop)* in a sentence.	• Punctuation marks in sentences used correctly.

WRITING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Punctuating sentences using capital letters *(**T**he, **M**ary),* spacing and full stop *(.)*	
1.13 WORD BUILDING	**1.13.1 Decodable Words**	1.13.1.1 Use knowledge of sounds to build words	• Building words with VC, CVC, CVCC and CCVC structures *(VC – at, CVC – pig, CVCC – jump, CCVC – stop)* • Building word families with same ending sounds (***-in family**: pin, sin, bin, fin…*).	• Words built using sounds correctly.
1.14 DICTATION	**1.14.1 Decodable Texts**	1.14.1.1 Write dictated words, phrases and sentences	• Spelling decodable words from dictation *(cup, tap)* • Spelling decodable words in phrases from dictation *(six red cups)* • Spelling words in sentences from dictation *(The dog is on the mat)*	• Dictated words, phrases and sentences written correctly.
1.15 SEQUENCING	**1.15.1 Word Sequencing**	1.15.1.1 Re-arrange words within a phrase in logical order.	• Re-arranging words within a phrase in logical order *(“dog the sleeps " = The dog sleeps)*	• Words within a phrase re-arranged in a logical order correctly.
		1.15.1.2 Re-arrange words within a sentence in logical order	• Re-arranging words within a sentence in logical order *(“is The sick. cat" = The cat is sick.)*	• Words within a sentence re-arranged logically correctly.

GRADE 2: ENGLISH LANGUAGE

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.1 CONVERSATION	**2.1.1 Family**	2.1.1.1 Use appropriate language to talk about an extended family	• Identifying members of an extended family using pictures. • Talking about the composition of an extended family (*aunty, uncle, cousins, grandmother, grandfather)*	• Appropriate language to talk about an extended family used correctly.
	2.1.2 Time	2.1.2.1 Use appropriate language to describe seasons of the year	• Mentioning seasons of the year in Zambia: (*Cold Season; Dry Season***;** *Rainy Season***)** • Describing the conditions associated to the seasons of the year ***(****Rainy Season-it rains; Cold Season - it is cold; Dry Season - It is hot …)*	• Appropriate language to describe seasons of the year used correctly.
	2.1.3 Places in the Community	2.1.3.1 Use appropriate language to name different places in the community	• Naming places in the community (*schools, clinics and hospitals, chiefs' palaces, police stations, markets, shops***,** *places of worship)* • Stating different religious groups that use different places in the communities (*church – Christians, mosque – Muslims, temple – Hindu, shrine – African Traditional Religion)*	• Appropriate language to name different places in the community used correctly.
	2.1.4 Community Practices	2.1.4.1 Use appropriate language to talk about good practices in the community	• Mentioning good practices in the community (*keep the environment clean, following rules, being kind, being honest, and being fair…)*	• Appropriate language to talk about good practices in the community used correctly.

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Discussing how good practices can affect the community. • Demonstrating good practices in the community and school *(keeping the environment clean, recycling)*	
	2.1.5 Instructions	2.1.5.1 Give and follow a series of instructions	• Giving and following instructions using imperative verbs. (*Give, turn, bring, move, lift, put, stop*) • Using games to give and follow instructions (*Simon says…instructional story, follow the leader…)*	• Instructions given and followed accordingly.
	2.1.6 Occupations	2.1.6.1 Use appropriate language to discuss different occupations in the community	• Naming different occupations in the community (*nursing, farming, driving, teaching …)* • Discussing the roles played by different workers in the community (*teacher teaches, nurse takes care of the sick, farmer grows crops ….)*	• Appropriate language to discuss different occupations in the community used accordingly.
	2.1.7 Expressing Feelings	2.1.7.1 Use appropriate language to express feelings	• Discussing feelings expressed in given pictures *(sadness, happiness, excitement*) • Expressing feelings through facial expressions, words and body language… *(I was <u>happy</u> to receive some sweets...)*	• Appropriate language to express feelings used accordingly.

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Using interjections to express feelings *(surprise – wow! pain –ouch!)*	
	2.1.8 Expressing Opinions	2.1.8.1 Use appropriate language to express personal opinions	• Discussing pictures depicting different activities and expressing which one they like and why. • Expressing personal opinions and giving reasons (*I like watching T.V because there are interesting cartoons…)*	• Appropriate language to express personal opinions used accordingly.
	2.1.9 Wild Animals	2.1.9.1 Use appropriate language to describe wild animals	• Naming wild animals in pictures (*monkey, zebra, lion, rhino…)* • Discussing wild animals' attributes and habitats. (*live in the bush, come in all shapes and sizes (big & small, hares-small elephants-big, some animals eat grass and others eat other animals, some are dangerous…)*	• Appropriate language to describe wild animals used correctly.
	2.1.10 Etiquette	2.1.10.1 Use appropriate language to demonstrate manners and good behaviour	• Discussing respect, honesty and empathy based on a text (*identify honest/respectful/empathetic characters from the text…*) • Demonstrating good behaviour *(greeting, using polite language 'please', 'excuse me', 'thank you' ….)*	• Appropriate language to demonstrate manners and good behaviour used correctly.
2.2 STORIES	**2.2.1 Simple Stories**	2.2.1.1 Analyse simple stories	• Listening to simple traditional stories on different themes *(animals, legends…)*	• Simple stories analysed correctly.

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Re-telling simple stories *(animals, legends…)* • Answering oral questions based on the story *(predictions, main character(s), setting, plot, and important events in a story)*	
2.3 DRAMA	**2.3.1 Simple Plays**	2.3.1.1 Use language to engage in simple plays	• Dramatising simple plays *(voice projection, stage movement, public speaking, confidence…)* • Answering oral questions based on the play *(theme, plot, setting, characterisation…)*	• Language to engage with simple plays used appropriately.
2.4 POETRY	**2.4.1 Simple Poems**	2.4.1.1 Recite simple poems	• Reciting poems *(poems on cross cutting issues, climate change, good practices in the community, as well as poems to encourage imagination…)* • Discussing the lessons from the poems.	• Poems recited correctly.
2.5 RIDDLES	**2.5.1 Simple Riddles**	2.5.1.1 Interpret simple riddles	• Reciting simple riddles *(A house without a door or window… an egg)* • Interpreting simple riddles *(What has hands but cannot clap? "clock")* • Competing to solve the riddles fastest.	• Simple riddles interpreted correctly.
2.6 SONGS	**2.6.1 Simple Songs**	2.6.1.1 Use appropriate language in singing songs	• Listening to and singing simple songs focusing on pronunciation, and rhythm *(Phonics songs depending on*	• Appropriate language practiced through singing songs correctly.

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			*the phoneme of the day, National Anthem, Hymns, Praise and Worship songs, I want to cross the road, the Alphabet Song, Twinkle, Twinkle, Little Star", 'Head, Shoulders, Knees, and Toes', If You're Happy and You Know It, Five Little Monkeys Jumping on the bed**…)*** • Answering oral questions based on the song *(specific vocab, main idea, theme, plot, …)*	
2.7 DESCRIPTIONS	**2.7.1 Describing people**	2.7.1.1 Use appropriate language to describe people	• Describing people using adjectives (*tall, short, fat, slim…)* • Constructing sentences that describe people *(I am clever, they are ..., we are ..., she is....)*	• Appropriate language to describe people used correctly.
2.8 GAMES	**2.8.1 Language Games**	2.8.1.1 Use appropriate language in playing games	• Playing language games **(***Story chain, guess the sounds, I spy, what am I, Chinese whisper, odd one out…).*	• Appropriate language in playing games used correctly.

<table>
<tr><th colspan="5">READING</th></tr>
<tr><th>TOPIC</th><th>SUB-TOPIC</th><th>SPECIFIC COMPETENCES</th><th>LEARNING ACTIVITIES</th><th>EXPECTED STANDARD</th></tr>
<tr><td rowspan="3">2.9 SOUNDS</td><td rowspan="2">2.9.1 Consonant Alternative Spelling Choices</td><td>2.9.1.1 Identify sounds and graphemes used as alternative spelling choices of consonants</td><td>• Identifying the alternative consonant spelling choices<table><tr><td>s – ss, se c, ce</td><td>d – dd</td></tr><tr><td>t - tt</td><td>g – gg</td></tr><tr><td>p - pp</td><td>l – ll</td></tr><tr><td>n – nn, kn</td><td>f – ff, ph</td></tr><tr><td>c k – ck, ch,</td><td>b – bb</td></tr><tr><td>r – rr, wr</td><td>j – g, ge,</td></tr><tr><td>m – mm, mb</td><td>z – zz, ze, s, se</td></tr><tr><td>w – wh</td><td>v – ve</td></tr></table></td><td>• Sounds and graphemes used as alternative spelling choices of consonants identified correctly.</td></tr>
<tr><td>2.9.1.2 Blend and read words with alternative spelling choices of consonants</td><td>• Blending words with alternative spelling choices (wh-e-n=when e-gg=egg, b-u-zz=buzz, kn-o-ck=knock…)
• Reading words with alternative spelling choices (miss, back, photo…)
• Reading phrases and sentences that contain words with alternative spelling choices (She took a photo.)</td><td>• Words with alternative spelling choices of consonants blended and read correctly.</td></tr>
<tr><td>2.9.2 Vowel Alternative Spelling Choices</td><td>2.9.2.1 Identify sounds and graphemes used as alternative spelling choices of vowels</td><td>• Identifying the alternative vowel spelling choices<table><tr><td>/e/ - ea (bread)</td><td>/oa/ - o, o-e, ow, oe</td></tr></table></td><td>• Sounds and graphemes used as alternative spelling choices of vowels identified accordingly.</td></tr>
</table>

<table>
<tr><th colspan="4">READING</th></tr>
<tr><th>TOPIC</th><th>SUB-TOPIC</th><th>SPECIFIC COMPETENCES</th><th>LEARNING ACTIVITIES</th><th>EXPECTED STANDARD</th></tr>
<tr><td rowspan="3"></td><td rowspan="2"></td><td></td><td><table><tr><td>/ai/ - a, a-e, ay,</td><td>/ue/ - u, u-e, ew</td></tr><tr><td>/ee/ - e, ea, ey, y</td><td>/or/ - a, au, aw, oor</td></tr><tr><td>/ie/ - i, i-e, igh, y</td><td>/ou/ - ow</td></tr><tr><td>/oi/ - oy</td><td>/er/ - ir, ur</td></tr></table></td><td></td></tr>
<tr><td>2.9.2.2 Blend and read words with alternative spelling choices of vowels</td><td>• Blending words with alternative vowel spelling choices (b-oy=boy, l-igh-t=light, sh-ir-t=shirt, m-y=my…)
• Segmenting words with alternative vowel spelling choices. (toy=t/oy, cow=c/ow, write=wr/i/t/e…)
• Reading phrases and sentences that contain words with alternative vowel spelling choices (blue shirt, The bird is flying…)</td><td>• Words with alternative spelling choices of vowels blended and read correctly.</td></tr>
<tr><td rowspan="2">2.9.3 Digraph Alternative Spelling Choices</td><td>2.9.3.1 Identify alternative spelling choices for digraphs</td><td>• Identifying the alternative digraph spelling choices
ch – tch (match)
ng – n (ink)</td><td>• Alternative spelling choices of digraphs identified correctly.</td></tr>
<tr><td>2.9.3.2 Use alternative spelling choices of</td><td>• Blending words with alternative digraph spelling choices (match, ink…)</td><td>• Alternative spelling choices of digraphs to blend and read words used correctly.</td></tr>
</table>

READING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
		digraphs to blend and read words	• Reading phrases and sentences that contain words with alternative digraph spelling choices *(pink bag, hatching eggs, I like to catch fish…)*	
	2.9.4 Trigraphs	2.9.4.1 Sound out trigraphs in words	• Identifying trigraphs /ear/ ear, hear, tear /air/ air, hair, chair /oor/ poor • Sounding trigraphs (/ear/ *ear, hear, tear* …)	• Trigraphs in given words sounded out correctly.
		2.9.4.2 Blend and read words using trigraphs	• Blending words with trigraphs *(rear, fair…)* • Reading phrases and sentences that contain words trigraphs *(poor boy, She sat on the chair…)*	• Words blended and read correctly using trigraphs.
	2.9.5 Consonant Blends	2.9.5.1 Sound initial and final consonant blends	• Identifying initial consonant blends (*pl-, sl-, br-, cr-, dr-, fr-, pr-, tr-, sc, sm-, tw-…)* and final consonant blends *(–lb, -ld, -lf,-lk, -lm, -ln, -lp, -lt, -ft, -nt, -pt, -xt…)* • Reading words with consonant blends (***sl**ap, **br**oom, **cr**y…) (pa**lm**, a**nt**, ne**xt**, mi**lk**…)*	• Initial and final consonant blends sounded correctly.
2.10 SENTENCES	**2.10.1 Sight Words**	2.10.1.1 Read sight words with fluency	• Recognising high frequency sight words *(you, your, come, some, said, here, there, they, go, no, so,*	• Sight words read fluently.

READING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			my, one, by, only, old, like, have, live, give, little, down…) • Reading high frequency sight words • Reading high frequency sight words in sentences Subject + verb ***(SV)*** Subject + verb + object ***(SVO)***	
2.11 COMPREHENSION	**2.11.1** Intensive Reading	2.11.1.1 Read texts with understanding	• Discussing new vocabulary from texts. • Reading simple texts (*folk tales, fables, traditional stories, fairytales…)* • Re-telling simple texts *(sequencing events in a story*) • Answering questions based on the text *(main character(s), setting, and important events in a story)* • Answering comprehension questions *(4W+H questions)*	• Texts read with understanding accordingly.
	2.11.2 Extensive Reading	2.11.2.1 Read a variety of texts for pleasure	• Reading a variety of texts (*texts of choice)* • Reviewing a variety of texts. *(re-telling, summarising, identify themes/central ideas of a story)*	• A variety of texts read for pleasure accordingly.

WRITING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.12 HANDWRITING (Tailed Writing)	**2.12.1 Copying**	2.12.1.1 Write lower and upper-case letters using tailed handwriting	• Practicing letter formation of lowercase letters - ascenders *(d, l, f, h, t, k)*, descenders *(j, p, q, y)* and square letters *(a, c, e, i, m, n, o, r, s, u, v, w, x)* • Practicing letter formation of uppercase letters - ascenders *(A - Z)*	• Lower and upper-case letters written in tailed handwriting legibly.
		2.12.1.2 Write decodable and sight words	• Writing decodable and sight words containing ascenders, descenders and square letters *(bag, bridge, fly…)*	• Decodable and sight words written legibly.
		2.12.1.3 Write phrases	• Copying phrases *(three blue bags, fat cat …)* • Drawing pictures depicting the phrases that have been copied *(happy dog, big fish...)*	• Phrases written legibly.
		2.12.1.4 Write sentences	• Copying sentences while paying attention to capital letters, comma, spacing, full stop and question mark (***S****he carried a spoon****.****; What is your name****?*** ***M****ary bought a pencil****,*** *rubber and a book*…) • Drawing pictures depicting the sentences that have been copied *(A lion is sleeping – picture of a sleeping lion, A*	• Sentences written correctly and legibly.

WRITING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			big tree - picture of a big tree…)	
		2.12.1.5 Write paragraphs	• Copying paragraphs with three to four sentences *(The sun is shining brightly in the sky. Birds are happily singing up the trees. It is a beautiful day. …)*	• Paragraphs written correctly and legibly.
2.13 SENTENCE CONSTRUCTION	**2.13.1 Words, Phrases and Sentences**	2.13.1.1 Write words, phrases and simple sentences independently	• Writing words independently *(using a picture, or real objects …)* • Filling in crossword puzzles *(cross and down words)* • Writing words based on learnt sounds independently. • Writing phrases based on pictures and real objects independently *(picture of 'big ball', picture of 'red dress'….)* • Writing sentences based on pictures such as conversation posters and picture strips independently (*The cat is black. I see a bus.…)*	• Words, phrases and simple sentences written correctly.

WRITING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.14 ALPHABETICAL ORDER AND SEQUENCING	**2.14.1 Alphabetical Order**	2.14.1.1 Sequence words according to alphabetical order	• Arranging given words in the alphabetical order *(sky, hippo, pear, beans, Zebra =beans, hippo, pear, sky, Zebra…)*	• Words arranged according to alphabetical order correctly.
	2.14.2 Logical Order	2.14.2.1 Sequence words and sentences logically	• Rearranging pictures into a logical order (*Picture strips jumbled up).* • Rearranging words in a sentence in a logical order *(boy the eating is = The boy is eating.)* • Rearranging sentences logically *(He sells it at the market. Mr. Banda is a fisherman. He catches fish.) = (Mr. Banda is a fisherman. He catches fish. He sells it at the market.)*	• Words and sentences sequenced logically.
2.15 SPELLING	**2.15.1 Word Spelling**	2.15.1.1 Spell words correctly	• Completing given words by writing missing graphemes (letters) *(b—d, = b**ir**d tr—n = tr**ai**n)* • Playing spelling games (**Word sorting** - *sort words according to spelling patterns or phonetic features eg. sorting words with long vowel sounds vs short vowel sounds;* ***Word building****-learners use*	• Words spelt correctly.

WRITING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			cards to build words that follow a specific spelling pattern…). • Searching for words *(Learners search for words that follow a certain spelling rule in a text or other visual aids…)* • Creating a spelling journal – (*learners to create a journal where they write words, sentences or short paragraphs*).	
	2.15.2 Dictation	2.15.2.1 Write dictated words, phrases and sentences	• Writing dictated words (*church, sneeze…)* • Writing dictated phrases (*red flowers, tall man…)* • Writing dictated sentences *(The girl is sitting on the floor…)*	• Dictated words, phrases and sentences written correctly.

<table>
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<tr><th>TOPIC</th><th>SUB-TOPIC</th><th>SPECIFIC COMPETENCES</th><th>LEARNING ACTIVITIES</th><th>EXPECTED STANDARD</th></tr>
<tr><td rowspan="2">2.16 WORD RELATIONSHIPS</td><td>2.16.1 Synonyms</td><td>2.16.1.1 Demonstrate knowledge of synonyms</td><td>• Matching words of similar meanings (sad & unhappy, close & shut)
• Mapping given words with synonyms (large – big, enormous, gigantic, huge …).
• Sorting words into categories of synonyms (Tasty, hungry, delicious, starving, yummy…<table><tr><td>Tasty
Delicious
Yummy</td><td>Hungry
Starving</td></tr></table></td><td>• Knowledge of synonyms demonstrated correctly.</td></tr>
<tr><td>2.16.2 Antonyms</td><td>2.16.2.1 Demonstrate knowledge of antonyms</td><td>• Matching words of opposite meanings (far and near, bad and good, easy and difficult, above and below, cold and hot, follow and lead, hard and soft…)
• Mapping given words with their antonyms (large – small, little, thin…).
• Drawing pictures to depict antonyms (big ball and a small dish to represent big and small…)</td><td>• Knowledge of antonyms demonstrated correctly.</td></tr>
<tr><td>2.17 PARTS OF SPEECH</td><td>2.17.1 Nouns</td><td>2.17.1.1 Demonstrate knowledge of nouns</td><td>• Circling proper nouns from a list of words (John, Lusaka, boy, school, book …)</td><td>• Knowledge of nouns demonstrated correctly.</td></tr>
</table>

WRITING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Writing nouns found in the classroom *(books, duster, ruler…)* • Creating a list of nouns found in a picture. • Drawing pictures next to appropriate nouns to depict the meaning. • Writing sentences using different nouns and underlining them. • Adding 's' to a noun to make it plural *(dog + s = dogs, bag+ s = bags…)*	
	2.17.2 Verbs	2.17.2.1 Demonstrate knowledge of verbs	• Identifying verbs depicted in pictures (*a bird flying, a cat jumping, a rabbit hopping…* • Role modeling different actions *(dancing, singing, eating, clapping, reading…)* • Writing sentences with action words represented in a picture (*John is sweeping the floor…)*	• Knowledge of verbs demonstrated correctly.
	2.17.3 Prepositions	2.17.3.1 Demonstrate knowledge of prepositions	• Identifying prepositions (position of things) *(in, on, under, at, next to, behind, in front of…)* • Underlining prepositions in given sentences *(The teacher*	• Knowledge of prepositions demonstrated correctly.

WRITING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			*is **behind** the desk. The book is **in** the box…)* • Completing sentences using prepositions according to given pictures *(The ball is **under** the table. The book is **on** the table…)*	
	2.17.4 Conjunctions	2.17.4.1 Demonstrate knowledge of conjunctions	• Identifying conjunctions in given sentences (*but, and)* • Underlining conjunctions in given sentences *(I went to the market **but** there were no chickens. My teacher was reading a story, **and** I was listening…)* • Writing two simple sentences and join them using 'but' or 'and' *(I like to play football **but** my brother likes to play basketball. I will peel my bananas **and** eat them…*)	• Knowledge of conjunctions demonstrated correctly.
	2.17.5 Possessive Words	2.17.5.1 Demonstrate knowledge of possessive words	• Identifying possessive words in given sentences (*my, mine, yours) (**My** name is Blessing. The bottle is **mine.** The dog ate **your** lunch. The pencil I am using is **yours**…)* • Choosing correct possessive words to fill in the blank	• Knowledge of possessive words demonstrated correctly.

WRITING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			spaces in given sentences *My, mine, your, yours* *My name is John.* *This is my book, it is mine* *This is your bag, it is yours….)*	
PUNCTUATION	**2.17.6 Punctuate sentences.**	2.17.6.1 Use commas and question marks in sentences.	• Punctuating a list of items with a comma *(banana, apple, mango ….)* • Adding question marks to interrogative statements *(What is your name**?** Where do you live**?**…)* • Using punctuation marks in given sentences (*capital letter, full stop, spacing, question mark, comma)*	• Commas and question marks used in sentences correctly.

GRADE 3: ENGLISH LANGUAGE

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.1 CONVERSATION	**3.1.1 Time**	3.1.1.1 Use appropriate language to discuss seasons of the year	• Describing the activities and actions associated with the seasons of the year *(Rainy Season-carrying an umbrella, planting… Cold Season-wearing warm clothes… Dry Season-harvesting…)* • Discussing causes (*pollution, deforestation…)* and effects (*drought, flooding…)* of climate change on the seasons.	• Appropriate language to discuss seasons of the year used accordingly.
	3.1.2 Places in the Community	3.1.2.1 Use appropriate language to discuss places in the community	• Identifying groups of people found in different places in the community (*School – pupils, teachers. Hospital – doctors, nurses, patients. Church – elders, pastors, members, priest…)* • Describing activities done in various places of the community *(places of worship – praying, hospitals – treatment and care, police station – security)*	• Appropriate language to discuss places in the community used correctly.
	3.1.3 Community Responsibilities	3.1.3.1 Use appropriate language to discuss community responsibilities	• Mentioning community responsibilities (*caring for public property, participation in community work, charity work…)*	• Appropriate language to discuss community responsibilities used correctly.

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Discussing the importance of community responsibilities *(promotes community health and safety...)* • Participating in various community responsibilities *(cleaning the environment, planting a garden…)* • Discussing the completed above activity using language.	
	3.1.4 Directions	3.1.4.1 Use appropriate language in asking and giving simple directions	• Discussing vocabulary for asking and giving simple directions (*forward, backward, left, right, turn, opposite, next to, North, South, East, West…)* • Asking for directions *('Excuse me, how do I get to the police station?' 'Where can I find a hospital? Thank-you)* • Giving directions *(Walk down the road then turn left/right.)*	• Appropriate language in asking and giving simple directions used correctly.
	3.1.5 Instructions	3.1.5.1 Use appropriate language in giving and following simple instructions	• Discussing vocabulary for giving and following instructions *(first, second, add, stir, next, then, get, put…)* • Role playing giving and following instructions e.g how to make a paper boat *(First fold a paper in half, next fold-in each corner….)*	• Appropriate language in giving and following simple instructions used correctly.

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.2 ETIQUETTE	**3.2.1 Manners**	3.2.1.1 Use appropriate language to demonstrate manners and good behaviour	• Talking about communication etiquette (*listening before speaking, do not speak or interrupt someone who is speaking…)*, good behaviour *(respect for culture, honesty, empathy…)* and appropriate dressing *(cleanliness, modesty…)* • Making polite requests *(magic word "please", "May I" ...)*	• Language to demonstrate manners and good behaviour used appropriately.
3.3 STORIES AND TEXTS	**3.3.1 Simple Stories and Texts**	3.3.1.1 Analyse simple stories and texts orally	• Listening to simple stories and texts on different themes *(gender issues, human rights, health and nutrition…)* • Re-telling simple stories and texts *(sequencing events in a story or text)* • Answering oral questions based on the story *(main character(s), setting, plot, and important events in a story)* • Answering oral questions based on the text - expository *(gender issues, human rights, health and nutrition…)*	• Simple stories and texts analysed correctly.
3.4 SONGS	**3.4.1 Simple Songs**	3.4.1.1 Analyse simple songs	• Listening to and singing simple songs *(Phonics songs, National Anthem, Road Safety Songs…)* • Answering oral questions based on the song *(theme, rhyme scheme, characterisation)*	• Simple songs analysed correctly.

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.5 DRAMA	**3.5.1 Simple Plays**	3.5.1.1 Use appropriate language to participate in simple plays	• Dramatising simple plays *(voice projection, stage movement, public speaking, confidence* • Answering oral questions based on the play *(theme, plot, setting, characterisation)*	• Appropriate language to participate in simple plays used correctly.
3.6 POETRY	**3.6.1 Simple Poems**	3.6.1.1 Recite simple poems	• Reciting simple poems and rhymes in groups and individually.	• Simple poems recited accurately.
3.7 RIDDLES	**3.7.1 Riddles**	3.7.1.1 Interpret simple riddles	• Reciting riddles (*What gets wetter as it dries? A towel. If you speak its name you break it. Silence)* • Interpret simple riddles *(What has a tail and a head but no body? A coin…)*	• Riddles interpreted correctly.
3.8 DESCRIPTIONS	**3.8.1 Describing People and Objects**	3.8.1.1 Use appropriate language to describe people and objects	• Identifying descriptive words *(intelligent, clean, large, brave…)* • Describing people using appropriate adjectives *(smart, kind, slow, helpful, polite, mean, selfish, greedy…)* • Describing objects using appropriate adjectives *(striped, round, floral, spotted, sharp…)*	• Appropriate language to describe people and objects used accordingly.
	3.8.2 Describing Events	3.8.2.1 Use appropriate language to describe events	• Identifying descriptive words *(exciting, boring, exhausting…)*	• Appropriate language to describe events used accordingly.

LISTENING AND SPEAKING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Describing events using appropriate adjectives *(fun, interesting, colourful, wonderful, unique…)*	

READING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.9 SOUNDS	**3.9.1 Alternative Consonant Spelling Choices**	3.9.1.1 Sound alternative spelling choices of consonants	• Identifying the alternative consonant spelling choices *j – dge (bri**dge**)* *s (trea**s**ure)* *w - u (peng**u**in)* • Sounding out the consonant alternative spelling choices	• Alternative spelling choices of consonants sounded correctly.
	3.9.2 Blend and read words using alternative consonants	3.9.2.1 Blend and read words using alternative consonants	• Blending words with alternative consonant spelling choices *(bridge, treasure, measure…)* • Reading words and sentences that contain alternative consonant spelling choices *(pleasure, fridge. There is treasure under the bridge.)*	• Words with alternative consonants blended and read correctly.
	3.9.3 Vowels Alternative Spelling Choices	3.9.3.1 Sound alternative spelling choices of vowels	• Identifying the alternative vowel spelling choices /u/ - o (gl**o**ve) /oo/ - ew, ue (gl**ue**, scr**ew**) Schwa – (teach**er**)	• Alternative spelling choices of vowels sounded correctly.

READING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Sounding out the alternative vowel spelling choices	
		3.9.3.2 Blend and read words with alternative spelling choices of vowels	• Blending words with alternative vowel spelling choices *(l**o**ve, cr**ew**, bl**ue**, circ**u**s…)* • Reading words and sentences that contain words with alternative vowel spelling choices *(ch**ew**, coll**ar**, doct**or**. My teacher has blue gloves.)*	• Words with alternative spelling choices of vowels blended and read correctly.
	3.9.4 Digraph Alternative Spelling Choices	3.9.4.1 Sound alternative spelling choices of digraphs	• Identifying the alternative digraph spelling choices *sh - ti, ch (**ch**ef, sta**ti**on)* • Sounding out the alternative digraph spelling choices	• Alternative spelling choices of digraphs sounded correctly.
		3.9.4.2 Blend and read words with alternative spelling choices of digraphs	• Blending words with alternative digraph spelling choices *(posi**ti**on, sta**ti**on, **ch**ef, ma**ch**ine…)* • Reading words and sentences that contain alternative digraph spelling choices *(ac**ti**on, ma**ch**ine. We found the **ch**ef at the sta**ti**on.)*	• Alternative spelling choices of digraphs used correctly.
	3.9.5 Trigraph Alternative Spelling Choices	3.9.5.1 Sound alternative spelling choices of trigraphs	• Identifying alternative trigraph spelling choices */ear/ eer (beer)* */air/ are, ear (bare, bear)* */oor/ ure, (pure)*	• Alternative spelling choices of trigraphs sounded correctly.

READING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Sounding out alternative trigraph spelling choices	
		3.9.5.2 Blend and read words with alternative trigraph spelling choices	• Blending words with alternative trigraph spelling choices *(peer, cheer, fare, pear, bear, pure, cure…)* • Reading words and sentences with alternative trigraph spelling choices *(care, I was sure of the bus fare.)*	• Words with alternative trigraph spelling choices blended and read correctly.
	3.9.6 Consonant Blends	3.9.6.1 Read words with consonant blends	• Identifying three-letter consonant blends (*str-, spr-, thr-, shr-, scr-, spl-…)* • Reading words with three-letter consonant blends *(stream, spring, throne, shrine, screw, splash)*	• Words with consonant blends read correctly.
3.10 SENTENCES	**3.10.1 Sight Words**	3.10.1.1 Read sight words in sentences with fluency	• Recognising high frequency sight words *(every, goes, does, made, their, once, upon, always, also, eight, love, cover, after, want…)* • Reading high frequency sight words • Reading high frequency sight words in sentences Subject + verb *(**SV** I **love** you)* Subject + verb + object *(**SVO** John kicked **the** ball)*	• Sight words in sentences read fluently.
3.11 READING ALOUD	**3.11.1 Fluency and Expression**	3.11.1.1 Read text aloud with fluency	• Discussing new vocabulary within the context of the story or text.	• Texts read aloud with fluency.

READING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Modelling fluent reading by using appropriate pacing, expression, intonation and pronunciation. • Reading aloud more complex words, longer sentences and simple books with fluency. • Asking questions, making predictions, and discussing key concepts.	
3.12 SHARED READING	**3.12.1 Simple Stories and Texts**	3.12.1.1 Read simple stories and texts with understanding.	• Reading aloud in peer-reading sessions – different text types *(fiction and non-fiction)* • Re-telling stories or texts to enhance comprehension. • Asking and responding to comprehension questions based on main elements *(story – characters, setting, plot…)* central ideas and relevant details *(informational text – theme, main points…)*	• Simple stories and texts read correctly with understanding.
3.13 INDEPENDENT READING	**3.13.1 Stories and Texts**	3.13.1.1 Read stories and texts with understanding	• Reading of fiction and non-fiction genres independently/ according to personal preference. • Reading passages on various themes *(cultural celebrations and festivals, traditional ceremonies entrepreneurship, health…)*	• Stories and texts read correctly with understanding.

READING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.14 EXTENSIVE READING	**3.14.1 Reading a Variety of Texts**	3.14.1.1 Read a variety of stories and texts for pleasure	• Reading a variety of stories and texts for pleasure according to preference. • Answering follow-up questions on read texts. • Reporting main message on the texts read. • Reporting back new vocabulary from texts read.	• A variety of stories and texts read for pleasure accordingly.
3.15 INTENSIVE READING	**3.15.1 Silent Reading**	3.15.1.1 Read a variety of stories and texts silently with understanding	• Reading a variety of stories and texts silently. • Practicing good reading habits (*avoiding lip reading and pointing at words with fingers…)* • Retelling main ideas from a story or text. • Answering the *5 W+H* question words (*what, who, where, when, why, and how* **…)**	• A variety of stories and texts silently read and explained correctly.

WRITING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.16 HANDWRITING (cursive)	**3.16.1 Letters of the Alphabet**	3.16.1.1 Write legibly letters of the alphabet using cursive handwriting	• Writing in cursive lowercase letters - ascenders *(b, d, l, f, h, t, k)*, descenders *(g, j, p, q, y)* and square letters *(a, c, e, i, m, n, o, r, s, u, v, w, x)* • Copying words and sentences using cursive handwriting.	• Letters of the alphabet written legibly in cursive handwriting.
3.17 SPELLING	**3.17.1 Word Spelling**	3.17.1.1 Spell words	• Playing the 'clap and spell' game to spell words *(b-e-c-a-u-s-e)* • Building and writing words with the same spelling pattern – word families *(ough – rough, tough. ake - cake, rake, bake…)* • Re-arranging letters to spell a selected word *(mpuj = jump, thero = other)* • Creating a spelling journal *(learners create a journal where they write words, sentences or short paragraphs*)	• Words spelt correctly.
	3.17.2 Dictation	3.17.2.1 Write dictated words, phrases and sentences	• Writing dictated words (*hammer, square…)* • Writing dictated phrases (*twenty empty boxes, an honest girl…)* • Writing dictated sentences *(There are some happy children here…)*	• Dictated words, phrases and sentences written correctly.

WRITING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.18 WORD RELATIONSHIPS	**3.18.1 Synonyms**	3.18.1.1 Demonstrate knowledge of synonyms	• Matching words with similar meanings *(clean – tidy, thin - skinny)* • Mapping given words with their synonyms (*expensive – costly, dear, pricey, high…).* • Completing sentences using suitable synonyms *(Annie is a beautiful girl (ugly, pretty)*	• Knowledge of synonyms demonstrated correctly.
	3.18.2 Antonyms	3.18.2.1 Demonstrate knowledge of antonyms	• Matching words with opposite meanings *(quiet – loud, gentle - rough)* • Mapping given words with their antonyms (*sad – happy, excited, joyful, cheerful…)*	• Knowledge of antonyms demonstrated correctly.
3.19 SENTENCES	**3.19.1 Sentence Construction**	3.19.1.1 Construct simple sentences	• Constructing sentences using: Subject + Verb (*Patrick slept.)* Subject + Verb + Object *(Lufasi ate mangoes.)* Subject + Verb + Direct Object + Indirect Object *(Mutwale bought a cake for his mother.)*	• Simple sentences constructed correctly.
3.20 PARTS OF SPEECH	**3.20.1 Nouns**	3.20.1.1 Demonstrate knowledge of nouns.	• Identifying countable nouns *(balls, pens)* and uncountable nouns *(salt, sugar, water)* • Classifying nouns into countable and uncountable (pencil, sand, grass, phone, hair, onion)	• Knowledge of nouns demonstrated correctly.

<table>
<tr><th colspan="4">WRITING</th></tr>
<tr><th>TOPIC</th><th>SUB-TOPIC</th><th>SPECIFIC COMPETENCES</th><th>LEARNING ACTIVITIES</th><th>EXPECTED STANDARD</th></tr>
<tr><td rowspan="3"></td><td></td><td></td><td><table><tr><td>Countable
Pencil
Phone
Onion</td><td>Uncountable
Sand
Grass
Hair</td></tr></table>
Construct sentences using countable and uncountable nouns.
Adding 'es' and ‘ies’ to countable nouns to make the plural (bus + es = buses, baby + ies = babies)</td><td></td></tr>
<tr><td>3.20.2 Verbs</td><td>3.20.2.1 Demonstrate knowledge of verbs</td><td>Changing the form of the verb by using different pronouns (I jump, you jump, he/she/it jumps we jump, they jump)
Completing sentences using the verb ‘to be’ (am, are, is) (I am singing, You are singing, He/she/it is singing, We are singing, They are singing)</td><td>Knowledge of verbs demonstrated correctly.</td></tr>
<tr><td>3.20.3 Tenses</td><td>3.20.3.1 Demonstrate knowledge of tenses</td><td>Identifying present simple tense (to walk, to cook), the present continuous tense (walking, cooking) and the past simple tense (walked, cooked)</td><td>Knowledge of tenses demonstrated correctly.</td></tr>
</table>

WRITING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Changing regular verbs into the present continuous tense by adding the suffix 'ing' *(cook + ing = cooking)* • Changing regular verbs into past tense by adding the suffix 'ed' *(cook + ed = cooked)*	
	3.20.4 Adjectives	3.20.4.1 Demonstrate knowledge of adjectives	• Describing nouns using adjectives *(**black** dog – **old** lady, **fluffy** coat, **vicious** animal, **beautiful** girl)* • Writing short sentences to describe nouns using adjectives (*The **red** bag is mine…*)	• Knowledge of adjectives demonstrated correctly.
	3.20.5 Adverbs	3.20.5.1 Demonstrate knowledge of adverbs of manner	• Describing verbs using adverbs *of* manner *(walk **slowly**, eat **hungrily**, sing **loudly**)* • Filling in blank spaces with appropriate adverbs of manner (*He/ She walked ……slow, **slowly** …..*)	• Knowledge of adverbs demonstrated correctly.
	3.20.6 Reflexive Pronouns	3.20.6.1 Demonstrate knowledge of reflexive pronouns	• Identifying reflexive pronouns singular *(I/myself, you/yourself, him/himself, her/herself, it/itself)* and reflexive pronouns plural *(we/ourselves, you/yourselves, them/themselves)* • Identifying reflexive pronouns in a text.	• Knowledge of reflexive pronouns demonstrated correctly.

WRITING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Filling the blank spaces with appropriate reflexive pronouns (*She felt very sorry for ……. = herself)*	
3.21 PUNCTUATION	**3.21.1 Sentences and short paragraphs**	3.21.1.1 Punctuate sentences and short paragraphs with exclamation marks and speech marks	• Discussing the function of exclamation and speech marks. • Identifying exclamation and speech marks in a text. • Punctuating sentences and paragraphs using exclamation marks (!) • Punctuating sentences in a short paragraph using speech marks *(“….”)*	• Sentences and short paragraphs punctuated with exclamation and speech marks correctly.
3.22 ALPHABETICAL ORDER AND SEQUENCING	**3.22.1 Arranging words and sentences**	3.22.1.1 Sequence words and sentences in a logical order	• Arranging words in alphabetical order *(sun, stove, ship, sink = ship, sink, stove, sun)* • Re-arranging words in a sentence in logical order *(girl Mary a is = Mary is a girl)* • Rearranging given sentences in logical order *(She washed her face. Mwansa woke up in the morning. Mwansa then went to the market.) (Mwansa woke up in the morning. She washed her face. Mwansa then went to the market.)*	• Words and sentences sequenced in a logical order correctly.

WRITING				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
	3.22.2 Using a dictionary	3.22.2.1 Use a dictionary	• Scanning through a dictionary to find specific words • Extracting definitions of specific words from a dictionary	• Dictionary used correctly.
3.23 SUMMARY	**3.23.1 Summarising**	3.23.1.1 Summarise simple paragraphs	• Identifying important ideas in a paragraph • Writing important ideas in short form *(phrases)*	• Simple paragraphs summarised correctly.
3.24 COMPOSITION	**3.24.1 Guided Composition**	3.24.1.1 Write stories using given vocabulary	• Writing stories from picture strips *(a dog fetching a ball; a child collecting eggs from a chicken, someone buying onions at the market)* • Composing stories using given vocabulary (*eating, flying, laughing, clever, big, fast)*	• Stories written using given vocabulary correctly.

ZAMBIAN LANGUAGES

1.2 ZAMBIAN LANGUAGES

INTRODUCTION

The focus of teaching Literacy and Language in Zambian Languages from Grade 1 to 3 is to develop the learners' basic reading and writing skills as well as to enhance their listening and speaking skills. Thus, the main components of the syllabus are:

- Listening and speaking
- Reading
- Vocabulary
- Comprehension
- Writing

These components will enhance the development of listening, speaking, reading and writing skills. The competences acquired at this level will prepare learners for learning at subsequent levels.

Although the components are presented separately in this syllabus, teachers are required to integrate them at lesson delivery. This entails that at preparation stage the syllabus should be broken down into schemes of work and weekly forecast which will contain these components – listening and speaking, reading, vocabulary, comprehension and writing.

SUGGESTED TEACHING METHODOLOGY

The teaching of Literacy and Language will follow Constructivist principles. This is where the teacher provides learners with experiences that allow them to hypothesise, predict, manipulate objects, pose questions, research, investigate, imagine, and invent. It will make use of systematic synthetic phonics, which involves the explicit teaching of the following key literacy skills; phonological and phonemic awareness, phonics, vocabulary, reading, comprehension and writing skills. In synthetic phonics, learners are taught letter sounds that they blend to be able to read as opposed to analytic phonics where learners are taught to recognise whole words by sight, and later to break down the word into the smaller units.

Generally, lesson delivery should follow the **Gradual Release Model (GRM)**, where the teacher starts by demonstrating the activity, then doing the activity with the learners and finally learners doing the activity independently. Furthermore, a variety of teaching techniques should be employed in order to meet different learning needs of learners.

LETTER SOUNDS AND SYLLABLES

The teaching of sounds at Lower Primary School level will build on the content taught at ECE level. It will involve dealing with single sounds starting with vowels and single consonants, to form syllables. Single sounds will be followed by syllables formed by consonant clusters. Consonant clusters and digraphs should be handled as syllables and not as individual sounds.

This syllabus has also provided a sequence of sounds and syllables for each Zambian Language. The introduction of letters should be preceded by phonological and phonemic awareness.

TRANSITION

This syllabus is designed to facilitate the transition of learners from ECE to Grade 1 level. However, it is cognisant of circumstances in which some learners will come to Grade 1 without going through ECE. How much time will be spent on pre-reading and pre-writing skills shall be dependent on the abilities of the learners in Grade 1. The teacher should consider reconciling the needs of those without ECE experience on the one hand and the abilities of those with ECE experience on the other.

TIME ALLOCATION

Literacy and Language in Zambian Languages at Lower Primary School level is allocated 5 hours 30 minutes per week. This translates into 11 periods of 30 minutes each in a week. Literacy lessons shall be executed in 1 hour, every day of the week. One period of 30 minutes should be dedicated for teaching handwriting. This implies that there will be a 1 hour Literacy lesson each day and the extra 30 minutes should be utilised for handwriting, any day of the week.

ASSESSMENT

The learner assessment at this level shall follow the national Standardised Assessment (SAs) format, schedule and procedures as per policy prescription. The Standardised Assessment shall be conducted in Week 5 and Week 10 of every term. The Standardised Assessment for Literacy shall be based on the main components of the syllabus namely:

- Listening and speaking
- Phonological and Phonemic Awareness
- Reading
- Fluency
- Vocabulary
- Comprehension

- Writing

In addition to Standardised Assessment, other forms of assessments should be given by the teacher in order to inform the teaching and learning process.

KEY COMPETENCES TO BE DEVELOPED

S/N	Competence	DESCRIPTORS
1	**Analytical Thinking**	• Identify patterns
2	**Communication**	• Demonstrate good listening, speaking and writing skills • Use appropriate language in different situations • Express oneself clearly and effectively • Take turns in conversing with others
3	**Creativity And Innovation**	• Communicate one's ideas to others • Ask questions
4	**Collaboration**	• Work with peers in group work
5	**Critical Thinking**	• Ask questions • Work in groups and engage in discussion • Classify items according to their attributes • Manipulate different objects
6	**Digital Literacy**	• Develop simple hand-eye coordination with digital devices
7	**Emotional Intelligence**	• Communicate with others • Work together • Show sympathy
8	**Entrepreneurship**	• Use language to demonstrate simple economic concepts like buying and selling • Role – play simple entrepreneurial activities
9	**PROBLEM SOLVING**	• Use knowledge of the alphabet to construct new words

GRADE 1: ZAMBIAN LANGUAGES

Listening and Speaking				
TOPIC	**SUBTOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
1.1 STORIES	**1.1.1 Listening to Stories**	1.1.1.1 Listen to stories	• Listening to stories that are told or read (legends, folk tales, fairy tales) and answering questions • Acting out parts of a story	• Oral questions based on stories answered correctly • Parts of a story acted out accordingly
	1.1.2 Story Telling	1.1.2.1 Tell stories creatively	• Retelling stories. • Telling own stories • Role playing stories	• Stories retold logically • Own stories told logically /chronologically • Stories role played creatively.
1.2 CONVERSATIONS	**1.2.1 Information and Explanations**	1.2.1.1 Use complete sentences to communicate information	• Completing oral sentences • Constructing oral sentences using pictures • Constructing oral sentences from word clues	• Oral sentences completed correctly • Oral sentences constructed appropriately • Oral sentences constructed correctly using word clues
		1.1.2.2 Ask relevant questions to get better understanding and knowledge	• Asking and answering questions (question chain, likes and dislikes …)	• Oral questions asked and answered correctly
	1.2.2 Discussions	1.2.2.1 Use appropriate language when	• Identifying words and phrases used when talking to adults	• Words and phrases used when talking to adults identified correctly

Listening and Speaking				
TOPIC	**SUBTOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
		talking to adults and friends	• Identifying words and phrases used when talking to friends • Role playing listening and speaking to adults and friends (on child abuse, drug abuse …)	• Words and phrases used when talking to friends identified correctly • Listening and speaking to adults and friends role played accordingly
		1.2.2.2 Participate in discussions using complete sentences	• Discussing a topic with friends (gender roles, human rights, corruption)	• A topic discussed with friends using complete sentences
	1.2.3 Greetings	1.2.3.1 Use appropriate greetings	• Singing greeting songs • Using specific greetings for different times of the day (morning, afternoon, evening) • Using specific greeting for different age groups. • Role playing greeting adults and friends	• Greeting songs sung accordingly • Specific greetings for different times done accordingly • Specific greetings for different age groups done accordingly. • Greeting adults and friends role played accordingly
	1.2.4 Debate	1.2.4.1 Participate in simple debates	• Debating a topic with friends (school rules, choosing leaders, punishment …)	• Point of view supported with at least one point

Listening and Speaking				
TOPIC	**SUBTOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
	1.2.5 Opinions	1.2.5.1 Express opinion using appropriate language	• Playing games expressing opinions (such as agree and disagree, show and tell …)	• Opinions expressed appropriately
	1.2.6 Dialogues	1.2.6.1 Participate in simple dialogues	• Participating in simple dialogues on given topics	• Simple dialogues on given topics performed accordingly
1.3 DESCRIPTIONS	**1.3.1 People**	1.3.1.1 Give physical descriptions of people	• Listing words used to describe people (tall, short, dark …) • Using identified words to describe people • Playing description games such as *I spy, who am I …*	• Words used to describe people identified correctly. • Identified words used correctly to describe people • Description games played accordingly.
	1.3.2 Places	1.3.2.1 Give descriptions of places	• Listing words used to describe places (big, small, long, high, low…) • Using identified words to describe places (home and school) • Playing description games such as *I spy, who am I*	• Words used to describe places listed/identified. • Identified words used correctly to describe places • Description games played accordingly.
	1.3.3 Objects	1.3.3.1 Give descriptions of objects	• Listing words used to describe objects (big, small, long, round, red, blue…)	• Words used to describe objects listed • Identified words used correctly to describe objects

Listening and Speaking				
TOPIC	**SUBTOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Using identified words to describe objects (objects in school and home) • Playing description games such as *I spy, who am I*	• Description games played accordingly
1.4 DRAMA	**1.4.1 Role Play**	1.4.1.1 Participate in role play using appropriate vocabulary	• Role playing different situations (home and school)	• Different situations role played using appropriate vocabulary.
1.5 RIDDLES AND TONGUE TWISTERS	**1.5.1 Riddles**	1.5.1.1 Say and respond to riddles	• Saying and responding to riddles	• Riddles said and responded to accordingly
	1.5.2 Tongue twisters	1.5.2.1 Recite tongue twisters	• Reciting tongue twisters	• Tongue twisters recited correctly

Reading				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
1.6 PRINT CONCEPTS	**1.6.1 Book Handling**	1.6.1.1 Handle books	• Opening and closing a book • Turning pages • Handling the spine of a book • Holding a book face up • Identifying parts of a book • Playing games to practice left to right eye movement and top-down (spider to the web, bird to the nest …)	• Opening and closing a book done correctly • Pages turned accordingly • Spine of a book handled appropriately • Book held face up correctly • Parts of a book identified correctly • Eye movement done accordingly
	1.6.2 Print Identification	1.6.2.1 Discriminate print	• Identifying different types of print (pictures, shapes, letters, numbers) • Matching shapes • Sorting pictures • Sequencing story cards • Sorting letters/numbers	• Different types of print identified correctly • Shapes matched correctly • Pictures sorted accordingly • Story cards sequenced correctly • Letters/numbers sorted accordingly
		1.6.2.2 Interpret pictures	• Interpreting pictures (picture walk, picture reading, picture bingo …) • Sequencing pictures	• Pictures interpreted accordingly • Pictures sequenced correctly
1.7 PHONOLOGICAL AWARENESS	**1.7.1 Phonemic Awareness**	1.7.1.1 Identify and manipulate phonemes	• Identifying initial sound in oral words • Identifying end sound in oral words	• Initial sound in oral words identified correctly • End sound in oral words identified correctly

Reading				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Playing phonemic awareness games such as phoneme substitution and deletion, sound mapping... • Rhyming words to practice sounds	• Phonemic awareness games played accordingly • Sounds pronounced correctly using rhyming words
	1.7.2 Syllables	1.7.2.1 Identify and manipulate syllables	• Identifying syllables in oral words • Playing syllable counting games (syllable clapping…) • Building oral words using syllables • Playing word building games (syllable substitution and deletion…)	• Syllables in oral words identified correctly • Syllable counting games played accordingly • Oral words built correctly using syllables • Word building games played accordingly
	1.7.3 Word Awareness	1.7.3.1 Identify words in spoken sentences	• Segmenting oral sentences into words	• Oral sentences correctly segmented into words
1.8 PHONICS	**1.8.1 Letter Sounds**	1.8.1.1 Sound out letters	• Sounding out letters • Identifying sounds • Sorting letters	• Letters sounded out correctly • Sounds identified correctly • Letters sorted accordingly
	1.8.2 Syllables	1.8.2.1 Blend consonants and vowels to form syllables	• Forming syllables from consonants and vowels • Syllabic chart reading • Sorting syllables • Letter substitution • Blending consonant clusters with vowels to form syllables	• Syllables formed from consonants and vowels correctly • Syllabic chart read correctly • Syllables sorted accordingly • Letters substituted appropriately

Reading				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
				• Consonant clusters and vowels blended correctly
	1.8.3 Words	1.8.3.1 Blend syllables to form words	• Blending syllables to form words • Syllable substitution and deletion • Identifying syllables in words • Syllable counting	• Syllables blended to form words correctly • Syllables substituted appropriately • Syllables in words identified correctly • Syllable counting done correctly
1.9 READING FLUENCY	**1.9.1 Oral Reading**	1.9.1.1 Read syllables aloud	• Reading syllables (syllable diary, slide, relay, syllable bingo ...)	• Syllables read correctly
		1.9.1.2 Read words aloud with correct pronunciation	• Reading words	• Words read correctly
		1.9.1.3 Read texts aloud with correct pronunciation and expression	• Reading own writing • Reading and understanding sentences • Reading texts of 2-5 sentences (choral reading, echo reading, paired reading…) • Decoding text containing a variety of sounds and blends	• Own writing read correctly • Sentences read and questions answered correctly • Short texts of 2-5 sentences read correctly • Text containing a variety of sounds and blends decoded accordingly

Vocabulary				
TOPIC	**SUBT-OPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
1.10 WORDS	**1.10.1 Word Recognition**	1.10.1.1 Recognise simple words	Recognising words using word boundaries (sentence segmentation, word puzzle …)	• Words recognised correctly using word boundaries
1.11 NOUNS	**1.11.1 Proper and Common Nouns**	1.11.1.1 Identify proper and common nouns	• Identifying proper nouns • Identifying common nouns • Playing noun identification games (noun bingo, proper noun sorting, common noun sorting and noun matching)	• Proper nouns identified correctly • Common nouns identified correctly • Noun identification games played accordingly
	1.11.2 Singular and Plural Nouns	1.11.2.1 Form plural and singular nouns	• Forming plural nouns from singular nouns • Matching singular nouns with plural and vice versa • Playing singular/plural games (plural bingo, plural flash cards, plural scavenger hunt ...)	• Plural nouns formed correctly. • Singular nouns matched with plural nouns correctly • Plural/singular noun games played accordingly

Comprehension				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
1.12 LISTENING COMPREHENSION	**1.12.1 Simple Inferences**	1.12.1.1 Draw simple inferences from the information they have heard	• Drawing simple inferences from information heard (Completing stories) • Drawing conclusions	• Inferences from information heard drawn accordingly
	1.12.2 Main Idea	1.12.2.1 Identify and express the main idea of the information they have listened to	• Identifying and expressing main idea of the information listened to • Summarising information	• Main idea identified and expressed accordingly • Information summarised accordingly
	1.12.3 Fact and Opinion	1.12.3.1 Differentiate fact from opinion.	• Identifying opinion in a story • Identifying a fact in a story	• Opinions in a story identified accordingly • Fact differentiated from opinion accordingly
	1.12.4 Life Experiences	1.12.4.1 Link their own life experiences to what they listen to	• Linking own life experiences to (what they listen to …)	• Own life experiences linked to what they listen to accordingly
	1.12.5 Word Meaning	1.12.5.1 Deduce meaning of unfamiliar grade level words	• Using clues to deduce the meaning of unfamiliar words • Acting out identified words	• Meaning of unfamiliar words deduced correctly using clues • Identified words acted out accordingly • Conclusions drawn accordingly

Comprehension				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
1.13 READING COMPREHENSION	**1.13.1 Story Facts**	1.13.1.1 Provide explicitly stated information in a given text	• Stating or narrating what has been read (characters, setting, plot…) • Answering questions from what has been read (what, who, where, when, how questions) • Narrating in logical or chronological order events in a text	• Information read stated correctly • Questions answered correctly • Events in a text narrated logically or chronological
	1.13.2 Simple Inferences	1.13.2.1 Make simple inferences of what they read	• Picture inferencing • Answering inferential questions	• Picture inferencing done correctly • Inferential questions answered correctly
	1.13.3 Predictions	1.13.3.1 Make predictions based on given information	• Making predictions based on a picture • Predicting what will happen next in a story • Completing a story	• Predictions based on a picture made accordingly • What will happen next in a story predicted accordingly • Story completed accordingly

Writing				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
1.14 PRE-WRITING	**1.14.1 Sitting Posture**	1.14.1.1 Demonstrate correct posture when writing	Practising correct sitting posture (sit like Leo; Sit like Jumbo)	• Correct sitting posture demonstrated accordingly
	1.14.2 Writing Tools	1.14.2.1 Handle writing tools	• Handling writing tools (pencil / crayon grip)	• Writing tools handled properly
	1.14.3 Drawing	1.14.3.1 Draw different objects.	• Drawing different objects	• Different objects drawn correctly
1.15 HANDWRITING	**1.15.1 Letter Formation**	1.15.1.1 Write letters	• Copying shapes • Writing patterns • Copying letters • Writing letters	• Shapes copied correctly • Patterns written correctly • Letters copied correctly • Letters written correctly
	1.15.2 Manuscript Handwriting	1.15.2.1 Write words legibly in manuscript form	• Copying words in manuscript form	• Words copied correctly in manuscript form
	1.15.3 Word Spacing	1.15.3.1 Spacing words	• Copying sentences in manuscript form (spacing words)	• Sentences copied and spaced accordingly
1.16 COMPOSITION	**1.16.1 Drawing**	1.16.1.1 Communicate ideas through drawing	• Drawing events to form a story	• Drawing done accordingly

Writing				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
	1.16.2 Punctuation Marks	1.16.2.1 Use the main punctuation marks (capital letters and full stop)	• Identifying capital letters and a full stop • Punctuating sentences using capital letters and full stops	• Capital letters and a full stop identified correctly • Sentences punctuated correctly using capital letters and full stops
	1.16.3 Sentences	1.16.3.1 Write a complete sentence	• Writing complete sentences	• Complete sentences written correctly
	1.16.4 Simple Story	1.16.4.1 Write a simple story of 2 to 3 sentences	• Completing sentences of a story • Composing a simple story	• Sentences of a story completed appropriately • A simple story composed accordingly

1.2 GRADE 2: ZAMBIAN LANGUAGES

Listening and Speaking				
TOPIC	**SUBT-OPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.1 STORIES	**2.1.1 Listening to Stories**	2.1.1.1 Listen to grade level stories	• Listening to a story and answering questions • Discussing a story (characters, events, plots …) • Acting out a story	• Questions based on a story answered correctly • Story discussed accordingly
	2.1.2 Story telling	2.1.2.1 Retell stories creatively	• Retelling parts of a story • Retelling a story • Drawing events of a story	• Parts of a story retold logically • Stories retold correctly • Events of a story drawn logically
		2.1.2.2 Tell stories creatively	• Telling a story using prompts (story telling cubes, spin a story, in a circle, story in a box …)	• Story told logically •
2.2 CONVERSATIONS	**2.2.1 Information and Explanations**	2.2.1.1 Use complete sentences to communicate information	• Constructing sentences based on prompts (words, pictures, objects …)	• Sentences based on prompts constructed correctly
		2.2.1.2 Ask relevant questions to get better understanding and knowledge	• Framing questions (who, what, where, when) using given situations	• Relevant questions asked appropriately to get better understanding and knowledge

Listening and Speaking				
TOPIC	**SUBT-OPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
	2.2.2 Discussion	2.2.2.1 Take part in discussions	• Participating in a discussion on cross-cutting issues (safety, health well-being, environmental awareness …) • Participating in a role play on cross-cutting issues (safety, health well-being, environmental awareness …)	• Cross-cutting issues discussed accordingly using appropriate language • Cross-cutting issues role played using appropriate language
	2.2.3 Debate	2.2.3.1 Participate in simple debates	• Debating a given topic (agreeing / disagreeing)	• Point of view supported by more than one point
2.3 DESCRIPTIONS	**2.3.1 People**	2.3.1.1 Give physical descriptions of people	• Identifying words used to describe people (tall, short, fat, dark, slim) • Describing people they know (friends and relatives)	• Words used to describe people identified correctly • Physical descriptions of people given correctly
	2.3.2 Places	2.3.2.1 Give descriptions of places	• Identifying words used to describe places (big, small, long, high, low…) • Using identified words to describe places (church, market and hospital) • Playing description games such as *I spy, who am I*	• Words used to describe places listed/identified accordingly. • Identified words used correctly to describe places • Description games played accordingly.
	2.3.3 Objects	2.3.3.1 Give descriptions of objects	• Identifying words used to describe objects (big, small, smooth, flat, green …)	• Words used to describe objects listed/identified accordingly.

Listening and Speaking				
TOPIC	**SUBT-OPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Using identified words to describe objects found in the environment • Playing description games such as (*I spy, who am I…)*	• Identified words used correctly to describe objects found in the environment • Description games played accordingly
2.4 DRAMA	**2.4.1 Role play**	2.4.1.1 Participate in role play	• Role playing different situations (market, church, clinic)	• Different situations role played using appropriate vocabulary
2.5 RIDDLES AND TONGUE TWISTERS	**2.5.1 Riddles**	2.5.1.1 Say and respond to riddles	• Saying and responding to riddles	• Riddles said and responded to accordingly
	2.5.2 Tongue- Twisters	2.5.2.1 Recite tongue-twisters	• Reciting tongue-twisters	• Tongue-twisters recited correctly

Reading				
TOPIC	**SUBT-OPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.6 READING FLUENCY	**2.6.1 Oral Reading**	2.6.1.1 Read aloud syllables formed by three or more consonant clusters	• Reading syllables (using syllabic chart) • Matching the syllables • Playing syllable bingo • Syllable swapping	• Formed syllables read aloud correctly • Syllables matched correctly • Syllable bingo played correctly • Syllable swapping done accordingly
		2.6.1.2 Read words of increasing number of syllables	• Reading words of 3-4 syllables • Reading words of more than 4 syllables (e.g. word building game)	• Words of 3-4 syllables read correctly • Words with more than 4 syllables read correctly
		2.6.1.3 Read texts of 4 -7 sentences fluently	• Echo reading • Choral reading • Taking turns to read texts • Individual reading	• Echo reading done accordingly • Choral reading done accordingly • Reading in turns done accordingly • Individual reading done accordingly
		2.6.1.4 Read own writing fluently	• Taking turns to read own writing	• Own writing read fluently

Vocabulary				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.7 SYNONYMS AND ANTONYMS	**2.7.1 Synonyms**	2.7.1.1 Identify synonyms	• Identifying synonyms • Matching synonyms • Playing synonym games (synonym bingo, synonym relay race, sorting synonyms)	• Synonyms identified correctly • Synonyms matched correctly • Synonym games played correctly
	2.7.2 Antonyms	2.7.2.1 Identify antonyms	• Identifying antonyms • Antonyms matching • Playing antonyms games (antonyms bingo, antonyms relay race, sorting antonyms)	• Antonyms identified correctly • Antonyms matched correctly • Antonyms games played correctly
2.8 SINGULARS AND PLURALS	**2.8.1 Singular and Plural Nouns**	2.8.1.1 Form plural and singular nouns	• Identifying singular nouns in a text • Identifying plural nouns in a text • Forming plural nouns from singular nouns • Forming singular nouns from plural nouns	• Singular nouns in a text identified correctly • Plural nouns in a text identified correctly • Plural nouns formed correctly • Singular nouns formed correctly
2.9 NOUNS	**2.9.1 Proper Nouns**	2.9.1.1 Identify proper nouns	• Identifying proper nouns (orally and from texts) • Playing noun games (Noun guessing …) • Sorting proper nouns	• Proper nouns identified correctly • Noun games played correctly • Proper nouns sorted correctly

Vocabulary				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
	2.9.2 Common Nouns	2.9.2.1 Identify common nouns	• Identifying common nouns (orally and from texts) • Playing noun games (noun guessing …) Sorting common nouns	• Proper nouns identified correctly • Noun games played correctly • Proper nouns sorted correctly

Comprehension				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.10 LISTENING COMPREHENSION	**2.10.1 Making Inferences**	2.10.1.1 Draw inferences from the information they have heard.	• Drawing inferences from a story	• Inferences from the information they have heard drawn accordingly
	2.10.2 Word Meaning	2.10.2.1 Deduce the meaning of unfamiliar grade level words	• Discussing meanings of unfamiliar words • Using clues to deduce the meaning of unfamiliar words • Acting out words	• Meaning of unfamiliar grade level words discussed accordingly • Meaning of unfamiliar grade level words correctly deduced using clues • Grade level words acted out accordingly
	2.10.3 Main Idea	2.10.3.1 Express the main idea of the information they have listened to.	• Identifying the main idea in given information • Answering oral questions	• Main idea of the information they have listened to expressed correctly. • Oral questions answered correctly
	2.10.4 Life Experiences	2.10.4.1 Link their own life experiences to what they listen to	Linking own life experiences to what they listen to (using picture and story discussions, sharing personal experiences …)	• Own life experiences linked to what they listen to accordingly
2.11 SUMMARY	**2.11.1 Story Summary**	2.11.1.1 Summarise stories	• Picking out key ideas from a story	• Key ideas picked out correctly from a story

Comprehension				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Putting key ideas together to make a shorter story	• Stories summarised accordingly by putting key ideas together
2.12 READING COMPREHENSION	**2.12.1 Story Facts**	2.12.1.1 Provide explicitly stated information in a given grade level text	• Narrating what has been read (characters, setting, plot…) • Answering questions from what has been read (what, who, where, when, how questions)	• Explicitly stated information provided correctly • Questions answered correctly
		2.12.1.2 Identify the main idea in a story.	• Identifying the main idea in a story	• Main idea of a story identified correctly
		2.12.1.3 Recall order of events in a text	• Narrating events of a story in a logical or chronological order	• Logical or chronological order of events in a text narrated correctly
	2.12.2 Predictions	2.12.2.1 Make predictions based on given information	• Predicting events of a story using pictures • Predicting the next part of the story • Confirming predictions	• Predictions of events of a story done accordingly • Predictions of the next part of the story done accordingly • Predictions confirmed accordingly
	2.12.3 Making Inferences	2.12.3.1 Draw inferences from written material	• Inferencing from pictures • Drawing inferences from the text read (feelings, plans of	• Inferences from written materials drawn accordingly

Comprehension				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			characters, making conclusions …) • Answering inferential questions	• Inferences from the text read drawn accordingly • Inferential questions answered correctly
	2.12.4 Life Experiences	2.12.4.1 Link their own life experiences to what they read	• Linking own life experiences to what they have read	• Own life experiences linked to what they have read accordingly

Writing				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.13 HANDWRITING	**2.13.1 Manuscript Writing**	2.13.1.1 Write words of increasing number of syllables legibly in manuscript form	• Copying words of 3-4 syllables • Writing words of more than 4 syllables	• Words of 3-4 syllables copied correctly and legibly in manuscript form • Words of more than 4 syllables written correctly and legibly in manuscript form
		2.13.1.2 Write sentences in manuscript form	• Copying of sentences in manuscript form • Writing sentences in manuscript form • Spacing	• Sentences copied correctly and legibly in manuscript form • Sentences in manuscript form written correctly • Words correctly spaced in sentences
2.14 COMPOSITION	**2.14.1 Drawing**	2.14.1.1 Communicate ideas through drawing	• Drawing pictures their own ideas	• Own ideas appropriately communicated through drawing
	2.14.2 Punctuation	2.14.2.1 Use the main punctuation marks (capital letters, full stop, comma and question mark).	• Punctuating texts using capital letters, full stop, comma and question mark	• Main punctuation marks used correctly
	2.14.3 Sentences	2.14.3.1 Write complete sentences	• Spacing words in a sentence • Completing sentences • Playing sentence building games	• Words spaced correctly in a sentence • Sentences completed correctly • Sentences building games played correctly

Writing				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Writing complete sentences based on (own ideas, pictures, situations…)	• Complete sentences written correctly
	2.14.4 Fiction	2.14.4.1 Compose and write a short fiction story of 4 to 6 sentences.	• Brainstorming on what they should write (story) • Composing and writing a fiction story in groups • Composing and writing a fiction story individually	• Brainstorming on what to write done accordingly • Fiction story composed and written in groups accordingly • Individual fiction story composed and written accordingly
	2.14.5 Non-fiction	2.14.5.1 Compose and write a short exposition	• Brainstorming on what they should write (themselves, family, school) • Composing and writing a simple exposition in groups (themselves, family, school) • Composing and writing a simple exposition individually	• Brainstorming on what to write done accordingly • Simple expositions composed and written accordingly • Individual expositions composed and written accordingly

GRADE 3: ZAMBIAN LANGUAGES

Listening and Speaking				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.25 STORIES	**3.25.1 Listening to Stories**	3.25.1.1 Listen to grade level stories	• Listening to a story • and answering questions • Discussing the story (characters, events, plots …) • Acting out a story	• Questions based on the story answered correctly • Story discussed accordingly • Story acted out accordingly
	3.25.2 Story telling	3.25.2.1 Retell grade level stories	• Retelling stories • Summarising a story	• Stories retold logically • Story summarised accordingly
		3.25.2.2 Tell grade level stories creatively	• Telling a story • Playing story telling games (spin a story, story in a box, …) • Story building • Telling stories using prompts	• Stories told logically • Story telling games played accordingly • Story building done accordingly • Story told using prompts correctly
3.26 CONVERSATIONS	**3.26.1 Information and Explanations**	3.26.1.1 Listen and speak to adults and friends	• Discussing ways of showing respect when talking with adults (parents, teachers …) • Role playing listening and speaking to adults and friends (elders visiting a family…)	• Ways of showing respect when speaking with adults discussed accordingly • Role playing listening and speaking to adults and friends done accordingly

Listening and Speaking				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
	3.26.2 Simple Processes	3.26.2.1 Ask questions on simple processes	• Asking and responding to questions on simple processes (how to cook, how to make …)	• Questions on simple processes asked and responded to accordingly
	3.26.3 Discussion	3.26.3.1 Take part in discussions	• Participating in group discussions on cross-cutting issues (Diseases, entrepreneurship, human right …)	• Cross-cutting issues discussed using appropriate language
	3.26.4 Debate	3.26.4.1 Participate in simple debates	• Debating cross-cutting issues (causes of climate change, entrepreneurship …)	• Simple debates participated in accordingly
3.27 DESCRIPTIONS	**3.27.1 Animals**	3.27.1.1 Give physical descriptions of animals	• Identifying words used to describe animals (big, small, black…) • Describing animals	• Words used to describe animals identified/ correctly • Animals described using appropriate vocabulary
	3.27.2 Events	3.27.2.1 Give descriptions of events that happen in the community	• Describing events that happen in the community (Birthday, wedding, cultural celebrations and festivals…)	• Events that happen in the community described using appropriate vocabulary
3.28 DRAMA	**3.28.1 Role Play**	3.28.1.1 Participate in role play	• Role playing different situations (occupations, celebrations …)	• Different situations role played accordingly

Listening and Speaking				
TOPIC	**SUB-TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.29 RIDDLES AND TONGUE TWISTERS	**3.29.1 Riddles**	3.29.1.1 Say and respond to riddles	• Saying and responding to riddles	• Riddles said and responded to accordingly
	3.29.2 Tongue Twisters	3.29.2.1 Recite tongue twisters	• Reciting tongue twisters	• Tongue twisters recited correctly

Reading				
TOPIC	**SUBTOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.30 READING FLUENCY	**3.30.1 Oral Reading**	3.30.1.1 Read grade level texts of more than seven sentences fluently	• Reading texts (pair reading, choral reading, echo reading, individual reading …) • Re-reading texts (fiction and non-fiction)	• Grade level texts read fluently • Texts re-read fluently
		3.30.1.2 Analyse simple stories	• Identifying elements of a story (characters, plot setting, events, lessons) • Discussing elements of the story (characters, plot setting, events, lessons)	• Elements of a story identified accordingly • Elements of a story discussed accordingly

Vocabulary				
TOPIC	**SUBTOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.31 ALPHABETICAL ORDER	**3.31.1 Word Sequencing**	3.31.1.1 Arrange words in alphabetical order	• Arranging words in alphabetical order	• Words arranged correctly in alphabetical order
3.32 SYNONYMS AND ANTONYMS	**3.32.1 Synonyms**	3.32.1.1 Use synonyms	• Replacing a word in a sentence with its synonym • Playing synonym games (synonym bingo, synonym relay race, sorting synonyms)	• Words in a sentence correctly replaced with their synonyms • Synonym games played correctly
3.33 NOUNS	**3.33.1 Antonyms**	3.33.1.1 Use antonyms	• Identifying antonyms • Replacing a word in a sentence with its antonyms • Antonym matching • Playing antonym games (antonym bingo, antonym relay race, sorting antonyms)	• Antonyms correctly identified • Words correctly replaced with their antonyms • Antonym matched correctly • Antonym games played correctly
	3.33.2 Abstract Nouns	3.33.2.1 Identify abstract nouns	• Identifying abstract nouns in oral sentences • Identify abstract nouns in texts • Constructing sentences using abstract nouns	• Abstract nouns Identified in oral Sentences • Abstract nouns identified in texts • Sentences constructed correctly using abstract nouns

Comprehension				
TOPIC	**SUBTOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.34 LISTENING COMPREHENSION	**Inferences**	3.34.1.1 Draw inferences from the information they have heard	• Drawing inferences from a story • Answering inferential questions	• Inferences from a story drawn accordingly • Inferential questions answered correctly
	3.34.2 Main Idea	3.34.2.1 Express the main idea of the information (fiction and non-fiction) listened to	• Identifying main idea in given information • Explaining the main idea in given information	• Main idea in given information identified and expressed correctly • Main ideas in given information explained accordingly
		3.34.2.2 Summarise information (fiction and non-fiction) using key ideas.	• Identifying key ideas from given information • Connecting key ideas into a summary	• Information summarised correctly using key ideas • Key ideas connected into a summary correctly
	3.34.3 Life Experiences	3.34.3.1 Compare their own life experiences to what they listen to	• Comparing their life experiences to what they have listened to …	• Own life experiences compared to what they listen to accordingly
	3.34.4 Fact and Opinion	3.34.4.1 Differentiate fact from opinion in given information.	Differentiating facts from opinion (fact vs opinion sorting, true or false statements)	• Facts differentiated from opinions accordingly

Comprehension				
TOPIC	**SUBTOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.35 READING COMPREHENSION	**3.35.1 Story Facts**	3.35.1.1 Provide explicitly stated information in a given grade level text	• Stating and narrating what has been read (characters, setting, plot…) • Answering questions from what has been read (what, who, where, when, how questions)	• Information read stated and narrated correctly • Questions answered correctly
		3.35.1.2 Locate details in a text	• Locating specific details in a text	• Specific details in a text located accordingly
		3.35.1.3 Identify chronological order of events in a text	• Identifying chronological order of events in a text	• Chronological order of events in a text identified as expected
	3.35.2 Main Idea	3.35.2.1 Express the main idea of a grade level text	• Identifying the main idea in given information • Explaining the main idea in given information	• Main idea identified and expressed accordingly • Main ideas in given information explained accordingly
	3.35.3 Life Experiences	3.35.3.1 Link their own life experiences to what they have read	• Comparing their life experiences to what they have read …	• Own life experiences compared to what they read accordingly
	3.35.4 Inferences	3.35.4.1 Draw inferences from grade level texts	• Drawing inferences from a text	• Inferences from the information given drawn accordingly

Comprehension				
TOPIC	**SUBTOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Answering inferential questions	• Inferential questions answered correctly
	3.35.5 Predictions	3.35.5.1 Make predictions based on given information	• Predicting events of a story using pictures • Predicting the next part of the story Confirming predictions	• Predictions of events in a story done accordingly • Predictions of the next part of the story done accordingly • Predictions confirmed accordingly
	3.35.6 Word Meaning	3.35.6.1 Deducing the meaning of unfamiliar grade level words	• Discussing meanings of unfamiliar words in texts • Using clues to deduce the meaning of unfamiliar words in texts • Acting out identified words	• Meaning of unfamiliar words discussed accordingly • Meaning of unfamiliar words correctly deduced using clues • Words acted out accordingly

Writing				
TOPIC	**SUBTOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.36 HANDWRITING	**3.36.1 Manuscript Writing**	3.36.1.1 Write legibly in manuscript form	• Writing words legibly in manuscript form • Writing sentences legibly in manuscript form • Writing texts legibly in manuscript form • Spacing words in sentences	• Words written legibly in manuscript form • Sentences written legibly in manuscript form • Texts legibly written in manuscript form • Words in sentences spaced correctly
	3.36.2 Cursive Writing	3.36.2.1 Write letters and words legibly in cursive form	• Copying letter patterns for cursive writing • Copying letters in cursive form • Writing letters in cursive form	• Cursive letter patterns correctly copied • Letters correctly copied in cursive form • Letters correctly written in cursive form
3.37 SEQUENCE	**3.37.1 Words**	3.37.1.1 Sequence words to form a sentence	• Arranging jumbled words to form a sentence	• Jumbled words arranged in logical order
3.38 COMPOSITION	**3.38.1 Punctuation Marks**	3.38.1.1 Use the punctuation marks (capital letters, comma, full stop, question mark	• Punctuating text using capital letters, comma, full stop, question mark and exclamation mark	• Texts punctuated correctly using capital letters, comma, full stop, question mark and exclamation mark

Writing				
TOPIC	**SUBTOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
		and exclamation mark)		
	3.38.2 Paragraph Building	3.38.2.1 Write a paragraph	• Unscrambling sentences to form a paragraph • Writing a paragraph	• Sentences unscrambled correctly to form a paragraph • A paragraph written logically
	3.38.3 Simple Letter	3.38.3.1 Write a simple letter to a friend on various situations	• Writing a simple letter to a friend (about their school, family, games …)	• Simple letter to a friend written correctly
	3.38.4 Fiction	3.38.4.1 Write a simple narrative	• Brainstorming on what they should write (narrative) • Composing and writing a fiction story in groups • Composing and writing a fiction story individually	• Brainstorming on what to write done accordingly • Fiction story composed and written accordingly • Individual fiction story composed and written accordingly
	3.38.5 Non-fiction	3.38.5.1 Write a simple exposition	• Brainstorming on what they should write (favourite pet, sport, game)	• Brainstorming on what to write done accordingly

Writing				
TOPIC	**SUBTOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Composing and writing a simple exposition in groups (favourite pet, sport, game) • Composing and writing a simple exposition individually	• Simple expositions composed and written accordingly • Individual expositions composed and written accordingly

MATHEMATICS AND SCIENCE

MATHEMATICS AND SCIENCE

Introduction

The Lower Primary **Mathematics and Science Syllabus** is designed for Grades 1 to 3, focusing on foundational concepts from Early Childhood Education (ECE). Mathematics and Science are two interconnected disciplines that shape our understanding of the world around us. Mathematics provides the language and tools to describe and analyse scientific phenomena, while science provides the context and application for mathematical concepts. It emphasises learners demonstrating competences fostering 21st-century skills like communication, critical thinking, and problem-solving. This syllabus prescribes mathematics and science as a single learning area and teaching of Mathematics and Science should be integrated. The course recognises individual potential and creates a dynamic environment for discovering Mathematics and Science. A Combination of these two components provides a solid foundation for Science, Technology, Engineering, and Mathematics (STEM) careers and preparing learners for a diverse range of careers.

Aims of the syllabus

This syllabus aims to enhance children's innate ability to learn scientific and mathematical concepts through engaging, effective learning experiences. It fosters curiosity through observation, questioning, and experimentation, preparing them for a smooth transition to Upper Primary Education and a solid foundation for STEM education.

The course covers the following five topics:

1. **Exploring My World**: "Exploring My World" is a comprehensive early learning package designed to foster curiosity, creativity, critical thinking and problem-solving skills in learners. Through interactive lessons, engaging learning activities, and hands-on experiences, learners can delve into various aspects of our world by grouping and counting things explored in the surroundings.
2. **Understanding my Body**: Understanding My Body" is designed to introduce learners to the basics of human anatomy, health, and hygiene. It covers subtopics such as The Human Body and Water borne and Food borne diseases which involve naming and counting different body parts. Also, measuring and comparing lengths of different body parts.
3. **Exploring the Sky and Seasons**: "Exploring the Sky and Seasons" is a package to help learners to explore the fascinating world of astronomy and seasonal changes. It includes subtopics: Time and length, and weather and climate change which is meant to

support learners delve into various aspects of the sky and seasons by telling time using activities of the day and weather changes in daily life. Also to explore different masses and capacity of things.

4. **Understanding Materials**: "Understanding Materials" is meant to help learners explore the properties, uses, and applications of different materials. It contains subtopics Materials, Energy, Sound, light, Soluble and Insoluble substances, Forces, Simple Machines, Shapes and Patterns, Safe water and Surroundings. These are meant to help learners explore the physical properties of different materials, such as texture, color, shape, and size. Also, identifying and making shapes and patterns using different materials and using clean and safe water from the surroundings.
5. **Exploring Mixtures:** "Exploring Mixtures" is meant support learners to develop their understanding of mixtures. It has subtopics Addition, Subtraction, Multiplication and Division of things from the environment though experiments, and investigation to make and mix things. Also, these subtopics help learners on how to manage waste at household level.

Structure of the Syllabus

The syllabus has been outlined in such a manner that it integrates mathematics and science content in order to provide learners with a unique experience of appreciating the concepts that the two components endeavor to provide. The syllabus outlines the content in the form of topics, subtopics while the specific competences are meant to respond to the realization of the mathematics and scientific concepts.

The topics, sub-topics and competences 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.

Teaching Methodology

The approach to teaching and learning is 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. This learning area, that enhances creativity, analysis, problem solving and an investigative approach, can be taught effectively using a

variety of methods both in the classroom and outside. Therefore, teaching methods must be varied but flexible within well-structured sequences of lessons. These include, but not limited to conducting experiments, study tours, field work, presentations, practical work and project work. In order to foster collaboration, learners are encouraged to work in pairs, small groups as well as recognising individual efforts.

Time Allocation

The standard minimum learner-teacher contact time for Mathematics and Science at Lower Primary school level (Grades 1 to 3) is 5 hours per week, translating into ten (10) periods. The duration for a single period is 30 minutes.

Assessment

The assessment of the learning process is critical in teaching and learning. This will help teachers, parents and school administrators to find out the learners' ability to develop the desired competences. Learners should be assessed through exercises, observations, interviews, checklists, tests, projects, and examinations. School Based Assessment (SBA) will be used while keeping a portfolio for each learner as part of Continuous assessment.

KEY COMPETENCES TO BE DEVELOPED

S/N	COMPENTENCE	DESCRIPTORS
1.	Analytical Thinking	• Identify patterns • Compile data, create mental images and address issues • Evaluate solutions
2.	Communication	• Use appropriate mathematical and scientific language (verbal and non-verbal) in different situations • Express oneself using different media and symbols • Ask for feedback • Take turns when conversing with others
3.	Creativity and Innovation	• Observe the environment • Explore the objects around them. • Communicate one's ideas to others • Explore multiple ways of solving a problem.

S/N	COMPENTENCE	DESCRIPTORS
		• Ask questions and answer questions • Establish relationships, patterns and make connections • Apply a set of skills that are appropriate for the creative process.
4.	Collaboration	• Solving puzzle in groups • Play with peers to build relationships • Participate in and express themselves through play activities • Complete shared tasks in pairs or groups e.g. sorting, matching.
5.	Critical Thinking	• Solve basic problems logically. • Ask the basic questions • Work in groups and engage in discussion • Make simple logical conclusions • Tell simple and short stories • Order items according to attributes • Recognise that one item is more than or less than another. • Solve simple real-life problem, • Explore situations, making sense of time, numbers, patterns and shapes • Apply numbers in real life situations • Identify patterns and shapes • Create new patterns and shapes • Organise things according to their attributes • Identify relationships between things • Work in groups and engage in discussion • Explore the environment • Answer simple questions • Classify items according to their attributes • Manipulate different objects • Solve simple problems in life • Match different things according attributes

S/N	COMPENTENCE	DESCRIPTORS
		• Recognize and name items in the environment • Arrange items according to magnitude • Compare similarities or differences between different items
6.	Environmental Sustainability	• Dispose garbage appropriately • Reuse various materials to make artefacts • Identify dangerous chemicals and understand exposure • Recognise causes and effects of climate change. • Adapt to weather changes • Care for the environment and natural resource • Identify types of pollution • Prevent pollution • Identify types of waste. • Understand of waste management
7.	Financial Literacy	• State the value of different coins and notes. • Identify ways of earning money • Demonstrate the ability to Save money • Make a List of items to buy
8.	Problem Solving	• Use knowledge of alphabet to construct new words • Use simple reference materials • Use numeracy patterns and relations to solve mathematical problems • Provide solutions to questions and challenging situations within their environment • Manipulate numbers, shapes and symbols to complete a task • Solve problems within the context using oral, written, symbolic, graphical and numerical materials

2.1 GRADE 1: MATHEMATICS AND SCIENCE

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.1.EXPLORING MY WORLD	**1.1.1 Grouping Things**	1.1.1.1 Distinguish groups of things according to their characteristics	• Exploring different things in the environment • Collecting things from the environment according to the specified characteristics • Sorting things according to size, colour shape and other characteristics. Groups to contain things in intervals of 1 – 6, 1 – 9, 1 - 20 and up to 100 • Describing groups (sets) using things • Matching groups into one-to-one correspondence. Number of objects can be in intervals of 1 – 6, 1 – 9, 1 - 20 and up to 100 • Ordering groups according to their ordinal (1st, 2nd, 3rd …) and cardinal (1, 2, 3…) numbers. • Assigning numerals 0 to 10 to elements in a set. Assign numerals in intervals of 0 – 6, 0 – 10. • Using cardinal and ordinal numbers in everyday life	• Group of things distinguished according to their attributes
	1.1.2 Things in the Surroundings	1.1.2.1 Care for natural resources using ways such as	• Exploring ways of caring for natural resources in the local environment such	• Care for natural resources

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		recovering, reducing, reusing…….	as rivers, lakes, plants, animals, ant-hills and mountains using ways such as recovering, reducing, reusing…	demonstrated accordingly
		1.1.2.2 Use whole numbers in variety of ways in daily life	• Counting natural resources in the surroundings • Counting in groups (2s, 5s,) • Matching quantities to numbers • Counting using things in intervals such as 1 – 6, 1 – 9, 1 - 20 and up to 100 • Recognising numbers in intervals such as 1-3, 1 - 6, 1 – 9 and up to 100 • Reading numbers in intervals of 1-6, 1 – 9, 1 – 20 up to 100 • Writing numbers up to 100 (including the meaning of zero) • Writing numbers in intervals of 1-6, 1 – 9, 1 – 10 and up to 100 • Counting numbers in 10s up to 100 • Interpreting numbers using ten as a unit. • Interpreting numbers using the Ten frame, bundles of ten in intervals such as 10 -20, 20 – 50 • Interpret numbers using place values • Comparing numbers in intervals of 1-6, 1-9, 1-20 up to 100. • Ordering numbers in terms of magnitude	• Whole numbers in a variety of ways used correctly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Using number patterns in intervals of 1-6, 1-9, 1-20 up to 100 (ascending and descending order) • Identifying physical features of natural environment (plants and animals, mountains, rocks, rivers…). • Identifying physical features of man-made environment (buildings, houses, roads…) • Comparing physical features of both natural and man-made environments	
		1.1.2.3 Explore physical features of natural and man-made environments.		• Natural and man-made environments explored accordingly
	1.1.3 Plants and Animals	1.1.3.2 Classify Plants and Animals according to their characteristics	• Identifying common plants in the local environment (weeds; crops, flowers and trees) • Counting plants in the local environment • Naming the common plants in the local environment • Classifying plants as flowering and non-flowering plants in local environment • Identifying different animals in the environment • Counting different animals in the environment • Grouping animals according to their characteristics as vertebrate (with backbone) and invertebrate (without backbone)	• Plants and Animals classified correctly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Studying the skeletal structures of vertebrate and invertebrate (Drawing, Label) • Identifying domestic animals in the local environment (dog, cat, goat, pig, sheep, cow, chicken, duck, dove.) • Counting domestic animals in the local environment • Identifying common wild animals • Classifying domestic and wild animals based on their characteristics and habitat	
1.2 UNDERSTANDING MY BODY	**1.2.1 The Human Body**	1.2.1.1 Relate external structures of the human body to their functions	• Identifying the external parts of the human body (*head, neck, chest, arms, knees, abdomen, legs, eyes, nose, mouth, ears*). • Relating the external parts of the human body to their functions • Exploring ways of measuring lengths using nonstandard units of different external body parts and other objects • Grouping different objects according to lengths using non-standard measure of units (short, long) • Identifying the five senses of a human being (smelling, seeing, touching, feeling and hearing) using different objects or elements found in the environment	• External structure of the human body related to the functions correctly
		1.2.1.2 Measure using a variety of units		• Lengths measured using a variety of units accordingly
		1.2.1.3 Practise hygiene		• Hygiene practised accordingly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Grouping external parts of the human body • Exploring the environment using senses such as touch/feeling - skin, smelling - nose, taste- tongue, sight- eyes, hearing –ears • Using senses to identify and count the objects in the environment • Demonstrating personal hygiene by; washing hands, face, feet, brushing teeth, cleaning nails, and combing hair	
	1.2.2 Water borne and Food borne Diseases	1.2.2.1 Practise hygiene to prevent Water borne and foodborne diseases	• Exploring sources of water borne and Food borne diseases – Diarrhea, Cholera, Dysentery…) • Discussing causes of water and Foodborne diseases such as Diarrhea, Cholera, Dysentery. • Describing ways of preventing water borne diseases	• Control measures used to prevent waterborne and Foodborne diseases correctly
1.3 EXPLORING THE SKY AND SEASONS	**1.3.1 Time**	1.3.1.1 Use measures of time in everyday life	• Identifying activities taking place at different times of the day (morning, afternoon, evening) • Identifying the activities taking place on different days of the week • Determining weeks in a month and months in a year	• Measures of time used in everyday life accordingly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.3.2 Weather and Climate Change	1.3.2.1 Apply adaptation measures to weather changes	• Identifying patterns of weather changes such as cold, hot and wet. • Comparing and contrasting weather conditions • Recognising effects of climate change in terms of hot temperatures, floods and droughts • Demonstrating adaptation to weather changes by wearing appropriate clothing in different weather pattern • Carrying out activities to mitigate climate change through greening and avoiding cutting trees	• Adaptation measures applied to weather changes accordingly
1.4 EXPLORING MATERIALS	**1.4.1 Materials**	1.4.1.1 Explore different materials in the environment	• Exploring different types of materials in the environment • Identifying different types of materials: (wood, metal, plastic, stone, sand, mud, water and textiles) • Demonstrating uses of different types of materials (building, making tools, clothing, toys)	• Different materials explored accordingly
	1.4.2 Energy	1.4.2.1 Explore sources of energy using different materials	• Identifying sources of energy (such as food, sun, wind, water and fossil fuels…) • Relating the energy sources to their uses (food, sun, wind, water, and fossil fuels…)	• Sources of energy explored appropriately
	1.4.3 Plane and Solid shapes	1.4.3.1 Make shapes using different materials	• Exploring different shapes in their environment	• Shapes made using different materials

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		according to criteria	• Tracing the outline of objects using local resources such as bottle tops (circle), cut-outs (square, rectangle and triangle) • Recognising the shapes using concrete and semi concrete objects (circle, square, rectangle and triangle). • Sorting shapes according to different properties • Creating and manipulating shapes using various materials. • Making regular and irregular shapes using different materials.	according to criteria
	1.4.4 Safe Water	1.4.4.1 Use safe and clean water.	• Exploring the water sources in the environment • Identifying clean and safe water, • Discussing the importance of water in maintaining bodily functions. • Relating safe and clean water to prevent spread of waterborne diseases such as cholera, dysentery, and typhoid • Making water safe to drink	• Safe and clean water used accordingly
	1.4.5 Surroundings	1.4.5.1 Exhibit care for the surroundings	• Exploring the importance of caring for the local environment • Demonstrating environmental care activities (sustainable ways of using the environment) • Practising ways of caring for the local environment such as picking litter,	• Surroundings cared for accordingly

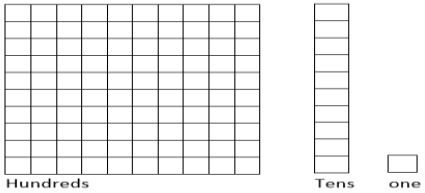
TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			suppressing dust, sweeping, planting trees and grass.	
1.5 EXPLORING MIXITURES	**1.5.1 Mixtures**	1.5.1.1 Make mixtures	• Exploring different mixtures in the surrounding such as soil, waste, salads, saltwater… • Identifying mixtures in the surrounding • Sorting out mixtures in terms of colour, texture. Size…	• Mixtures identified correctly
	1.5.2 Addition and Subtraction of things	1.5.2.1 Use whole numbers in addition of things	• Adding single digit numbers with a sum up to 9 using concrete and semi concrete objects and transit to abstract by using the addition symbol as: i. as putting together ii. an increase iii. as comparison. • Exploring activities involving zero to show that when zero is added to a number the result is that number • Adding numbers using composition and decomposition of numbers (number bonds) • Adding numbers using frames of 10 • Adding single digit numbers with a sum up to 18 (using the concept of ten as a unit) • Adding whole numbers with sums up to 100 without carrying • Completing addition of number sentences	• Whole numbers used in addition in different situations correctly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Using addition to carry out activities involving money and other real-life quantities	
		1.5.2.2 Use whole numbers in subtraction things	• Subtracting single digit whole numbers in intervals of 1 to 6, 1 to 9 using concrete and semi concrete objects and transit to abstract by using the subtraction symbol as: i. take away ii. finding the difference iii. finding missing parts or finding less. • Carrying out activities involving zero to show that: i. when zero is subtracted from a number the result is that number ii. When a number is subtracted from itself the result is zero • Subtracting double digit numbers up to 18 using the unit of 10 • Subtracting whole numbers in 10s up to 100 • Subtracting whole numbers up to 100. • Relating subtraction to addition such as 6 – 2 = 4 or 4 + 2= 6 • Completing subtraction of number sentences. • Using subtraction to carry out activities involving money and other real-life quantities	• Subtraction of whole numbers used in different situations correctly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.5.3 Domestic Waste	1.5.3.1 Manage domestic waste	• Identifying domestic waste in the environment such as plastics, empty water bottles, empty cleaning detergents, insecticide, perfume bottles and agro-chemicals (fertilizers, Pesticides and fungicides. • Demonstrating safe handling and disposal of household waste in designated places. • Sorting household waste into categories (poison, non-poison, useful, non useful…) • Recognising the risks associated with household chemical waste.	Domestic waste managed accordingly

2.2 GRADE 2: MATHEMATICS AND SCIENCE

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.1 EXPLORING MY WORLD	**2.1.1 Grouping Things**	2.1.1.1 Use set notation to show membership of things	• Exploring different natural resources such as animals, water bodies, forests, minerals, land by taking a walk in the environment • Identifying different natural resources in the environment • Classifying different natural resources found in the environment according to their characteristics • Exploring membership of groups of things • Demonstrating the meaning of "is a member of" and "is not a member of" practically including the correct use of the symbols "$\in$" for "is a member of" and "$\notin$" for "is not a member of". • Illustrating the meaning of empty set and applying correctly the use of the symbol "$\emptyset$ or "$\{\}$" for "an empty set".	• Set Notation used to show memberships appropriately

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		2.1.1.2 Express whole numbers in a variety of ways	• Exploring the environment to make squares • Representing whole numbers from 1-999 using squares or tiles of ones, tens and hundreds  • Representing whole numbers on the number line • Writing numbers in numerals and in words (1 – 20, 1- 99, 1 – 999) • Counting in 10s and 100s up to 1000 • Identifying place values using three-digit numbers using different strategies such as place value charts, abacus and number box • Writing numbers in expanded notation without and with words such as 800 +50 + 4 or 8 hundred + 5 tens + 4 ones	• Numbers expressed in a variety of ways correctly.
		2.1.1.3 Investigate the structure of a plant.	• Identifying different parts of a plant such as root, stem, leaf, flower and fruit, seed. • Discussing importance of different parts of a plant. • Drawing and labeling different parts of a plant	• The structure of the Plant investigated correctly.

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		2.1.1.4 Demonstrate care for plants.	• Planting seeds • Identifying the process of early seed germination • Investigating plant life cycle from seed, seedling, adult plant with flowers and adult plant with fruits and seeds • Recognising importance of plants in producing oxygen for survival of living things: sources of medicine, food, habitats or shelter	• Care for plants demonstrated correctly
		2.1.1.5 Interpret chemical labels.	• Identifying chemical labels like colour bands, hazard symbol and safety information about chemicals • Interpreting signal words and colour bands, hazard symbol and safety information about chemicals and other substances	• Chemical labels interpreted correctly
		2.1.1.6 Analyse data	• Collecting and Recording data • Presenting data sets on a pictograph • Interpreting data from a pictograph	• Pictographs used correctly
		2.1.1.7 Prevent common diseases	• Exploring common diseases in the community • Identifying causes of common diseases in the community • Demonstrating ways of preventing common diseases in the community such as Malaria, TB, common Colds, Coughing Diarrhea, Cholera, Bilharzia, COVID,	• Common diseases prevented accordingly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Matching common diseases with their symptoms	
		2.1.1.8 Exhibit care for the environment.	• Discussing the importance of caring for the environment • Take part in activities on ways of caring for the environment such as *planting trees, picking liter and disposing of waste in designated places, and cleaning the surroundings.* • Designing awareness materials such as flyers, walks…	• Care for the environment exhibited accordingly
2.2 UNDERSTANDING MY BODY	**2.2.1 The Human Body**	2.2.1.1 Demonstrate understanding of parts of the human body and their functions.	• Identifying the internal parts of the human body on charts, picture or models, simulations (brain, heart, intestines, kidneys, lungs, stomach, liver, bladder.) • Drawing shapes and making patterns related to internal parts of the human body • Measuring the lengths and width using non standards units • Relating internal organs of the human body to the external parts such as brain with head, throat with neck, heart and lungs with chest area and the stomach and intestines with the abdomen • Drawing internal parts of the human body as shown on charts, picture or models	• Internal parts of the human body related to their functions

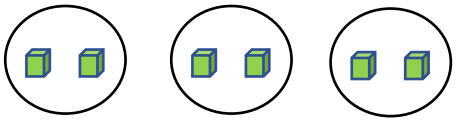
TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Measuring the lengths and width of drawn parts of the human body using non standards units • Molding internal organs of the human body using clay or playdough, balloons. • Matching internal parts of the human body with their functions (brain – thinking; throat – passing food; lungs- exchanging air; stomach- digesting food; intestine -food absorption; heart -pumping blood) • Identifying suitable objects using the sense of smell • Sorting the objects according to characteristic smell (pleasant and unpleasant). • Breathing in and out of air **Note**: *Precaution should be taken to avoid learners smelling of toxic substances*	
		2.2.1.2 Use relations in life context	• Demonstrating meaning of relation from life situations such as one to one relation and one to many relations • Comparing measure relations such as big/small, long/shorter, more/less • Matching sets using arrow to illustrate the relationship using concrete and semi concrete objects • Identifying the relation between two sets	• Relations used life context accordingly

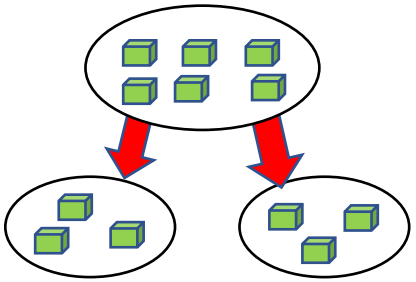
TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		2.2.1.3 Practise food hygiene.	• Discussing the importance of why keeping food clean is important for staying healthy • Demonstrating proper hand washing techniques before eating, after using the bathroom, after playing outside, after touching pets…… • Practising covering food to prevent contamination and foodborne illnesses	• Food hygiene practised correctly
		2.2.1.4 Apply good eating habits	• Practising good eating habits by: taking small and manageable bites, such as using utensils, chewing with the mouth closed • Practising eating balanced varied nutritious amounts	• Good eating habits practised accordingly
2.3 EXPLORING THE SKY AND SEASONS	**2.3.1 Time and length**	2.3.1.1 Use standard units of measures in everyday life	• Reading and telling time using analogue clock in relation to time in full hours and in half hours. • Measuring duration of activities • Measuring of length and width of different object using standard units. (cm, mm, m) • Finding the perimeter of plane figures	• Standard units of measures in everyday life used
	2.3.2 Weather and Climate change	2.3.2.1 Recognise the significance of weather changes.	• Identifying different weather patterns; (cold, hot…) • Recognising weather changes in terms of temperature, rain, wind, and cloud formations. • Identifying effects of climate change such as: heat waves; floods, drought.	• The significance of weather changes recognised accordingly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.4 EXPLORING MATERIALS	**2.4.1 Materials**	2.4.1.1 Explore the existence of matter.	• Identifying different states of matter • Recognising existence of matter in different forms. • Demonstrating changes in state of matter (melting, freezing, ….) • Exploring the existence of matter in different forms	• Existence of matter explored accordingly
	2.4.2 Energy	2.4.2.1.1 Use energy sustainably	• Identifying of energy-saving devices (*energy saving bulbs, energy saving braziers*) • Practising energy-conserving by turning off lights and electrical appliances or closing doors to keep heat inside the room and using natural light during the day. • Exploring ways of conserving energy	• Energy used sustainably
	2.4.3 Plane and Solid Shapes	2.4.3.1 Make three-dimensional regular shapes	• Exploring three dimensional shapes in the environment and classify them according to features • Identifying corners in their environment • Forming corners using different materials in their environment • Drawing rectangle, square and triangle on squared surfaces • Describing the features of three-dimensional shapes (sides, corners and edges) • Recognising different solid shapes such as cuboids, cubes sphere from the environment.	• Three-dimensional regular shapes made

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Drawing solid shapes • Molding the shapes cuboid, cube, cylinder and sphere using plasticine or clay	
	2.4.4 Sound	2.4.4.1 Make different sounds.	• Identify sources of sounds from the local environment. • Classifying sounds into categories such as natural sounds (birds, wind) and artificial sounds (machines, instruments) such as metallic objects, drums, speakers, headphones, bell. • Investigating sound properties (loud, soft,..) • Producing different sounds using local materials	• Different sounds made correctly
	2.4.5 Light	2.4.5.1 Classify sources of light in the environment	• Exploring natural sources of light in the environment (sun, moon, stars,) • Recognising artificial sources of light in the environment (fire, candle, torch, lamp, bulb) • Comparing and contrasting natural and artificial sources of light in the environment	• Sources of light in the environment classified accordingly
	2.4.6 Soluble and Insoluble materials	2.4.6.1.1 Analyse the solubility of materials in water	• Exploring soluble and insoluble materials. • Experimenting on solubility of materials in water (sugar, soda, salt…) • Experimenting with different insoluble materials (sand, stones, chalk…). • Comparing and contrasting soluble and insoluble materials	• Solubility of materials in water analysed correctly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.5 EXPLORING MIXITURES	**2.5.1 Addition, Subtraction, Multiplication and Division of Things**	2.5.1.1 Use whole numbers in addition, in different situation	• Adding numbers using different materials such as tiles, number line • Adding two double-digit numbers with sum up to 99 (Including carrying and without carrying) • Adding two double digit numbers vertically with sum up to 99 by expanded notation • Adding whole numbers with sum up to 999 without regrouping and regrouping • Applying commutative law and the zero property of addition • Adding numbers using different strategies such as number trees, wheels and magic squares • Identifying number patterns involving addition and determining the rule in the number patterns • Exploring practical activities involving money up to K999 and other quantities	• Whole numbers used addition, in different situation
		2.5.1.2 Use whole numbers in Subtraction in different situations	• Subtracting numbers using tiles • Subtracting whole numbers up to 99 (including decomposition) • Subtracting whole numbers vertically up to 999 • Subtracting whole numbers up to 999 by expanded notation • Subtracting whole numbers up to 999 without regrouping	• Whole numbers used in Subtraction in different situations correctly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Subtracting whole numbers up to 999 using strategies such as number trees, magic squares and number games. • Identifying number patterns involving subtraction and determining the rule in the number patterns • Carrying out practical activities involving money up to K999 and other quantities	
		2.5.1.3 Use whole numbers in multiplication in life situation	• Illustrating the meaning of multiplication as number of equal groups and number of elements in the group.  • Illustrating the meaning of multiplication using different strategies (repeated addition, an array of numbers, tiles, …) using concrete and semi concrete objects including the multiplication symbol • Multiplying single digit numbers • Completing single digit multiplication tables • Applying commutative law of multiplication • Identifying the property of 1 as an identity in multiplication and the property of 0 • Carrying out multiplication using composition and decomposition of	• Whole numbers used in multiplication in life situations correctly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			double-digit numbers by single digit number • Identifying number patterns involving multiplication and determining the rule in the number patterns. • Carrying out practical activities involving money up to K99 and other quantities	
		2.5.1.4 Use whole numbers in division in different life situations	• Illustrating the meaning of division as a group shared into **equal** portions  • Illustrating the meaning of division using different strategies such as repeated subtraction, equal sharing using concrete and semi concrete objects including the division symbol • Dividing single by single digit numbers and two-digit numbers by single number without leaving a reminder • Relating division to multiplication (4 x 6) = 24, 24 ÷ 4 = 6 or 24 ÷ 6 = 4)	• Whole numbers used in division in life situations correctly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Identifying number patterns involving division and determining the rule in the number patterns • Carrying out practical activities involving money up to K99 and other quantities	
	2.5.2 Domestic waste	2.5.2.1 Manage waste.	• Identifying household chemical wastes (*cleaning agents, pesticides and insecticides, paints*) • Analyse effects of household wastes to the environment • Explore ways of managing household chemical waste	• Waste managed correctly

2.3 GRADE 3: MATHEMATICS AND SCIENCE

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.1 EXPLORING MY WORLD	**3.1.1 Grouping Things**	3.1.1.1 Apply relationship between sets	• Describing a given group (set) of whole numbers (natural numbers, even numbers and odd numbers). • Listing members of a described group. • Identifying whether or not groups are equal "=' or not equal "≠" through inspection of members of the groups. • Identifying equivalent groups using concrete and semi concrete objects. • Identifying subgroups (subsets) including the subset symbol "⊂" using concrete and semi concrete objects	• Relationship between sets applied accordingly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.1.2 Things in the Surroundings	3.1.2.1 Apply the benefit of natural resources in daily life.	• Exploring the benefit of natural resources to the community such as forests, water, minerals, soil, rocks	• Benefits of natural resources applied in daily life accordingly
		3.1.1.2 Analyse water cycle process	• Exploring water cycle (stages of water cycle such as evaporation, condensation and precipitation.) • Recognising that the water cycle is an ongoing process with no beginning or end	• Water cycle analysed accordingly
		3.1.1.3 Express whole numbers in a variety of ways	• Reading and writing numbers up to 99999 • Identifying the place values up to 5-digit numbers • Reading and writing 5-digit numbers in expanded notation with and without words • Writing 5-digit numbers in numerals and in words	• Whole numbers expressed in a variety of ways
		3.1.1.4 Classify foods according to their nutrients	• Exploring the benefits of eating a variety of foods such as energy giving, body building, and protective food • Classifying Food according to the nutrients (energy giving such as nsima, rice, potatoes, Body building foods such as beans, beef, fish, eggs, Protective foods such as fruits and vegetables)	• Foods classified according to their nutritive value correctly
		3.1.1.5 Interpret warning signs	• Identifying household chemicals such as detergents, pesticides, insecticides,	• Warning signs and labels on

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		and labels on household chemicals.	disinfectant, air fresheners, soap, shampoo, toothpaste • Recognising warning signs and chemical labels such as hazard symbols • Exploring ways of disposing household chemical wastes	household chemicals interpreted correctly
		3.1.1.6 Analyse data	• Collecting and recording data by tallying • Presenting data in a frequency table using tallies and related numerals • Interpreting data in a frequency table	• Data analysed appropriately
		3.1.1.7 Classify plants and animals according to their characteristics	• Exploring different plants in the local environment • Classifying plants such as Flowering plants (maize, mangoes, beans) and non-flowering plants (ferns, moss, pine trees) • Relating the structures of flowering and non-flowering plants to their functions • Identifying classes of animals as vertebrates and invertebrates • Classifying animals into Vertebrates (Man, chicken, fish, cow, goat, frog, snake) • Classifying animals into Invertebrates (Worms, spiders, cockroaches)	• Plants and animals classified accordingly
		3.1.1.8 Analyse components of soil.	• Investigating Soil formation (. Agents of weathering- wind, trees, water and animals.) • Examining soil layers- top soil sub soil, bedrock)	• Components of soil analysed accordingly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Classifying types of Soil (Clay, sand and loam) • Analysing uses of soil in farming, building, molding objects	
		3.1.1.9 Practise care for the surroundings	• Identifying types of pollution such as air, land, water • Exploring causes of pollution such as open burning, indiscriminate disposal of waste, smoke, dust, littering	• Care for the surroundings practised correctly
3.2 UNDERSTANDING MY BODY	**3.2.1 The Human Body**	3.2.1.1 Exhibit care for the sensory organs	• Identifying the sensory organs • (eye, ear, skin..) • Examining basic parts of the eye • Illustrating the diagrams and also labeling basic eye parts • Exploring use of eyes in terms of seeing objects, colors, producing tears to wash away debris, keep the eye moist and the surrounding environment • Identifying the different parts of the ear, such as the outer ear, ear canal, eardrum, and inner ear. • Labeling the different parts of the ear using a diagram, such as the outer ear, ear canal, eardrum, and inner ear. • Investigating the functions of the ear in terms of hearing and balancing • Practising ways of protecting the ears from loud noises, and keeping them clean...	• Care for sensory organs exhibited accordingly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Investigating the function of the skin • Practicing good skin hygiene through washing the skin, applying jelly, covering	
		3.2.1.2 Practise care for the human body	• Identify movable joints *(elbow, knee, hip, wrist, ankle).* • Practice moving movable joints • Practising care for bones and muscles (consuming calcium-rich foods such as cassava, milk, fish ...for bones; Protein foods such as meat, eggs, beans… for muscles) • Exercising regularly (physical activity such as games sports, simple exercises)	• Care for human body practised correctly
		3.2.1.3 Practise Personal hygiene.	• Classifying diseases such as Infectious (HIV, TB, Ebola, Measles, COVID, Chicken Pox), and Non-infectious diseases (Asthma, malaria, Malnutrition) • Practising preventive measures such as care for the body, good sanitation, health care, health food	• Personal hygiene practised correctly
		3.2.1.4 Use relations in different life context	• Matching one set to another using arrow diagrams based on a given double digit number using addition or subtraction operations • Mapping two sets using a one-to-one correspondence using the combined operations e.g. “times 2, plus 1” of whole numbers in the range not exceeding 99999	• Relations used in life context accordingly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Identifying the relation between two given sets on a given arrow diagram • Illustrating one-to-many relations (“is greater than (>)”, “is less than (<)”, “is greater or equal to (≥)” and “is less or equal to (≤)”) using arrow diagrams	
3.3 EXPLORING THE SKY AND SEASONS	**3.3.1 Time, length, mass and capacity**	3.3.1.1 Use measures in everyday life	• Telling time at specified intervals (half of an hour, quarter of an hour and five-minute intervals) using the 24-hour analogue clock  • Reading and using the Gregorian calendar (January – December) • Describing the unit for measuring long distances (km) • Measuring mass of different objects using standard units (kilograms, grams) • Measuring capacity of different objects using standard units (litres) • Solving problems involving mass and capacity	• Measures used in real life accordingly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.3.2 Weather and Climate Change	3.3.2.1 Demonstrate understanding of causes of climate change	• Recognising causes of climate change such as deforestation, open burning (air pollution), improper waste disposal • Analyse effects of climate change such as habitat loss, diseases, irregular weather changes	• Understanding of causes of climate change demonstrated correctly
3.4 EXPLORING MATERIALS	**3.4.1 Materials**	3.4.1.1 Investigate characteristics of materials.	• Identifying observable characteristics of materials • Recognising properties of materials such as rough/smooth, hard/soft, flexible /rigid, strong/fragile, sinking/floating • Examining properties of materials based on characteristics such as color, shape, size, texture, and weight. (Properties of matter)	• Characteristics of materials of matter investigated accordingly
	3.4.2 Plane and Solid Shapes	3.4.2.1 Construct different types of shapes	• Drawing a rectangle and square using a protractor and a set square • Identify isosceles and equilateral triangles from concrete and semi concrete objects • Sorting out isosceles and equilateral triangle from different triangles • Drawing isosceles and equilateral using set square and protractor	• Different shapes constructed accordingly
	3.4.3 Forces	3.4.3.1 Analyse the relationship between forces and movement of objects	• Demonstrating how forces cause objects to move, or change direction in terms of pushing and pulling (exerting force away - pushing or closer - pulling)	• The relationship between forces and movement of objects analysed accordingly.

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Analysing the relationship between forces and movement objects	
	3.4.4 Simple Machines	3.4.4.1 Make simple machines	• Identify simple machines in toys, tools, and other objects used in daily life, such as screw, scissors, seesaw, lever. • Making simple machines such as seesaw, pulley, lever, wheel and axle, wedge, inclined plane • Applying the uses of simple machines in everyday life	• Simple machines made correctly
3.5 EXPLORING MIXITURES	**3.5.1 Mixtures**	3.5.1.1 Create different types of mixtures	• Identifying mixture components from the surroundings • Conducting simple experiment to simple mixtures • Observing the properties of different mixtures • Creating different types of mixtures	• Different types of mixtures created correctly
	3.5.2 Addition, Subtraction, of Things	3.5.2.1 Use whole numbers in Addition in different situations	• Adding 5-digit numbers to 3, 4 and 5-digits in expanded notation up to the sum of 99999 with carrying up to 4 times. • Adding of whole numbers with the sum up to 99999 without regrouping. • Adding numbers using various strategies such as number trees, wheels and magic squares • Identifying number patterns involving addition and determining the rule in the number patterns	• Whole numbers used in Addition in different situations accuratelty

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Applying addition of numbers in different quantities and using money	
		3.5.2.2 Use whole numbers in subtraction in different life situations.	• Subtracting 3, 4 and 5-digit numbers from 5-digit numbers in expanded notation with borrowing up to up to 4 times • Subtracting whole numbers with and without regrouping up to 99999 • Subtracting numbers using various strategies such as number trees, wheels and magic squares • Identifying number patterns involving subtraction and determining the rule in the number patterns • Applying subtraction of numbers in different quantities and using money	• Whole numbers used in subtraction in different life situations accurately
		3.5.2.3 Use whole numbers in multiplication in different life situations	• Multiplying numbers (3-digit by 1-digit, 3-digit by a 2-digit) vertically using variety of strategies • Multiplying numbers by 10, 100 and1000. • Using number facts in multiplication such as 10 fact, 5 fact. • Identifying number patterns involving multiplication • Applying multiplication of numbers in different quantities and using money	• Whole numbers used in multiplication in different life situations accurately
		3.5.2.4 Use whole numbers in division in	• Dividing 1-digit number, 2-digit numbers and 3-digit numbers by 1-digit	• Whole numbers used in division

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		different life situations	number with remainders using long division and other strategies. • Identifying number patterns involving division • Applying division of numbers in different quantities and using money	in different life situations accurately
		3.5.2.5 Use fractions in life situations	• Dividing a whole object (concrete and semi concrete materials) into equal and unequal parts. • Dividing a whole into equal parts (meaning of a fraction using models such as the area, set and linear model) • Naming parts of the fractions. • Identifying proper fractions from a given number of fractions. • Drawing and shading proper fractions • Adding and subtracting proper fractions with common denominator (single digit numbers).	• Fractions used in life situations correctly

CREATIVE AND TECHNOLOGY STUDIES

1. CREATIVE AND TECHNOLOGY STUDIES

Introduction

Creative and Technology Studies (CTS) is an interdisciplinary field that combines creativity, technology and innovation to develop practical solutions. Hence this CTS Syllabus is a combination of *Expressive Arts, Home Economics and Hospitality (HEH), Information and Communication Technology (ICT) and Technology Studies*. The learning area also includes some aspects of Social Studies and Cross -cutting issues such as financial education, entrepreneurship, environmental health and pollution management. This integration has been necessitated in order to provide learners with a unique experience of appreciating the concepts that the various learning areas endeavor to provide. This syllabus will help learners to apply critical thinking and creativity in order to meet various societal needs. The CTS syllabus provides a platform on which learners acquire background knowledge on the various subject disciplines that learners will have to do at higher grade levels. 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. The main thrust of this learning area is to provide an opportunity for learners to use available materials, put their capability to work and to develop products that meet their real needs and wants.

Structure of the Syllabus

The syllabus is divided into three grades: 1, 2 and 3. At the beginning of the syllabus, there are general competences and descriptors that learners are expected attain. For easy reference, the syllabus content is outlined in form of topic, sub-topic, specific competence, learning activities and an expected standard. Some topics may be similar at both lower and higher grade levels, 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.

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 recognise 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. 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 the following:

Pair Work
Group/Team Work
Individual Work
Field trip Method
Project Method
Discussion Method
Guest Speaker
Demonstration Method

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

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 2023. The minimum learner-teacher contact time from Grade 1 to 3 is **5 hours** per week, translating into **10 periods.** The duration for a single period is 30 minutes**.**

Assessment Overview

This syllabus recommends that two main types of assessment be undertaken. These are Continuous Assessment which is part of Formative Assessment including practical activities; and Summative Assessment will be conducted at the end of the learning process

KEY COMPETENCES TO BE DEVELOPED

COMPETENCES	DESCRIPTORS
Collaboration	• Participate in and express themselves through creative arts
Analytical thinking	• Break down problems • Evaluate solutions • Apply analytical skills in various activities
Critical thinking	• Solve basic problems logically. • Ask the basic questions • Make simple logical conclusions • Create new patterns and shapes • Organise things according to their attributes • Explore the environment • Manipulate different objects
Communication	• Use appropriate language (verbal and non-verbal) in different situations • Express oneself using different media and symbols
Creativity and innovation	• Apply a set of skills that are appropriate for the creative process. • Use imagination and creativity to solve problems. • Create new simple objects. • Explore multiple ways of solving a problem. • Establish relationship, patterns and make connections
Digital literacy	• Use a computer or digital device basics with less difficulties. • Comprehend hardware components.

COMPETENCES	DESCRIPTORS
	• Understand how to create, save, and organise files and folders. • Understand fundamental online safety practices. • Write, read and send text messages • Make and answer a phone call.
Problem solving	• Solve problems within the context using oral, written, symbolic, graphical and numerical materials • Provide solutions to questions and challenging situations within their environment
Environmental sustainability	• Re-use various materials to make artefacts • Care for the environment and natural resources • Adapt to weather changes
Entrepreneurship	• Demonstrate fundamental knowledge of what entrepreneurship is • Manage finances through saving and spending • Understand sources of income
Financial Literacy	• Identify ways of earning money • Demonstrate the ability to Save money • Make a List of items to buy
Emotional Intelligence	• Show sympathy and empathy • Recognise personal emotions and that of others • Communicate with others
Citizenship	• Show empathy, honesty and support to others • Respect others regardless of differences • Respect other people's property • Show responsibility to one's actions • Practise environmental sustainability

3.1 GRADE 1: CREATIVE AND TECHNOLOGY STUDIES

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.1.SAFETY	**1.1.1 Safety in the immediate environment**	1.1.1.1 Apply safety in the immediate environment	• Demonstrating safety practises in the classroom (cleaning up the room, Storing materials and equipment securely…) • Practising safety rules in specialised rooms (rules relating to specialised rooms…) • Practising safety rules on the playground/play space • Demonstrating safety rules on the road (Correct way of crossing the road…)	Safety practises in the immediate environment applied correctly
	1.1.2 Body Posture	1.1.2.1 Demonstrate correct	• Performing correct postural habits *(sitting, standing,*	• Correct postural habits demonstrated accordingly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		postural habits	*lifting, kneeling, walking…)*	
1.2.DRAWING AND COLOURING	**1.2.1 Free Hand Sketching**	1.2.1.1 Sketch simple objects	• Sketching simple objects *(kite, house, car, hat…)*	• Simple objects sketched appropriately.
	1.2.2 Free Drawing	1.2.2.1 Draw pictures of objects	• Drawing various pictures of objects found in the home and school *(chairs, pots, cups, money box…)*	• Pictures of objects drawn accordingly
	1.2.3 Colouring	1.2.3.1 Draw pictures showing activities	• Drawing pictures showing various activities (cooking, eating …)	• Pictures showing activities drawn appropriately
		1.2.3.2 Paint pictures based on given themes	• Painting different pictures (people, bus station, animals, the Zambian flag …)	Pictures based on given themes painted creatively
1.3. TOOLS AND EQUIPMENT	**1.3.1 Hand Tools**	1.3.1.1 Use hand tools	• Identifying hand tools used to make products (knife, adze, saw…) • Matching hand tools to their usage.	• Hand tools used correctly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Making products using hand tools (Toys)	
	1.3.2 Kitchen Utensils	1.3.2.1 Use kitchen utensils	• Using kitchen utensils (lunchboxes, plates, spoons, drinking bottles ...) • Cleaning kitchen utensils (lunchboxes, plates, drinking bottles…) Storing kitchen utensils in suitable places	Kitchen utensils used correctly.
1.4.MATERIALS	**1.4.1 Sources of Materials**	1.4.1.1 Identify sources of materials used to make things	• Identifying sources of materials (*tree, soil, animals*) • Matching products to their sources	• Sources of materials used to make things identified correctly
	1.4.2 Material Conservation	1.4.2.1 Practise ways of conserving materials	• Demonstrating different ways of conserving materials (*re-using, reducing, recycling for the purpose of selling, tree planting and care*…)	Ways of conserving materials practised correctly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.4.3 Use of Materials	1.4.3.1 Use locally available materials to make products	• Using locally available materials to make products (*grass, clay, plasticine, reed…*)	• Locally available materials to make products used appropriately.
1.5.PATTERNS	**1.5.1 Simple Patterns**	1.5.1.1 Make simple patterns	• Making simple patterns (*finger print, scribble, line, splash, tear patterns…*).	• Simple patterns made appropriately
1.6.SOUNDS	**1.6.1 Exploration of Sounds**	1.6.1.1 Produce different sounds	• Producing different sounds (*clapping, hissing, whistling…)*	• Different sounds produced accordingly
1.7.DRAMA	**1.7.1 Drama**	1.6.1.2 Practise simple plays.	• Role playing given themes (*washing cars, selling artefacts…)*	• Simple plays practised accordingly
1.8.HOSPITALITY	**1.8.1 Customer Service**	1.8.1.1 Perform customer service skills	• Performing customer service skills (*being friendly, welcoming, being helpful to guests, responding and answering to phone calls…)*	• Customer service skills performed confidently.
	1.8.2 Cleaning	1.8.2.1 Clean rooms using different items.	• Cleaning rooms using different items (*Brooms, pieces of cloth, detergents* ...)	• Rooms cleaned using different items correctly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.9.ICT DEVICES IN EVERYDAY LIFE	**1.9.1 ICT Devices**	1.9.1.1 Use ICT devices	• Identifying ICT devices (*Desktop, laptop, smart phone, Television, Radio, printer…).* • Switching on/off of ICT devices • Using digital devices Sending/receiving phone calls, capturing photos…)	• ICT devices used appropriately
1.10. COMPUTER SOFTWARE	**1.10.1 Computer Educational Games**	1.10.1.1.Play computer educational games	• Playing Computer Educational games	• Computer Educational games played correctly.
1.11. HEALTH AND FITNESS MANAGEMENT	**1.11.1 Fitness and health**	1.11.1.1 Perform fitness and health activities	• Performing various fitness and health activities (*climbing, running, jumping, deep breathing…*) • Using (*horizontal bars, Ropes, Sliders, Ladders, Stair cases)*	Fitness and health activities performed appropriately

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.11.2 Educational Gymnastics	1.11.2.1 Perform tumbling activities	• Performing simple tumbling activities (*forward roll, cartwheel, frog jump…)*	• Tumbling activities performed appropriately
		1.11.2.2 Perform stunt activities	• Performing simple stunts activities (*arm, trunk, leg rolling, squatting, balancing*…)	• Stunt activities performed appropriately
1.12. TOURISM	**1.12.1 Cultures and Landmarks**	1.12.1.1Explore different cultures in the community.	• Identifying different cultures • Telling stories about different cultures • Exploring different cultures (*traditional clothing, unique customs,* …)	Different cultures and landmarks explored accordingly
		1.12.1.2Locate landmarks using cardinal points	• Identifying different land marks • Locating landmarks *using* cardinal points (*markets, hospital, police station, curio shop…)*	• Landmarks located using cardinal points accurately.
1.13 SPORTS SKILLS DEVELOPMENT	**1.13.1 Games**	1.13.1.1.Perform games	• Naming various types of games	• Games performed appropriately

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Discussing simple rules of different games • Performing various games (*Modified conventional and traditional games*)	
	1.13.2 Field and Track Events	1.13.2.1Perform Field and Track Events	• Identifying different types of Field and Track Events • Discussing simple rules of Field and Track Events • Performing field and track events (*relays, 20 meters sack race…)*	• Field and Track Events performed correctly
1.14 NEEDLEWORK	**1.14.1 Needlework Tools**	1.14.1.1 Use small needlework tools	• Naming small needle work tools (*tailors chalk, tape measures, thimble…)* • Drawing small needlework tools (*tailor's chalk tape measure, thimble*…).	• Small needle work tools used accordingly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Using small needlework tools, make small items (*pin cushion, handkerchief*…) • Storing small needlework tools in suitable places.	
1.15 GRAPHIC COMMUNICATION	**1.15.1 Lines**	**1.15.1.1 Draw different types of lines**	• Identifying different types of lines • Drawing different types of lines using free hand (straight line, zig-zag, wavy…) • Drawing different types of lines using instruments (*vertical and horizontal lines)*	Different types of lines drawn accordingly.
1.16 CRAFTS	**1.16.1 Paper Crafts**	1.16.1.1 Make items using paper	• Identifying items made in paper craft • Making of various items (*chain, belts, house model, mask, National flag, ox-cart, cars, train, cell phone…)*	Items made using paper accordingly.

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		1.16.1.2 Make different pictures using collage technique	• Making different pictures using collage technique	Different pictures using collage technique made appropriately.
	1.16.2 Modeling	1.16.2.1 Model objects using clay	• Modeling of free form objects using clay/ plasticine (*animals, dolls fruits, birds…*	• Objects modelled using clay/ plasticine accordingly.
1.17 LETTERING	**1.17.1 Letters of the Alphabet**	**1.17.1.1** Design letters of the alphabet	• Designing letters of the alphabet (*copy, cut-out, paint letters…)*	• Letters of the alphabet designed accordingly
1.18 SWIMMING	**1.18.1 Pool Hygiene**	1.18.1.1 Apply rules on pool hygiene	• Applying basic rules on pool hygiene (*shower before getting in the pool, do not urinate in the pool…)*	Rules on pool hygiene applied appropriately
1.19 STRUCTURES	**1.19.1 Types of Structures**	1.19.1.1 Identify types of structures	• Identifying types of structures (*house, bicycle, egg, car, bridge…)*	• Types of structures identified correctly
1.20 ENTREPRENEURSHIP	**1.20.1 Entrepreneur**	1.20.1.1.Demonstrate knowledge on the roles of an entrepreneur	• Identifying entrepreneurs in the community (*shop owners, market traders, transporters, …)*	• Knowledge on the roles of an entrepreneur demonstrated correctly.

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Discussing the roles of an entrepreneur in the community (*making goods, selling goods, providing services…)* • Role playing the roles of an entrepreneur (*selling, Buying…)*	

3.2 GRADE 2: CREATIVE AND TECHNOLOGY STUDIES

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.1 SAFETY	**2.1.1 Accidents Prevention**	2.1.1.1 Demonstrate ways of preventing accidents in the immediate environment	• Identifying causes of accidents in the immediate environment (*Neglected upkeep of classroom floors and facilities, Hazards like slippery floors or broken tiles…*) • Observing proper use of pedestrian crossing • Applying safety measures in the environment • Reporting injuries/accidents	• Ways of preventing accidents in the immediate environment demonstrated accordingly.
	2.1.2 **First Aid**	2.1.2.1 Demonstrate skills in First Aid	• Sharing information on First Aid. • Role playing First Aid procedures	• Skills in First Aid demonstrated correctly.
2.2 TOOLS AND EQUIPMENT	**2.2.1 Measuring Tools**	2.2.1.1 Use measuring tools	• Identifying measuring tools (r*uler, measuring tape…)* • Using measuring tools to take dimensions • Stating dimensions.	• Measuring tools used appropriately
	2.2.2 Kitchen Equipment	2.2.2.1 Use equipment found in the kitchen	• Identifying kitchen equipment (*stove, brazier*…) • Using kitchen equipment (cooking, freezing…)	• Kitchen equipment used appropriately.

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Cleaning of the kitchen equipment • Storing kitchen equipment	
2.3 DRAWING AND COLOURING	**2.3.1 Free Drawing**	2.3.1.1 Draw pictures	• Drawing of various pictures (*animals, birds, rivers, trees, mountains, a person saving money in the saving box, schools, churches…)*	• Pictures drawn accordingly.
	2.3.2 Colouring	2.3.2.1 Paint pictures from still life	• Identifying primary colours (Red, Yellow and Blue) • Painting pictures from still life *(shovel, bucket, axe*…)	• Pictures from still life painted accordingly.
2.4 MATERIALS	**2.4.1 Making Items**	2.4.1.1 Make items using available local materials	• Making items using available local available materials (*i. Materials; clay, grass and reeds, ii. Items; car, reed mats, bicycle…)*	• Items using available local materials made accordingly.
2.5 PATTERNS	**2.5.1 Types of Patterns**	2.5.1.1 Design patterns	• Designing patterns (*cut paper patterns, writing patterns*…)	• Patterns designed accordingly
2.6 HOSPITALITY	**2.6.1 Places in Hospitality**	2.6.1.1 Explore places in hospitality	• Identifying hospitality places. • Exploring places in hospitality (***Hotels***: *where travellers rest;* ***Restaurants****: where people have meals;* ***Cafes****: where people have snacks and drinks…)*	• Places in hospitality explored accordingly.

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.7 MATERIALS	**2.7.1 Waste Disposal**	2.7.1.1 Demonstrate correct ways of disposing waste	• Classifying different types of waste ***(solid waste***: *garbage;* ***liquid waste****: dirty water…)* • Managing waste using reduce, reuse and recycle (3Rs); • Disposing of waste in designated places.	• Ways of disposing waste demonstrated correctly.
	2.7.2 Making Items	2.7.2.1 Make items using locally available materials	• Making items using available local available materials (*i. Materials; clay, grass and reeds, ii. Items; car, reed mats, bicycle…)*	• Items made accordingly using locally available materials .
2.8 COMPUTER	**2.8.1 Computer Hardware**	2.8.1.1 Operate basic computer hardware	• Using different types of computer hardware (*mouse, keyboard, monitor*)	• Computer hardware operated appropriately.
	2.8.2 Computer Software	2.8.2.1 Use word document	• Inserting shapes in a word document • Painting shapes inserted in word document	• Word document used correctly.
2.9 SOUNDS	**2.9.1 Sounds**	2.9.1.1 Imitate sounds from different sources	• Imitating sounds from different sources (*birds, cars, cow, cats*…)	Sounds from different sources imitated accordingly.
2.10 TOURISM	**2.10.1 Attraction Sites**	2.10.1.1.Explore local attraction sites	• Discussing local attraction sites • Exploring local attraction sites (*parks, dam, waterfalls, museums …)*	Local attraction sites explored accordingly.
2.11 ENERGY	**2.11.1 Heat**	2.11.1.1 Use heat to treat materials	• Treating materials using heat (*clay pot, wires, plastic*…)	• Heat used to treat materials appropriately.

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	2.11.2 Energy Conservation	2.11.1.1Identify items that conserve energy	• Identifying items for conserving energy (traditional *stove and oven, brazier*...)	• Items that conserve energy identified accordingly
2.12 HEALTH AND FITNESS MANAGEMENT	**2.12.1 Fitness**	2.12.1.1 Perform developmental activities	• Performing developmental activities (*deep breath in and out, climbing, hanging* …)	• Developmental activities performed accordingly
	2.12.2 Educational Gymnastics	2.12.2.1Perform tumbling activities	• Performing tumbling activities *(trunk rolling, tummy rolling, balancing*…)	Tumbling activities performed correctly
		2.12.2.2Perform stunts activities	• Performing stunts activities (*high jump, twisting*…)	• Stunts activities performed correctly
2.13 NEEDLEWORK	**2.13.1 Needlework tools**	2.13.1.1Use needlework tools	• Discussing small needlework tools (*seam riper, cutting scissor, needles*…) • Drawing and labelling small needlework tools • Using small needlework tools, make small items (fridge mat, head bands…)	Needlework tools used appropriately
2.14 RECREATION	**2.14.1 Movement and Dance**	2.14.1.1Perform structured movements	• Performing structured movements (using *traditional songs, contemporary music*…)	• Structured movements performed appropriately
2.15 CRAFTS	**2.15.1 Plaiting**	2.15.1.1Plait using locally available materials	• Plaiting using available local materials (*sisal, grass, pieces of fabric…)*	• Plaiting using locally available materials done skillfully
	2.15.2 Weaving	2.15.2.1Make familiar objects using	• Making familiar objects by weaving (*mats, hats, belts*…)	Familiar objects woven skillfully

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		weaving techniques		
	2.15.3 Papier Machè	2.15.3.1Model items using Papier machè	• Preparing paper pulp for modeling • Modeling various items using Papier machè (*fruits, balls*…)	• Items using papier machè modelled correctly
	2.15.4 **Construction**	2.15.4.1Construct familiar objects	• Constructing familiar objects (*human figures, bicycles, wire cars*…) • Decorating finished objects • Making structures using geometric shapes	• Familiar objects constructed accordingly
2.16 SPORTS SKILLS DEVELOPMENT	**2.16.1 Games**	2.16.1.1Apply skills in conventional and traditional games	• Applying skills in conventional and traditional games,	• Skills in conventional and traditional games applied appropriately.
	2.16.2 Field and Track Events	2.16.2.1Perform Field and Track Events	• Performing Field and Track Events (*30meter relays, Bottle race, Bean bags, Lane, Throw, Catch*…)	• Field and track events performed correctly
2.17 DESIGNING	**2.17.1 Designing**	2.17.1.1Make designs of different objects	• Identifying objects to be designed (car, bicycle, house, boat…) • Designing identified objects	• Designs of different objects made accordingly.
2.18 LETTERING	**2.18.1 Letters of the Alphabet**	2.18.1.1Design and cut letters of the alphabet	• Designing and cutting - out letters (*lower case and uppercase letters)*	• Letters of the alphabet designed and cut appropriately

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.19 SWIMMING	**2.19.1 Water Orientation**	2.19.1.1Exhibit swimming skills	• Exhibiting swimming skills (*diving, jumping, sliding, breathing and floating...)*	• Swimming skills exhibited accordingly
2.20 ENTREPRENEURSHIP	**2.20.1 Entrepreneurial Activities**	2.20.1.1Demonstrate entrepreneurial activities	• Identifying entrepreneurial activities (*buying and selling at the market, cookery, crafts…)* • Demonstrating entrepreneurial activities *(buying and selling…)*	• Entrepreneurial activities demonstrated correctly.

GRADE 3: CREATIVE AND TECHNOLOGY STUDIES

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.1.SAFETY	**3.1.1 Safety in handling hand tools**	3.1.1.1 Practise safety in handling hand tools	• Applying safety rules in handling hand tools • Packing tools in safe places	Safety in handling hand tools practiced correctly
	3.1.2 First Aid	3.1.2.1 Apply First Aid in different situations	• Role playing First Aid in different situations (*cuts, bruises, nose bleeding, scalds…)*	• First Aid applied correctly in different situations
	3.1.3 Body Posture	3.1.3.1 Demonstrate postural activities	• Demonstrating postural activities (*sit ups on flat surfaces, stretches, bends, rolls, sitting at a computer…)*	• Postural activities demonstrated appropriately
3.2.COOKERY	**3.2.1 Snacks**	3.2.1.1 Make healthy snacks	• Making healthy snacks (*sandwich, roasted nuts, roasted cassava, smoothies…)*	• Healthy snacks made accordingly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.3.DRAWING AND COLOURING	**3.3.1 Drawing**	3.3.1.1 Draw pictures	• Drawing pictures based on life experiences and events (*worshiping, dancing…)*	• Pictures drawn accordingly
	3.3.2 Colouring	3.3.2.1 Colour pictures.	• Identifying secondary colours (*orange, green, violet)* • Colouring various pictures depicting life experiences (*my village, my town, market place…)*	• Pictures coloured appropriately
3.4.MATERIALS	**3.4.1 Making Items**	3.4.1.1 Make items using locally available materials	• Making items using locally available materials (*i. Materials: wood, plastic and metal. ii. Items: car, cups, bicycle…)*	• Items made using locally available materials accordingly
3.5. PATTERNS	**3.5.1 Patterns**	4.5.1.1 Print patterns.	• Collecting objects which can be used to create patterns • Printing patterns (*Leaf print, Potato print, String-pull, dup patterns*)	• Patterns printed correctly
3.6.COMPUTER	**3.6.1 Computer Hardware**	3.6.1.1 Use computer hardware components	• Identifying computer hardware components (*computer case,mouse and storage devices…)* • Using computer hardware components (*computer case and storage devices…)*	Computer hardware components used correctly
	3.6.2 Computer Software	3.6.2.1 Design digital arts using creative and art software	• Designing digital arts using creative and art software (*word, Kid Pix, Tux Paint, Crayola Art Studio…)* • Editing photos	Digital arts designed using creative and art software accordingly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.7.HOSPITALITY	**3.7.1 Etiquette**	3.7.1.1 Demonstrate good table manners	• Demonstrating good table manners (*Washing hands before touching food, chewing with a closed mouth…)*	• Good table manners demonstrated accordingly.
	3.7.2 Laundry	3.7.2.1 Launder articles	• Demonstrating laundry processes (*sorting, soaking, washing, rinsing, drying)* • Laundering small articles *(handkerchief, socks, table napkins…)*	• Articles laundered accordingly
3.8.SOUNDS	**3.8.1 Elements of Sound**	3.8.1.1 Apply basic skills in singing and instrument playing	• Identifying different elements of sound (*tone, pitch, rhythm, volume…)* • Singing a variety of songs (contemporary, *traditional, tonic sounds…)* • Playing local instruments (*drums, banjos, silimba…)*	• Basic skills in singing and instrument playing applied accordingly.
3.9.RECREATION	**3.9.1 Dance**	3.9.1.1 Perform local dances and simple rhythmic activities	• Performing local dances (*structured and unstructured movements*) • Performing simple rhythmic activities (*clapping, singing, dancing…)*	• Local dances and simple rhythmic activities performed accordingly
	3.9.2 Songs	3.9.2.1 Compose songs on cross cutting issues	• Composing songs on cross cutting issues (*health, corruption, child labour, drug and substance abuse, climate change…)*	• Songs with various messages composed appropriately
3.10. TRAVEL	**3.10.1 Travel Etiquette**	3.10.1.1 Demon strate travel etiquette	• Demonstrating travel etiquette (*try local foods, learn basic greetings, phrases , …)*	• Travel etiquette demonstrated accordingly

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.11. ENERGY	**3.11.1 Circuit**	3.11.1.1 Make a circuit to produce light	• Identifying circuit components used to produce light (*cells, wires, bulb…)* • Designing a circuit to produce light • Connecting circuit components to produce light	• Circuit made correctly to produce light
3.12. HEALTH AND FITNESS MANAGEMENT	**3.12.1 Fitness**	3.12.1.1 Perform simple isometric activities	• Performing simple isometric activities (*strength training exercises*)	• Simple isometric activities performed appropriately
	3.12.2 Health	3.12.2.1 Perform developmental activities	• Performing developmental activities (*jogging, hanging, lifting, pulling, pushing…)*	• Developmental activities performed appropriately
	3.12.3 Educational gymnastics (Tumbling and Stunts)	3.12.3.1 Perform simple tumbling activities	• Performing simple tumbling activities (*landing, balancing…)*	Simple tumbling activities performed appropriately
		3.12.3.2 Demonstrate simple stunts activities	• Demonstrating simple stunts (*pyramid formation, balance…)*	• Simple stunt activities demonstrated correctly
3.13. NEEDLEWORK	**3.13.1 Stitches**	3.13.1.1 Work out samples of temporary stitches	• Working out temporary stiches (*even tacking, running stitch, long and short tacking*)	• Samples of temporary stitches worked out correctly
3.14. SPORTS SKILLS DEVELOPMENT	**3.14.1 Modified conventional games**	3.14.1.1 Perform modified	• Performing modified conventional games (*Volleyball, netball, football…)*	• Modified conventional

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		conventional games 3.14.1.2		games performed appropriately
	3.14.2 Field and Track Events	3.14.2.1 Perform field and track events	• Performing field and track events (*40 meters relays, bucket race, high jump…)*	• Field and track events performed correctly
	3.14.3 Traditional Games	3.14.3.1 Perform traditional games	• Performing traditional games (*throw, catch, ciyenga. ..)*	• Traditional games performed correctly
3.15. CRAFTS	**3.16.1 Plaiting**	3.16.1.1 Plait using different styles	• Plaiting using different styles (*twisting, corn roll…)*	• Different styles of plaiting done accordingly.
	3.16.2 Weaving	3.16.2.1 Make familiar objects using weaving techniques	• Making objects using weaving techniques (*Belts, baskets…)*	Familiar objects made using weaving techniques accordingly
	3.16.3 Knotting	3.16.3.1 Knot familiar objects	• Knotting familiar objects (*ropes, bags…)*	• Familiar objects knotted correctly
	3.16.4 Modeling	3.16.4.1 Model familiar objects	• Modeling familiar objects using clay/ paper pulp (*Cups, pots bowls, fruits…)*	• Familiar objects modelled correctly
		3.16.4.2 Decorate finished items	• Decorating finished items by painting, vanishing or firing	• Finished items decorated appropriately

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.16.5 Construction	3.16.5.1 Construct familiar items using locally available materials	• Constructing familiar items (*buildings, human figures, mobiles, wire cars…)using locally available materials*	• Familiar items constructed using locally available materials appropriately
	3.16.6 Types of Structures	3.16.6.1 Differentiate natural and artificial structures	• Differentiating natural from artificial structures (*Artificial: bridges, house…, Natural: hill,*)	• Natural and artificial structures differentiated correctly
3.16. DESIGNING	**3.17.1 Item Designing and Making**	3.17.1.1 Design and make Items	• Designing items (*kite, toy car, house…)* • Selecting materials for the design • Making items (*kite, toy car…*)	• Items designed and made appropriately
3.17. LETTERING	**3.18.1 Letters**	3.18.1.1 Design capital and small letters	• Designing letters (*Upper and lower case letters, spacing, size, and colour*) • Cutting designed letters	Upper and lower case letters designed correctly
	3.18.2 Poster Making	3.18.2.1 Design posters to convey short meaningful messages based on different concepts	• *Designing posters to convey short meaningful messages based on different concepts (human rights, environmental health and pollution, child labour, road safety…)*	• Posters to convey short meaningful messages based on different concepts designed appropriately

TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.18. SWIMMING	**3.19.1 Water Orientation**	3.19.1.1 Demonstrate basic swimming strokes	• Demonstrating basic swimming strokes (*side strokes, unskilled strokes: push inhale float…)*	• Basic swimming strokes demonstrated correctly
3.19. ENTREPRENEURSHIP	**3.20.1 Entrepreneurial activities**	3.20.1.1 Practise making and selling items	• Identifying the products to make • Costing materials for making the product • Pricing the products to be made with a view of making profit • Identifying the possible selling places and targeted customers • Saving the profit in the saving box	• Making and selling of items practised accordingly

Appendix I

Grade 1: Weekly Schedules of Sounds and Syllables for the Seven Zambian Languages

LUVALE Term 1 - Weekly Schedule					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing
Week 2	Letter sound **a A**	Letter sound **e E**	Letter sound **i I**	Letter sound **oO**	Letter sound **u U**
Week 3	Introduce letter sound **n N**	Revise letter sound **n N**	Introduce letter sound **k K**	Revise letter sound **k K**	Revise work done **n, k**
Week 4	Introduce letter sound **kh KH**	Revise letter sound **kh KH**	Introduce letter sound **m M**	Revise lettersound **m M**	Revise work done **kh KH, m M**
Week 5	Introduce letter sound **l L**	Revise letter sound **l L**	Revise work done **l L**	Assessment and Remediation	
Week 6	Introduce letter sound **h H**	Revise letter sound **h H**	Introduce letter sound **w W**	Revise letter sound **w W**	Revise work done **h H, w W**
Week 7	Introduce letter sound **t T**	Revise letter sound **t T**	Introduce letter sound **th TH**	Revise letter sound **th TH**	Revise work done **t T, th TH**
Week 8	Introduce letter sound **v V**	Revise letter sound **v V**	Introduce letter sound **y Y**	Revise lettersound **y Y**	Revise work done **v V, y Y**
Week 9	Introduce letter sound **s S**	Revise letter sound **s S**	Introduce letter sound **ny NY**	Revise letter sound **ny NY**	Revise work done **s S, ny NY**
Week 10	Introduce letter sound **ng NG**	Revise letter sound **ng NG**	Revise work done **ng NG**	Assessment and Remediation	
Week 11	Introduce letter sound **j J**	Revise letter sound **j J**	Introduce letter sound **nj NJ**	Revise letter sound **nj NJ**	Revise work done **j J, nj NJ**
Week 12	Introduce letter sound **ch CH**	Revise letter sound **ch CH**	Introduce letter sound **p P**	Revise letter sound **p P**	Revise work done **ch CH, p P**
Week 13	End of Term Assessment **(use EGRA tasks)**				

LUVALE Term 2 - Weekly Schedule					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	lntroduce letter sound **ph PH**	Revise letter sound **ph PH**	lntroduce letter sound **z Z**	Revise letter sound **z Z**	Revise work done **ph PH, zZ**
Week 2	lntroduce letter sound **f F**	Revise letter sound **f F**	lntroduce letter sound **sh SH**	Revise letter sound **sh SH**	Revise work done **f F, sh SH**
Week 3	lntroduce syllables formed by **mb MB**	Revisesyllables **mb MB**	lntroduce syllables formed by **nd ND**	Revise syllables formed by **nd ND**	Revise work done **mb MB nd ND**
Week 4	lntroduce syllables formed by **fw FW**	Revise syllables formed by **fw FW**	lntroduce syllables formed by **kw KW**	Revise syllables formed by **kw KW**	Revise work done **fw FW, kw KW**
Week 5	lntroduce syllables formed by **lw LW**	Revise syllables formed by **lw LW**	Revise work done **lw LW**	Assessment and Remediation	
Week 6	lntroduce syllables formed by **mw MW**	Revise syllables formed by **mw MW**	lntroduce syllables formed by **nw NW**	Revise syllables formed by **nw NW**	Revise work done **mw MW,nw NW**
Week 7	lntroduce syllables formed by **pw PW**	Revise syllables formed by **pw PW**	lntroduce syllables formed by **sw SW**	Revise letter sound **sw SW**	Revise work done **pw PW, sw SW**
Week 8	lntroduce syllables formed by **tw TW**	Revise syllables formed by **tw TW**	lntroduce letter sound **vw VW**	Revise letter sound **vw VW**	Revise work done **tw TW, vw VW**
Week 9	lntroduce syllables formed by **zw ZW**	Revise syllables formed by **zw ZW**	lntroduce syllables formed by **hw HW**	Revise syllables formed **hw HW**	Revise work done **zw ZW, hw HW**
Week 10	lntroduce syllables formed by **hy HY**	Revise syllables formed by **hy HY**	Revise syllables formed by **hy HY**	Assessment and Remediation	
Week 11	lntroduce syllables formed by **ly LY**	Revise syllables formed by **ly LY**	lntroduce syllables formed by **my MY**	Revise syllables formed by **my MY**	Revise work done **ly LY, my MY**
Week 12	lntroduce syllables formed by **py PY**	Revise syllables formed by **py PY**	lntroduce syllables formed by **vy VY**	Revise l syllables formed by **vy VY**	Revise work done **py PY, vy VY**
Week 13	End of Term Assessment				

LUVALE Term 3 - Weekly Schedule					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	lntroduce syllables formed by **mbw MBW**	Revise syllables formed by **mbw MBW**	lntroduce syllables formed by **ngw NGW**	Revise letter sound **ngw NGW**	Revise work done **mbw MBW, ngw NGW**
Week 2	lntroduce letter sound **phy PHY**	Revise syllables formed by **phy PHY**	lntroduce syllables formed by **mby MBY**	Revise syllables formed by **mby MBY**	Revise work done **phy PHY, mby** MBY
Week 3	lntroduce syllables formed by **mpy MPY**	Revise syllables formed by **mpy MPY**	lntroduce syllables formed by **ndw NDW**	Revise syllables formed by **ndw NDW**	Revise work done **mpy MPY, ndw NDW**
Week 4	lntroduce syllables formed by **phw PHW**	Revise syllables formed by **phw PHW**	**Reading skills:** continue touse sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to use sounds, blends and syllables for independent writing and guided writing	**Reading skills:** use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** use sounds, blends andsyllables for independent and guided writing	Revise work done **phw PHW**
Week 5	**Reading skills:** continue to use sounds, blends and syllables through teacher directed andindependent reading **Writing skills**: continue to usesounds, blends and syllablesfor independent writing and guided writing	**Reading skills:** continue to use sounds, blends andsyllables through teacher directed and independent reading **Writing skills**: continue to use sounds, blends andsyllables for independent writing and guided writing	**Reading skills:** continueto use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to use sounds, blends and syllables for independentwriting and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed andindependent reading **Writing skills**: continueto use sounds, blendsand syllables for independent writing and guided writing	Revise work done

LUVALE Term 3 - Weekly Schedule (cont.)					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 6	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independentreading **Writing skills**: continue to use sounds, blends and syllables for independent writing and guided writing	**Reading skills:** continueto use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continueto use sounds, blendsand syllables for independent writing and guided writing	**Reading skills:** continueto use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to use sounds, blends and syllables for independentwriting and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed andindependent reading**Writing skills**: continueto use sounds, blendsand syllables for independent writing and guided writing	Revise work done
Week 7	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independentreading **Writing skills**: continue to use sounds, blends and syllables for independent writing and guided writing	**Reading skills:** continueto use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continueto use sounds, blendsand syllables for independent writing and guided writing	**Reading skills:** continueto use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to use sounds, blends and syllables for independentwriting and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed andindependent reading**Writing skills**: continueto use sounds, blendsand syllables for independent writing and guided writing	Revise work done
Week 8	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to usesounds, blends and syllablesfor independent writing and guided writing	**Reading skills:** continue touse sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to use sounds, blends and syllables for independent writing and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to usesounds, blends and syllablesfor independent writing and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to use sounds, blends and syllables for independentwriting and guided writing	Revise work done

LUVALE Term 3 - Weekly Schedule (cont.)					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 9	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to usesounds, blends and syllablesfor independent writing and guided writing	**Reading skills:** continue touse sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to use sounds, blends and syllables for independent writing and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to usesounds, blends and syllablesfor independent writing and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to use sounds, blends and syllables for independentwriting and guided writing	Revise work done
Week 10	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to usesounds, blends and syllablesfor independent writing and guided writing	**Reading skills:** continue touse sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to use sounds, blends and syllables for independent writing and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to usesounds, blends and syllablesfor independent writing and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to use sounds, blends and syllables for independent writing and guidedwriting	Assessment and Remediation
Week 11	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to usesounds, blends and syllablesfor independent writing and guided writing	**Reading skills:** continue touse sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to use sounds, blends and syllables for independent writing and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to usesounds, blends and syllablesfor independent writing and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to use sounds, blends and syllables for independentwriting and guided writing	Revise work done

LUVALE Term 3 - Weekly Schedule (cont.)					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 12	**Reading skills:** continue to use sounds, blends and syllables through teacher directed and independentreading **Writing skills**: continue to use sounds, blends and syllables for independent writing and guided writing	**Reading skills:** continueto use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continueto use sounds, blendsand syllables for independent writing and guided writing	**Reading skills:** continueto use sounds, blends and syllables through teacher directed and independent reading **Writing skills**: continue to use sounds, blends and syllables for independentwriting and guided writing	**Reading skills:** continue to use sounds, blends and syllables through teacher directed andindependent reading**Writing skills**: continueto use sounds, blendsand syllables for independent writing and guided writing	Revise work done
Week 13	End of Term Assessment				

Silozi Term 1 - Weekly Schedule					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing
Week 2	Letter sound **a A**	Letter sound **eE**	Letter sound **iI**	Letter sound **o O**	Letter sound **u U**
Week 3	Introduce letter sound **l L**	Revise letter sound **l L**	Introduce letter sound **n N**	Revise letter sound **n N**	Revise work **l L, n N**
Week 4	Introduce letter sound **b B**	Revise letter sound **b B**	Introduce letter sound **k K**	Revise letter sound **k K**	Revise work done **b B,k K**
Week 5	Introduce letter sound **m M**	Revise letter sound **mM**	Revise work done **mM**	Assessment and Remediation	
Week 6	Introduce letter sound **t T**	Revise letter sound **t T**	Introduce letter sound **s S**	Revise letter sound **s S**	Revise work done **t T, sS**
Week 7	Introduce letter sound **z Z**	Revise letter sound **z Z**	Introduce letter sound **w W**	Revise letter sound **w W**	Revise work done **z Z,w W**
Week 8	Introduce letter sound **y Y**	Revise letter sound **y Y**	Introduce letter sound **h H**	Revise letter sound **h H**	Revise work done **y Y,h H**
Week 9	Introduce letter sound **p P**	Revise letter sound **p P**	Introduce letter sound **f F**	Revise letter sound **f F**	Revise work **p P, f F**
Week 10	Introduce letter sound **ny NY**	Revise letter sound **ny NY**	Revise work done **nyNY**	Assessment and Remediation	
Week 11	Introduce letter sound **ñ Ñ**	Revise letter sound **ñÑ**	Introduce letter sound **c C**	Revise letter sound **c C**	Revise work done **ñ Ñ,c C**
Week 12	Introduce letter sound **sh SH**	Revise letter sound **sh SH**	Introduce letter sound **ñw ÑW**	Revise letter sound **ñw ÑW**	Revise work done **shSH, ñw ÑW**
Week 13	End of Term Assessment				

SILOZI Term 2 - Weekly Schedule					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	lntroduce letter sound **aa AA**	Revise letter sound **aa AA**	lntroduce letter sound **ee EE**	Revise letter sound **ee EE**	Revise work done **aa AA, ee EE**
Week 2	lntroduce letter sound **ii II**	Revise letter sound **iiII**	lntroduce letter sound **oo OO**	Revise letter sound **oo OO**	Revise work done **ii II, oo OO**
Week 3	lntroduce letter sound **uu UU**	Revise letter sound **uu UU**	lntroduce syllables formed by **ng NG**	Revise syllables formed by **ng NG**	Revise work done **uu UU, ng NG**
Week 4	lntroduce syllables formed by **nk NK**	Revise syllables formed by **nk NK**	lntroduce syllables formed by **nt NT**	Revise syllables formed by **nt NT**	Revise syllables formed by **nk NK, nt NT**
Week 5	lntroduce syllables formed by **ns NS**	Revise syllables formed by **ns NS**	Revise work done **nsNS**	Assessment and Remediation	
Week 6	lntroduce syllables formed by **z NZ**	Revise syllables formed by **nz NZ**	lntroduce syllables formed by **nw NW**	Revise syllables formed by **nw NW**	Revise work done **nzNZ, nw NW**
Week 7	lntroduce syllables formed by **nd ND**	Revise syllables formed by **nd ND**	lntroduce syllables formed by **nc NC**	Revise syllables formed by **nc NC**	Revise work done **ndND, nc NC**
Week 8	lntroduce syllables formed by **nj NJ**	Revise syllables formed by **nj NJ**	lntroduce syllables formed by **mb MB**	Revise syllables formed by **mb MB**	Revise work done **njNJ, mb MB**
Week 9	lntroduce syllables formed by **lw LW**	Revise syllables formed by **lw LW**	lntroduce syllables formed by **bw BW**	Revise syllables formed by **bw BW**	Revise work done **lw LW, bw BW**
Week 10	lntroduce syllables formed by **kw KW**	Revise syllables formed by **kw KW**	Revise work done **kw KW**	Assessment and Remediation	
Week 11	lntroduce syllables formed by **mw MW**	Revise syllables formed by **mw MW**	lntroduce syllables formed by **zw ZW**	Revise syllables formed by **zw ZW**	Revise work done **mw MW, zw ZW**
Week 12	lntroduce syllables formed by **yw YW**	Revise syllables formed by **yw YW**	lntroduce syllables formed by **hw HW**	Revise syllables formed by **hw HW**	Revise work done **yw YW, hw HW**
Week 13	End of Term Assessment				

SILOZI Term 3 - Weekly Schedule					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	lntroduce syllables formed by **pw PW**	Revise syllables formed by **pw PW**	lntroduce syllables formed by **fw FW**	Revise syllables formed by **fw FW**	Revise work done **pw PW, fw FW**
Week 2	lntroduce syllables formed by **cw CW**	Revise syllables formed by **cw CW**	lntroduce syllables formed by **by BY**	Revise syllables formed by **by BY**	Revise work done **cw CW, by BY**
Week 3	lntroduce syllables formed by **ly LY**	Revise syllables formed by **ly LY**	lntroduce syllables formed by **my MY**	Revise syllables formed by **my MY**	Revise work done **ly LY, my MY**
Week 4	lntroduce syllables formed by **py PY**	Revise syllables formed by **py PY**	lntroduce syllables formed by **tw TW**	Revise syllables formed by **tw TW**	Revise work done **py PY, tw TW**
Week 5	lntroduce syllables formed by **sw SW**	Revise syllables formed by **sw SW**	Revise work done **sw SW**	Assessment and Remediation	
Week 6	lntroduce syllables formed by **mpw MPW**	Revise syllables formed by **mpw MPW**	lntroduce syllables formed by **ngw NGW**	Revise syllables formed by **ngw NGW**	Revise work done **mpw MPW, ngw NGW**
Week 7	lntroduce syllables formed by **shw SHW**	Revise syllables formed by **shw SHW**	lntroduce syllables formed by **nkw NKW**	Revise syllables formed by **nkw NKW**	Revise work done **shw SHW, nkw NKW**
Week 8	lntroduce syllables formed by **ndw NDW**	Revise syllables formed by **ndw NDW**	lntroduce syllables formed by **ncw NCW**	Revise syllables formed by **ncw NCW**	Revise work done **ndwNDW, ncw NCW**
Week 9	lntroduce syllables formed by **nzw NZW**	Revise syllables formed by **nzw NZW**	lntroduce syllables formed by **mbw MBW**	Revise syllables formed by **mbw MBW**	Revise work done **nzwNZW, mbw MBW**
Week 10	lntroduce syllables formed by **mby MBY**	Revise syllables formed by **mby MBY**	Revise work done **mbw MBY**	Assessment and Remediation	
Week 11	lntroduce syllables formed by **mpyMPY**	Revise syllables formed by **mpy MPY**	**Reading skills:** Use sounds, blends and syllables through teacher directed andindependent reading**Writing skills:** Use sounds, blends and syllables for independent and guided writing	**Reading skills:** use sounds, blends and syllables through teacher directed and independent reading **Writing skills:** use sounds, blends and syllables for independent and guided writing	Revise work done **mpyMPY**

SILOZI Term 3 - Weekly Schedule (cont.)					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 12	**Reading skills:** use sounds, blends and syllables throughteacher directed and independent reading **Writing skills:** use sounds, blends and syllables for independent and guidedwriting	**Reading skills:** use sounds, blends and syllables through teacher directed and independent reading**Writing skills:** use sounds, blends and syllables for independent andguided writing	**Reading skills:** use sounds, blends and syllables through teacher directed and independent reading**Writing skills:** use sounds, blends and syllables for independent andguided writing	**Reading skills:** use sounds, blends and syllables through teacher directed and independent reading**Writing skills:** use sounds, blends and syllables for independent andguided writing	Revise work done
Week 13	End of Term Assessment				