

GENERAL OBJECTIVES

Lower Primary

By the end of the first three years, the learner should have acquired a sufficient command of vocabulary and language patterns, to be able to use English as a medium of instruction in upper primary.

Specifically, the learner should acquire:-

- a) listening skills to be able to listen, understand and respond to information and instructions appropriately;
- b) speaking skills to be able to use correct pronunciation, stress and intonation to express needs, feelings, convey information and relate experiences;
- c) reading skills to be able to read and understand instructions, to read for information and for pleasure, and to develop vocabulary and sentence structures;
- d) writing skills to be able to express own feelings and ideas meaningfully and legibly in correct English structures.

Upper Primary

By the end of the primary course, the learner should be able to communicate fluently, independently and accurately in everyday life.

Specifically, the learner should have acquired:-

- a) listening skills to be able to listen, understand and respond appropriately to information and instructions;
- b) speaking skills to be able to use correct pronunciation, stress and intonation so that their speech is understood, to express needs and feelings, convey information and relate experiences;
- c) reading skills to be able to read and understand instructions, to access information and to read widely for pleasure;
- d) writing skills to be able to express own ideas meaningfully and legibly in English, to convey information and to communicate effectively.

STANDARD ONE

<p>THEME AND OBJECTIVE</p> <p>GREETINGS AND REQUESTS</p> <p>To enable the learner acquire basic vocabulary and sentence patterns and use them correctly in greetings and requests.</p> <p>SPECIFIC OBJECTIVES</p> <p>By the end of the unit, the learner should be able to;</p> <p>a) recite and recognize the letters of the alphabet</p> <p>b) listen and respond appropriately to greetings</p> <p>c) use vocabulary and sentence structures to greet and make requests</p> <p>d) recite simple rhymes and poems on greetings and requests</p> <p>e) draw patterns and write the letters of the alphabet</p> <p>f) write legibly and neatly.</p> <p>LANGUAGE CONTENT</p> <p>LANGUAGE PATTERNS</p> <ul style="list-style-type: none"> • Greetings and responses e.g. Good Morning, Hello/Hallo. • Use of Mr, Miss and Mrs e.g. Good morning children. Good morning Mrs. Etale. Good afternoon Mr. Gitau. Good evening Mrs. Otieno, • How are you? e.g. How are your children? We are very well, thank you. We are fine. • Please may I ... e.g. Please may I Go out. Yes you may. 	<p>1.3.2</p> <p>2.0</p> <p>2.1</p> <p>2.2</p>	<p>VOCABULARY</p> <p>Good morning, Good afternoon, Good evening, please, may, sorry, excuse me, Mr, Mrs, Miss, yes, good. Goodbye, thank you</p> <p>THEME AND OBJECTIVE</p> <p>HOME</p> <p>To enable the learner name the objects found in the home and use plural forms correctly.</p> <p>SPECIFIC OBJECTIVES</p> <p>By the end of the unit, the learner should be able to:</p> <p>a) listen and respond to names of things in the home</p> <p>b) talk about things in the home</p> <p>c) use vocabulary and sentence structures correctly</p> <p>d) use the given structures to ask and answer questions</p> <p>e) recite rhymes and play language games relating to the home</p> <p>f) draw and name objects in the home</p> <p>g) write names of objects found in the home</p> <p>h) draw patterns and write the letters of the alphabet</p> <p>i) write legibly and neatly.</p>
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2.3 LANGUAGE CONTENT

2.3.1 LANGUAGE PATTERNS

- Naming things. What is this/that?
This/That is ... This is a chair.

That is a chair.
- What are these/those?
These/those are..... These are chairs. Those are tables.
- Simple singular and plural forms (regular forms e.g. cup-cups, clock-clocks, pan-pans, roof-roofs)
- Use of indirect object with imperative e.g. Give it to Mwangi.
- Use of indirect object with present continuous e.g. I am showing it to him.

2.3.2 VOCABULARY

house, room, chair, table, roof, plate, cup, stool, bed, spoon, clock, glass, suffiria, pan, laife, window, bottle, jug, fence, flower

3.0 THEME AND OBJECTIVE

3.1 CLASSROOM

To enable the learner acquire vocabulary and sentence structures relating to the classroom and respond to simple classroom instructions.

3.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen and respond to instruction
- use given vocabulary correctly

- give and respond to classroom instructions appropriately
- use the sentence structures appropriately
- name objects in the classroom
- read the names of objects in the classroom
- draw/paint objects in the classroom and in the school
- write neatly and legibly.

3.3 LANGUAGE CONTENT

3.3.1 LANGUAGE PATTERNS

- What is this? This/That is a This is a duster.
- Show me a/the.. This is a
- May I... May I come in please?
- Simple classroom instructions e.g.
Come here.
Shut the door.
Open the window.
Sit down.
- Who questions e.g.
Who will open the door?

3.3.2 VOCABULARY

teacher, pupil, boy, girl, class, desk, blackboard, table, chair, wall, door, window, class, timetable, ruler, book, duster, roof, floor, register, absent, present, come, go, write, jump, read, sit, stand.

4.0 THEME AND OBJECTIVE

4.1 NUMBERS

To enable the learner count up to 99 in English and be able to express things in numbers correctly.

- 4.2 SPECIFIC OBJECTIVES
By the end of the unit, the learner should be able to;
- a) listen and respond to numbers
 - b) state numbers correctly
 - c) count in English up to 99 using appropriate vocabulary
 - d) use sentence structures correctly
 - e) recite rhymes/poems relating to numbers
 - f) play language games on numbers
 - g) match numbers and objects
 - h) write numbers correctly
 - i) write legibly and neatly.

- 4.3 LANGUAGE CONTENT
LANGUAGE PATTERNS
- 4.3.1
- Questions with How many?
e.g. How many cups are there?
There is/are:-
1 cup
2 cup
s
10
cups
 - Express things in numbers
e.g. one, two, three up to ninety nine.
 - Count numbers
 - Show me three girls/pencils etc.

- 4.3.2 VOCABULARY
count, numbers,
counting,
One, two, three ... up to 99.

5.0 THEME AND OBJECTIVE

5.1 FAMILY

To enable the learner acquire vocabulary and sentence structures relating to family and name the people in the family

5.2 SPECIFIC OBJECTIVES

- By the end of the unit, the learner should be able to:
- a) use the given vocabulary correctly in sentences
 - b) use the sentence structures appropriately
 - c) sing/recite rhymes about people in the family
 - d) draw their family members and write their names
 - e) write the letters of the alphabet
 - f) write patterns clearly and correctly.
 - g) write legibly and neatly.

5.3 LANGUAGE CONTENT

5.3.1 LANGUAGE PATTERNS

- What is your/her/his name? My name is
- My father's name is.....
- How many do you have?
I have two brothers/sisters.
- This is my
- Her name is
- Her name is Tatu.
- Personal pronouns e.g. I, you, we, he, they, it.
- I am a teacher.
- Use of who in questions in the singular form e.g. Who am I/he/she?
- Who am I?
I am Ongoro.
- Use of who in questions in the plural form e.g. Who are they/we/you?
Who are the boys in the picture? The boys in the picture are Wafula and Kiptoo.

5.3.2 VOCABULARY

mother, father, sister, brother,
son, daughter, husband, wife,
grandfather, uncle, aunt, cousin,
nephew, niece, grandmother,
grandchild, grandchildren,
parent

6.0 THEME AND OBJECTIVES

6.1 OUR BODY

To enable the learner to:

- i) develop vocabulary relating to parts of the body.
- ii) appreciate the need to keep our bodies clean.

6.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) use correct vocabulary to name parts of the body.
- b) use sentence structures appropriately.
- c) recite rhymes/poems on parts of the body.
- d) state ways of keeping the body clean.
- e) write simple sentences to describe position/direction.
- f) read sentences about parts of the body.
- g) write names of the parts of the body and match them to pictures
- h) form plural words from singular words
- i) write legibly and neatly.

6.3 LANGUAGE CONTENT

6.3.1 LANGUAGE PATTERNS

- Naming parts of the body e.g. ear, eye, mouth
- Touch your ... e.g. Touch your head.
- Show me your e.g. Show me your hand.
- Asking questions using What e.g. What are you doing?

I am touching my toes.

- Use of these are to indicate plural e.g These are my eyes. Touch your ears. These are my ears.
- Use of whose in questions e.g. - Whose books are these?

6.3.2 VOCABULARY

eye, ear, mouth, hand, head,
face, nose, neck, foot, leg,
stomach, toe, chest, finger,
thumb, arm, hand, body

7.0 THEME AND OBJECTIVE

7.1 DAYS OF THE WEEK AND THE WEATHER

To enable the learner acquire vocabulary and sentence structures relating to the days of the week and the weather and use them appropriately.

7.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) use the given vocabulary correctly.
- b) use the sentence *structures* correctly.
- c) recite rhymes/poems and sing songs.
- d) state the days of the week.
- e) read sentences/texts correctly.
- f) draw pictures relating to the weather.
- g) write the new words learnt.
- h) write legibly and neatly.

7.3 LANGUAGE CONTENT

7.3.1 LANGUAGE PATTERNS

- What is the weather ?
It is.....
It is
cloudy
It is sunny
- What day of the week is it?
It is Friday.
- Adverbs of time e.g.
yesterday.
It rained yesterday
It was cloudy in the morning.

7.3.2 VOCABULARY

weather, wind, sun, clouds, rain, mud, cold, hot, warm, windy, sunny, cloudy, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, week, yesterday, last night, tomorrow, dusty, rainy

8.0 THEME AND OBJECTIVES

8.1 SCHOOL

To enable the learner to:

- i. develop further vocabulary relating to classroom and school and use them appropriately.

- ii. appreciate the need to keep the environment clean.

8.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the given vocabulary correctly.
- b) name and recognize the colours learnt.
- c) talk about the school environment.
- d) use sentence structures correctly
- e) read about the school.
- f) Identify and name different shapes.
- g) write simple sentences to describe things in the school.
- h) write legibly and neatly.

8.3 LANGUAGE CONTENT

8.3.1 LANGUAGE PATTERNS

- Use of where's e.g. with inside, in, on, under, outside, between, beside, next, to, above, into
- Colours: red, green, blue, orange, white, yellow, black, brown
- Present continuous tense e.g.

I am walking

She is singing

You are cleaning

He is playing

Where questions demanding replies e.g. Where are you going? I am going to school.

Use of present continuous affirmative with adverbials and phrases with prepositions e.g.

She is walking to Oketch's desk.

She is playing in the yard.

- d) use time phrases correctly in given sentence structures
- e) read time correctly.
- f) sing songs/recite rhymes/poems relating to time.
- g) draw clock faces showing the hour and half past the hour.
- h) write neatly and legibly.

8.3.2 VOCABULARY

school, head teacher, office, store, toilet, library, uniform, pupils, flower, flower beds, bell, rubbish pit, broom, games, duty teacher, class teacher, square, circle, triangle, oval, rectangle, cut, sweep, wash

9.0 THEME AND OBJECTIVE

9.1 TIME

To enable the learner acquire vocabulary and sentence structures relating to time and use them appropriately.

9.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to the time they do things at home and in school.
- b) talk about the time they do some activities at home and in school.
- c) use the given vocabulary in sentences

9.3 LANGUAGE CONTENT

9.3.1 LANGUAGE PATTERNS

- Telling time up to half an hour e.g. It is half past eight. It is eight thirty.
- When questions e.g. When did he leave the house?
 - What time is it?
It is twelve o'clock.
Is it twelve o'clock?
Yes, it is

What time do you.....? e.g.
What time do you eat your breakfast? At..... At 7 o'clock

Adverbs of time e.g.
yesterday, last night, tomorrow, today, tonight

9.3.2 VOCABULARY

morning, afternoon, evening, night, clock face, time, yesterday, tomorrow, sunset, sunrise, late, early, tonight, today, now, clock

10.0 THEME AND OBJECTIVE

10.1 MONTHS OF THE YEAR

To enable the learner to:

- i) acquire vocabulary relating to the months of the year and use the simple future time correctly.
- ii) appreciate the seasons in a year.

10.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the names of the months of the year.
 - b) use the sentence structures correctly.
use ordinals correctly,
 - c) use the simple past tense correctly.
 - d) recite rhymes/poems related to the months of the year,
 - e) write the months of the year.
 - d) write legibly and neatly.
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10.3 LANGUAGE CONTENT

10.3.1 LANGUAGE PATTERNS

- How many are there"?
How many months of the year are there?
- Which is the fifth month of the year?
May is the fifth month of the year.
- Simple past e.g. She walked home
- Simple future times -I will go to Std. II next year.

10.3.2 VOCABULARY

- All the months of the year.
- The ordinals from first to the twentieth.
- Common verbs with - ed, - d, such as walk, jump, dance, cook, bake, climb, comb, wash
- Verbs ending in ~ing e.g. plant, weed, harvest

11.0 THEME AND OBJECTIVE

11.1 CLOTHES

To enable the learner to acquire vocabulary relating to clothes and use it appropriately.

11.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary correctly in sentences.
- b) use the sentence structures appropriately.
- c) play games relating to clothes and colours.
- d) identify different types of clothes.
- e) write simple sentences about clothes.
- f) match words/sentences and pictures.

11.3 LANGUAGE CONTENT

11.3.1 LANGUAGE PATTERNS

- What is this/that?
This/that is a.....
- What is he/she wearing?
She is wearing a
He is wearing a

I am wearing a

- What colour is your
.....?

What colour is it?

It is

11.3.2 VOCABULARY

dress, shirt, pair of shorts,
sweater, blouse, vest, shoes,
belt, socks, neck tie, wear,
button, nappy, scarf,
handkerchief, buibui, lesa,
eaiTings, button

12.0 THEME AND OBJECTIVE

12.1 FARM ANIMALS AND

TOOLS IN THE HOME

To enable, the learner develop
further vocabulary relating to
farm animals and tools found in
the home.

12.2 SPECIFIC OBJECTIVES

By the end of the unit, the
learner should be able to:

- a) name the tools and
animals in the home
- b) describe the animals, and
tools at home and their use
- c) use the sentence structures
correctly
- d) form noun plurals from
the singular nouns given
- e) write simple sentences
- f) match words/sentences
with pictures
- g) draw some tools/animals
found in the home
- h) write legibly and neatly.

12.3 LANGUAGE CONTENT

12.3.1 LANGUAGE PATTERNS

- Use of and to join
sentences.
This is a hoe and this is a
panga.
- Simple singular and plural
forms e.g. cow-cows,
animal-animals, hen-hens
- Adverbs with (-y) e.g.
The dog is eating
quickly.
The cow is walking
slowly.
- Plain past with be with
suitable adverbials e.g.
Where is the cat?
It is under the table.

Where was the bucket?
It was in the kitchen

Were the keys on the
floor?
No, they weren't on the
floor. They were on the
table.

12.3.2 VOCABULARY

tools, hoe, spade, shed, chicken
house, animals, cow, sheep,
goat, hen, cock, pig, duck, cat,
dog, bird, egg, meat, milk,
quickly, slowly, loudly

13.0 THEME AND OBJECTIVE

13.1 TRAVEL

To enable the learner acquire
vocabulary and sentence
structures relating to travel and
use them appropriately.

13.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the given vocabulary correctly
- b) use the sentence structures correctly
- c) sing songs/recite rhymes and poems relating to travel
- d) read words/ sentences/texts relating to travel
- e) model/draw /paint things relating to travel
- f) write words/ sentences correctly
- g) write legibly and neatly.

13.3 LANGUAGE CONTENT

13.3.1 LANGUAGE PATTERNS

- What is this/that?
This/That is a.....
- Simple adjectives e.g. small, big, slow, fast, quick
- Is this a ?
Is that a ?
Yes, it is.
No, it isn't.
- Where is ?
It is
Is he sitting down?
No he isn't.
- Asking questions using what? e.g. What are you doing? I am crossing the road.
- What is he doing?
- He is driving a lorry.

13.3.2 VOCABULARY

bus, road, car, train, bicycle, path, driver, aeroplane, ticket, lorry, crossing, ride, drive, donkey, left, right, look, fast, slow, big, small

14.0 THEME AND OBJECTIVES

14.1 SHOPPING

To enable the learner to:

- i) acquire vocabulary relating to shopping and money and use it appropriately.
- ii) acquire right moral values relating to shopping.

14.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the sentence structures correctly
- b) role play buying/selling in the class shop
- c) identify different denominations of money
- d) read words/ sentences/texts relating to shopping
- e) attempt written exercises relating to shopping
- f) form nouns plurals with...es
- g) state good moral values relating to shopping
- h) write neatly and legibly.

14.3 LANGUAGE CONTENT

14.3.1 LANGUAGE PATTERNS

- Some and any with uncountable nouns e.g.
There is some flour in the shop
Did you buy any milk?
- There is or isn't + noun + phrase + adverbial e.g.
There is some rice in the shop
There isn't any money in my pocket.
- Please give me.....
Here you are.
Thank you.

Who questions demanding replies e.g.

Who is going to the shop?

Who's selling the oranges?

Mariam is selling the oranges.

14.3.2 VOCABULARY

buy, shop, bread, sugar, rice, milk, flour, shopkeeper, counter, money, ten shillings, 100 shilling note, sell, market, orange, mango, tomato, potato, carrot, cabbage, honest, respect

15.0 THEME AND OBJECTIVES 15.1 WILD ANIMALS

To enable the learner to;

- a) acquire vocabulary relating to wild animals and use them appropriately
- b) realize that wild animals are useful to us.

15.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name wild animals correctly
- b) talk about common wild animals
- c) use the sentence structures appropriately
- d) identify the sounds made by different animals
- e) recite poems/rhymes on wild animals
- f) match names to pictures of animals
- g) form plural words from singular words
- h) write legibly and neatly.

15.3 LANGUAGE CONTENT

15.3.1 LANGUAGE PATTERNS

- Yes and ^ questions e.g.
Is this a.....?
Is this a lion?
Yes it is
No, it isn't
- Show me a.....
Show me a lion
- What is this/that?.....
This/that is.....
- How many.....are there?
There is/are.....
- Simple instructions e.g.
Make the sound of a.....
Walk like a.....

15.3.2 VOCABULARY

snake, elephant, monkey, lion, tortoise, giraffe, zebra, hare, antelope, rhino, leopard, buffalo

16.0 THEME AND OBJECTIVE

16.1 OCCUPATION

To enable learners acquire vocabulary relating to the jobs people do.

16.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) name different types of occupations people engage in.
- b) talk about different occupations
- c) use related sentence structures appropriately
- d) write simple sentences to describe the jobs people do
- e) use possessive pronouns correctly
- f) write legibly and neatly.

16.3 LANGUAGE CONTENT

16.3.1 LANGUAGE PATTERNS

- Use of who in definitions
e.g.
The person who works
in a shop is called a
shopkeeper.
One who makes clothes
is called a tailor.
- Possessive pronouns e.g.
my, your, our, their, mine

16.3.2 VOCABULARY

shopkeeper, tailor, teacher,
people, farmer, fishermen,
driver, carpenter, work, mine,
theirs, ours, their, your

17.0 THEME AND OBJECTIVES

17.1 THE WORLD AROUND US

- To enable the learner:
- (i) acquire vocabulary
relating to their
environment
 - (ii) realize the need to take care
of our surroundings.

17.2 SPECIFIC OBJECTIVES

By the end of the unit, the
learner should be able to:

- a) name things in the
environment
- b) use sentence structures
appropriately
- c) form plural words from
singular words
- d) recite short poems/rhymes
- e) read short passages/texts
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- f) state why it is important to
take care of the
environment
- g) draw and name some of the
things found in the
environment
- h) write legibly and neatly.

17.3 LANGUAGE CONTENT

17.3.1 LANGUAGE PATTERNS

- What is this/that?
This/That is a.....
- What are these/those?
- Singular and plural forms
star - stars
river - rivers
- Use of present continuous
affirmative transitive with
introductions of
me/her/him/it/vou e.g. He is
sweeping it. She is washing
it.

17.3.2 VOCABULARY

grass, tree, sun, leaf, branch,
moon, star, river, lake, stick,
stone, hill, valley, soil, sand,
dust, water.

STANDARD TWO

<p>1.0 THEME AND OBJECTIVES</p>	<p>Mr/Mrs/ Miss</p>
<p>1.1 GREETINGS AND POLITE LANGUAGE</p> <p>To enable the learner to:</p> <p>a) develop further vocabulary and sentence structures for establishing and maintaining social relationships</p> <p>b) state the importance of maintaining respect and consideration for others.</p>	<p>Where do you go to school? I go to</p> <p><u>How old</u> questions; - How old are you? I am eight years old.</p>
<p>1.2 SPECIFIC OBJECTIVES</p> <p>By the end of the unit, the learner should be able to;</p> <p>a) listen and respond to greetings</p> <p>b) greet each other using appropriate vocabulary and sentence structures</p> <p>c) carry out conversational drills</p> <p>d) read simple sentences/passages relating to greetings and polite language and answer questions</p> <p>e) sing songs/recite poems on greetings</p> <p>f) write legibly and neatly.</p>	<p>1.3.2 VOCABULARY</p> <p>greet, friend, village, town, wave, bye, polite, respect, request, thank you, allow, I beg your pardon, pardon me, excuse me, kindly, politely, greetings</p>
<p>1.3 LANGUAGE CONTENT</p> <p>1.3.1 LANGUAGE PATTERNS</p> <ul style="list-style-type: none"> • Good morning Good afternoon Good evening Good night • How are you? I am fine. Thank you • What is your name?..... What's his/her name? 	<p>2.0 THEME AND OBJECTIVES</p> <p>2.1 ENVIRONMENT</p> <p>To enable the learner to:</p> <p>a) describe things of different colours in the environment using correct sentence structures</p> <p>b) appreciate the environment and the need to conserve it.</p> <p>2.2 SPECIFIC OBJECTIVES</p> <p>By the end of the unit, the learner should be able to:</p> <p>a) use colour names correctly</p> <p>b) name the things in the environment</p> <p>c) use sentence structures to describe colours in the environment</p> <p>d) recite poems/rhymes on colours</p> <p>e) paint/colour drawings</p> <p>f) read short/passages on colours</p> <p>g) write answers to comprehension questions</p>

- h) state the importance of conserving the environment.

2.3 LANGUAGE CONTENT

2.3.1 LANGUAGE PATTERNS

- Use of That/This e.g. That bottle is blue.
- Use of same and different e.g. This colour is the same as that one. Red is different from blue.
- Use of good at + action word e.g. Onyango is good at painting.

2.3.2 VOCABULARY

purple, grey, orange, pink, brown, soil, sand, flowers, colourful, branch, twigs

3.0 THEME AND OBJECTIVES

3.1 SCHOOL

To enable the learner acquire vocabulary and sentence structures relating to school and use them appropriately.

3.1 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen and respond appropriately
- use the given vocabulary correctly
- use the sentence structures correctly
- read and write simple sentences
- form plural words from singular words
- use the given action words for school activities
- describe school activities appropriately

- h) write short sentences to describe the school
i) write legibly and neatly.

3.3 LANGUAGE CONTENT

3.3.1 LANGUAGE PATTERNS

- Show me a.....
- This is/These are
This is a ruler
This is a bird
These are desks
- Use of anything, something, nothing, anybody, nobody.
Is there anybody in the house? No, there's nobody in the house.
Is there anything in the room? No, there is nothing in the room.
Is there something in the box?
Yes, there is something in the box.
- How questions
How old are you?
I am eight years old.

3.3.2 VOCABULARY

sharpener, rubber, ruler, store, a piece of chalk, compound, lesson, noise, play ground, story, poem, lonely, happily, neatly, quickly, field, parade, assembly clean, sweep, open, shut, drink

4.0 THEME AND OBJECTIVE

4.1 NUMBERS

To enable the learner count up to 999 and use appropriate sentence structures to express quantity.

4.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) count up to 999 using appropriate vocabulary
- b) use correct sentence structures to express quantity
- c) recite poems/rhymes and sing songs on numbers
- d) play language games relating to numbers
- e) read short sentences/paragraphs on numbers
- f) read and answer oral/written questions
- g) write numbers 1 to 999.

4.3 LANGUAGE CONTENT

4.3.1 LANGUAGE PATTERNS

- Use of how many in sentences e.g. How many mangoes are there in the basket? - There are ten mangoes.
- Use of more than e.g. - There are more cups in that cupboard than in this one.
- Use of less than e.g. - There are less mangoes than oranges.
- Show me..... e.g.
Show me six sticks.
Show me twenty rabbits.

4.3.2 VOCABULARY

All numbers up to 999 in figures and words

5.0 THEME AND OBJECTIVE

5.1 TIME

To enable the learner acquire vocabulary and sentence structures relating to time and use them appropriately.

5.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) use vocabulary accurately
- b) use the sentence structures correctly
- c) use time phrases correctly
- d) to tell the time
- e) recite rhymes, poems and songs
- f) sing
- g) read short sentences/paragraphs and
- h) answer questions
- i) write simple sentences
- j) write legibly and neatly.

5.3 LANGUAGE CONTENT

5.3.1

5.3.2 LANGUAGE PATTERNS

- Time phrases with quarter to/past e.g. - It is quarter to twelve.
- Adverbs of time e.g. - afternoon, tomorrow, last night, today, yesterday e.g. - He washed his hair yesterday.
- Use of for with time phrases e.g. - They lived in the house for ten years.
- Use of contrast of present perfect and plain past e.g. Have you seen Apiyo today? - No, I haven't. I saw her yesterday.

5.3.3 VOCABULARY

morning, afternoon, evening, night, day, bedtime, wake up, watch, breakfast, lunch, supper, sunrise, month, sunset, dawn, early, year, late, all the months of the year, calendar, time, quarter to/past, week, meal

6.0 THEME AND OBJECTIVE

6.1 POSITION AND DIRECTION

To enable the learner acquire further vocabulary and sentence structures relating to position and direction, and use them appropriately.

6.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) describe position using suitable vocabulary
- b) use sentence structures to describe position of various objects
- c) mime and act out positions
- d) play language games relating to position and direction
- e) read short passages/stories/texts describing position and direction
- f) write answers to comprehension questions
- g) write legibly and neatly
- h) write simple sentences to describe position/direction

6.3 LANGUAGE CONTENT LANGUAGE PATTERNS

6.3.1

- Use of where's? e.g. Where's the rope? - It is under the table.

- Where questions with plain present e.g. - Where does the carpenter keep his saw? The carpenter keeps his saw in the tool box. Use of past continuous with questions on position e.g. - Where was Musa sitting?

Musa was sitting under the tree.

6.3.2 VOCABULARY

over, down, past, near, across, behind, beyond, below, outside, inside, after, along, around, at, before, beside, position, direction

7.0 THEME AND OBJECTIVE

7.2 HOME AND ACTIVITIES IN THE HOME

To enable the learner acquire vocabulary and sentence structures that describe common objects at home, and talk about activities in the home appropriately.

7.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) talk about home and activities in the home
- b) name common things around the home
- c) use correct sentence structures to describe the objects and activities at home
- d) recite rhymes/poems
- e) read simple texts relating to home and home activities
- f) draw some of the objects and label them
- g) read and write simple sentences using appropriate sentence structures
- h) write legibly and neatly.

7.3 LANGUAGE CONTENT

7.3.1 LANGUAGE PATTERNS

- Questions with what and for expressing purpose e.g. -
What's this? - It is a comb -
What is it for? It is for
combing hair.
- Who questions e.g.
Who is washing the
plates?
Who is lighting the
fire?
- Use of adjectives to
describe objects
This pan is dirty.
That door is big.

7.3.3 VOCABULARY

spoon, salt, door step, pot, tin,
toy, comb, bucket, fire, door,
plate, dirty, clean, big, new,
heavy, hot, cold, firewood,
clothes-line, wet, dry

8.0 THEME AND OBJECTIVES

8.1 SHOPPING

To enable the learner to:

- a) develop further vocabulary relating to shopping, and use them appropriately
- b) state the importance of honesty in business transactions.

8.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name things that are bought in a shop/market correctly
- b) use the given sentence structures correctly
- c) read short passages and answer oral questions
- a) write simple sentences
- e) form plural words from singular words

f) write legibly and neatly

g) role play buying and selling.

8.3 LANGUAGE CONTENT

8.3.1 LANGUAGE PATTERNS

- Use of or e.g. -I can buy an orange or a mango.
- Use of want to e.g. -I want to buy vegetables
- Plurals of singular irregular forms e.g. - sheep, knife, man, woman, ox
- Use of good at - Wakio is good at selling vegetables.

8.3.2 VOCABULARY

carrot, beans, maize, vegetable, tomato, potato, banana, pineapple, sheep, knife, man, woman, ox, fruit, shopping, buy, sell, sugar, flour, salt, rice

9.0 THEME AND OBJECTIVE

9.1 PARTS OF THE BODY

To enable the learner acquire further vocabulary and sentence structures relating to the parts of the body and use them appropriately.

9.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name and point at various body parts
- b) use the given vocabulary correctly
- c) use the sentence structures appropriately
- d) recite poem/rhymes and sing related songs
- e) read a short passage on parts of the body
- f) write simple sentences to describe parts of the body

g) draw and name parts of the body.

9.3 LANGUAGE CONTENT

9.3.1 LANGUAGE PATTERNS

- Use of This is/These are
This is my toe. These are my toes.
These are my nails
- Show me.....
Show me your teeth.
- Touch your
Touch your shoulders
Touch your neck.
- How many
e.g. How many toes do you have?

9.3.2 VOCABULARY

thumb, nail, thumb nail, toe nail, tongue, chin, arm, tooth, shoulder, stomach, chest, ankle, heel, elbow, knee, lip, hand

10.0 THEME AND OBJECTIVE

10.1 HEALTH AND HYGIENE

To enable the learner acquire vocabulary and sentence structures relating to health and hygiene and use them appropriately.

10.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use correct vocabulary to describe health
- b) use the sentence structures correctly
- c) recite poems/rhymes and sing songs about health and hygiene
- d) read and write words and sentences relating to hygiene
- e) write legibly and neatly

f) role play a scene on health and hygiene.

10.3 LANGUAGE CONTENT

10.3.1 LANGUAGE PATTERNS

- Why questions and answers with because
Why did she wash her hands?
She washed them because they were dirty.
- Future time with going to
e.g. What are you going to wash?
I am going to wash my shirt

10.3.2 VOCABULARY

soap, water, towel, basin, bath, toothbrush, bathe, clean, dirty, cut, short, trim, toothpaste, brush

11.0 THEME AND OBJECTIVE

11.1 TRAVEL

To enable the learner build up vocabulary and sentence structures relating to travel and use them appropriately.

11.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) talk about travel
- b) use correct vocabulary to describe travel
- c) use the sentence structures appropriately
- d) recite rhymes/poems and sing song relating to travel
- e) draw/paint pictures relating to travel
- f) read short passages/texts/ paragraphs relating to travel

- g) answer simple comprehension questions
- h) write simple sentences relating to travel
- i) write legibly and neatly.

11.3 LANGUAGE CONTENT

11.3.1 LANGUAGE PATTERNS

- Show me a/an
 - Show me an aeroplane
 - Show me a camel
- Use of adverbs with (-ly)
e.g. - A train moves slowly.
- Use of can to indicate ability e.g.
 - Can you ride an ox cart?
 - Can you drive a lorry?
 - Yes, I can.
 - No, I can't.

11.3.2 VOCABULARY

aeroplane, wheelbarrow, railway station, bus station, boat, cart, ox, ox- cart, pick-up, lorry, truck, fast, slowly, fare, foot path, quickly, zebra crossing, road signs, traffic lights, traffic police officer

12.0 THEME AND OBJECTIVE

12.1 CLOTHES

To enable the learner acquire vocabulary and sentence structures relating to clothes and use them appropriately.

12.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) state the names of clothes people wear
- b) use the sentence structures appropriately

- c) read and write words and sentences
- d) compile reading scrap books
- e) write neatly and legibly.

12.3 LANGUAGE CONTENT

12.3.1 LANGUAGE PATTERNS

- What is he/she wearing today? - She/He is wearing a
She is wearing a skirt.
- Use of adjectives to describe the clothes worn e.g.
 - He is wearing a red T-shirt.
 - Mumbi is wearing a long skirt.
- Put on 'Oui'
Put on your blouse.
- Use of present perfect e.g. -
- I've bought a new dress.

12.3.2 VOCABULARY

skirt, pants, shorts, pullover, hat, wash, T-shirt, coat, pair of, blouse, shoelace, socks, scarf, shoes, dress(v), put on, slippers, handkerchiefs, long, short, big, small, soft, old, new, dress (n).

Colours: red, blue, green, white, pink, black, yellow, purple, brown, orange

13.0 THEME AND OBJECTIVE

13.1 FOOD

To enable the learner acquire further vocabulary and sentence structures relating to food and use them appropriately.

13.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) name the foods that are eaten in their community
- b) use sentence structures correctly
- c) recite poems/rhymes and sing songs relating to the food we eat
- d) read simple stories/passages and answer comprehension questions
- e) draw and name some of the food they eat
- f) write simple guided compositions
- g) write legibly and neatly.

13.3 LANGUAGE CONTENT

13.3.1 LANGUAGE PATTERNS

- Use of CM in sentences and questions e.g.
What can you see in the picture?
I can see a cake
- Can you eat a banana?
Yes, I can.
No, I can't.
- Use of but to show contrast e.g. - Muli likes tea but Chepchirchir likes milk.
- Verbs of sense + adjectives e.g.
This porridge tastes sour.
That sausage smells bad.
- Use of would like e.g. I would like to eat some yams tomorrow.
I would like to drink some milk.

13.3.2 VOCABULARY

cake, porridge, bread, sweet potatoes, yams, arrow roots, meat, cassava, milk, beans, fish, maize, chicken, sorghum, millet, pumpkin

14.0 THEME AND OBJECTIVE

14.1 WILD ANIMALS

To enable the learner develop further vocabulary and sentence structures relating to wild animals and use them appropriately.

14.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the given vocabulary appropriately
- b) use the sentence structures appropriately
- c) read short passages/texts relating to wild animals and answer comprehension questions
- d) write simple sentences to describe the animals
- e) recite poems/sing songs and play relating language games
- f) write legibly and neatly.

14.3 LANGUAGE CONTENT

14.3.1 LANGUAGE PATTERNS

- Use of like for comparison e.g.
A zebra looks like a donkey
Can you run like an antelope?
- Use of or e.g. - Is that a mouse or a rat?
- Comparison of adjectives e.g. big, bigger, biggest.

tall, taller, tallest, long,
longer, longest.
tall, taller, tallest, long.

14.3.2 VOCABULARY
zebra, antelope, hippopotamus,
crocodile, game park, rat,
mouse, tail, fur, skin, neck, ear,
bird, feathers, gazelle, stripes,
long, big

15.0 THEME AND OBJECTIVE

15.1 WEATHER

To enable the learner develop
further vocabulary and sentence
structures relating to weather
and use them appropriately.

15.2 SPECIFIC OBJECTIVES

By the end of the unit, the
learner should be able to:

- a) use vocabulary in correct sentences
- b) use the sentence structures correctly
- c) read short passages/texts relating to weather
- d) make a weather chart
- e) tell the weather
- f) write simple sentences on weather.

15.3 LANGUAGE CONTENT

15.3.1 LANGUAGE PATTERNS

- What is the weather today?
It is cold.
It is hot.
- Use of *it* in sentences e.g.
It is raining. It is hot.
- Use of will to express future events e.g. It will rain next week.
- Use of infinitive of purpose to answer questions e.g.
Why did you remove the mat? To clean it.

15.3.2 VOCABULARY

wet, rainy, blow, blowing, rain,
shine, cloudy, drizzle, showers,
rainbow, drizzling, heavy.

16.0 THEME AND OBJECTIVE

16.1 THE FARM

To enable the learner acquire
suitable vocabulary and sentence
structures relating to the farm
and use them appropriately.

16.2 SPECIFIC OBJECTIVES

By the end of the unit, the
learner should be able to:

- a) use vocabulary correctly
- b) use sentence structures to describe things in the shamba
- c) recite poems/rhymes and sing songs relating to activities and things in the shamba
- d) read short passages and answer oral questions
- e) write answers to comprehension questions.
- f) write simple guided compositions
- g) write legibly and neatly.

16.3 LANGUAGE CONTENT

16.3.1 LANGUAGE PATTERNS

- Use of *or* in sentences_ questions e.g.
I can plant carrots or tomatoes
Is this a hoe or a panga?
- Use of how much in questions
How much milk is in the jug?
How much water is in the basin?
- Formation of plurals with -e s... e.g.
potato - potatoes.
- Use *keep* + action word e.g. We must keep weeding the flowers.

- 16.3.2** VOCABULARY
tractor, vegetable, cabbage, plant, water, dig, weed, carrot, beans, tomato, potato, seed, seedling, rows, soil, wet, dry, rabbits, bull, chicken, cock, fence
- 17.0** THEME AND OBJECTIVE
- 17.1** HOME EQUIPMENT
To enable the learner acquire vocabulary and sentence structures relating to equipment in the home and use them appropriately.
- 17.2** SPECIFIC OBJECTIVES
By the end of the unit, the learner should be able to:
- a) use the given vocabulary correctly
 - b) describe home equipment appropriately
 - c) read short paragraphs/passages on home equipment
 - d) answer simple comprehension questions
 - e) write simple sentences to describe things in the home
 - f) draw and name things in the home

g) write neatly and legibly.

17.3 LANGUAGE CONTENT

17.3.1 LANGUAGE PATTERNS

- What's this/that?
This/That
- What are these/those?
These are kettles
- Use of very + adjectives
e-g-
This radio is very small.
This window is very dirty.
- Use of shall and let's in invitations e.g.
Shall we listen to the radio?
Let's listen to the radio.

17.3.2 VOCABULARY

kettle, switch, tank, water tank, television, radio, video, fridge, carpet, mat, brush, bed, mattress, pillow, pillow-case, flask, gourd, jiko, stool, calabash

STANDARD THREE

1.0 THEME AND OBJECTIVES

What are you doing?

I am reading a book.

1.1 SCHOOL AND SCHOOL

Use of will/shall for invitations e.g.

ACTIVITIES

Will you play football with us?

Yes, I will.

No, I won't

Shall I walk to the library with you?

Present simple tense e.g.

To enable the learner to;

- a) develop further vocabulary and sentence structures relating to school and school activities and use them appropriately
- b) state the importance of performing daily activities at school.

What time do you go for prayers?

I go for prayers at five o'clock.

1.2 SPECIFIC OBJECTIVES

1.3.2 VOCABULARY

By the end of the unit, the learner should be able to;

- a) use suitable vocabulary to describe activities at school
- b) use sentence structures correctly
- c) read short passages and answer oral questions
- d) recite poems/rhymes on school and school activities
- e) write answers to comprehension questions
- f) write simple guided compositions based on school activities
- g) write legibly and neatly.

library, time-table, lesson, subject, games, assembly, neat rows, uniform, notice, notice board, present, ruler, spelling, tick, cross, mark, whisper, draw, flag, handwriting, shelf, drawer, break

2.0 THEME AND OBJECTIVE

2.1 HEALTH AND HYGIENE

To enable the learner acquire vocabulary and sufficient sentence structures relating to basic health care, and use them appropriately.

1.3 LANGUAGE CONTENT

2.2 SPECIFIC OBJECTIVES

1.3.1 LANGUAGE PATTERNS

- Past continuous tense e.g.
As I was cleaning the compound, I saw a snake.
As we were playing, we heard the whistle.
- Present continuous tense e.g.-

By the end of the unit, the learner should be able to;

- a) use vocabulary in sentences appropriately
- b) use the sentence structures correctly
- c) recite poems/rhymes on health and hygiene
- d) read passages/texts on health and hygiene

- e) write answers to comprehension questions
 - f) state ways in which to take care of oneself
 - g) write simple guided compositions on health and hygiene.
- 2.3 LANGUAGE CONTENT**
- 2.3.1 LANGUAGE PATTERNS**
- Use of when and [^] as conjunctions in sentences e.g.
 When I wake up in the morning, I wash my face.
 As I walk to school, I sing my favourite song.
 - Use of have/had to e.g.
 We have to take good care of our bodies
 We had to trim our nails
- 2.3.2 VOCABULARY**
 hospital, nurse, ambulance, ward, syringe, injury, needle, blood, health, centre, patient, breath, cut, dust bin, handkerchief, sick, ill, bath, nails, trim, bandage, cure, treat, inject
- 3.0 THEME AND OBJECTIVE**
- 3.1 CHILD LABOUR**
 To enable the learner acquire vocabulary and sentence structures relating to child labour and child rights.
- 3.2 SPECIFIC OBJECTIVES**
 By the end of the unit, the learner should be able to;
- a) describe activities they do everyday using appropriate vocabulary.
 - b) tell between responsibilities and child labour.
- c) use sentence structures correctly.
 - d) read passages/recite poems and sing songs relating to daily activities.
 - e) write short sentences describing activities of daily life.
 - f) write legibly and neatly.
- 3.3 LANGUAGE CONTENT**
- 3.3.1 LANGUAGE PATTERNS**
- Use of the present continuous tense in sentences e.g.
 What are you doing?
 I am reading a book.
 What's he/she doing?
 He/she is trimming the fence
 - Rejoinder beginning with So .. e.g. - Oketch likes sleeping. So do L
- 3.3.2 VOCABULARY**
 work, labour, responsibility, put, tlirow, try, beg, beat, bite, fight, wash, sing, run, walk, pray, play, swim, sweep, jump, skip, comb
- 4.0 THEME AND OBJECTIVES**
- 4.1 HOME AND FAMILY**
 To enable the learner:
- a) develop further vocabulary and sentence structures relating to the home and use them appropriately.
 - b) realize the importance of sharing responsibilities in the family.

4.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) use the given vocabulary correctly
- b) use sentence structures correctly
- c) read short passages and answer simple oral questions
- d) state ways of sharing responsibilities in the family
- e) write answers to exercises
- f) write simple guided compositions on family responsibilities
- g) write legibly and neatly.

4.3 LANGUAGE CONTENT

4.3.1 LANGUAGE PATTERNS

Sentences containing may or perhaps e.g.

The cup may be in the cupboard.
Perhaps the key is in your bag.

- Show + adjective e.g.
Show me a big table.
Show me a small chair.
- Use the apostrophe to indicate possession e.g.
Mutua's father took his car to the garage.
Asha's aunt drives a lorry.
- Questions with [^] e.g. - Do you have a key?

4.3.2 VOCABULARY

home, grown ups, parents, elders, lid, wash, estate, plot, village, padlock, gate, door, handle, key hole, knife, water tap, tank, share, responsible, remember, help, remind

5.0 THEME AND OBJECTIVE

5.1 POSITION AND DIRECTION

To enable the learners acquire vocabulary and sentence structures relating to positions and directions.

5.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to description of position and direction
- b) construct meaningful sentences to describe position and direction
- c) use the given sentence structures correctly
- d) recite poems/sing songs relating to position/direction
- e) role play giving directions
- f) write answers to comprehension questions

5.3 LANGUAGE CONTENT

5.3.1 LANGUAGE PATTERNS

- Use of questions with where e.g. Where's the ball?
It is under the table
- Use of imperatives with put....
Put the milk in the bottle.
Put the bag in the wardrobe.

5.3.2 VOCABULARY
 direction, position, right, left,
 right hand side, left hand side,
 turn, turn left, turn right, walk
 along, beyond, behind, across,
 near, opposite, out of, inside of,
 outside of, down, against, up

Don't you have a
 penknife?
 Yes, I do
 No, I don't
 Haven't you finished
 your work?
 Yes, I have
 No, I haven't

6.0 THEME AND OBJECTIVES

6.1 PLAY THINGS

To enable the learner;

- a) practice vocabulary and sentence structures relating to making play things
- b) appreciate the importance of using leisure time profitably.

Reflexive pronouns
following direct object e.g.
 She painted the picture
 herself.

He made the toy
 himself
 Use of how many e.g. How
 many of you have finished
 their work?

6.2 SPECIFIC OBJECTIVES

By the end of the unit, the
 learner should be able to;

- a) use correctly
- b) use describe
- c) talk during
- d) describe how
- e) read
- f) oral write
- g) comprehension write legibly and neatly.
- h)

6.3.2 VOCABULARY

toy, plaything, cart, wheel,
 handle, cut, wood, paint, colour,
 cany, ride, measure, sides,
 length, width, dolls, make

7.0 THEME AND OBJECTIVES

about

7.1 TRANSPORT

To enable the learner to:

- a) develop further vocabulary and sentence structures relating to transport and travel and use them appropriately
- b) realize the importance of courtesy and honesty in relation to travel.

processes

leisure
 play

answers

6.3 LANGUAGE CONTENT

6.3.1 LANGUAGE PATTERNS

- Questions such as
 What are you doing?
 I am playing
 What are you making?
 I am making a toy car.
- Negative questions e.g.

7.2 SPECIFIC OBJECTIVES

By the end of the unit, the
 learner should be able to;

- a) use vocabulary relating to transport in correct sentences
- b) identify road signs
- c) use the sentence structures correctly

given

stru

things

m
 follow
 an

- d) read short passages/texts and answer comprehension questions
 - e) recite poems/rhymes and act simple drama on transport
 - f) write answers to comprehension questions
 - g) Write simple guided compositions on transport/travel
 - h) state ways of showing courtesy and honesty when travelling.
- 7.3 LANGUAGE CONTENT**
- 7.3.1 LANGUAGE PATTERNS**
- Use of past continuous tense e.g.
 - As I was getting off the bus, I saw a police officer.
 - Noun clause after where
e.g.
This is where we get off the bus.
Do you know where the next bus stage is?
- 7.3.2 VOCABULARY**
- passenger, bus ticket, railway line, rail, railway, engine, train, coach, suitable, conductor, driver, pilot, fare, railing, seat, comfortable, get in, get off, traffic, traffic lights, vehicle, pedestrian, bus stage
- 8.0 THEME AND OBJECTIVES**
- 8.1 ENVIRONMENT**
- To enable the learner to;
- a) develop further vocabulary and sentence structures relating to our environment and use them appropriately
 - b) appreciate the importance of conserving and caring for the environment.

- 8.2 SPECIFIC OBJECTIVES**
- By the end of this unit, the learner should be able to:
- a) use vocabulary correctly in sentences
 - b) use the sentence structures correctly
 - c) recite poems/rhymes on the environment
 - d) read passages/texts on the environment
 - e) answer oral questions
 - f) write answers to comprehension questions
 - g) write simple guided compositions
 - h) draw things in their environment
 - i) state ways of caring and conserving the environment.

8.3 LANGUAGE CONTENT

- 8.3.1 LANGUAGE PATTERNS**
- Use of have to/ had to e.g. -
 - We have to keep our environment clean.
We had to weed the flowers.
 - Noun clauses with which/that e.g.
 - We watered the flowers which were planted last week.
He opened the drain that was blocked.
 - Reflexive pronouns following direct object e.g.
 - She jumped across the ditch herself
 - He swept the compound himself.
- 8.3.2 VOCABULARY**
- air, counti-yside, environment, place, drain, dust, dustbin, shade, tree shade, shadow.

moon, light, moonlight,
mountain, clean, valley, forest,
cave, ditch, earth, hillside, lake,
deep, shallow, narrow, wide,
community, conserve, water

9.0 THEME AND OBJECTIVE
9.1 DISEASES

To enable the learner acquire sufficient vocabulary and sentence structures relating to diseases and use them
"dppwpi'rdaJiy.

9.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to talks and messages relating to diseases
- b) talk about diseases that they know
- c) recite verses and rhymes
- d) participate in conversations
- e) read poem/passages relating to diseases
- f) read short passages on common diseases
- g) answer oral and written questions
- h) write short guided compositions on experiences with diseases write legibly and neatly.
- i)

9.3 LANGUAGE CONTENT
LANGUAGE PATTERNS

- 9.3.1
- Use of when as a conjunction e.g.
When we eat good food, we become healthy and strong.
The patient got better when she took the medicine.
 - Questions with know how
e.g. Do you know how to clean a wound?

- Imperatives with direct object + how + infinitive
e.g. Show me how to brush my teeth.

9.3.2 VOCABULARY

malaria, typhoid, fever, medicine, disease, cough, cold, headache, vomit, stomach ache, tooth ache, wound, AIDS, boil, clean, wash, brush, soap, nurse, admit, dirt, mosquito

10.1 ACCIDENTS AND ROAD SAFETY

To enable the learner acquire vocabulary and sentence structures relating to accidents and road safety and use them appropriately.

10.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use appropriate vocabulary to describe accidents and road safety
- b) use sentences structures correctly
- c) recite poems/rhymes
- d) tell stories on accidents
- e) read passages and answer comprehension questions
- f) role play road safety rules
- g) draw and describe some road signs
- h) write guided compositions.

10.3 LANGUAGE CONTENT

10.3.1 LANGUAGE PATTERNS

- Use of What's the matter with you/her/him/them?
I cut my finger.
He broke his hand.

- Use of conjunction
although e.g.
Although he hurt his leg he continued running.
He rode the bicycle although the tyre was flat.

I am cleaning my bedroom.

What are you doing?

- Revision of sentences with like + verb fingl e.g.
I like washing the house
I like playing.

10.3.2 VOCABULARY

knock down, fall down, braise, hurt, injury, bleed, break, wound, cover, pain, snake bite, plaster, sling, scratch, antiseptic, warm, cloth, road, safety, zebra crossing, left, right, cross (the road), road safety rules

- Questions with rejoinder beginning with So e.g.
Mate likes swimming.
So do I.

- Questions with know how e.g. - Do you know how to clean a window?

- Use of imperative + indirect object + how + infinitive

Show me how to cook chapati.

He taught me how to swim.

11.0 THEME AND OBJECTIVE

11.1 EVERYDAY ACTIVITIES

To enable the learner acquire vocabulary and sentence structures to describe daily activities.

11.3.2 VOCABULARY

clear, set (the table), throw, drink, eat, ordinals (numbers) from first to twentieth then 21@*-
100*

11.2 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to;

- use appropriate vocabulary and sentence structures correctly
- read passages and answer oral questions
- recite poems/rhymes and sing songs related to everyday activities.
- read short stories and retell them in class
- write answers to comprehension questions
- write simple guided compositions.

12.0 THEME AND OBJECTIVES

12.1 OCCUPATION

To enable the learner to:

- develop further vocabulary and sentence structures relating to different occupations and use them appropriately
- realize positive moral values relating to work.

12.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- describe jobs that people do using appropriate vocabulary
- use the sentence structures correctly

11.3 LANGUAGE CONTENT

11.3.1 LANGUAGE PATTERNS

- Use of the present continuous e.g.

- c) read short passages and answer oral questions
- d) recite poems/ rhymes on the work that people do
- e) write answers to comprehension questions
- f) write simple guided compositions
- g) write legibly and neatly.

12.3 LANGUAGE CONTENT

12.3.1 LANGUAGE PATTERNS

- Relative clauses with who
e.g.
A person who repairs engines is called a mechanic
One who looks after our teeth is called a dentist.
- The use of the apostrophe to indicate possession e.g.
The teacher's purse
The mechanic's spanner

12.3.2 VOCABULARY

police officer, baker, bakery, grocer, grocery, painter, fisherman, fishmonger, salon, hairdresser, barber, secretary, police station, dentist, plumber, watchman, forester, game warden, conductor, butcher

13.0 THEME AND OBJECTIVE

13.1 COMMUNICATION

To enable the learner acquire vocabulary and sentence structures relating to the post office and use them appropriately.

13.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) listen and respond appropriately to talks and poems relating to communication
- b) talk clearly about communication in the office using correct vocabulary and sentence structures
- c) read sentences, paragraphs, short passages and poems relating to communication
- d) write meaningful sentences and paragraphs in clear and legible handwriting
- e) write sentences using correct sentence structures
- f) write guided compositions neatly and legibly.

13.3 LANGUAGE CONTENT

13.3.1 LANGUAGE PATTERNS

- Reflexive pronouns following direct objects in singular or plural forms e.g.
I made the post card myself
- Present perfect continuous
What have you been doing?
I have been writing a letter.
- Sentences with be able to
e-g-
Will you be able to carry the parcels from the post office?
Yes, I will..
No, I won't.

13.3.2 VOCABULARY

message, letter, envelope, stamps, air mail, address, post card, parcel, send, receive, counter, post, letter box, telephone booth, dial, call, e-mail

14.0 THEME AND OBJECTIVES

14.1 SPORTS

To enable the learner to;

- a) acquire vocabulary and sentence structures relating to sports and use them appropriately
- b) realize the value of fair play in sports.

14.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) listen and respond to instructions appropriately
- b) use vocabulary and language structures correctly
- c) recite poems/rhymes
- d) read short passages
- e) answer oral and written comprehension questions
- f) state ways of expressing good behaviour and fairness in sports
- g) write simple guided compositions.

14.3 LANGUAGE CONTENT

14.3.1 LANGUAGE PATTERNS

- Use of present tense with unless e.g. We cannot win unless we practise.
- Use of sentences containing either or e.g.
The competition is either on Friday or Saturday.
- Use of conjunction so
It was raining heavily so the match was stopped.
- Use of adverbs just/already/yet/ still e.g.
The referee has just blown the whistle.

14.3.2 VOCABULARY

sports, spectator, compete, defeat, competitor, team coach, cheer, lost, match, stadium, hurrah, whistle, practice, beat, champion, playground, out of breath, referee, accept defeat, win, score

15.0 THEME AND OBJECTIVE

15.1 TECHNOLOGY

To enable the learner acquire vocabulary and sentence structures relating to technology and use them appropriately.

15.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) listen and respond to instructions appropriately
- b) use the given vocabulary and sentence structures appropriately
- c) read texts relating to technology and answer oral questions
- d) read for pleasure
- e) read and answer written comprehension questions
- f) write guided compositions neatly and legibly.

15.3 LANGUAGE CONTENT

15.3.1 LANGUAGE PATTERNS

- Sentences containing either ... or e.g.
-I can have either a mobile phone or a calculator.
- Sentences containing may (probability) and perhaps e.g.
-The phone card may be in the cupboard.
Perhaps the scratch card is in your bag.

<p>15.3.2 VOCABULARY calculator, button, press, screen, mobile phone, charger, tone, internet, receive, card, operator, batteries, keys, scratch card</p>	<p>17.0 THEME AND OBJECTIVE</p>
<p>16.0 THEME AND OBJECTIVE</p>	<p>17.1 CLIMATE AND DISASTERS To enable the learner acquire vocabulary and sentence structures relating to disasters.</p>
<p>16.1 ANIMALS To enable the learner acquire vocabulary and sentence structures relating to animals and use them correctly.</p>	<p>17.2 SPECIFIC OBJECTIVES By the end of the unit, the learner should be able to;</p> <p>a) listen and respond to vocabulary and sentence structures relating to climate and disaster</p> <p>b) use vocabulary and sentence structures correctly</p> <p>c) read texts/passages based on climate and disasters and answer oral and written comprehension questions</p> <p>d) read for pleasure</p> <p>e) write guided compositions based on climate and disasters.</p>
<p>16.2 SPECIFIC OBJECTIVES By the end of the unit, the learner should be able to:</p> <p>a) listen and respond to vocabulary and sentence structures correctly</p> <p>b) use vocabulary and sentence structures appropriately</p> <p>c) read passages on animals and answer oral and written questions</p> <p>d) read for pleasure</p> <p>e) write guided compositions</p> <p>f) draw and colour animals.</p>	<p>17.3 LANGUAGE CONTENT</p>
<p>16.3 LANGUAGE CONTENT</p>	<p>17.3.1 LANGUAGE PATTERNS</p> <ul style="list-style-type: none"> • Use of <u>could</u> in sentences e.g. Said could hear a lion roar in the forest. Kiage could hear a hyena laugh near the river • Use of <u>too + to.....</u> e.g. Karimi is too tired to clean the cowshed.
<p>16.3.1 LANGUAGE PATTERNS</p>	<ul style="list-style-type: none"> • Conditional clause <u>if+ simple present</u> If it rains heavily, the river will overflow.
<p>16.3.2 VOCABULARY chatter, laugh, hiss, roar, trumpet, thorn, forest, bush, thick, thicket, bark, moo, bray, neigh, chirp, scatter, frighten, scare, sound, bleat</p>	<p>17.3.2 VOCABULARY season, long rains, short rains, thunderstorm, thunder, hailstorm, hail stones, floods, rainfall, drought, famine, mud, disaster, landslide, riverbank, overflow, dam, rescue. First Aid, downpour, drown, flash, inadequate, relief, mist</p>

LEARNING EXPERIENCES FOR STANDARD ONE, TWO AND THREE

The following are suggested learning experiences to make learning more child-centered and activity based.

Listening And Speaking

- Listening and responding to:
 - talks
 - oral comprehensions
- greeting
s
requests
questio
ns
verses
riddles
songs
comma
nds
speeche
s
stories
- Oral practice of language patterns
- Oral practice of vocabulary items
- Talking about activities/experiences relating to the themes
- Naming activities relating to the themes
 - Reciting rhymes and poems
- Interacting with audio/visual materials
- Participating in simple conversations/miming and dramatization/role play
- Telling riddles/time /proverbs/stories
- Participating in simple dialogues
- Reciting tongue twisters
 - Playing language twisters
- Playing language games
- Singing songs
 - Practicing oral compositions
- Answering oral comprehension questions
 - Telling news/experiences

READING

Pre-reading skills should be covered in Std One.

- Reading words/sentences/short paragraphs
- Reading sentences from substitution tables
- Reading short passages/stories/poems
- Reading texts/supplementary readers/library books
- Compiling a pictorial dictionary
- Compiling a simple number dictionary
- Matching words with pictures
- Compiling reading scrap books

WRITING

Pre-writing skills should be covered in Std One

- Writing words/sentences from the chalkboard
- Filling in gaps
- Answering written comprehension questions
- Writing guided compositions
- Drawing pictures and naming/numbering them
- Forming plurals
- Writing sentences from substitution tables
- Completing crossword/word puzzles
- Completing jigsaw puzzles

HANDWRITING

Drawing patterns and practising handwriting.
Copying neatly and legibly from the blackboard and work-cards.

ASSESSMENT METHODS FOR STD 1-3

This list of assessment activities is not exhaustive and teachers are expected to generate many more, with a view to

enhancing continuous assessment in class.

- Filling in gaps in words and sentences
- Relating experiences
- Rearranging mixed words/sentences
- Matching words and sentences
- Describing pictures/objects
- Reading words and short passages aloud and silently
- Reciting rhymes/poems
- Answering comprehension questions
- Copying words/letters/sentences
- Spelling games
- Completing letter/word puzzles
- Listening to instructions and responding by drawing, writing and miming
- Matching numbers to objects
- Counting
- Delayed copying of numbers/simple words/sentences
- Telling/listening to stories
- Talking about activities relating to the themes
- Repeating spoken sentences
- Completing sentences
- Modelling
- Painting
- Matching words/sentences to pictures
- Matching questions and answers
- Participating in conversations
- Singing songs
- Reciting poems/rhymes
- Drawing and labelling
- Reading library/supplementary books
- Sorting and matching according to colours/shapes/sizes
- Writing sentences/short paragraphs
- Miming/dramatization activities

LEARNING RESOURCES/AIDS

The following list of learning aids will serve as a useful reminder to the teacher that the English lessons can only be effectively taught with appropriate aids.

Real objects
Teacher /pupil demonstration
Blackboard
Flash cards
Charts
Audio visual aids
Supplementary/ graded readers
Library books
Cuttings/articles/ from magazines/calendars/newspapers
Pictures and photographs
Models
Illustrations
Field trips
Word trees
Centres of interest
Class projects
Plasticine/clay

STANDARD FOUR

- | | |
|--|---|
| <p>1.0 THEME AND OBJECTIVE</p> <p>1.1 MEASUREMENT
To enable the learner acquire vocabulary and sentence structures relating to measurement and use them appropriately.</p> <p>1.2 SPECIFIC OBJECTIVES
By the end of the unit, the learner should be able to:</p> <p style="margin-left: 20px;">a) listen and respond to instructions and sentences appropriately</p> <p style="margin-left: 20px;">b) use vocabulary and sentence structures correctly</p> <p style="margin-left: 20px;">c) read instructions/ texts relating to measurement and answer oral questions</p> <p style="margin-left: 20px;">d) answer questions on comprehension passages</p> <p style="margin-left: 20px;">e) describe objects in relation to size.</p> <p>1.3 LANGUAGE CONTENT</p> <p>1.3.1 LANGUAGE PATTERNS</p> <ul style="list-style-type: none"> • Use of <u>same + nominal + as</u>
e-g-
 My pen is the same length as yours.
 That tank is the same height as this one. • Use of <u>more or less than</u>
e.g.
 There are more sacks of maize than potatoes in the store. • <u>Simple past passive</u> e.g.
 The water was treated. | <ul style="list-style-type: none"> • <u>How much + comparatives ending in - er</u> e.g. How much longer is it? <p>1.3.2 VOCABULARY
long, length, size, short, height, high, low, deep, depth, shallow, narrow, tank, metre, broad, litre, kilogram, measure, measurement</p> <p>1.3.3 GRAMMAR</p> <ul style="list-style-type: none"> • Nouns as naming words • Punctuation marks-full stop, comma, question mark <p>2.0 THEME AND OBJECTIVE</p> <p>2.1 CHILD RIGHTS AND RESPONSIBILITIES
To enable the learner to:</p> <p style="margin-left: 20px;">i. acquire and use vocabulary and sentence structures relating to child rights and responsibilities</p> <p style="margin-left: 20px;">ii. appreciate that all children have rights and responsibilities.</p> <p>2.2 SPECIFIC OBJECTIVES
By the end of the unit, the learner should be able to:</p> <p style="margin-left: 20px;">a) talk about own experiences using appropriate vocabulary and sentence structures</p> <p style="margin-left: 20px;">b) describe experiences/events</p> <p style="margin-left: 20px;">c) tell stories</p> <p style="margin-left: 20px;">d) read passages/texts relating to child rights and responsibilities</p> <p style="margin-left: 20px;">e) answer oral and written</p> |
|--|---|

	f) write sentences from substitution tables	3.0	THEME AND OBJECTIVE TRANSPORT
	g) write guided compositions	3.1	To enable the learner use vocabulary and sentence structures relating to transport correctly.
	li) write legibly and neatly.		
2.3	LANGUAGE CONTENT		
2.3.1	LANGUAGE PATTERNS	3.2	SPECIFIC OBJECTIVES
	<ul style="list-style-type: none"> Use of: <ul style="list-style-type: none"> <u>Enough + nominal + infinitive</u> e.g. Children should have enough food to eat. <u>When clauses with present tense showing future intentions</u>, e.g. - When I grow up, I will become a children's officer. <u>Conditionals + would/could</u> e.g. If all people practiced children's rights there would be no children in the streets. 		<p>By the end of the unit, the learner should be able to:</p> <ul style="list-style-type: none"> a) listen and respond to vocabulary and sentence structures related to transport. b) use vocabulary and sentence structures correctly c) read texts relating to transport and answer oral questions d) read for pleasure e) answer written comprehension questions based on the texts read iD write a guided friendly letter g) compile an experience book/personal diary.
2.3.2	VOCABULARY	3.3	LANGUAGE CONTENT
	child, adult, human beings, child rights, education, food, clothing, housing, moral upbringing, look after, affection, right to, handicapped, special treatment, protection from, kind, cruel, neglect, cruelty, abuse of, misuse, children on the streets, obedience, respect, honesty, loving, hardworking, personal, hygiene, care of personal items, care of others, fear of arrest, sei^e, service	3.3.1	LANGUAGE PATTERNS
2.3.3	GRAMMAR		
	<ul style="list-style-type: none"> Adjectives - words that describe nouns <ul style="list-style-type: none"> Collective nouns 		<ul style="list-style-type: none"> Use of <u>nearer/farther away than</u> e.g. <p>Kisumu is farther away from Nairobi than Nakuru is.</p>

	Mombasa is nearer Malindi than Lamu is.		
	<ul style="list-style-type: none"> Present passive e.g. The ticket is bought in the office. <u>Past perfect tense + when clauses</u> When Naserian got to the bus stop, the bus had left. 		<ul style="list-style-type: none"> e) read texts relating to various occupations d) read for pleasure e) write a guided composition f) compile an experience book/personal diary.
3.3.2	VOCABULARY leave, transport, kilometre, safari, puncture, tyre burst, wheel, train, vehicle, ticket, journey, trip, petrol, bicycle, tube, conductor, arrive, start, courteous, respectful, concern for, depart, alight	4.3	LANGUAGE CONTENT
3.3.3	GRAMMAR <ul style="list-style-type: none"> Proper nouns Use of <u>capital letters</u> at the beginning of sentences and for names of people Abstract nouns 	4.3.1	LANGUAGE PATTERNS <ul style="list-style-type: none"> <u>Pretend to be + nominal</u> Odera is pretending to be a judge. Asha is pretending to be a driver <u>When clauses + present tense showing future intentions</u> e.g. When I grow up, I will become an engineer. <u>Would like + infinitive</u> e.g. Wafula would like to be a doctor. <u>Built of/made of</u> e.g. The carpenter's house is built of stone.
4.0	THEME AND OBJECTIVES	4.3.2	VOCABULARY job, count, engineer, pilot, electrician, technician, wires, cement, sand, brick, doctor, pretend, cement, sand
4.1	OCCUPATIONS To enable the learner to: <ul style="list-style-type: none"> i. acquire vocabulary and sentence structures relating to various occupations and use them appropriately ii. realize positive moral values relating to work. 	4.3.3	GRAMMAR <ul style="list-style-type: none"> Use of the apostrophe in contracted forms Compound words with some, any, no, every
4.2	SPECIFIC OBJECTIVES By the end of the unit, the learner should be able to: <ul style="list-style-type: none"> a) listen and respond to vocabulary items and sentence structures relating to various occupations b) make correct sentences using vocabulary based on various occupations 	5.0	THEME AND OBJECTIVES
		5.1	THE FARM To enable the learner to: <ul style="list-style-type: none"> i. acquire and use vocabulary and language structures relating to the farm

- 5.2
- ii. appreciate the dignity of work.
- SPECIFIC OBJECTIVES**
- By the end of the unit, the learner should be able to:
- listen and respond to vocabulary items and sentence structures relating to the local environment
 - describe experiences, places and objects
 - use the given vocabulary and language structures in correct sentences
 - read texts and passages on the farm and answer oral questions
 - read for pleasure
 - write answers to comprehension questions
 - write guided compositions.

5.3

LANGUAGE CONTENT

5.3.1 **LANGUAGE PATTERNS**

- Use of very + but
The farmer was very tired but he continued working.
- Use of possessive pronouns
e.g.
This farm is ours.
This bucket is his.
That tractor is mine.
- Use of belong to, to indicate possession e.g.
This house belongs to Wekesa
- Already with past perfect
e.g. - When the rains came, the farmer had already planted.

5.3.2 **VOCABULARY**

tired, work, tractor, hoe, bucket, soil, wheelbarrow, cow, goat, donkey, chicken, dung, fence, hedge, dignity, manure, seed, plough

5.3.3 **GRAMMAR**

- Use of many and much
- Use of apostrophe to show possession

6.0 **THEME AND OBJECTIVES**

6.1 **HEALTH**

To enable the learner to:

- acquire vocabulary and sentence structures related to health
- state ways in which diseases get into our bodies.

6.2 **SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- listen and respond to vocabulary items and sentence structures appropriately
- make correct sentences based on vocabulary and sentence structures relating to health
- describe experiences/events
- read texts based on health and answer oral questions
- read for pleasure
- write answers to comprehension questions
- write guided compositions based on health
- write informal letters (guided)
- state ways in which diseases get into our bodies.

6.3 LANGUAGE CONTENT

6.3.1 LANGUAGE PATTERNS

- Pretend + infinitive + nominal
Kiki is only pretending to have a headache.
- Superlative with most e.g.
It is the most expensive.
- How many questions + present perfect
How many tablets has the patient taken?
- Pretend to have + nominal
e.g. She is pretending to have a cough.
- Use of prepositions e.g- above, below, by, with, into, over, through e.g. AIDS can get into our bodies through open wounds.
- Comparatives with more + adjective + than e . g . .
Malaria is more dangerous than a cold.

6.3.2 VOCABULARY

dispensary, hospital, disease, nurse, malaria, typhoid, diarrhoea, vomit, virus, HIV and AIDS, blood test, tablets, patient, take medicine, clinic, wounds, pills, pierce, infect, infection

6.3.3 GRAMMAR

- Introducing an adverb
- Use of a lot and a lot of

7.0 THEME AND OBJECTIVE

7.1 CELEBRATIONS

To enable learners acquire vocabulary and sentence structures relating to celebrations and use them appropriately.

7.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen and respond to vocabulary items and sentence structures appropriately
- use correct vocabulary and sentence structures
- read texts relating to celebrations and answer comprehension questions
- read for pleasure
- write answers to comprehension questions
- write informal letters
- compile an experience book/personal diary
- describe experiences/events.

7.3 LANGUAGE CONTENT LANGUAGE PATTERNS

7.3.1

- Conditionals + will + simple present tense.....

I will come to you' party if you invite me.

I will teach you the song if you like.

Verb + noun gerund e.g.

They like dancing.

Use of for/since in sentences e.g.

They have been dancing since the bride arrived.

They have been waiting for the guests for two hours.

- Use of too + adjective e.g. - That dance is too slow.
- Use of just + verb e.g. She has just put the flowers in the vase.
- Use of there are more + adjective + nominal + than + adjective + ones e.g. There are more big jerry cans than small ones.

7.3.2 VOCABULARY

celebrate, invitation, party, ceremony, wedding, prize, birthday, speech, goods, enjoy, excitement, dance, bake, invite, gift, present, prize, guests, attend

7.3.3 GRAMMAR

- Writing dates
- Adverbs of manner
- Punctuation marks

8.0 THEME AND OBJECTIVES

8.1 ENVIRONMENT

To enable the learner to:

- acquire vocabulary and sentence structures relating to their environment
- realize the need to conserve the environment.

8.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- talk about their environment
- state ways of conserving the environment

- use correct sentence structures
- read passages/texts on the environment
- record information
- answer comprehension questions
- write guided compositions.

8.3 LANGUAGE CONTENT

8.3.1 LANGUAGE PATTERNS

- Look/feel/sound + like + nominal e.g. This tree looks like an umbrella. That sounds like a snake.
- Use of next to + opposite/across e.g. They live across the river.
- The use of as..... as e.g. Manga is as tall as his father. A fly is not as fast as a bee.
- Verb + noun gerund e.g. Naliaka likes watering the seedbed.
- Would like + infinitive e.g. Wanga would like to be a game ranger
- Need + nominal + infinitive e.g. I need a panga to cut the bush.

8.3.2 VOCABULARY

hills, valleys, rivers, lakes, sea, bush, compoimd, umbrella, snake, bridge, fast, fly, bee, tree conserve, record, information protect, care for

8.3.3 GRAMMAR

- The verb

9.0 THEME AND OBJECTIVES

9.1 PEOPLE IN THE COMMUNITY

To enable the learner to:

- i. acquire vocabulary and sentence structures used to refer to people and use them appropriately
- ii. realize the importance of respecting other people.

SPECIFIC OBJECTIVES

9.2 By the end of the unit, the learner should be able to:

- a) listen and respond to vocabulary and sentence structures that relate to people
- b) use vocabulary and sentence structures correctly
- c) read texts/passages based on people and answer oral comprehension questions
- d) read for pleasure answer written questions
- e) comprehension questions write compositions from pictures.
- f) write informal letters
- g) describe events/people/places.
- h)

9.3 LANGUAGE CONTENT

9.3.1 LANGUAGE PATTERNS

- Use of like for comparison e.g.
A good neighbour is like a relative.
- The use of very + but/and e.g.

The people were very poor but they lived together happily.

The day was very clear and the children went out to play.

- Nominal + qualifier + is called e.g.

A person who lives next to you is called a neighbour.

9.3.2 VOCABULARY

community, neighbour, human being, relative, clan, boundary, border, child, province, district.

9.3.3 GRAMMAR

- Use of the apostrophe with singular nouns.
- Adverbs of reason

10.0 THEME AND OBJECTIVE

10.1 POLITE LANGUAGE

To enable the learner acquire vocabulary and sentence structures to enable them to communicate politely.

10.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to instructions and requests using polite language
- b) use polite language in sentences appropriately
- c) read passages relating to the use of polite language and answer oral questions
- d) read for pleasure
- e) role play situations
- f) /experiences
- g) write guided compositions.

10.3 LANGUAGE CONTENT

10.3.1 LANGUAGE PATTERNS

- Use of May and Can I to

- make requests,
e.g. May I use your pen.
Yes, you may.
No, you can't.
- Conditionals with could and would e.g. If I had a lot of food, I could give some to the poor.
- 10.3.2 VOCABULARY**
Sony, excuse me, thank you, welcome, please, may I, polite, politeness, can I
- 11.0 THEME AND OBJECTIVE**
- 11.1 WORKSHOP**
To enable the learner acquire vocabulary and sentence structures relating to a workshop and use them appropriately.
- 11.2 SPECIFIC OBJECTIVES**
By the end of the unit, the learner should be able to:
- listen and respond to instructions relating to the workshop appropriately
 - use vocabulary and sentence structures correctly
 - read instructions and passages based on the workshop and answer oral questions
 - read for pleasure
 - write answers to comprehensions questions
 - write guided compositions
 - describe objects/processes.
- 11.3 LANGUAGE CONTENT**
- 11.3.1 LANGUAGE PATTERNS**
- Remember + where/ what/ who e.g.
The carpenter remembered where she had kept the hammer.
He couldn't remember what the doctor had said.
 - Use of called and used for
This is called a wheel spanner.
It is used for tightening nuts.
 - Comparatives with more + adverb + them e.g. Nyongesa worked more quickly than Amo.
 - Present tense clause with unless e.g. I cannot make a bench unless I have wood.
- 11.3.2 VOCABULARY**
workers, tools, workshop, drill, metal, carving bolt, spanner, nut, bench, saw, screwdriver, sharpener
- 12.0 THEME AND OBJECTIVE**
- 12.1 ADMINISTRATION**
To enable the learner acquire vocabulary and sentence structures relating to the Local Administration in their area and use them appropriately.
- 12.2 SPECIFIC OBJECTIVES**
By the end of the unit, the learner should be able to:
- listen and respond to vocabulary items and sentence structures correctly
 - use vocabulary and sentence structures correctly
 - read instructions/texts/passages and answer oral questions
 - read for pleasure
 - write answers to comprehension questions
 - write guided compositions
 - describe places/give directions in role play.

12.3 LANGUAGE CONTENT

12.3.1 LANGUAGE PATTERNS

- Use of for/since + present perfect tense
This officer has worked here for four years.
She has been an Education Officer since last year.
She has lived here since she was born.
- Use of know/show/tell/remember + how + infinitive e.g.
- I know how to use a computer.
- He could not remember how to get to the police station.
- Show me how to use a telephone.
- What else questions e.g.
What else does a secretary do?

12.3.2 VOCABULARY

education officer, medical officer, office meetings, police station, administration, officer, secretary, computer, telephone, head teacher, senior teacher, deputy head teacher, duty teachers, class teachers, games master/mistress, chief, assistant district officer, provincial commissioner

12.3.3 GRAMMAR

- Adverbs of time
- Collective nouns

13.0 THEME AND OBJECTIVES

13.1 SHOPPING

To enable the learner to;

- acquire vocabulary and sentence structures relating to shopping.
- appreciate the need to be courteous and honest.

13.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:-

- listen and respond to vocabulary and sentence structures relating to shopping
- use vocabulary and sentence structures correctly
- read passages and answer oral/written comprehension questions
- read for pleasure
- write guided compositions
- state ways of expressing honesty and courtesy when shopping
- describe experiences/places
- compile an experience book/personal diary
- role play a shopping experience.

13.3 LANGUAGE CONTENT

13.3.1 LANGUAGE PATTERNS

- Use of how much/many + more
How much more sugar do we need to buy?
How many more packets of milk shall I give you?
- Is there any rice in your shop?
- Yes, there is some.
No, there isn't any.
- Conditionals with present tense in both clauses e.g. - If I have money I can buy mangoes.
- Use of a pair/pairs of e.g.
- She bought two pairs of socks.
- Please give me a pair of scissors.

- 13.3.2** VOCABULARY
shopping, expensive, counter, cheap, price, change, cashier, trolley, basket, shelf, price list, shopping list, pocket money, flour, calculate, balance, queue, packet, wrap, customer, canteen, supermarket
- 13.3.3** GRAMMAR
Plural of nouns ending in -s, -ss, -ch, --X, and sh
- 14.0** THEME AND OBJECTIVE
- 14.1** SCHOOL AND HOME
To enable the learner use *vocabulary and sentence* structures commonly used in school and home.
- 14.2** SPECIFIC OBJECTIVES
By the end of the unit, the learner should be able to:
- a) listen and respond to vocabulary items and sentence structures appropriately
 - b) use vocabulary and sentence structures correctly
 - c) read passages relating to school and home and answer oral questions
 - d) read for pleasure
 - e) describe places/experiences/objects
 - f) write guided compositions
 - g) write sentences from substitution tables.
- 14.3** LANGUAGE CONTENT
- 14.3.1** LANGUAGE PATTERNS
- Use of pretend to be + nominal e.g.
- Turn is pretending to be a teacher.
 - Prepositions e.g. on, under, in front, of, behind e.g.
- The bag is on the desk.
- Comparative adjectives + than
- This house is bigger than ours.
 - Your box is smaller than mine.
 - Nearer/farther away ... than
e.g. The school is further away from my home than your home is.
- 14.3.2** VOCABULARY
blankets, bedroom, kitchen, wheelbarrow, uniform, instruction, term, year, holiday, subtract, add, multiply, divide, compound, verandah, corridor, channel, ceiling
- 14.3.3** GRAMMAR
- Nouns ending in -f, -ef -fe.
 - The pronoun
- 15.0** THEME AND OBJECTIVES
- 15.1** OFFICE
To enable the learner to:-
- (i) acquire further vocabulary and sentence structures related to the office
 - (ii) realize the importance of behaving appropriately in public places.
- 15.2** SPECIFIC OBJECTIVES
By the end of the unit, the learner should be able to:-
- a) listen to instructions and respond appropriately
 - b) use vocabulary and sentence structures correctly
 - c) read texts /passages and answer oral questions
 - d) read for pleasure
 - e) answer comprehension questions
 - f) describe places/experiences
 - g) state ways of expressing

- desirable behaviour in public places
- h) role play relating experiences.

15.3 LANGUAGE CONTENT

15.3.1 LANGUAGE PATTERNS

- Use of prepositional phrases e.g. up the hill, under the bed, inside the room, on top of the cupboard.
 - The messenger went up the hill.
 - The paper punch was on the table.
 - The meeting was held outside the office.
 - The file is on top of the table.
 - There was a long queue outside the office.
- Use of very contrasted with but e.g. The staff room is very dirty but we can hold the meeting there.
- Comparatives of adverbs with -er + them e.g. The messenger arrived earlier than the head teacher.

15.3.2 VOCABULARY

drawer, table, chair, equipment, form, fill in, fees, receipt, receive, clerk, file, pins, paper punch, message, messenger, officer, manager, telephone, typewriter, computer, photocopier, stapler, secretary, waiting room

15.3.3 GRAMMAR

- Introduce the word "preposition"
- Adverbs of place

16.0 THEME AND OBJECTIVES

16.1 ATHLETICS

To enable the learner to:-

- acquire the vocabulary and structure relating to athletics and use them appropriately
- appreciate that athletics can be a source of livelihood as well as a means of keeping healthy.

16.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:-

- use the given vocabulary correctly
- use the sentence structure correctly
- read the texts relating to athletics and answer oral comprehension questions
- answer written comprehension questions
- do written exercises on vocabulary, sentence structures and punctuation marks
- state the importance of athletics
- describe experiences and places
- compile an experience book/personal diary
- keep records.

16.3 LANGUAGE CONTENT

16.3.1 LANGUAGE PATTERNS

- Comparatives of adverbs with -er + than e.g. Kurgatran faster than Wambeti.
- Use of very with but e.g. He was very tired but continued to run.
- Use of have to and had to e.g. Everyone has to finish the race to get a prize.

Komu had to run to support
the team.

16.3.2 VOCABULARY

field event, track events, athlete,
athletics, compete, competition,
sprints, long distance, start,
starter, coach, relay, baton, pant
(Υ), race, Olympics,
steeplechase, hurdles, high
jump, long jump

16.3.3 GRAMMAR

- Adverbs of time
- Adverbs of manner

LEARNING EXPERIENCES

LISTENING

- Listening to instructions, explanations, descriptions, audio-visual materials and announcements.
- Listening to rhymes and poems.
- Playing language games.
- Listening to stories and short passages.
- Contributing to debates.
- Listening to riddles/proverbs/tongue twisters.
- Acting simple plays.
- Participating in role play
- Listening and responding to oral comprehensions

SPEAKING

- Giving instructions, explanations, directions and descriptions
- Reciting poems and rhymes
- Participating in oral practice of vocabulary items and sentence patterns
- Participating in language games
- Reciting rhymes and poems
- Participating in ordinary conversations and structured dialogues
- Dramatizing simple plays
- Participating in role play
- Talking about themselves/others etc
- Telling stories

READING

- Reading words/phrases/sentences from flash cards, chalkboard and charts/lists
- Reading and responding to poems
- Reading comprehension passages and texts
- Reading brochures, booklets, newspaper/magazine articles and reports.

Reading and responding to instructions, explanations and descriptions.

Reading aloud.
Speed - reading.
Comprehension reading.
Reading recipes.

WRITING

Filling in gaps
Completing sentences/paragraphs.
Spelling games such as anagrams
Working through work cards.
Answering written comprehension questions.
Writing informal letters.
Writing pictorial compositions.
Keeping records
Compiling an experience book/diary.
Writing sentences from substitution tables

RESOURCES

Real objects
Flash cards
Charts
Audio- visual material
Supplementary books
Blackboard
Pictures
Photographs
Work cards
Field visits
Maps/atlasses
Library books
Class projects
HIV and AIDS materials
Cuttings from newspapers and magazines
Teachers/pupil demonstration
Workshop visits

STANDARD FIVE

1.0 THEME AND OBJECTIVES

1.1 SCHOOL

To enable the learner to:

- (i) develop further language structures and vocabulary relating to the school
- (ii) appreciate the value of going to school and remaining in school

1.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary correctly
- b) use the sentence structures appropriately
- c) read texts/poems/ dialogues on school
- d) write guided compositions
- e) write exercises with correct punctuation marks
- f) form past tense verbs ending in -y
- g) form past tense and present participle of words by doubling consonants after short vowels
- h) name some punctuation marks and use them correctly.

1.3 LANGUAGE CONTENT

1.3.1 LANGUAGE PATTERNS

- Use of forget/learn/remember/try (not) have/got/start/used/need/want + infinitive e.g.
She forgot to carry her book.

He remembered to bring his racket.
The pupil tried not to make his book dirty.

- Use of wait for + nominal + infinitive
They were waiting for the bell to ring.
They are waiting for the examination to begin.
- Use of auxiliaries + adverbs of frequency e.g.

Kazungu has always done his work neatly.
The pupils in this school have hardly missed classes.

1.3.2 VOCABULARY

advise, certificate, anthem, greetings, mathematics, social studies, punctuation marks, full stop, question mark, capital letters, monitor, prefect, homework, always, went, wait for, hardly, classmates

1.3.3 GRAMMAR

- Past tense of verbs ending with - y -
- Doubling of consonants after short vowels in past tense and present participle e.g.
Travelled
Clapped
stopping

2.0 THEME AND OBJECTIVE

2.1 HOME

To enable the learner acquire vocabulary and sentence structures relating to home and use them appropriately

2.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) use the vocabulary correctly in sentences
- b) use the sentence structures appropriately
- c) read texts on the home and answer questions
- d) write guided compositions
- e) use double consonants after short vowels in past and present participle
- f) Identify words with /a/ and /a:/ and pronounce them correctly.

2.3 LANGUAGE CONTENT

2.3.1 LANGUAGE PATTERNS

- Use of almost + adjective e.g. Halima's cup of tea is almost empty.
- Use of ask/tell/help/teach + nominal.
Tell the children to polish their shoes.
Help the children to complete their home work.
- Use of the double imperatives e.g.
Light the stove and make tea.
Fill the can and water the flowers.

2.3.2 VOCABULARY

compound, furniture, flame, cooker, neighbours, verandah, switch, bulk, container, bowl, flower garden, vegetable garden, path, bathroom, lamp, lantern, fireplace, shower

2.3.3 GRAMMAR

- Use double consonants after short vowels and present participle
- Pronounce words with /a/ and /a:/ as in bath and birth
- Countable nouns

3.0 THEME AND OBJECTIVE

3.1 FAMILY

To enable the learner develop further sentence structures and vocabulary relating to the family and use them appropriately.

3.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use new words correctly in sentences and name their family members
use sentence structures correctly
- b) read passages/texts/poems relating to family
- c) answer oral and written comprehension questions
- d) correctly write simple letters to family members
- e) use the commas in lists
- e) form past tense and present participle by omitting -e- in verbs ending in -e.

S.3 LANGUAGE CONTENT

3.3.1 LANGUAGE PATTERNS

- The use of one of your/my/his/her
e-g
- Matayo is one of his relatives.
- One of her uncles came to the wedding.
- Theof my is mye.g.
The daughter of my aunt is my cousin.
The mother of her husband is her mother in law.
- Use of How many + nominal e.g. How many brothers do you have?

3.3.2 VOCABULARY

family member, nephew, niece, cousin, mother-in-law, father-in-law, brother/sister-in-law, step mother, daughter-in-law, son-in-law, home, relations, first born, last born

3.3.3 GRAMMAR

- Use of commas in a apposition and in lists
- Forming past tense and present participle by omitting -e in verbs ending in -e.

4.0 THEME AND OBJECTIVE

4.1 GEOGRAPHICAL FEATURES

To enable the learner acquire further language structures and vocabulary relating to geographical features.

4.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) name features of the landscape and use the vocabulary appropriately
- b) use the given sentences structures correctly
- c) read passages/texts/stories about geographical features
- d) answer oral and written questions on geographical features
- e) write guided compositions
- f) use the exclamation mark for interjection
- g) form plurals of words ending in -oes.

4.3 LANGUAGE CONTENT

4.3.1 LANGUAGE PATTERNS

- Use of exciting/thrilling /interesting + infinitives.
It was exciting to climb Mt. Kenya,
- Use of adverbs of frequency.
It hardly/scarcely/rarely rains in the desert.

4.3.2 VOCABULARY

mountain, peak, swamp,
lowlands, slope, desert,
vegetation, plains, forests,
rocky, conservation,
stream,
landscape, feature terrace,
erosion, view, scenic,
gabion

4.3.3 GRAMMAR

- Use of the exclamation mark for interjections
- plurals of words ending in - o
- Uncountable nouns

5.0 THEME AND OBJECTIVES

5.1 TRAVEL

To enable the learner to:-

- develop further vocabulary and sentence structures relating to travel by a bicycle
- realize the need for polite language and courtesy in relation to travel.

5.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- use vocabulary correctly in sentences
- use the language patterns appropriately
- read texts/passages describing travel and answer oral and written comprehension questions
- write guided compositions
- form plurals of words ending in - ie -es and - en
- Use words with silent w- as in- wr-

5.3 LANGUAGE CONTENT

5.3.1 LANGUAGE PATTERNS

- Use of easy/hard/dangerous/impossible + infinitive.
It was easy to ride up the hill.
It was hard to make the dress
It was dangerous to ride the bicycle without brakes.
- Transformation of the above pattern e.g.
That was an exciting match to watch.
That was an interesting bicycle race.
- Use of polite language

5.3.2 VOCABULARY

brakes, route, ride,
motorcycle, bicycle, cycle,
handlebar, pedal, saddle,
pump, road map, travelling bag, pack, parking, bicycle pump, spokes, considerate, wheel, honesty, cyclist, pedestrian, mud guard

5.3.3 GRAMMAR

- Form plurals of words ending in - ies, -es and - en.
- Use words with silent-w as in - wr-
- Adverbs of manner (-ly)

6.0 THEME AND OBJECTIVE

6.1 TECHNOLOGY

To enable the learner develop further vocabulary relating to technology and use them appropriately.

6.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the names of machines in offices
- a) use the given sentence structures correctly
- c) answer oral and written comprehension questions on passage/texts relating to machines in offices
- d) write guided compositions
- e) pronounce words with -s as in sea and -sh as in she correctly.

6.3 LANGUAGE CONTENT

6.3.1 LANGUAGE PATTERNS

- Use of did/look/watch/see/hear
/find catch + someone
doing something e.g.
Did you watch the girl sending a fax?
I found my father working on the photocopier.
- Use of may in requests
e.g. May I have two copies of this page?

6.3.2 VOCABULARY

machine, fax (v), fax machine, photocopier, photocopier, seal, sealing machines, mobile phones

6.3.3 GRAMMAR

Pronunciation - s and - sh as in sea and she.

7.0 THEME AND OBJECTIVES

7.1 SOCIAL ACTIVITIES

To enable the learner to:

- i. acquire adequate vocabulary and sentence structures to describe social activities
- ii. appreciate the importance of social activities.

7.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary in correct sentences
- b) use the given sentence structures correctly
- c) read passages/texts/poems about social events and answer oral and written comprehension questions
- d) write simple guided personal diary/letters of condolence
- e) Use words with silent b as in numb
- f) Use words with /i/ and /i:/ sounds as in sit and seat.

7.3 LANGUAGE CONTENT

7.3.1 LANGUAGE PATTERNS

- Use of almost + verb
e.g. Kurgat almost missed the funeral.
- Use of tooto e.g.
The patient was too ill to recover.
- Use of look/feel/seem + very + adjective e.g.
The singers seemed very sad.
The relatives looked very unhappy.

7.3.2 VOCABULARY

funeral, burial, coffin, mourn, mourners, grave, sad, service, pray, prayer, procession, songs, patient, hearse, grave yard, eulogy, committee, sympathy, condolence

7.3.2 GRAMMAR

- Use words with silent [^] b as in - numb
- Use words with /i/ and /i:/ sounds as in sit and seat.
- Adjectives

8.0 THEME AND OBJECTIVE

8.1 HEALTH AND HYGIENE

To enable the learner develop further vocabulary and sentence structures relating to health and hygiene.

8.2 SPECIFIC OBJECTIVES

By the end of the unit the learner should be able to:

- use vocabulary in correct sentences use the sentence structures correctly
- read passages/texts on health and hygiene
- answer oral and written comprehension questions
- visit a nearby health facility
- group words according to meaning
- write guided compositions
- pronounce words with silent e after vowels_a and j correctly.

8.3 LANGUAGE CONTENT

8.3.1 LANGUAGE PATTERNS

- Use of almost +

adjective e.g.

My bottle of
medicine is almost
empty.
- Use of

make/see/feel/hear/wat

che.g.

The nurse made
me take the bitter
medicine.

I felt the doctor
touch my forehead.
Use of adverbs of
frequency + auxiliaries
e.g.

I have always
brushed my teeth
after meals.

Some people never
remember to wash
their hands after
visiting the latrine.

8.3.2 VOCABULARY

sickness, illness, health, ill,
sick, thermometer.

temperature, cough.
headache, toothache.
stomachache, fever, ward.
in-patient, out- patient.
HIVAIDS related
vocabulary, e.g. sweating.
thin, fat, slim, silence,
brush, tooth - brush, tooth
paste, body, skin, injection.
injury, immunize.
immunization, sores

8.3.3 GRAMMAR

- Present perfect tense
- Pronunciation of silent
e after vowels a and i
- Order of adjectives

9.0 THEME AND OBJECTIVES

9.1 FARM

To enable the learner to:-

- develop further
language structures and
vocabulary relating to
the farm
- appreciate the
importance of farming.

9.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) use the related vocabulary in correct sentences
- b) use the sentence structures correctly
- c) read passages/texts poems/adverts/ brochures on farming and answer oral and written comprehensions
- d) write simple guided compositions on farming
- e) debate on the importance of farming in the country
- f) use words with silent vowels -e after the vowels -o and -u
- g) use words with the silent -l as in -lk -lm -ld.

seedbed, seedlings,
fertilizer, pesticide,
prepare, topsoil

9.3.3 GRAMMAR

- Use words with silent -e after the vowels and -u
- Use words with the silent -l as in -lk -lb
- Abstract nouns

10.0 THEME AND OBJECTIVE

10.1 OCCUPATION

To enable the learner acquire further vocabulary and sentence structures relating to occupations.

9.3 LANGUAGE CONTENT

9.3.1 LANGUAGE PATTERNS

- The use of vet/still/already + past perfect e.g. :
 - The rains had already started.
 - The farmers were still Preparing the farms.
 - They had not planted yet.
- What has/have + pronoun + planted + adverbial e.g.
 - What has she planted in the shamba?
 - What have they planted in the seedbed?

SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) name occupations they know
- b) use the sentence structures correctly
- c) read passages/texts and answer oral and written comprehension questions.
- d) write simple compositions on occupations
- e) use words with -r and -l
- f) use speech marks correctly role play some familiar occupations. .

10.3 LANGUAGE CONTENT

10.3.1 LANGUAGE PATTERNS

- Use of can't help/couldn't help/keep on/practices doing something e.g.

The reporter
couldn't help
writing the story.

9.3.2 VOCABULARY

bull, ox (en), heifer, calf,
trough, tank, water tank,
onions, piglet, kitten, pet,
kid, lamb, ram, nursery,
muddy, huge, seed,

The editor kept on shortening the story.

- Use of would like + to be + nominal.

I would like to be a writer.

My brother would like to be a journalist.

10.3.2 VOCABULARY

fireman, fire-fighter, captain, editor, writer, newsmen, journalist, newspaper, news, reader, page, back page, front page, headline, sailor, inverted commas, sportsmen, report, advertisement

10.3.3 GRAMMAR

- Use words with -r and -l
- Use speech marks correctly in direct speech.

11.1 THEME AND OBJECTIVE

11.2 THE SEA

To enable the learner acquire vocabulary and sentence structures relating to the sea and use them correctly.

11.3 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen and respond to vocabulary items and sentence structures based on the sea
- use vocabulary and sentence structure correctly

- read texts/passages/poems on the sea and answer oral and written comprehension questions
- read for pleasure
- use the dash correctly in writing
- identify conjunctions in sentences
- write guided compositions.

11.0 LANGUAGE CONTENT

11.3.1 LANGUAGE PATTERNS

- Use of nominal + look/watch/see/hear/catch/leave doing someone.
- Did you see the people swimming.
- Use of can/have + ever in the interrogative.
 - Have you ever seen a ship?
- Use of nominal + verb + nominal + infinitive
e.g.
He helped me into the boat.

11.3.2 VOCABULARY

sea, ocean, beach, shore, lake, high tide, low tide, tide, waves, coral, coral reef, shells, sea weeds, sea shells, palm trees, marine life, horizon, cliff, motor boat, mast, drift

11.3.3 GRAMMAR

- Use of the dash in writing
- Conjunctions in sentences
- Interjections
- Pronouns

12.0 THEME AND OBJECTIVE**12.1** INDUSTRY

To enable the learner acquire vocabulary and sentence structures relating to industry and use them appropriately.

12.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the given vocabulary correctly
- b) use the given sentence structures correctly
- c) read passages/texts and answer oral and written comprehension questions
- d) write guided compositions
- e) use full stops in abbreviations appropriately.

12.3 LANGUAGE CONTENT**12.3.1** LANGUAGE PATTERNS

- Use of relative clauses - who, which, where e.g.
It is a factory which makes juice.
 - He is the man who sells cars.
- Use of both
 - Both Nyabuto and Osewe supply milk to the factory.
 - Both of us operate machines.
- Use of question tags.
You don't work on Sundays, do you?
 - The company imported used cars, didn't it?

12.3.2 VOCABULARY

factory, process, export, import, by product, goods manager, operations, company, package, safety measures

12.3.3 GRAMMAR

- Punctuation marks e.g. comma, full-stops, question marks
- Use of full stops in abbreviations
- Present continuous tense

13.0 THEME AND OBJECTIVES**13.1** CLOTHING

To enable the learner to;

- i. acquire vocabulary and sentence structure relating to clothing and use them appropriately
- ii. develop positive moral values relating to clothing.

13.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary and connect sentences relating to clothing
- b) answer oral comprehension question relating to clothing
- c) write answers to comprehension questions relating to clothing
- d) read for pleasure
- e) write guided compositions
- f) use capital letters in names of people, places, days, months, and institutions correctly.

13.3 LANGUAGE CONTENT**13.3.1** LANGUAGE PATTERNS

- Double imperatives e.g. Come here and bring your headgear.

Rinse the clothes and hang them on the line.

- Almost followed by adjective or verb e.g. Mariamu's wardrobe is almost full of clothes. The clothes are almost dry

- Nominal + look at/watch/see/hear/fmd/catch/ leave + someone doing something e.g.

Did you watch the fashion show last night?

Yes, we watched the fashion show. It was very interesting.

13.3.2 VOCABULARY

boutique, lady, show, competitions, styles, fashion show, judges, stroll (v), kitenge, necklace, bracelets, catwalk, earrings, bangles, swing, elegant, posture, veil, head gear, head scarf, clothes, spectators

13.3.3 GRAMMAR

- Punctuation marks
- Direct speech
- Capitalization of names of people, places, days and months, names of institutions

14.0 THEME AND OBJECTIVE

14.1 TRANSPORT

To enable learners acquire further vocabulary and sentence structures relating to transport.

14.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:-

- a) listen and respond to instructions and sentences appropriately

b) use vocabulary and sentence structures correctly

c) read texts/poems and passages relating to transport

d) write simple guided compositions

e) pronounce words with silent -k as in -kn correctly.

14.3 LANGUAGE CONTENT

14.3.1 LANGUAGE PATTERNS

- Use of tired/afraid of
e. g. - I'm afraid of loading the donkey.
- Wainaina is tired of ploughing with the oxen.
- Use of else + present continuous e.g.
- Who else is riding on a cart?
- Use of indirect object as subject of the passive e.g.
What was the driver given?
Where were the boxes kept?
- Use of just + verb in the present perfect e.g.
- Kiragu has just taken the horse to the vet.

14.3.2 VOCABULARY

ride, camel, donkey, cart, speed, oxen, caravan, ferry, ship, train, desert, oasis, paddle

14.3.3 GRAMMAR

- Silent -k as in -Im
- Direct speech
- Adverbs

15.0 THEME AND OBJECTIVE

15.1 ENVIRONMENT

To enable the learner to:-

- (i) acquire further vocabulary and sentence structures relating to environment
- (ii) realize the importance of conserving the environment.

15.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the given vocabulary in correct sentences
- b) use the sentence structures correctly
- c) read passages/texts relating to the environment
- d) answer oral and written comprehension questions
- e) write and read sentences with words containing silent -h as in -wh correctly
- f) write sentences with correct use of order of adjectives
- g) write compositions on environmental conservation
- h) write and read words with silent initial -h as in honest correctly.

15.3 LANGUAGE CONTENT

15.3.1 LANGUAGE PATTERNS

- Order of adjectives, e.g. Omwenga bought his daughter a small, wooden jembe.
- Jane gave her brother three ripe, yellow bananas.

- Use of words with silent -h e.g. - We shall be in the garden for an hour.

15.3.2 VOCABULARY

terraces, altitude, soil erosion, canopy, surface, flow, splash, trenches, down pour, top soil, deposit, rich, fertile, farming, wash away

15.3.3 GRAMMAR

- Words containing silent -h- as in
 - Silent initial -h.
 - Prepositions
 - Direct speech

16.0 THEME AND OBJECTIVE

16.1 TOURISM

To enable the learner acquire vocabulary and sentence structures relating to tourism and use them appropriately.

16.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to vocabulary and sentence structures relating to tourism
- b) use sentence structure correctly
- c) read texts/passages on tourism and answer oral and written questions
- d) write guided compositions
- e) read for pleasure
- f) read words with /l/ and /r/ as in load and road correctly.

16.3 LANGUAGE CONTENT

16.3.1 LANGUAGE PATTERNS

- Use of next
to/across/opposite e.g.

The tourist hotel is
opposite our school.

The game ranger lives
across the valley.

The poachers were
arrested next to the
forest.

Use of auxiliaries + adverbs
of frequency e.g. The tourist
has always visited Mombasa.

16.3.2 VOCABULARY

tourist, tourism, trade,
foreign exchange, game
park, view, culture, art,
landscape, hills,
mountain,
forest, safari, National
park,
game, game reserv'e

16.3.3 GRAMMAR

- Read words with /l/ and
/r/ as in load and road.
- Time phrases -
yesterday, last
(Monday),
morning/afternoon/eve
ning/, last night.
- Past continuous tense

LEARNING EXPERIENCES

LISTENING

(a) Listening and Responding to:-

- commands
- instructions
- directions
- requests
- announcements
- poems
- audio/visual materials
- debates
- stories
- oral comprehension
- questions
- riddles and puzzles
- short passages
- plays
- idioms and proverbs
- sounds of objects.

(b) SPEAKING

- Oral practice of language patterns & vocabulary
- Reciting poems
- Playing language games
- Participating in discussions
- Telling stories
- Describing objects, events and experiences
- Giving directions and instructions
- Participating in debates
- Participating in interviews
- Answering oral comprehension questions
- Asking questions

(c) READING

- Instructions and directions
- Labels
- Captions
- Signs
- Notices
- Posters and advertisements
- Teachers connection symbols and comments
- Informal and formal letters
- Menu/Recipes
- Pricelists
- Simple poems and plays
- Questions

(d) WRITING

- Dictated passages
- Writing sentence patterns using substitution tables
- Matching words, phrases and parts of sentences
- filling in blanks
- Writing compositions on given topics
- Guided note-making/note taking
- Filling in forms
- Writing answers to comprehension questions
- Writing formal and informal letters
- Writing speeches, minutes, dialogues
- Compiling school magazines, wall magazines, wall newspapers
- Keeping a diary

LEARNING RESOURCES

Real objects

Charts

Pictures/photographs

Teacher/pupil demonstration

Word cards

Flash cards

Chalk board

Field visits

Supplementary books

Newspapers and magazines

Cuttings from

newspapers/magazines

Library books

Colouring materials

Sentence cards

Brochures

Adverts

Posters

Audio-visual materials

STANDARD SIX

1.0 THEME AND OBJECTIVE

1.1 HEALTH AND HYGIENE

To enable the learner develop further vocabulary and sentence structures relating to health and hygiene and use them appropriately.

1.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) listen and respond to oral comprehensions
- b) use the sentence structures and vocabulary correctly
- c) read passages, poems and dialogues relating to health and hygiene
- d) answer comprehension questions
- e) write guided compositions
- f) use the comma in lists correctly.

1.3 LANGUAGE CONTENT

1.3.1 LANGUAGE PATTERNS

- Use of too + adjective + for + nominal
The milk is too hot for the patient to drink.
- Use of conditional sentences involving impossible conditions, affirmatives and negatives.
 - If he had listened to the doctor, he would have lived longer.
 - If she had not been rained on, she would not have fallen sick.

- Use of adjective + noun:
noun groups e.g. a five-year course.

1.3.2

VOCABULARY

specimen, ambulance, vaccination, HIV and AIDS, tuberculosis (TB), pneumonia, vims, germ(s), persist, persistence, cough, lose weight, lose appetite, suffering from, died of, test results, symptoms

1.3.3

GRAMMAR

- Punctuation marks
- Use of the comma in lists with phrases in apposition
- Adjectives as complements of be, become, get

2.0 THEME AND OBJECTIVES

2.1 SHOPPING

To enable the learner to:

- i. develop further vocabulary and sentence structures relating to shopping experiences
- ii. realize the importance of courtesy, honesty and respect.

2.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the vocabulary correctly
- b) use the given sentence structures correctly
- c) read texts/passages/poems and answer oral and written comprehension questions
- d) write guided compositions
- e) form plurals of nouns ending in -y
- e) role play a shopping experience
- g) practice writing advertisements.

2.3 LANGUAGE CONTENT

2.3.1 LANGUAGE PATTERNS

- The use of too many + nominal + for + nominal + to + verb
These are too many parcels for Nyandiga to carry.
- The use of compound nouns + possessive e.g.
The shopkeeper's keys got lost.
- The use of compound + noun groups.
The customer gave a thousand shilling note to the cashier.

2.3.2 VOCABULARY

short-change, window shopping, shop-lifting, shop manager, shop attendant, entrance, exit, left luggage, price tag, number tag, green grocery, carrier bag, shopping basket, customer, a kilo of, cashier, tills, queue

2.3.3 GRAMMAR

- Form plurals of nouns ending in -y.
- Adjectives coming before nouns.
- Use of apostrophe to show possession

3.0 THEME AND OBJECTIVES

3.1 CELEBRATIONS

To enable the learner to:

- develop further vocabulary and sentence structures relating to celebrations and use them appropriately
- appreciate the value of celebrations in the community.

3.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen and respond to oral comprehensions
- use vocabulary relating to celebrations correctly
- use relating sentence structures correctly
- read passages/poems/texts and answer oral and written comprehension questions
- write guided compositions
- double consonants in past tense and present participle correctly
- write invitation letters
- practice making posters.

3.3 LANGUAGE CONTENT

3.3.1 LANGUAGE PATTERNS

- The use of indirect objects as subjects of the passive with give/send/show/offer/promise etc.
 - The couple was given many presents.
 - The guests were shown some films.
They were sent invitation cards.
- The use of suppose/be/afraid/know + clause e.g.
 - I suppose the wedding cake is ready.
 - I am afraid the food is not ready.
- The use of past continuous passive e.g.
 - The hall was being decorated.

3.3.2 VOCABULARY

celebration, celebrate, master, master/mistress of ceremonies, bride, bride groom, brides-maids, wedding gown, best man, reception, bouquet of flowers.

procession, feast, couple,
hall, cards, decorate,
balloons, ushers, flowers,
girls, name tags, invitation
cards

3.3.3 GRAMMAR

- Double consonants in past tense and present participle as in trap - trapped, trapping sl[^] - slapped, slapping
- Proper nouns

4..0 THEME AND OBJECTIVES

4.1 DRUGS

To enable the learner to:

- i. develop further vocabulary and sentence structures relating to drugs and use them appropriately
- ii. develop awareness of and effect change of behaviour and attitude towards drugs.

4.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to oral comprehensions
- b) use vocabulary and sentence structures correctly
- c) read texts/passages/ poems/news-paper cuttings and answer oral and written comprehension questions
- d) write guided compositions and letters
- e) practise the use of full stops in abbreviations
- f) debate on drugs and substance abuse
- g) role play a scene on drugs
- h) listen and react to talks by resource persons.

4.3 LANGUAGE CONTENT

4.3.1 LANGUAGE PATTERNS

- The use of hear/see/want/have
- /get/would like +noun +past participle e.g.
He wants the drug addict talked to.
Many people would like smoking in public stopped.
- Use of the relative clause introduced by who, e.g.
The woman who sells alcohol to pupils has been arrested.
- The use of wonder how.
He wondered how he would stop the misuse of drugs.
- The use of understand/see + where/what/why/how.

I cannot understand
how some young people
get into drugs.

4.3.2 VOCABULARY

drugs, medicinal drugs, dose.
dosage, overdose, under-dose.
painkiller, herbal drugs, harmful,
tobacco, alcohol, bhang, glue.
effects of, negative effects.
misuse of, addict, addicted

4.3.3 GRAMMAR

- The use of full stops in abbreviations.
- Use of commas in apposition

5.0 THEME AND OBJECTIVE

5.1 DIRECTION

To enable the learner develop further vocabulary and sentence structures relating to giving directions and use them appropriately.

5.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the sentence structures and vocabulary
- b) read texts, passages and poems relating to the topic and answer oral and written comprehension questions
- c) write simple guided compositions
- d) pronounce /a/and/^/ and also -sh and ch correctly
- e) mime/dramatize giving direction s/i nterpret/inte rpreting directions.

5.3 LANGUAGE CONTENT

5.3.1 LANGUAGE PATTERNS

- The use of clauses joined with although e.g.
- We kept on walking although we did not know where the police station was.
- The use of farther/shorter/longer/nearer + than e.g.
Ruiru is nearer Nairobi than Nyeri.
- Contrastive use of hope/be/afraid/think/suppose in the affirmative and negative e.g.
- I am afraid I cannot go with you.

- We don't think he can come.

5.3.2 VOCABULARY

cardinal points of the compass, North, South, East, West, right, straight on, far, near, far away, next to, turn left/right, sign post, roundabout, route, map, guide, beside, opposite, by the, crossroads, junction, lane, farther than, nearer than

5.3.3 GRAMMAR

- Pronunciation /a/and/^/, as in cat and cut.
-sh and ch as in wash and watch.
- Adjectives coming before nouns

6.0 THEME AND OBJECTIVE

6.1

THE HOME

To enable the learner develop further vocabulary and sentence structures relating to activities in and around the home.

6.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary and sentence structures correctly
- b) read texts/passages and instructions relating to the home environment and answer oral and written comprehension questions
- c) read for pleasure
- d) write guided compositions with correct punctuations
- e) use whatever as a conjunction in correct sentences.

5.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the sentence structures and vocabulary
- b) read texts, passages and poems relating to the topic and answer oral and written comprehension questions
- c) write simple guided compositions
- d) pronounce /a/and/^/ and also -sh and ch correctly
- e) mime/dramatize giving directions/interpret/interpreting directions.

5.3 LANGUAGE CONTENT

5.3.1 LANGUAGE PATTERNS

- The use of clauses joined with although
e-g-
- We kept on walking although
we did not know where the police station was.
- The use of further/shorter/longer/nearer + than e.g.
Ruiru is nearer Nairobi than Nyeri.
- Contrastive use of hope/be/afraid/think/suppose in the affirmative and negative e.g.
- I am afraid I cannot go with you.

- We don't think he can come.

5.3.2 VOCABULARY

cardinal points of the compass. North, South, East, West, right, straight on, far, near, far away, next to, turn left/right, sign post, roundabout, route, map, guide, beside, opposite, by the, crossroads, junction, lane, farther than, nearer than

5.3.3 GRAMMAR

- Pronunciation
/a/and/^/, as in cat and cut.
-sh and ch as in wash and watch.
- Adjectives coming before nouns

THEME AND OBJECTIVE

6.0

6.1

THE HOME

To enable the learner develop further vocabulary and sentence structures relating to activities in and around the home.

6.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) use vocabulary and sentence structures correctly
- b) read texts/passages and instructions relating to the home environment and answer oral and written comprehension questions
- c) read for pleasure
- d) write guided compositions with correct punctuations
- e) use whatever as a conjunction in correct sentences.

6.3 LANGUAGE CONTENT

6.3.1 LANGUAGE PATTERNS

- The use of present continuous passive.
The baby is being fed.
The cows are being milked.
- The use of compound adjectives formed with noun +ed
The old man sat on a three legged stool.
- Punctuation: use of apostrophes to show possession.
Kaniau's home is full of flowers.

6.3.2 VOCABULARY

chore(s), wash, clean, milk, cook, mend, wipe, mop, brush, polish, split, curtains, draw the curtain, paint, repair, slash, mow, neighbourhood, to fence, gate, homestead, hosepipe

6.3.3 GRAMMAR

- Use of whatever as a conjunction
- Passive in the simple present tense
- Direct speech

7.0 THEME AND OBJECTIVES

7.1 ACCIDENTS

To enable the learner to:

- i) develop further vocabulary and sentence structures relating to accidents and use them appropriately
- ii) appreciate the importance of road courtesy.

7.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary and sentence structures correctly
- b) read texts, passages and poems and answer oral and written comprehension questions
- c) write guided formal letters
- d) use adjectives and adverbs of manner with and without -ly
- e) use adverbs of place and time, nouns, personal and possessive pronouns correctly
- f) role play road courtesy
- g) tell stories, relate experiences/events.

7.3 LANGUAGE CONTENT

7.3.1 LANGUAGE PATTERNS

- Use of show + nominal + how/where/what to
 - Will you show me how to tie the bandage?
 - The policeman showed me where to report the accident.
- The use of certain/likely/lucky/unlucky + clause
She was lucky to come out of the accident unhurt.
- The use of interrogatives with what/who, e.g.
 - What happened to the person lying on the road?
 - What caused the accident?
 - Who saw the motorist stop?

7.3.2 VOCABULARY

accident, traffic, traffic lights, zebra-crossing, pedestrian, road safety, side-walk, yellow line, bend, speed-limit, traffic rules, traffic police, accident victims, stretcher, ambulance, First Aid, fracture, bleeding, injury, bruise, bandage, plaster, wound, pus, injection, occur, speeding, head on collision

7.3.3 GRAMMAR

- Adjectives
- Adverbs of manner with and without -ly
- Adverbs of place/time
- Proper nouns
- Pronouns
 - personal
 - possessive

8.0 THEME AND OBJECTIVE

8.1 TRAVEL

To enable the learner to acquire vocabulary and sentence structures relating to travel and use them correctly.

8.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen and respond to oral comprehension
- use sentence structures and vocabulary correctly
- read texts/passages/poems and answer oral questions

- write answers to comprehension questions
- write guided compositions pronounce -s and -sh in words correctly use apostrophes with plurals without -s and for contracted forms correctly
- use apostrophes to show possession correctly
- construct correct sentences using - either ...-or

8.3 LANGUAGE CONTENT

8.3.1 LANGUAGE PATTERNS

- Use of present continuous passive e.g.
The car is being sprayed with paint.
- Use of past continuous tense e.g.
The car was being serviced.
- Really/quite/rather + adjective e.g.
It's really fast.
- Use of either + or e.g.
You can either have tea or coffee.

8.3.2 VOCABULARY

windscreen, wipers, dash board, speedometer, safety belt, oil gauge, bonnet, mudguard, brake, pedal, clutch, acceleration, front wheel, rear wheel, head lights, rear lights, boot, first aid kit, jack, wheel spanner, steering wheel, mend, puncture, change wheel, engine, repair

8.3.3 GRAMMAR

- -s and sh as in see and she
- Use of apostrophes in plurals without ^and for contracted forms correctly.
- Reflexive pronouns
- Apostrophes with plurals
Without -s and for contracted forms

9.0 THEME AND OBJECTIVE

9.1 VIRTUES

To enable the learner develop firrther vocabulary and sentence structures relating to moral virtues and social responsibility and use them appropriately.

9.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) talk about some moral virtues that they know
 - b) use the sentence structures and vocabulary correctly
 - c) read texts and passages and answer comprehension questions
 - d) read for pleasure
 - e) write guided compositions
- 0 use direct speech in single sentences with a final reporting verb correctly.

9.3 LANGUAGE CONTENT

9.3.1 LANGUAGE PATTERNS

- The use of get/remind/allow/encourage + nominal + infinitive e.g.
 - He reminded the children to tell the truth all the time.
 - The teacher encouraged the pupils to visit the sick old lady.
- The use of question tags with present continuous, present simple, past and future tense.
 - It is always good to be obedient to our elders, isn't it?
- Next year we will take part in the clean up exercise, won't we?

9.3.2 VOCABULARY

virtue(s), responsibility, generosity, obedience, honesty, honest, hardworking, generous, obedient, responsible, kind, kindness, kindly, fair, trustworthy, trust, tmstworthiness

9.3.3 GRAMMAR

- Punctuation
- Direct speech: single sentences with final reporting verb
 - Questions with a final reporting verb
 - Exclamation with a final reporting verb
- Speeches containing more than one sentence.
- Use of exclamation marks

10.0 THEME AND OBJECTIVES

10.1 CRAFT

To enable the learners develop vocabulary and sentence structures relating to craft and use them appropriately.

10.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to sentence structures appropriately
- b) use vocabulary and sentence structures correctly
- c) discuss items that are made during craft lessons
- d) write guided compositions
- e) describe how to make some craft items
- f) read texts/passages and answer oral and written comprehension questions
- g) use adjectives as complements of nouns, become and get correctly.

10.3 LANGUAGE CONTENT

10.3.1 LANGUAGE PATTERNS

- The use of compound noun + noun group e.g.
 - He paid for the carving with a five hundred shilling.It is really a beautiful basket.
- The contrastive use of -keep and -put e.g.
 - The painter always

the store but this morning he put it in the verandah.

- The use of clauses as noun qualifiers e.g.
 - The mat you made looks beautiful.

10.3.2 VOCABULARY

weave, carve, dye, process, materials, skills, stone, tending, pattern, florist, wood, flower setting, fibre, needle, model, papyrus, design, sew, paint, thread, palatte, wall hangings, sticker, keep, put

10.3.3 GRAMMAR

- Grammatical terms
 - Adjectives as complements of be. become, get, etc.

11.0 THEME AND OBJECTIVE

11.1 WEATHER AND CLIMATE

To enable the learner develop further vocabulary and sentence structures relating to weather and climate, and use them appropriately.

11.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use sentence structures and vocabulary appropriately
- b) read texts, passages and poems and answer comprehension questions
- c) write guided compositions
- d) pronounce words containing silent consonants (l, b, w, h, k,gh)
- e) make descriptions of the weather/climatic ...

11.3 LANGUAGE CONTENT

11.3.1 LANGUAGE PATTERNS

- The use of really/quite/rather with adjective e.g. It was quite wet this morning.
- The use of likely/certainly/unlikely /unlikely/lucky

It is unlikely to rain this afternoon.
He was lucky to be in the house during the heavy storm.

11.3.2 VOCABULARY

weather, climate, storm, temperature, thunder, lightning, clouds, cloudy, wind, windy, must, misty, fog, foggy, rainbow, showers, colours of the rainbow, rain, gauge, wind, vane, wind sock, cyclone, hurricane, floods, flash, barometer, pressure, rain gauge, wind vane

11.3.3 GRAMMAR

- Words containing silent consonants (l, b, w, h, k, gh), e.g. write
bomb
- words containing -gh with the sound /f/ e.g.
photograph
graph

12.0 THEME AND OBJECTIVE

12.1 ENVIRONMENT

To enable the learner develop further vocabulary and sentence structures relating to the environment and use them appropriately.

12.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) use vocabulary and sentence structures correctly
- b) read texts, passages, poems and answer oral and written comprehension questions
- c) read for pleasure
- d) write guided compositions and formal letters
- e) change and pronounce words by omission of silent -e before -ed and -ing, -ie to y before -ing and -y to -ie before -ed.

12.3 LANGUAGE CONTENT

12.3.1 LANGUAGE PATTERNS

- Use of the compound adjectives formed with noun + -ed.

Some white feathered birds were flying by.

The flat-footed animals walked on the forest path.

- Use of really/quite/rather with adjective + noun e.g. That blue gum tree is really tall.

12.3.2 VOCABULARY

trees, importance, humus, moisture, undergrowth, branches, twigs, adapt, tree-trunk, cactus, cacti, acacia, cypress, gum tree, hardwood, softwood, conservation, conditions, weather, climate, clearing, soil erosion, favourable

12.3.3 GRAMMAR

- Omission of silent -e before -ed and -ing e.g. -cope, -coped, -coping, -hope, -hoped, -hoping

13.0 THEME AND OBJECTIVE

13.1 ATHLETICS

To enable the learner acquire further vocabulary and sentence structures relating to athletics and use them appropriately.

13.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) use vocabulary and sentence structures correctly
- b) read passages/poems/plays and answer comprehension questions
- c) write personal letters, guided compositions and dialogues to describe an athletics meeting event
- d) construct sentences using simple forms of the verb be

- e) use the auxiliaries be, have, will, may and can with verbs correctly.

13.3 LANGUAGE CONTENT

13.3.1 LANGUAGE PATTERNS

- Use of whose as a relative pronoun e.g.
The boy whose leg was hurt in the field was given first aid.
- Contrastive use of think and hope e.g.
I hope she will win the race but I don't think she will.
- Use of conditional sentences involving impossible conditions e.g.
If I had some money, I would buy that house.

13.3.2 VOCABULARY

athletics, practice, track, track event, field, field event, long jump, high jump, shot put, javelin, discus, judge, hurdles relay, lane, triple jump, winner, steeplechase, marathon, cross country, race, compete, award, finish line, trophy, spectator, tracksuit, riots

13.3.3 GRAMMAR

- Verbs
Simple forms including the parts of the verb ^
Verbs with auxiliaries be, have, will, may and can.

14.0 THEME AND OBJECTIVE

14.1 CHILD LABOUR

To enable the learner acquire vocabulary and sentence structures relating to child labour and use them appropriately.

14.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- a) listen and respond to
- b) child labour messages listen and respond to oral comprehensions
- c) discuss/debate child labour issues
- d) read texts/poems, passages and answer oral and written comprehension questions
- e) read for pleasure
- f) write guided compositions
- g) use words containing ph with the sound /f/.

14.3 LANGUAGE CONTENT

14.3.1 LANGUAGE PATTERNS

- Use of make someone do something in the present and past simple passive e.g. - The small boy was made to carry the bricks.
The little girl was made to dig the shamba the whole day.
- Use of understand/see/where/what/ why/how + clause, e.g.
I cannot understand why the children are being mistreated.

- Passives formed with get + Present perfect e.g.
They have got rehabilitated.
- Past simple tense e.g.
Did they get arrested?

14.3.2 VOCABULARY

campaign, globe, programme, labour, income, generating, slavery, prostitution, cultural, moral values, debt, bondage, hazardous work, drug trafficking, eliminate, chores, drug trafficker

14.3.3 GRAMMAR

- Words with -ph with the sound /f/
- Comparative and superlative adjectives
- Order of adjectives

15.0 THEME AND OBJECTIVE

15.1 GAMES

To enable the learner acquire vocabulary and sentence structures relating to games and describe the activities appropriately.

15.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to instructions
- b) use vocabulary and sentence structures correctly
- e) read passages, poems and texts and answers oral and written comprehension questions
- d) write guided compositions
- e) identify and use fillstops, question marks and capital letters in sentence division correctly
- f) pronounce words that are commonly confused such as tied/tired correctly

	g) identify and use vowels and consonants correctly.		
15.3	LANGUAGE CONTENT	16.0	THEME AND OBJECTIVE
15.3.1	LANGUAGE PATTERNS	16.1	ART
	<ul style="list-style-type: none"> Use of conditionals with <u>could</u> and <u>would</u> e.g. The setter would not spike. Use of <u>get/remind/allow + nominal + infinitive</u> e.g. - The coach reminded the team to practise their skills. Use of conditional sentences involving <u>impossible conditions</u> <u>affirmative/ne gati ve.</u> If it had not rained, we would have done enough practice. 		To enable the learner acquire vocabulary and sentence structures relating to art and use them appropriately.
		16.2	SPECIFIC OBJECTIVES
			By the end of the unit, the learner should be able to:
			a) listen and respond to instructions and oral comprehensions
			b) use vocabulary and sentence structures correctly
			c) read texts and passages and answer comprehension questions
			d) describe objects
			e) make/draw an article and write a composition on it write sentences from substitution tables.
15.3.2	VOCABULARY	16.3	LANGUAGE CONTENT
	compete, umpire, whistle, scorer, finishing line, table tennis, indoor, scoreboard, outdoor, service, cheer, defeat, accept, coach, captain, beat, fair play, spike, receive, defend, exhausted, game ball, net, poles, rejoice	16.3.1	LANGUAGE PATTERNS
			<ul style="list-style-type: none"> Use of <u>present continuous passive</u> e.g. The material is being printed. The use of <u>continuous as in</u> such sequences as: What would you do if you wanted to make a squeegee?
15.3.3	GRAMMAR	16.3.2	VOCABULARY
	<ul style="list-style-type: none"> Use of full stops, question marks, and capital letters for sentence division. Some commonly confused words e.g. - tied/tired, -quiet/quite Introduction of the terms vowel and consonants 		fabric, decorations, dye, paint, resist, was, jaunting tools, screen, material, pins, squeegee, plain, printed, designs, bleach, transfer, batik, starch

16.3.3 GRAMMAR

Spelling rules

- The -i before -e rule
e.g.
receive, deceive, thief,
sieve
- Words ending with
-tion e.g. create,
creation
Change of -ay
to -ai in past tense of
some verbs e.g. say
said

LEARNING EXPERIENCES

Listening

Listening and responding to:

- commands
- instructions
- directions
- requests
- announcements
- poems
- audio-visual materials
- debates
- stories
- oral comprehension questions
- riddles and puzzles
- short passages
- plays
- idioms and proverbs
- sounds of objects.

Speaking

Speaking tasks such as:

- oral practice of language
 - patterns and vocabulary
 - reciting poems
 - playing language games
 - participating in discussions
 - telling stories
 - describing objects, events and experiences
 - giving reports and messages
 - making announcements
 - giving directions and instructions
 - participating in debates
 - participating in interviews
 - answering comprehension questions

Reading

Reading tasks such as:

- instructions and directions
- labels
- captions
- signs
- notices

- posters and advertisements
- informal and formal letters
- menus/recipes
- pricelists
- simple poems and plays
- reading games and word puzzles
- dictionaries/encyclopedias
- comprehension passages
- supplementary and library books
- children's magazines and newspapers
- content pages, indices and chapter headings.

Writing

Writing tasks such as:

- writing dictated passages
- writing sentence patterns using substitution tables
- matching words, phrases and parts of sentences
- filling in blanks
- writing compositions on given topics
- guided note- making/note taking
- developing paragraphs on given topics
- filling in forms
- writing answers to comprehension questions
- writing formal and informal letters
- writing speeches, minutes and dialogues, recipes
- compiling school magazines, wall magazines, wall newspapers
- keeping a diary
- writing articles for the class/school magazine.

STANDARD SEVEN

1.0	THEME AND OBJECTIVE	
1.1	DESERTS To enable the learner acquire vocabulary and sentence structures relating to the desert environment and use them appropriately.	Orina could not get on well with the rowdy mob. Order of adjectives - white cotton shirts e.g. They put on big, white, cotton shirts because of the heat.
1.2	SPECIFIC OBJECTIVES By the end of the unit, the learner should be able to: a) listen and respond to words and sentences relating to the desert environment. b) use vocabulary and sentence structures based on the desert environment. c) read texts and passages based on the desert environment and answer oral and written questions. d) form past tense and past participles of verbs with 'i'. e) pronounce words that have c_but sound as /s/. f) write guided compositions g) read for pleasure	1.3.2 VOCABULARY arid, semi-arid, nomad, pastoral, millet, irrigation, camel, manyatta, initiate, ochre, herd of cattle, cultivate, climate, hot, sand dune, caravan, dry, adapt, sandy, resistant, hoof, hide, manure, desert, four-wheel, drive, acacia, cactus, oasis, nomadic, nomadism, pastoralism 1.3.3 GRAMMAR • Change of 4 to :^a in past tense and to MI in past participle e.g. drink, drank, drunk • Phrasal verbs
1.3	LANGUAGE CONTENT	2.0 THEME AND OBJECTIVE
1.3.1	LANGUAGE PATTERNS • Use of verbs which take two prepositions - look forward to/get on with e.g. We look forward to some rain next year.	2.1 GAMES To enable the learner acquire vocabulary and sentence structures relating to games and use them correctly.
		2.2 SPECIFIC OBJECTIVES By the end of the unit, the learner should be able to: a) listen and respond to oral comprehensions b) use vocabulary and sentence structures correctly

- c) read passages/texts relating to various games and answer oral questions
- d) write a report on a games meeting.
- e) write sentences from a substitution table
- f) hold a debate on games
- g) make posters to advertise a games meeting
- h) write minutes of a games meeting.

2.3 LANGUAGE CONTENT

2.3.1 LANGUAGE PATTERNS

- Use of expansion of nominal group by the addition of complement/ infinitive
e-g-
The team in the blue uniform was the first to score.
- Contrast of 'very' with positive association and "too" with negative association e.g.
The time was very short, but the team prepared well before the tournament.
The car was too damaged for him to repair.
- Order of adjectives e.g. beautiful, baggy, brown, leather jacket.

2.3.2 VOCABULARY

referee, goal post, linesman, lane, official, pitch, football field, first half, second half, extra time, dribble, pass, dodge, penalty, penalty kick, handball, injury time, mark, result, trophy, free

kick, kick-off, middle field, fixture, final, tournament, fans, clubs, win, opponents, coach

2.3.3 GRAMMAR

- Use of full stops in abbreviations e.g. P.O.
- Adverbs of manner with and without -ly
- Order of adjectives

3.0 THEME AND OBJECTIVE

3.1 POLICE STATION

To enable the learner to:

- i) acquire vocabulary and sentence structures relating to police activities and use them correctly
- ii) appreciate the importance of maintaining law and order.

3.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to talks, instructions and oral comprehensions and questions use related vocabulary and language structures correctly
- b) read texts/ passages and answer comprehension questions
- c) read for pleasure
- d) write guided compositions and formal letters
- e) identify the adverbs of time, place and manner.

3.3 LANGUAGE CONTENT

3.3.1 LANGUAGE PATTERNS

- Use of phrasal verbs that take an object e.g. The policeman went after him.
- Question tags with present perfect and past perfect tense e.g. has gone to the police station, hasn't she?
She hadn't gone, had she?
- Present participle + complement e.g. The officer doesn't like getting dirty.

3.3.2 VOCABULARY

arrest, statement, cells, occurrence book, custody, officer *on* duty, constable, officer commanding station, beat, suspects, felony, charge sheet, traffic police, criminal, investigation officer, patrol, corruption, anti-corruption police unit, transparency, accountability, corporal, sergeant, police inspector, security detail, petty, crime, report, complaint, police hotline, emergency call, bribery, embezzle, fraud, record, thugs, gang

3.3.3 GRAMMAR

- Adverbs of manner, time and place
Oluoch read the story slowly.
Kamau reported here yesterday.
Musa arrived at the meeting late.
- Direct speech

4.0 THEME AND OBJECTIVE

4.1 FESTIVALS

To enable the learner acquire vocabulary and sentence structures associated with festivals and use them appropriately.

4.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to talks appropriately
- b) use vocabulary and sentence structures correctly
- c) read texts/passages based on festivals and answer oral and written comprehension questions
- d) read for pleasure
- e) use capital letters for proper nouns and commas in apposition and for lists
- f) write a speech from an outline.

4.2 LANGUAGE CONTENT LANGUAGE PATTERNS

- 4.3.1
 - Expansion of nominal groups by the addition of complement/infinitive e.g. - The boy in the red T-shirt was the first to recite a poem.
 - The present perfect tense with future time reference after until and when e.g.
We won't go until our team has performed.
When the choir has performed I will go

- Hope followed by sentences with possible conditions.
I hope the actress is not as tired as she says.
If she is, we should not hope for much from her.
- The use of - time + past + past
The first time I sang the song I cried.
The last time we won we got a prize.
- After + past perfect + past e.g. After we had been given prizes, we held a party.

4.3.2 VOCABULARY
festival, programme, schedule, adjudicator, culture, sample, official, competitor, drama, music, rehearsal, curtain raiser, stage, auditorium, fashion, theatre, hall, set piece, marshal, celebrate, value, character, actor, actress, costumes, recite, troupe, audience, master of ceremonies, audition

4.3.3 GRAMMAR

- Use capital letters for proper nouns and commas in apposition and for lists e.g. Mr. Ndeda, the Head teacher, addressed the assembly.
- Order of adjectives e.g. The choir was asked to bring musical instruments, set pieces, costumes and props.

5.0 THEME AND OBJECTIVE

5.1 LIBRARY

To enable the learner acquire vocabulary and sentence structures relating to the use of a library and use them appropriately.

5.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;

- listen and respond to words and sentences appropriately
- use vocabulary and sentence structures correctly
- read texts/passages based on the use of a library and answer oral and written comprehension questions
- read for pleasure
- use personal possessive and reflexive pronouns
- retell a story they have read
- write compositions on interesting story books.

5.3 LANGUAGE CONTENT

5.3.1 LANGUAGE PATTERNS

- Use of the range of structures that can follow like + nominal + present participle e.g. Our librarian doesn't like people talking loudly..
- Use of must/mustn't + have to/didn't have to

e.g.

You must look after your book.

Yes, and I mustn't
tear the cover
either.

Do you have to
clean our library.

- Yes, but I don't have to
wash all the rooms.
- Use of both and both of
e.g.

Both Nafula and I
vs Tote the poem.
Both of us wrote
the poem.

5.3.2 VOCABULARY
shelves, borrow, lend,
reference, reserve,
periodical, damages,
journal, requisition,
librarian, encyclopedia,
rules, counterfoil, exit,
receipt, magazine, issue,
index, exchange, file,
book mark, borrowing card,
duration, register, ledger,
fine

5.3.3 GRAMMAR

- Direct speech
- Order of adjectives
- Nouns

6.0 THEME AND OBJECTIVE

6.1 DISASTERS
To enable the learner
acquire vocabulary and
sentence structures relating
to disasters and use them
appropriately.

6.3 SPECIFIC OBJECTIVES
By the end of the unit, the
learner should be able to:

g) listen and respond to
words, sentences and
talks relating to
disasters

- a) use vocabulary and
sentence structures
relating to disasters
correctly.
- b) read texts/passages
based on disasters and
answer oral and written
comprehension
questions
- c) use direct speech with a
final and initial
reporting verb
- d) read for pleasure
- e) describe
experiences/events/
disasters
- f) write formal and
informal letters.

6.2 LANGUAGE CONTENT

6.3.1 LANGUAGE PATTERNS

- Use of phrasal verbs
with noun/pronoun
interposed e.g. -The
police officer picked
them up.
- Conditional sentences
with could in the main
clause e.g.
If the lifesavers worked
hard, they could save
the victims.
- Use of whether ... or
not e.g. Tell me
whether you will fight
the fire or not.
- Use of auxiliary verbs
e.g. Do you think the
fire brigade will get
there?

6.3.2 VOCABULARY
manage, disaster, havoc,
maim, disable, injure,
special, specialized,
precaution, revenge,
murder, suicide, negligent,
rescue, operation, victims,
lifesaver, emergency,

mortuary, intensive care unit, evacuate, avert, earthquake, brigade, fire brigade, floods, fatal, tragic

- 6.3.3** GRAMMAR
- Use of direct speech e.g. 'Kanini was seriously injured in an accident,' said the doctor. The lifesaver shouted 'Open all the doors!'

7.0 THEME AND OBJECTIVE

- 7.1** HOBBIES
- To enable the learner acquire vocabulary and sentence structures relating to hobbies and use them appropriately.

- 7.2** SPECIFIC OBJECTIVES
- By the end of the unit, the learner should be able to:
- a) listen and respond to words and sentences/talks/discussions relating to hobbies
 - b) use vocabulary and sentence structures based on hobbies correctly
 - c) read passages/poems/dialogues and other texts based on hobbies and answer comprehension questions
 - d) use direct speech with a medial reporting verb
 - e) write guided compositions
 - f) role play an experience
 - g) describe own

7.3 LANGUAGE CONTENT

- 7.3.1** LANGUAGE PATTERNS
- Use of indirect object + verbs bring, buy, get, leave, fetch, make e.g. - Our uncle bought us some novels.
 - Nominal + present participle e.g. - Nancy kept looking at the stamps.
 - Every time + present + present tense e.g. Every time I transfer the seedlings, they dry out.
 - Direct object + for + indirect object e.g. He knitted a cardigan for Wafula's baby.

- 7.3.2** VOCABULARY
- pleasure, leisure, leisure time, concentrate, endure, alert, discover, talent, skill, knowledge, aware, excel, determine, relate, materials, relax, experience, conducive, novel, stamps, hobby, develop

- 7.3.3** GRAMMAR
- Direct Speech with a medial verb e.g. "Hobbies," explained the teacher "help to develop people's talents,"

8.0 THEME AND OBJECTIVE

- 8.1** FARMING
- To enable the learner acquire vocabulary and sentence structures relating to farming and use them appropriately.

8.2	<p>SPECIFIC OBJECTIVES</p> <p>By the end of the unit, the learner should be able to;</p> <p>a) listen and respond to vocabulary and sentence structures correctly</p> <p>b) read comprehension passages and answer oral and written questions</p> <p>c) read for pleasure</p> <p>d) write sentences from substitution tables</p> <p>e) write a dialogue</p> <p>f) form opposites of adjectives with the prefix -un</p> <p>g) write guided compositions.</p>	<p>soldier bee, harvest, net, smoker, foreign exchange, grab, pollen, pollination, extract, sieve</p>
	8.3.3	<p>GRAMMAR</p> <ul style="list-style-type: none"> • Formation of opposites of adjectives with prefix un- e.g. kind - unkind
	9.0	<p>THEME AND OBJECTIVE</p>
	9.1	<p>HOME</p> <p>To enable the learner acquire vocabulary and sentence structures relating to preparing food in the home.</p>
	9.2	<p>SPECIFIC OBJECTIVES</p> <p>By the end of the unit, the learner should be able to;</p> <p>a) listen and respond to poems/comprehension passages/instructions and passages</p> <p>b) use sentence structures and vocabulary correctly</p> <p>c) read the procedure used in preparing a kind of food and answer oral questions</p> <p>d) read for pleasure</p> <p>e) form past tense and past participles of verbs that change d to t</p> <p>f) form words with suffix -er</p> <p>g) write guided compositions</p> <p>h) role play a home scene.</p>
8.3	8.3.1	<p>LANGUAGE CONTENT</p> <p>LANGUAGE PATTERNS</p> <ul style="list-style-type: none"> • Use of both ... and <hr/> both of e.g. <hr/> <ul style="list-style-type: none"> • Both my father and I went to harvest the honey. • Find + nominal + adjective e.g. <hr/> She found bee keeping interesting. Past participle (find) + nominal + adjective e.g. <ul style="list-style-type: none"> • The farmer found the honey harvested. • Order of adjectives e.g. <ul style="list-style-type: none"> • A big, brown, wooden hive.
8.3.2		<p>VOCABULARY</p> <p>honey comb, honey, bee hive, worker bee, queen bee, drone, nectar, sting.</p>

9.3 LANGUAGE CONTENT

9.3.1 LANGUAGE PATTERNS

- Use verbs which take two prepositions e.g. look forward to:

We are looking forward to eating the meals

- Use of should and could e-g.

Shouldn't you be beating the egg?

Yes, I should be: I am waiting for the milk to boil.

You could be washing the utensils as you wait for me to get ready.

9.3.2 VOCABULARY

oven, flour, bowls, linen, baking powder, beat, ingredients, procedure, serve, crockery, apron, dough, grater, bake, mix, heat, pour, pan, garnish, butter, cream, serving dish, recipe, mixture, method, batter, mixer, bake, steam

9.3.3 GRAMMAR

- Form past tense and past participles of verbs that change d to j e.g. build - built.
- Form words with suffix -er e.g. heat - heater
- The semi colon

10.0 THEME AND OBJECTIVE

10.1 PROFESSIONS

To enable the learner to:

- acquire vocabulary and sentence structures relating to professions
- appreciate the value of getting a profession.

10.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen and respond to commands/talks/poems and debates describing professions
- use commands, poems and debates to describe professions
- use vocabulary and language structures relating to professions correctly
- read comprehension passages and answer oral and written questions
- read for pleasure
- write guided compositions based on professions
- write formal letters
- form adjectives with suffix -less.

10.3 LANGUAGE CONTENT

10.3.1 LANGUAGE PATTERNS

- Use of decide/find out/forget / ask/know / think/hear / remember/tell / understand/realize / wonder/see/know + when/how/what + infinitive e.g.

The teacher illustrated how to work out the sum.

The pupils could not tell how to repair the machine.

- Wish followed by sentences with impossible conditions e.g. -I wish I had talked to the teacher. If

r- I had, I would have got
J the answer.

10.3.2 VOCABULARY

, profession, job,
qualification
noble, tutor, guide,
instructor
counsellor, inform, teach.
instruct, advice, advise.
explain, illustrate, inspect.
supervise, inspector.
supervision, lecture, aim,
examine, examiner, mark.
record, test, discipline.
indiscipline, punish.
announce, assemble.
assembly, timetable, games.
actor, class teacher.
empathize, sympathize.
pharmacy, chemist, assess,
ethics, conduct, code of
conduct, employ.
employment

10.3.3 GRAMMAR

- Pronounce words with sounds /e/and/ei/as in let and late
- Form adjectives with suffix -less e.g. aimless.

11.0 THEME AND OBJECTIVE

11.1 TECHNOLOGY

To enable the learner acquire vocabulary and sentence structures relating to entertainment and information, and use them appropriately.

11.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to;
a) listen and respond to words/ sentence structures/oral

comprehensions

appropriately

- b) use words and sentences with correct pronunciation
- c) read information related to entertainment and information and answer oral and written questions
- d) read for pleasure
- e) write guided compositions with an opening statement
- f) form past tense and past participle of verbs omitting ^ and adding 4
- g) pronounce words with sounds /a/ and /ʌ/

11.3 LANGUAGE CONTENT

11.3.1 LANGUAGE PATTERNS

- Use of verbs, bring.
buy. get, give, fetch.
make + indirect object
- My uncle brought me some video cassettes.
- Sentences with improbable conditions e.g.
If I had some money, I would buy a compact disk player.
- Keen + nominal + past participle e.g. He kept the computer covered.
- Keen + nominal + adjective e.g. She kept the video deck clean.

- 11.3.2 VOCABULARY**
entertainment, information, video, stereo, television, screen, vision, video . cassette recorder, power button, remote control, video cassette, record, rewind, forward, cassette deck, disk jockey (DJ), compact disk (C.D) player, cassette head cleaner, microphone, ear phone, speaker, volume, amplifier, dial, press, channel, eject, deck
- 11.3.3 GRAMMAR**
- Omission of ^ and addition of 4 in past tense and past participle.
 - Pronounce words with sounds /a/ and /ʌ/ as in cat - cut
 - Order of adjectives
- 12.0 THEME AND OBJECTIVE**
- 12.1 AGRICULTURAL SHOW**
To enable the learner acquire vocabulary and sentence structures relating to an Agricultural Show and use them appropriately.
- 12.2 SPECIFIC OBJECTIVES**
By the end of the unit, the learner should be able to:
- a) listen and respond to words and sentences appropriately
 - b) use vocabulary and sentence structures correctly
 - c) read passages based on agricultural shows and answer oral questions
 - d) write guided compositions where the ending has been given

- e) read extensively
- f) identify verbs which do not change in past tense
- g) form nouns with suffix -ness, - less.

12.3 LANGUAGE CONTENT

12.3.1 LANGUAGE PATTERNS

- Use of wish followed by sentences + impossible conditions e.g.
I wish I had talked to the teacher.
I wish I had the money. I would have gone to the show.
- Phrasal verbs e.g., take off/go up/look after
I was in the arena when the guests took off
The gate charges will go up this year.
The Young Farmers will look after the cattle during the show.
- Neither—nor—and neither of e.g.
Neither my mother nor my father went for the show.
Neither of them saw the acrobats.

12.3.2 VOCABULARY

show, stand, guests, exhibitions, arena, crowd, acrobat, acrobatic dancers, company, grade cattle, demonstration plots, restaurants, cattle, supply, vegetable, guard, breed, poster, parade, speech, parachute, sticker(s),

display, prize, winner,
runners up, judges

12.3.3 GRAMMAR

- Word formation with suffix - ness
- Tenses
- Parts of speech

13.0 THEME AND OBJECTIVE

13.1 HEALTH AND HYGIENE

To enable the learner to :

- acquire vocabulary and sentence structures relating to health and hygiene.
- realize the need to keep clean and have good health habits.

13.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen and respond to passages/instructions/oral comprehensions/words/sentences appropriately
- use sentence structures correctly
- read simple texts and stories related to the laboratory and answer oral and written comprehension questions
- read for pleasure
- take notes
- identify words with -ph or -gh with sound /f/
- form adjectives with suffix- ful.

13.3 LANGUAGE CONTENT

13.3.1 LANGUAGE PATTERNS

- Use of make/keep/fmd/leave +

nominal + adjective

e.g.

- The laboratory technician found the patient ready.

- The medicine made her feel well

- Sentences with improbable conditions e.g. - If I had some money I would go for a medical examination.
- Find + direct object + adjectival
- The nurse found the food stale.
- Find + direct object + adverbial
e.g.
- The doctor found the stethoscope in the drawer.

13.3.2 VOCABULARY

laboratory, stool, blood specimen, diagnose, signs, symptoms, recover, disinfect, test tube, microscope, stethoscope, prescription, laboratory assistant, laboratory test, contagious, infection, epidemic, mortality, lab coat, lab result, gloves, syringe, disposable, sample, inoculate, inoculation, dose, vaccine, threat, vaccination

13.3.3 GRAMMAR

- Words with -ph or -gh with sound /f/ e.g. laugh, graph,
- Suffix - M, e.g. Careful, beautiful
- Relative clauses - who, whom, which, whose

14.0 THEME AND OBJECTIVE

14.1 AIR TRAVEL

To enable the learner acquire vocabulary and sentence structures relating

to air travel and use them appropriately.

14.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to instructions/ poems and passages appropriately
- b) use vocabulary and sentence structures correctly
- c) read poems and passages and answer oral and written comprehension questions
- d), e) read for pleasure
write a pictorial composition relating to travel
- f) form adjectives with suffix -y.

14.3 LANGUAGE CONTENT

14.3.1 LANGUAGE PATTERNS

- Use of sentences with improbable conditions
e.g. - If I had some money I would fly to Entebbe.
- Sequence of tense with as soon as + present + future e.g.
As soon as the plane lands, I'll inform you.
- Nominal + adverbial + adjective e.g.
- The man in the cabin was pleasant.
- The range of structures that follow keep + Indirect object + direct object e.g.
They kept him some food.

- Direct object + for + indirect

- object e.g. - They kept some food for him.

14.3.2 VOCABULARY

airport, airbase, airstrip, land, passport, runway, visa, cockpit, compass, clearance, cabin, helicopter, jumbo jet, charter, flight attendants, airborne, international, emergency, domestic, pilot, cargo, crew, control tower, fasten, safety belt

14.3.3 GRAMMAR

- Word formation with suffix -y.
- Pronunciation and -ch as in bash and -batch.
- Articles ^ an and the

15.0 THEME AND OBJECTIVE

15.1 SEA TRAVEL

To enable the learner acquire vocabulary and sentence structures relating to sea travel and use them appropriately.

15.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to poems and passages appropriately
- b) use vocabulary and sentence structures correctly
- c) read poems and passages relating to travel and answer oral and written comprehension questions

- d) pronounce words with sounds /-ou/ and /-o/
- e) write guided compositions on sea travel.

15.3 LANGUAGE CONTENT

15.3.1 LANGUAGE PATTERNS

- Use the present perfect tense with future reference after until and when e.g.
The ship will not set sail until the storm has subsided.
When the ship has docked the crew will disembark.
- Range of structures that follow make
make + direct object e.g.
The storm made the ship change course.
make+ nominal + adjective e.g. - The captain made the passengers comfortable.
- Use of preposition besides e.g.
Do you travel by any other means besides sea?
- Use of in case and if
eg
People telephone the fire brigade if their houses catch fire.
Maria left the door open in case her brother arrived.

- #### 15.3.2 VOCABULARY
- vessels, boat, ship, steamer, canoe, yacht, liner, cruise, marooned, knots, mast, stowaways, storm, crew,

propeller, captain, helmsman, deck, stern, dock, lighthouse, sextant, sail, sailor, subsided, waves, anchor, seasickness, voyage, pirates, shipwreck, tug boat, tow, logging, cargo, disembark, course, mess, rudder, hull, lifeboat, ferry, paddle, oar

15.3.3 GRAMMAR

- Pronunciation
 - The sounds /ou/and/o/
 - The sound /h/
- Countable and uncountable nouns

16.0 THEME AND OBJECTIVE

16.1 TOURIST ATTRACTIONS

To enable the learner acquire vocabulary and sentence structures relating to tourism and use them appropriately.

16.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to dialogues, passages, and poems appropriately
- b) use vocabulary and sentence structures correctly
- c) read dialogues, passages, and poems and answer oral questions
- d) pronounce voiced and voiceless consonants
- e) write minutes of a meeting
- f) make posters to advertise a tourist attractions.

16.3 LANGUAGE CONTENT

16.3.1 LANGUAGE PATTERNS

- Use of range of structures that can follow find
 - Direct object e.g.
He found the key.
 - Indirect object + direct object.
He found his father a box of matches.
- Use of the range of structures that can follow like
 - Direct object e.g. I like the book.
 - Like it when + clause e.g.
I like it when the wind blows.
 - Intransitive use of like e.g. You can stay up if you like.

16.3.2 VOCABULARY

ruins, foreign exchange, game parks, game reserves, national park, crater, crater lakes, hot springs, museums, pillar, beach, shells, artifacts, excavate, excavation, peak, snow, rift valley, wildlife, environment, prefer, carving, secure, volcano

16.3.3 GRAMMAR

Voiceless and voiced consonants e.g. sue, zoo
Indirect speech
Prepositions of movement e.g. across, through, past, along

17.0 THEME AND OBJECTIVE

17.1 BANKING

To enable the learner acquire vocabulary and sentence structures relating to banking and use them appropriately.

17.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen and respond to vocabulary items and sentence structures relating to banking appropriately
- use vocabulary and sentence structures relating to banking correctly
- read passages and texts relating to banking and answer oral and written comprehension questions
- use given conjunctions in sentences correctly
- pronounce the sound /h/
- read for pleasure
- write a guided composition on banking
- fill in forms.

17.3 LANGUAGE CONTENT

17.3.1 LANGUAGE PATTERNS

- Use of Verb + object + present participle e.g.
I dislike people telling me what to do.
I can't imagine him working in an office.
- Use of double comparative ... er and

. ■ ■ er/more and more

e.g.

I am getting fatter and fatter.

We are saving more and more regularly.

- Use of the + comparative expression + subject + verb e.g.

The older I get the happier I am.

The more dangerous it is, the more I like it.

17.3.2

VOCABULARY

bank, bank manager, passbook, account, signature, sign, safe, deposit, withdraw, credit, bounce, queue, cashier, teller, save, forge, forgery.

accountant, balance, withdrawal form, deposit form, slip, key in, pin number, Automated Teller Machine (ATM) banking, loan, repay, signatory, counterfoil, overdraft, debit, statement, interest, banking hall, current account, savings account, ATM cards, fraud, checkbook, credit card, dishonoured check

17.3.3 GRAMMAR

- Pronounce the sound /ʌ/ as in sing, hang
- Conjunctions - while, whereas
- Many, much, a lot, a lot of.

LEARNING EXPERIENCES

Listening

Listening and responding to:

- commands
- instructions
- directions
- requests
- announcements
- poems
- audio-visual materials
- debates
- stories
- oral comprehensions
- questions
- riddles and puzzles
- short passages
- plays
- idioms and proverbs/wise sayings
- sounds of objects,

speaking

- oral practice of language
- patterns and vocabulary
- reciting poems
- playing language games
- participating in discussions
- telling stories
- describing objects, events and experiences
- giving reports and messages
- making announcements
- giving directions and instructions
- participating in debates
- participating in interviews
- answering oral comprehension instructions and directions
- labels
- captions
- signs
- notices
- posters and advertisements
- teacher's correction symbols and comments
- informal and formal letters
- menus

- price lists
- simple poems and plays
- reading games and word puzzles
- dictionaries/encyclopedias/directories
- comprehension passages
- supplementary and library books
- children's magazines and newspapers
- content pages, indices and chapter headings to find

Writing

- Writing from dictation
- Writing sentence patterns using substitution tables
- Matching words, phrases and parts of sentences
- Filling in blanks
- Writing compositions
- Guided note making/note taking
- Developing paragraphs
- Filling in forms
- Writing answers to comprehension questions
- Writing formal and informal letters
- Writing speeches, minutes, dialogues
- Compiling school magazines, wall magazines, wall newspapers
- Keeping a diary

LEARNING RESOURCES

- Chalkboard
- Flashcards
- Photographs
- Real objects
- Audio-visual aids
- Charts
- Diagrams
- Illustrations
- Cuttings from magazines, newspapers and calendars
- Supplementary books
- Library books
- Resource persons
- Educational/field visits
- Teacher/pupil demonstrations

STANDARD EIGHT

1.0 THEME AND OBJECTIVE

1.1 SOCIAL VALUES

To enable the learner to:
acquire vocabulary and
sentence structures relating
to

- (i) social values and use them appropriately
- (ii) describe desirable values and demonstrate an appreciation for the same through changed behaviour.

1.2 SPECIFIC OBJECTIVES

By the end of the unit the learner should be able to:-

- (a) listen to poems, talks, conversations and respond appropriately
- (b) read materials on social values and answer oral and written comprehension questions
- (c) use the given sentence patterns correctly
- (d) write a guided composition on social values.

1.3 LANGUAGE CONTENT

1.3.1 LANGUAGE PATTERNS

- Clauses introduced by who e.g.
 - The pupil who worked hardest was given a reward.
 - The boy who showed a lot of kindness was praised by the teachers.
- Clauses introduced by whose e.g. The boy whose shirt the cows

tore showed a lot of self control

- Verbs followed by to + the infinitive: -
Main verb in the present
e.g.
The class wants to visit the orphaned children.
Main verb in the past
e.g.
The pupils decided to tell the truth.
- Verb + object + infinitive
e.g. Thuo wants Hinga to post the letters.

1.3.2 VOCABULARY

honesty, generosity, kindness, love for others, hard work, goodness, chastity, trust, morality, discipline, self control, obedience, respect, forgiveness, admitted, politeness, truth

1.3.3 GRAMMAR

- -ing forms as subjects e.g. smoking is bad for him.
- Question tags
- Present progressive questions

2.0 THEME AND OBJECTIVE

2.1 CAREERS

To enable the learner acquire further vocabulary and sentence structures relating to careers and use them appropriately.

2.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:-

- a) listen and respond to more advanced discussions and passages

- b) read texts and passages on careers and answer oral and written comprehension questions
- c) express themselves meaningfully in a variety of written exercises and tasks requiring critical thinking
- d) write a guided autobiography
- e) identify and use the present continuous tense and the simple present tenses.

2.3 LANGUAGE CONTENT

2.3.1 LANGUAGE PATTERNS

- Present simple tense describing general truths e.g.
 You need a good certificate to get into a good career.
 A baby needs to eat well to be healthy
- Present continuous tense for future arrangements e.g. -I am attending an interview next Friday
- Simple present tense e.g.
 Olanga enjoys his job as the manager of a beach hotel

2.3.2 VOCABULARY
 career, qualification, interview, manager, application, referee, curriculum vitae, certificate, service, industry, formal, informal, applicant, job

2.3.2 GRAMMAR

- Present continuous tense
- Present simple tense
- Determiners-this, that, these, those, some, any, no, enough

3.0 THEME AND OBJECTIVE

3.1 DRUGS AND DRUG ABUSE

To enable the learner to:

- i) acquire vocabulary and sentence structures relating to drugs and drug abuse and use them appropriately
- ii) realize and demonstrate an understanding of the negative effects of drug abuse.

3.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:-

- a) listen and respond to talks and audio visual materials with drugs, related messages
- b) discuss drugs, their negative effects of drug abuse and demonstrate the skills of consistency, critical thinking and coherence
- c) read a variety of materials and demonstrate comprehension ability by answering oral and written questions
- d) use sentence structures correctly
- e) write guided compositions/poems/dialogues on drugs abuse

- f) use the past perfect and past continuous tenses correctly.
- 3.3 LANGUAGE CONTENT**
- 3.3.1 LANGUAGE PATTERNS**
- Phrasal verbs with get
e-g-
The drug trafficker will not be allowed to get away with his crime.
 - Present simple tense for description/general truths
Young people who refuse to abuse drugs have higher chances of succeeding in life.
 - Past perfect tense
Umi had stopped by the shop
 - Present continuous tense
Kazungu is going to school.

3.3.2 VOCABULARY
heroin, bhang, cocaine, hallucination, dependence, withdrawal, trafficker, addiction, smoking, alcohol,

- 3.3.3 GRAMMAR**
- Past perfect
 - Past continuous
 - Modal verbs

4.0 THEME AND OBJECTIVE

4.1 LIFE SKILLS
To enable the learner to:-

- i) acquire vocabulary and sentence structures relating to life skills and use them correctly.

- ii) realize the importance of life skills and demonstrate an appreciation of the same

through observable behaviour.

4.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:-

- a) listen to passages, talks and poems and respond appropriately
- b) discuss life skills using accurate sentence structures and vocabulary
- c) read life skills related texts and answer oral and written comprehension questions
- d) write poems and guided compositions on life skills
- e) identify and use adverbs of degree
- f) use infinitive with and without 'to' appropriately.

4.3 LANGUAGE CONTENT

4.3.1 LANGUAGE PATTERNS

- Use of appropriate determiners e.g. a/an/the other/every with singular noun e.g.
Every pupil was advised to think very clearly before making any decision.
- Use of appropriate determiners with plural nouns e.g.
Many boys and girls have learnt to solve the problems that come their way wisely.
- Present simple for general truths e.g.
We communicate through words, gestures and facial expressions.

4.3.2 VOCABULARY

decision- making, critical thinking, self esteem, assertiveness, problem solving, conflict resolution.

	communication, creative thinking, gestures, facial expression, life skills		e) write formal letters f) use the colon appropriately.
4.3.3	GRAMMAR	5.3	LANGUAGE CONTENT
	<ul style="list-style-type: none"> • Adverbs of degree • The infinitive with/without to • Order of adjectives 	5.3.1	LANGUAGE PATTERNS
5.0	THEME AND OBJECTIVE		<ul style="list-style-type: none"> • Use of appropriate determiners in the affirmative, interrogative and negative e.g. <ul style="list-style-type: none"> - The ten year old girl picked some coffee in the plantation yesterday. - Did the ten year old girl pick much coffee yesterday? - The ten year old girl did not pick much coffee yesterday. • Past simple tense to narrate past events and state imaginary events <ul style="list-style-type: none"> - We left for the town early that morning. Imagine you could fly, what could you do? • Past continuous tense of actions in progress at a specific time e.g. <ul style="list-style-type: none"> - At five o'clock in the morning, the twelve year old boy was working in the workshop. • Past continuous for extended actions in the past, e.g. <ul style="list-style-type: none"> - The girl was working in the house last week.
5.1	CHILD LABOUR		
	To enable the learner to:		
	<ul style="list-style-type: none"> i) acquire vocabulary and sentence structures relating to child labour and use them appropriately i) appreciate and demonstrate an understanding of the evils of child labour. 		
5.2	SPECIFIC OBJECTIVES		
	By the end of the unit the learner should be able to:-		
	<ul style="list-style-type: none"> a) listen to passages/poems/plays and child labour messages and respond appropriately b) talk about basic child labour issues using correct sentence structures and vocabulary c) read materials with child labour messages and demonstrate ability to make critical judgment through identifying the evils of child labour orally and in writing d) write guided compositions 	5.3.2	VOCABULARY plantation, chores, payment. wages, rights, exploitation. harmful, recreation, overcoat, gloves, helmet, fatigue. protective, gumboots.

<p>delinquent, responsible,</p> <p>irresponsible, employer. shoe shine, domestic. factory, child labour, house help, leisure, duty, violate, workshop</p> <p>5.3.3 GRAMMAR</p> <ul style="list-style-type: none"> • The colon • Passives <p>Countable and uncountable nouns</p> <p>6.0 THEME AND OBJECTIVE</p> <p>6.1 REGIONAL CO-OPERATION IN EAST AFRICA</p> <p>To enable the learner to:</p> <p>i) acquire vocabulary and sentence structures relating to regional cooperation in East Africa and use them appropriately</p> <p>ii) realize the need for respect for one another so as to promote cooperation.</p> <p>6.2 SPECIFIC OBJECTIVES</p> <p>By the end of the unit, the learner should be able to:</p> <p>a) listen and respond to stories, poems, passages and speeches relating to East Africa Co-operation</p> <p>b) recite poems, make speeches, tell stories. and participate in discussions related to East African co-operation</p> <p>c) read a variety of materials related to East African co-operation</p> <p>d) use brackets to punctuate sentences</p>	<p>e) viTite compositions.</p> <p>speeches and reports on East African co-operation.</p> <p>6.3 LANGUAGE CONTENT</p> <p>6.3.1 LANGUAGE PATTERNS</p> <ul style="list-style-type: none"> • Past continuous tense <ul style="list-style-type: none"> - Actions in progress at a specific past time e.g. At 7.00 a.m. the ministers were discussing how to improve trade within East Africa. • Verb followed by present participle e.g. <ul style="list-style-type: none"> - East Africans near Lake Victoria enjoy eating fish. • Use brackets as punctuation marks in sentences <p>6.3.2 VOCABULARY</p> <p>border, trade, co-operation, export, import, international. region, passport, visa, customs, duty, immigration, foreign affairs, security, people, imity, relate, strengthen, relationship, support, coimnon market, local trade, regional trade</p> <p>6.3.3 GRAMMAR</p> <ul style="list-style-type: none"> • The brackets • Speech marks • The hyphen <p>7.0 THEME AND OBJECTIVE</p> <p>7.1 COMMERCE AND TRADE</p> <p>To enable the learner to acquire vocabulary and sentence structures relating to commerce and use them correctly.</p>
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7.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to vocabulary and sentence structures appropriately
- b) read materials and discuss trade and commerce using appropriate vocabulary and sentence structures
- c) write sentences, paragraphs and guided compositions on commerce and trade
- d) use the hyphen to punctuate sentences correctly
- e) identify and use present simple tense
- f) identify and use regular and irregular verbs in sentences
- g) answer oral and written comprehension questions
- h) read for pleasure
- i) write compositions.

7.3 LANGUAGE CONTENT

7.3.3 LANGUAGE PATTERNS

- The use of determiners with uncountable nouns
e.g. - A trader needs some capital to start a business.
- Verb + noun/pronoun + infinitive
 - The trader asked us to leave immediately.
- Present Present perfect continuous tense e.g.
 - We have been buying goods from the shopkeeper since I was a child.
- Clauses introduced by who, a

- A business person who sells goods on credit will soon run out of cash.

- Use of present simple tense
We use spoons for eating.

7.3.1 VOCABULARY

trade, trader, shop, shopkeeper
buy, sell, goods, cost, price, profit, demand, supply, customer, business, bargain, sale, exhibition, stall, kiosk, grocery, green grocer, weighing scales, measure, package, packet, line of, pay, payment, give, change, more change, short change, cheap, fair price, expensive item, cash, credit, sell on credit, bank.

7.3.2 GRAMMAR

- The dash
- Regular and irregular verbs
- Past perfect continuous tense
- Present simple tense

8.0 THEME AND OBJECTIVE

8.1 INTERNATIONAL COMPETITIONS

To enable the learner to:

- i) acquire vocabulary and sentence structures relating to international competitions and use them correctly
- ii) realize the importance of international cooperation and peace.

8.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond appropriately to material on international competitions
- b) read materials on international competitions and discuss them using appropriate vocabulary and sentence structures

- c) write sentences, paragraphs and compositions on the subject intelligibly
- d) use comparative and superlative degrees of objectives
- e) state the importance of international co-operation
- f) use determiners in sentences
- g) read and answer oral and written comprehension questions
- h) write telegram to friends
- i) write sentences from substitution tables.

8.3 LANGUAGE CONTENT

8.3.1 LANGUAGE PATTERNS

- The use of appropriate determiners with uncountable nouns e.g.
 - You need a lot of diligence and endurance to win at the Olympic games.
- Past simple passive e.g. International competitions are held periodically.
- Use of as well as construction as a connector meaning also e.g. Players score by throwing the ball through the ring in basketball as well as in netball.
- Verb + -ing as a minimal e.g. Participating in international competitive sports and trade fairs promotes cooperation and understanding among the peoples of the world.
- When/after/as soon as
 - In athletics the competitors start running as soon as the start gun goes off.
- Detefminers; a, an, the Steeplechase is an

interesting race.

- A person who participates in athletics is called an athlete.
- Koech won a gold medal in the 3000 metres steeplechase.
- Comparative and superlative adjectives.

8.3.2 VOCABULARY

games, spoils, event, venue, competitors, exhibitors, stands, teams, anthems, torch, flags, celebrity, runners-up, awards, medals, gold, silver, bronze, field events, track events, ball games, gymnasium, score, points, officiate, baton, javelin, discus, shot put, hammer, high jump, long jump, athletics, steeplechase, marathon, cross -country, race, referee, judges, fans, spectators, committee, advertisers, advertisements, applause, cheer, wrestle, selection of venue, voting, swim, celebrate, gun, starter, go off, stroke, village for teams, promote, international, co-operation, unity, peace, test of endurance/diligence

8.3.3 GRAMMAR

- Determiners
- Comparative and superlative adjectives
- Order of adjectives

9.0 THEME AND OBJECTIVE

9.1 CLUBS AND SOCIETIES

To enable the learner acquire vocabulary and sentence structures relating to clubs and societies and use them correctly.

9.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to

- a) listen and respond to vocabulary and sentence structures appropriately
- b) read materials, answer oral and written questions correctly
- c) write sentences, paragraphs and compositions on the subject
- d) describe club activities using appropriate vocabulary and sentence structures
- e) use countable nouns correctly
- f) write agenda and minutes of club meetings
- g) write a report on a class project
- h) write invitation letters.

9.3 LANGUAGE CONTENT

9.3.1 LANGUAGE PATTERNS

- Use of Present simple tense for habitual actions e.g.
 - The chairperson of the club controls the meeting by keeping the discussion to the agenda.
- Use of present continuous tense for extended action
 - The organizing secretary informed the members that the meeting is being held in the dining hall.
 - The club has been conducting elections, of officials since five o'clock.
- Verb + to + infinitive e.g.
 - The members want to change the constitution.
 - The chairperson asked the treasurer to read the income and expenditure report.
- The dash e.g.
 - We had a great time at the festival, the pupils really loved it.

- The pupils really loved it.

9.3.2 VOCABULARY

association, club, society, patron, chairman, treasurer, auditor, secretary, organizing secretary, member, constitution, membership fee, register of members, income, expenditure, statement, appeal for funds, fundraise, fundraising, guest of honour, code of conduct, conduct a meeting, salt, minutes, sugar, wood, sand, glass, agenda, matters arising, venue of meeting, minutes, resolutions, call meeting to order. Any Other Business (AOB), close the meeting, follow-up the resolutions

9.3.3 GRAMMAR

- Nouns: countable and uncountable
- The dash table
- Adverbs with the verb

10.0 THEME AND OBJECTIVE

10.1 THE COURT OF LAW

To enable the learner to;

- i) acquire vocabulary and sentence structures relating to law courts and court processes and use them appropriately
- ii) realize the importance of honesty in matters relating to courts of law.

10.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:-

- a) listen to materials/ talks/discussions on the topic and respond appropriately
- b) read texts/passages and answer oral and written questions

- a) listen and respond to vocabulary and sentence structures appropriately
- b) read materials, answer oral and written questions correctly
- c) write sentences, paragraphs and compositions on the subject
- d) describe club activities using appropriate vocabulary and sentence structures
- e) use countable nouns correctly
- f) write agenda and minutes of club meetings
- g) write a report on a class project
- h) write invitation letters.

- The pupils really loved it.

9.3.2

VOCABULARY

association, club, society, patron, chairman, treasurer, auditor, secretary, organizing secretary, member, constitution, membership fee, register of members, income, expenditure, statement, appeal for funds, 'fundraise, fundraising, guest of honour, code of conduct, conduct a meeting, salt, minutes, sugar, wood, sand, glass, agenda, matters arising, venue of meeting, minutes, resolutions, call meeting to order. Any Other Business (AOB), close the meeting, follow-up the resolutions

bring

brought

before the court.

Phrasal verbs - put forward, put together, put up

The prosecutor put together a credible case against the accused.

- The advocate put up a remarkable defense for the accused.
- The circumstantial evidence put forward by the prosecution could not sustain the case.

"COOn pTOXJeeam^s, maKc a ruling, sue someone, determine a case, decide in favour of, outcome of the case, sustain a case, record a statement, review the sentence/judgment, exhibit, imprison, imprisonment, defence lawyer, convict(v), suspect

10.3.3

GRAMMAR

- Pronouns which, that
- Relative clauses with who, whom, whose, where, when

- a) listen and respond to vocabulary and sentence structures appropriately
- b) read materials, answer oral and written questions correctly
- c) write sentences, paragraphs and compositions on the subject
- d) describe club activities using appropriate vocabulary and sentence structures
- e) use countable nouns correctly
- f) write agenda and minutes of club meetings
- g) write a report on a class project
- h) write invitation letters.

9.3 LANGUAGE CONTENT

9.3.1 LANGUAGE PATTERNS

- Use of Present simple tense for habitual actions e.g.
 - The chairperson of the club controls the meeting by keeping the discussion to the agenda.
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 - The club has been conducting elections, of officials since five o'clock.
- Verb + to + infinitive e.g.
 - The members want to change the constitution.
 - The chairperson asked the treasurer to read the income and expenditure report.
- The dash e.g.
 - We had a great time at the festival, the pupils really loved it.

- The pupils really loved it.

9.3.2 VOCABULARY

association, club, society, pati'on, chairman, treasurer, auditor, secretary, organizing secretary, member, constitution, membership fee, register of members, income, expenditure, statement, appeal for fimds, fundraise, fundraising, guest of honour, code of conduct, conduct a meeting, salt, minutes, sugar, wood, sand, glass, agenda, matters arising, venue of meeting, minutes, resolutions, call meeting to order. Any Other Business (AOB), close the meeting, follow-up the resolutions

9.3.3 GRAMMAR

- Nouns: countable and uncountable
- The dash table
- Adverbs with the verb

10.0 THEME AND OBJECTIVE

10.1 THE COURT OF LAW

To enable the learner to:

- i) acquire vocabulary and sentence structures relating to law courts and court processes and use them appropriately
- ii) realize the importance of honesty in matters relating to courts of law.

10.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:-

- a) listen to materials/ talks/discussions on the topic and respond appropriately
- b) read texts/passages and answer oral and written questions

- c) use relative pronouns 'which' and 'that' correctly
- d) use sentence structures correctly in exercises
- e) state the importance of honesty in handling matters relating to the law process
- f) write a statement from a witness
- g) write a guided composition on law enforcement.

10.3 LANGUAGE CONTENT

10.3.1 LANGUAGE PATTERNS

- The use of determine/cross-examine/hear + nominal
The court heard and determined the case in favour of the respondent.
The advocate cross-examined the witness.
- Not only but also
Courts of law do not only hear cases but they also determine the outcome of the cases.
The judge does not only rely on the evidence given in court to make rulings but also on exhibits brought before the court.
- Phrasal verbs - put forward, put together, put up
The prosecutor put together a credible case against the accused.
- The advocate put up a remarkable defense for the accused.
- The circumstantial evidence put forward by the prosecution could not sustain the case.
- The use of This is... /It is called... /It is used for

The person who takes another person to court is called the complainant

/plaintiff/litigant

The wooden hammer shaped object used by the judge to

restore order in court, is called a gavel

- Use of relative pronouns that/which e.g. I found the pen that/which I had lost

10.3.2 VOCABULARY

court of law, courtroom, Law, laws, lawyer, magistrate, judge, the Chief-Justice, the Attorney General, office, offences, charge, charges, plaint, plaintive, respondent, the accused, witness case, evidence, direct evidence, circumstantial evidence, court, arbitrator, advocate, cross-examine, sentence, the sentence, jail term, jail, drop charges, withdraw case, chambers, appeal against a sentence/judgment, committal bundles, capital offence, grounds for appeal, lose a case, lose an appeal, the complainant, gavel, hear a case, case file, litigation, court proceedings, make a ruling, sue someone, determine a case, decide in favour of, outcome of the case, sustain a case, record a statement, review the sentence/judgment, exhibit, imprison, imprisonment, defence lawyer, convict(v), suspect

10.3.3 GRAMMAR

- Pronouns which, that
- Relative clauses with who, whom, whose, where, when

11.0 THEME AND OBJECTIVE

11.1 SEA TRAVEL

To enable the learner develop further vocabulary and sentence structures relating to travel by water and use them correctly.

11.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:-

- a) use vocabulary and sentence structures relating to water travel appropriately
- b) read materials on the subject and respond appropriately
- c) write clearly about the subject of travel by water
- d) answer oral and written comprehension questions
- e) read for pleasure
- f) use the semi colon correctly in writing
- g) identify and use conjunctions correctly in sentences

11.3 LANGUAGE CONTENT

11.3.1 LANGUAGE PATTERNS

- Simple present tense
- Habitual actions e.g.
 - Pilots use the rudder to steer the ship.

This steamer plies between the three ports of lake Victoria:

Mwanza, Kisumu and Jinja.

The ferry makes half - hourly journeys between the main land and the island of Mombasa.

- Present continuous + or else e.g.

Large ships entering the harbour have to be tugged or else they would crush into the jetty.

- Adverb of degree (intensifiers) e.g.

An aeroplane is very fast.

A canoe is quite slow.

11.3.2 VOCABULARY

sea, lake, river water, travel, boat, ferry, ship,, canoe, paddle, oars, stem, keel, deck, cabin, propel, propeller, helm, rudder, anchor, berth, tug, jetty, platform, bony, life-jacket, floats, dinghy, lifeboat, steamer, steamship, pilot, coxswain, captain, engineer, seaman, sea farer, passengers, course, recite, part of call, call at a port, set sail, put anchor, ply a route or between ports, schedule, tugged, cruise ship, cargo ships, passenger ships, petroleum/oil tankers, marine, maritime

11.3.3 GRAMMAR

- The semi-colon
- Conjunctions
- Adverbs of degree (intensifiers)

12.0 THEME AND OBJECTIVE

12.1 HEALTH AND HYGIENE (HIV and AIDS)

To enable the learner acquire vocabulary and sentence structures relating to health including HIV and AIDS and use them appropriately.

12.2 SPECIFIC OBJECTIVES

the causes of HIV

By the end of the unit, the learner should be able to:-

- a) listen and respond to vocabulary relating to health appropriately
- b) read and discuss materials and passages on health
- c) answer question from poems, passages and songs on health
- d) write guided compositions on the subject of health
- e) answer oral and written comprehension questions
- f) read for pleasure
- g) recognize and use the simple past tense
- h) write notes that could be used for debate/speech/talk
- i) make posters
- j) listen to resource people.

and AIDS, what would you tell them?
Can you imagine how nice it would be if we lived in a country free of disease?

- Relative clauses introduced by who/whose

A person who does not take care of himself will contract diseases.
A person whose natural immunity is destroyed develops full-blown AIDS.

12.3 LANGUAGE CONTENT

12.3.1 LANGUAGE PATTERNS

- Use of the + some
proper noun categories;
e.g. the Nile, the Sudan, the Aberdares, the Ministry of Health
- Description of general truths e.g.
Ill-health causes the body of a person to waste away.
Abstinence from pre-marital sex prevents infections.
- Imaginary events e.g.
Suppose/imagine you were to talk to your classmates about

12.3.2 VOCABULARY

HIV and AIDS, immune. immunity, lack of immunity, reduced immunity, deficiency. deficiently, syndrome, virus. acquire, acquired, body cells. white blood cells, foreign body (germ), antibody, fight-cells, body fluids, saliva, serum, semen, sputum, waste, lose weight, infection, ulcer. mouth/skin ulcers, sports, contaminate, contamination. contaminated objects. contaminated blood, infusion of blood, intravenous fluids, risk. risky behaviour, STDs, risky cultural practices, abstinence. premarital sex

12.3.3 GRAMMAR

- The suffixes:
-fill, -less, -ly, -ment, and -ish
- pronouns: who, whose

13.0 THEME AND OBJECTIVE

13.1 MODERN COMMUNICATION METHODS

	To enable the learner acquire more vocabulary and sentence structures relating to modern communication and use them appropriately.		<ul style="list-style-type: none"> • Use of <u>shall</u> + 1st person subject - We shall telephone our friends in Mombasa. • Use of present perfect continuous events in the past which have recently been finished. E.g. Aketch has been dialing that number for the last twenty minutes.
13.2	<p>SPECIFIC OBJECTIVES By the end of the unit, the learner should be able to:</p> <p>a) listen and respond to acted telephone calls, passages, poems and conversations</p> <p>b) participate in modern communication related discussion and other oral activities using correct language structures and vocabulary</p> <p>c) write a telephone conversation using polite language</p> <p>d) write a formal letter using the relevant conventions</p> <p>e) identify and use the past perfect continuous tense</p> <p>f) read for pleasure</p> <p>g) write compositions.</p>	<p>13.3.2 VOCABULARY telephone, fax, e-mail, internet, dial handset, key in, post office, envelope, stamp, network, hardware, website, connect, browse, surf, address</p> <p>13.3.3 GRAMMAR</p> <ul style="list-style-type: none"> • Past perfect continuous • Order of adjectives 	
13.3	LANGUAGE CONTENT	14.0	THEME AND OBJECTIVE
13.3.1	<p>LANGUAGE PATTERNS</p> <ul style="list-style-type: none"> • Use of <u>will + and</u> 3rd person subject e.g. My mother will send an e-mail to my brother in Kampala. You will put the letter in this envelope, put a stamp on it and take it to the post 	14.1	<p>THE ATMOSPHERE AND THE SOLAR SYSTEM To enable the learner acquire vocabulary and sentence structures relating to the atmosphere and the solar system and use them correctly.</p>
		14.2	<p>SPECIFIC OBJECTIVES By the end of the unit the learner should be able to:-</p> <p>a) listen to passages/ poems and conversations related to the universe and respond appropriately</p> <p>b) participate in various oral activities using correct sentence structures and vocabulary related to the universe</p> <p>e) read passages/poems/ stories/conversations and other material containing</p>

information on the atmosphere and the solar system and answer comprehension questions

d) fill forms

e) read for pleasure

f) write a short article on the use of one communication gadget for the class magazine.

14.3 LANGUAGE CONTENT

14.3.1 LANGUAGE PATTERNS

- Time clauses with simple present + will/shall e.g.
As soon as the sun shines, the water will evaporate into the atmosphere.
When the oxygen is finished, the flame will go off
- The use of will and shall to make predictions e.g.
The scouts will arrive before sunset.
- Verb followed by present participle e.g.
I enjoy watching the stars.
We like reading space age stories.
- Positive and negative statements
e-g-
Neptune is a very large planet.
Pluto is not a large planet.

14.3.2 VOCABULARY

stars, moon, sun, planet, earth, mars, atmosphere, vapour, evaporate, condense, air, oxygen.

solar, solar system, comet, space astronaut

14.3.3 GRAMMAR

- Present perfect continuous tense

15.0 THEME AND OBJECTIVE

15.1 CIVIC EDUCATION

To enable the learner acquire vocabulary and sentence structures relating to civics and politics and use them appropriately.

15.2 SPECIFIC OBJECTIVES

- By the end of the unit, the learner should be able to;
- a) listen and respond to passages, stories and recorded parliamentary discussions
 - b) read passages, newspaper articles and reports and other civics related material and be able to answer comprehension questions
 - c) write a guided composition on civic education
 - d) read for pleasure
 - e) form new words using suffixes.

15.3 LANGUAGE CONTENT

15.3.1 LANGUAGE PATTERNS

- Present perfect continuous for events begun in the past but which are still continuing e.g.
Kaguta has been the member of parliament for that constituency for eight years.
- Contrast of present perfect and past simple with for e.g.

She has been a cabinet minister for five years.
She was a cabinet minister for five years.

- Contrast of for and since with present perfect e.g.

It is now noon. The voters have been queuing since 7 o'clock .

They have been queuing for five hours.

- Use of past participle and past perfect e.g.

The MP was defeated by the new candidate.

- The MP had lost to a new comer.

15.3.2 VOCABULARY

parliament, legislature, judiciary, executive, bill, law, constituency, minister, politics, political, party, campaign, vote, ballot, president, local authority council, councillor, mayor, chairman, county council, speaker, sergeant at arms, government, opposition, debate, motion, member of parliament, city council, local government, urban, municipal, town

15.3.3 GRAMMAR

- The suffixes
ness
able
ment
ish
-y
- past participle
- past perfect

16.0 THEME AND OBJECTIVE

16.1 TECHNOLOGY

To enable the learner develop further vocabulary and sentence structures relating to technology and use them appropriately.

16.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:-

- listen to vocabulary and sentence structures relating to computers and respond appropriately
- use vocabulary and sentence structures relating to computers appropriately
- read and discuss materials and passages on computers and answer oral questions
- answer written comprehension questions
- write guided compositions on computers and their use
- read for pleasure.

16.3 LANGUAGE CONTENT

16.3.1 LANGUAGE PATTERNS

- The conditional with would and could + negative
The video player would not work and so we could not watch the programme.
- Understand/see + questions e.g. Can you understand how a printer works.
- Use of should for obligation, e.g. We should save all important information

- Use of should for probability e.g.
The head teacher should buy a printer

16.3.2 VOCABULARY
programme, video player, printer, keyboard, mouse, monitor, screen, cable, connect, connector, keyboard, skills, key in memory, hard disk, disk drive, diskette, load diskette, commands, save the work, computer,

16.3.3 GRAMMAR

- Prepositions
- Order of adjectives
- Tenses

LEARNING EXPERIENCES

Listening

- Listening to instructions, explanations, descriptions, audio-visual materials and announcements'
- Listening to rhymes and poems
- Listening to vocabulary items and sentence structures
- Playing language games
- Listening to stories and short passages
- Listening and contributing to debates
- Listening to group discussions
- Listening to riddles
- Listening to simple plays
- Role playing
- Listening to news/stories

Reading

- Reading words, phrases and sentences, from flash cards, chalkboard and charts/lists
- Reading labels from maps, charts and diagrams
- Reading and responding to poems, skits, and dialogues
- Reading comprehension passages and texts
- Reading brochures, user's manuals, notices, booklets, flyers, newspapers, magazines, newspaper/magazine cuttings, reports, advertisements, and other commercial documents
- Interpreting maps and tables
- Reading and responding to instructions, explanations and descriptions,
- Reading aloud
- Speed reading/fast reading
- Recipes

Speaking

- Giving instructions, explanations, descriptions, and making announcements
- Reciting poems and rhymes

Participating in oral practice of vocabulary items and sentence patterns

Participating in language games

Participating in ordinary conversations, and structured dialogues

Answering oral questions on audio-visual materials and comprehension passages

Dramatizing

Participating in role play

Participating in debates

Participating in simulated interviews

Conducting club meetings

Writing

Doing vocabulary and other grammar exercises

Filling in blanks in words

Completing sentences

Matching words with phrases/ sentences

Writing from dictation

Writing sentences/paragraphs from substitution tables

Completing crossword puzzles, word codes, and word hunts

Spelling games such as anagrams

Working through work cards

Labelling diagrams, pictures and maps

Answering written comprehension questions

Writing personal information e.g. autobiography

- Writing telegrams
 - Writing poems
- Writing stories, skits and dialogues
- Writing menus, timetables, price lists, notices and shopping

LEARNING RESOURCES

- Charts
- Real objects
- Models

Pictures/photographs
 Illustrations, teacher/pupil demonstrations
 Chalkboard
 Field /Educational visits
 Resource people
 Brochures
 User's manuals
 Flyers
 Newspaper/magazine cuttings
 Audio-visual materials
 Supplementary readers
 Library books
 Wall maps
 Crossword puzzles
 Anagrams
 Word hunts
 Flash cards
 Work cards
 Substitution tables
 Scrabble board

MoEST SbTD English Module

ASSESSMENT

Listening

- Listening to instructions, directions, questions, commands, requests, riddles, statements, audio-materials and greetings
- Listening to poems/rhymes
- Miming
- Listening to stories and passages
- Picking the odd-one-out
- Minimal pair practice
- Listening to tongue twisters
- Listening to debates
- Participating in simulated interviews
- Participating in drama
- Participating in club meetings

Speaking

- Responding to poems and rhymes
- Retelling stories
- Answering oral questions
- Repeating teacher's model
- Spelling words orally

Reciting poems and rhymes
 Singing songs
 Participating in conversations and dialogues
 Group and pair activities
 Participating in debates, drama and role play
 Participation in oral language games
 Using vocabulary in correct sentences
 Verse and public speaking
 Saying tongue twisters
 Repeating/saying minimal pairs
 Reading aloud

Reading

Reading comprehension passages
 Reading supplementary readers and library books
 Reading poems, rhymes/verses, songs, stories, skits, dialogues and conversations
 Reading extracts and cuttings from magazines and newspapers
 Reading labels on diagrams, maps, charts and objects
 Reading instructions, directions and recipes
 Reading indices, directories, dictionaries, content pages and other 'catalogues' and lists

- Reading tables, maps and diagrams

 Answering multiple choice, true/false and open-ended questions on passages
 Reading SMS (Short Message Service)
 Reading sample informal and formal letters, diary entries, telegrams, minutes and reports,
 Reading word and crossword puzzles
 Reading word hunts and word codes
 Reading e-mails

Writing

- Labeling diagrams, maps, charts and real objects
 - Writing instructions, directions, and recipes
 - Writing formal letters, informal letters, diary entries, telegrams, minutes, reports, speeches, notes and postcards
 - Writing poems, rhymes/verses, songs, stories, skits, dialogues/conversations
- Writing from dictation
Completing crossword puzzles
Completing word codes and word finds
Writing from jigsaw puzzles
Solving anagrams
Filling forms
Sending e-mails and faxes
Sending SMS (Short Messages Service)
Filling gaps
Completing sentences
Writing sentences from substitution tables
Matching words with other words/phrases/sentences
Writing with legibility and neatness
Writing - guided compositions based on guiding questions
Writing notes and other outlines
Writing on pictures and picture sequences
Writing opening and concluding statements
Punctuating sentences and short passages
Developing paragraphs by expanding topic sentences and by re-ordering sentences
Arranging lists in alphabetical order
- Writing answers to comprehension questions
Completing tables
Answering multiple choice, true/false and open-ended

UTANGULIZI

Lugha ya Kiswahili huftindishwa katika viwango vyote vya shule za msingi licha ya kuwa ni lugha ya taifa nchini Kenya. Lugha hii hutumiwa kukuza na kuendeleza umoja na uzalendo. Kadhalika, Kiswahili hutumika katika shughuli za kukuza uchumi, mtu kujiendeleza kibinafsi na kukuza tamaduni zetu. Pamoja na hayo, husaidia kuimarisha usawa baina ya jamii na huchangia katika ustawishaji wa uhusiano na ujirani wa watu wa Afrika Mashariki, Kati na mataifa mengine ya ulimwengu.

Silabasi hii imedhamiriwa kutumiwa na walimu na wanafinzi wa shule za msingi. Toleo hili limeshughulikia stadi zote nne za lugha mathalani;

Kusikiliza na kuongea

Kusikiliza na kuongea ni stadi muhimu kwa wanafinzi, kwa kuwa zinaimarisha usikivu na uelewaji mzuri wa mambo mbalimbali. Stadi hizi pia zinamtayarisha mwanafunzi kutamka na kuyaendeleza maneno ya lugha hii vizuri. Zinakusudiwa pia kumpa mwanafunzi ujasiri wa kujieleza bila uoga. Kwa hivyo, ni sharti zifundishwe inavyohitajika.

Kusoma

Kusoma ni stadi muhimu kwa mwanafunzi. Stadi hii humtayarisha mwanafunzi kuelewa na kufasiri yale anayoyasqma. Stadi ya kusoma inahusisha kusoma kimya kimya au kusoma kwa sauti.

Usomaji wo wote utilie mkazo;

- (i) matamshi bora
- (ii) viimbo
- (iii) shadda
- (iv) mahadhi

Mwanafunzi anaposoma anatarajiwa kuelewa kile anachosoma, kisha aweze kujieleza kwa njia ya kueleweka vizuri. Katika kufanya hivyo, inatumainiwa kuwa mwanafunzi ataweza kutumia muda wake wa starehe kujisomea yeye mwenyewe ili aweze:

- (i) kupanua msamiati wake
- (ii) kupata mafunzo mbalimbaU
- (iii) kustawisha mazoea ya kupenda na kufurahia kusoma.

Kuandika

Kuandika ni njia mojawapo muhimu ya mawasiliano. Mtu ambaye hajimudu katika stadi hii anakabiliwa na vikwazo vya kimawasiliano katika ulimwengu wa sasa. Kutokana na umuhimu wake, mwalimu hana budi kumtayarisha mwanafunzi wake katika stadi hii vilivyo.

Sarufi

Sanifi ni uti wa mgongo wa lugha yo yote ile. Ni kweli kuwa asiyejua samfi ya lugha filiani haijui lugha hiyo. Umuhimu wa samfi unalazimisha pawe na mpango mahsusi wa kuifundisha lugha.

Msamiati

Msamiati ni jumla ya maneno ya lugha filiani. Kwa hivyo, ujuzi wa msamiati ni kielelezo cha kuonyesha kuwa mtu ameimudu lugha husika. Ni muhiinu kupanua upeo wa kimsamiati wa mwanafunzi kwa mafunzo kabambe yenye mwelekeo bora.

Yafaa ieleweke dhahiri shahiri kuwa stadi hizi zitakuzwa hatua kwa hatua kadiri ya uwezo wa mwanafunzi na namna anavyozidi kusonga mbele katika viwango vyote vya shule ya msingi.

Mapendekezo ya shughuli za mwalimu na wanafunzi, nyenzo na tathmini yameshughulikiwa vya kutosha baada ya kila kiwango. Mwalimu umeshauriwa kutumia ubunifu wako kutegemea mazingira, wakati, umri na uwezo wa mwanafunzi wako katika kuteua yatakayomnufaisha mwanafunzi wakati wa some.

Silabasi hii imejumuisha maswala ibuka katika jamii ya mwanafunzi. Maswala haya ni kama vile haki na ajira za watoto, afya na ukimwi, maadili, uwajibikaji, jinsia, mazingira, dawa za kulevya na teknolojia mpya. Baadhi ya mambo yanayosliughulikiwa humo yanapatikana kwa urahisi katika magazeti, majarida na vyombo vingine vya mawasiliano. Lugha ya Kiswahili kama lugha yo yote ile inaendelea kukua. Mithili inavyokua ndivyo mitindo na mifumo mipya ya kuifundishia inavyoendelea kuibuka. Kwa mfano, kuna mpangilio wa ngeli ambao umependekezwa kwa minajili ya kurahisisha ufunzaji wa ngeli za Kiswahili, na kuondoa utata uliokuweco katika mpangilio wa zamani. Kwa hivyo, inambidi mwalimu kukaa chonjo ili kuafikiana na mabadiliko yoyote yanayotokea katika ufundishaji wa lugha hii.

MALENGO YA JUMLA YA KUFUNZA KISWAHILI KATIKA SHULE ZA MSINGI

Kufikia mwisho wa elimu ya msingi, mwanafunzi anatarajiwa kuwa na uwezo wa:

1. kusikiliza na kuitikia vilivyo kwa lugha ya Kiswahili
2. kuongea lugha ya Kiswahili kwa ufasaha
3. kusoma na kuelewa lugha ya Kiswahili
4. kujieleza kikamilifu kwa lugha ya Kiswahili kwa kuandika
5. kutunga kazi za kisanii kulingana na kiwango chake
6. kuimarisha mazoea ya usomaji bora
7. kupenda na kujiendeleza katika somo la Kiswahili baada ya shule ya msingi

8. kuonea fahari na kukuza lugha ya Kiswahili katika mawasiliano
9. kutukuza na kuendeleza Kiswahili sanifii maishani
10. kuthamini, kufurahia na kujivunia Kiswahili kama lugha ya taifa na kimataifa
11. kutambua na kushiriki kupata suluhisho la maswala ibuka yanayohusu na kuathiri jamii kama vile afya na ukimwi, uadilifu, jinsia, mazingira na haki na ajira za watoto.

DARASA LA KWANZA

- Hadithi, vitendawili vyepesi, mashairi mafupi na mepesi na nyimbo
- 1.0 KUSIKILIZA NA KUONGEA
- 1.1 Malengo Maalum Mwanafunzi aweze;
- a) kusikiliza na kuitikia kwa tabia na mazoea yafaayo
 - b) kusikiliza na kuweza kutamka sauti, silabi na maneno mepesi
 - c) kufuata maagizo mepesi
 - d) kujieleza kwa kiwango chake
 - e) kutunga na kutamka sentensi nyepesi za kiwango chake
 - f) kuiga na kuigiza michezo mifupi na myepesi.
- 1.2 YALIYOMO
- Maamkuzi na vitendo vya kuheshimiana: Hujambo, Habari yako? Pole, Asante, Tafadhali, Kwenda haja
 - Alfabeti ya Kiswahili: a, b, ch, d, dh, e, f, g, gh, h, i,j,k, l,m,n, ng',ny, o, p, r, s, sh, t, th, u, V, w, y, z
 - Irabu/vokali: a, e, i, o, u
 - Konsonanti: kama vile b, ch,..... y, z
 - Silabi zenye sauti mbili: kama vile ba, ...fa, ma,tha... nya... ng'a...
 - Herufi mwambatano: kama vile mf- mfuko, mw- mwalimu
 - Maagizo mepesi, maswali, maelezo maombi/matakwa
- 1.0 KUSOMA
- 2.1 Malengo Maalum Mwanafunzi aweze":
- a) kusoma herafi za alfabeti ya Kiswahili
 - b) kusoma silabi na maneno mepesi kwa matamshi bora
 - c) kusoma sentensi nyepesi kwa usahihi.
- 2.2 YALIYOMO
- Alfabeti ya Kiswahili
 - Silabi
 - Maneno mepesi
 - Sentensi nyepesi
- 2.0 KUANDIKA
- 3.1 Malengo Maalum Mwanafunzi aweze:
- a) kuandika maumbo ya herufi mbalimbali kwa mwandiko unaofaa
 - b) kuandika herufi ndogo na kubwa
 - c) kuandika silabi na maneno ya silabi mbili na zaidi
 - d) kuandika sentensi nyepesi
 - e) kuendeleza maneno.
- 3.2 YALIYOMO
- Mwandiko
 - Herufi kubwa na ndogo
 - Silabi mbalimbali

	<ul style="list-style-type: none"> • Maneno mepesi ya silabi mbili • Majina yao na mengineyo • Sentensi nyepesi • Imla 		(Baadhi ya haya yazingatie masv?ala ibuka kama vile afya na ukimwi, dawa za kulevya, haki na ajira za watoto.)	I
4.0	SARUFI	5.0	MSAMIATI	
4.1	Lengo Maalura Mwanallmzi aweze kutimii vipengele mbalimbali vya kisamfi katika mawasiliano ya kimazungumzo na kimaandishi.	5.1	Lengo Maalum Mwanaflinzi aweze kutanibua na kutumia majina ya vitu vinavyopatikana katika mazingira yake.	
4.2	YALIYOMO <ul style="list-style-type: none"> • Umoja na wingi wa nomino • Kuambatanislia nomino pamoja na vivumishi vya: <ul style="list-style-type: none"> - sifa: kama vile -ema, -fupi, ... - kuonyesha: kama vile hu3ai-hawa, yule-wale - kumiliki: kama vile -angu, -etu, -ako, -enu, -ake, -ao • Nyakati: "NA", "LI", "TA" • Vitenzi vyepesi: kama vile simama, keti, ruka, cheka, kimbua • Kielezi wapi • Vihusishi; kama vile chini ya, juu ya, ndani ya • Sentensi zenye nomino. nyakati na vitenzi vyepesi • Kuambatanisha nomino, vivumishi vya kuonyesha, nyakati na vitenzi katika sentensi • Vinyume vya vitenzi vyepesi: kama vile lala -amka, keti - simama.... 	5.2	YALIYOMO <ul style="list-style-type: none"> • Nyumbani: kama vile kijiko, sahani, sufuria, mwiko, kikombe, kitanda, kiti, meza. mkeka, kabati, godoro. birika, dirisha, mlango • Darasani: kama vile kitabu, meza, ubao. chaki, mwanafunzi, kifitio, rula, daw^ati, dirisha, mlango, penseli, saa, mwalimu wa darasa • Shuleni; kama vile uwanja, bendera, vyoo, maua, kengele. madarasa, mwalimu mkuu, mlinzi • Ukoo: kama vile baba, mama, dada, kaka, babu, nyanya, mtoto (mwana) • Rangi: kama vile -eupe, -ekundu, -eusi • Nyakati za siku: kama vile asubuhi, jioni, mchana, usiku • Siku za wiki/juma: Jumamosi, Jumapili, Jumatatu, Jumanne, Jumatano, Alhamisi, Ijumaa • Sehemu za niwili (nje): 	

- Maneno mepesi ya silabi mbili
- Majina yao na mengineyo
- Sentensi nyepesi
- Imla

4.0 SARUFI

4.1 Lengo Maalura

Mwanaflinzi aweze kutumia vipengele mbalimbali vya kisarufi katika mawasiliano ya kimazingumzo na kimaandishi.

4.2 YALIYOMO

- Umoja na wingi wa nomino
- Kuambatanisha nomino pamoja na vivumishi vya:
 - sifa: kama vile —
ema,
-fupi, ...
 - kuonyesha; kama vile huyu-hawa, yule-wale
 - kumiliki; kama vile - angu, -etu, -ako, -enu, - ake, -ao
- Nyakati: ‘NA’, ‘LI’, ‘TA’
- Vitenzi vyepesi: kama vile simama, keti, ruka, cheka, kimbua
- Kielezi wapi
- Vihusishi: kama vile chini ya, juu ya, ndani ya
- Sentensi zenye nomino, nyakati na vitenzi vyepesi
- Kuambatanisha nomino, vivumishi vya kuonyesha, nyakati na vitenzi katika sentensi
- Vinyume vya vitenzi vyepesi: kama vile lala - amka, keti - simama....

(Baadhi ya haya yazingatie maswala ibuka kama vile afya na ukimwi, dawa za kulevya, haki na ajira za watoto.)

5.0 MSAMIATI

5.1 Lengo Maalum

Mwanaflinzi aweze kutambua na kutumia majina ya vitu vinavyopatikana katika mazingira yake.

5.2 YALIYOMO

- Nyumbani: kama vile kijiko, sahani, sufuria, mwiko, kikombe, kitanda, kiti, meza, mkeka, kabati, godoro, birika, dirisha, mlango
- Darasani: kama vile kitabu, meza, ubao, chaki, mwanafunzi, kifutio, nila, dawati, dirisha, mlango, penseli, saa, mwalimu wa darasa
- Shuleni: kama vile uwanja, bendera, vyoo, maua, kengele, madarasa, mwalimu mkuu, mlinzi
- Ukoo: kama vile baba, mama, dada, kaka, babu, nyanya, mtoto (mwana)
- Rangi: kama vile -eupe, -ekundu, -eusi
- Nyakati za siku: kama vile asubuhi, jioni, mchana, usiku
- Siku za wiki/juma: Jumamosi, Jumapili, Jumatatu, Jumanne, Jumatano, Alhamisi, Ijumaa
- Sehemu za mwili (nje):

kama vile kichwa, pua,
macho,
mdomo, sikio, nywele,
bega,
kifua, tumbo, mkono,
mguu, goti,
uso, mgongo

- Dukani: kama vile sukari, kalamu, mkate, kitabu, chumvi, maziwa, unga, maflita, sabuni, peremende, pesa
- Sokoni: kama vile boga, samaki, nyanya, kitunguu, sukumawiki, mahindi, matunda, njugu
- Wanyama na ndege wa Nyumbani: kama vile ngamia, ng'ombe, nguruwe, mbuzi, kondoo, punda, paka, mbwa, bata, kuku, njiwa
- Mavazi: kama vile suruali, shati, sketi, soksi, rinda, viatu, koti, tai, kofia
- Vyakula vya aina mbalimbali: kama vile ugali/sima, ndizi, wali, nyama, samaki, mahindi, mayai, maziwa, pure
- Afya na usafi: kama vile mswaki, pasi, sabuni, ufagio, dawa ya meno, rangi ya viatu, wembe
- Maumbo: kama vile mstari, duara, duaradufu
- Angani: kama vile mwezi, nyota, jua, wingu
- Matunda: kama vile chungwa, ndimu, nanasi
- Tarakimu 1-100 (Baadhi ya haya yazingatie masuala

ibuka kama vile afya na ukimwi, haki na ajira za watoto na mazingira).

Mapendekezo:

Shughuli za mwalimu na mwanafunzi:

Shughuli za mwalimu na mwanafunzi zinaweza kuwa kama vile: maelezo/kusalimu na kuitikia salamu kutamka herufi, silabi na maneno mepesi kutoa na kufuata maagizo mepesi kusimulia, kutega na kutegua, kuimba na kukariri kuiga na kuigiza kusoma kurekebisha makosa ya kimatamshi na kimaandishi kuandika hewani na mchangani kuuliza na kujibu maswali kufmyanga maumbo ya herufi, kwa mfano, kutumia udongo mbichi kutunga sentensi kusikiliza na kuandika kuendeleza maneno kuandika sentensi kutazama michoro ziara ya kielimu kama vile kutembea sokoni kutambua mavazi mbalimbali kuhesabu tarakimu kutambua, kulinganisha na kutofautisha vitu mbalimbali.

Nyenzo

Nyenzo ambazo zinaweza
kutumiwa katika masomo ni
kania vile;

vifaa
halisi
kadi
chati
michoro
vibonzo
vinyago
nicho

Tathmini

Tathmini yaweza kufanywa
kupitia:

- kuhakiki matamshi
- maswali na raajibu
- kusikiliza na kuhakiki
- kutazama na kuhakiki
- kuendeleza maneno
- kuhakiki sentensi za wanafunzi
- kuandika konsonanti na irabW vokali kwa mpango.

DARASA LA PILI

- 1.0 KUSIKILIZA NA KUONGEA
- 1.1 Malengo Maalum
Mwanafunzi aweze:
- kusikiliza na kuitikia kwa mazoea ya adabu
 - kusikiliza na kutamka silabi na maneno zaidi
 - kujieleza na kuwasiliana kwa kiwango chake
 - kuiga na kuigiza
 - kufuata maagizo mepesi.
- 1.2 YALIYOMO
- Maamkuzi na vitendo vya heshima; Habari, Hodi, Tafadhali, Karibu, Kwaheri
 - Silabi za sauti changamano pamoja na maneno mepesi kama vile nd-ndizi, mb - mbuzi, nz - nzi
 - Hadithi, vitendawili, nyimbo na mashairi mepesi
 - Michezo mifupi na myepesi.
 - Maagizo mepesi (Baadhi ya haya yazingatie masuala ibuka kama vile uadilifu na dawa za kulevyva.)
- 2.0 KUSOMA
- 2.1 Malengo Maalum
Mwanafunzi aweze
- kusoma silabi
 - kusoma maneno mepesi kwa matamshi bora
 - kusoma sentensi nyepesi kwa kuzingatia uakifishaji
 - kusoma makala ya kiwango chake.
- 2.2 YALIYOMO
- Silabi
 - Maneno
 - Alama za uakifishaji kikomo (.) na kiulizi(?)
- Vitabu vya hadithi fupi maktabani.
- 3.0 KUANDIKA
- 3.1 Malengo Maalum
Mwanafunzi aweze:
- kuandika maandishi na herafi bora kubainisha herafi kubwa na ndogo
 - kuandika maneno maflipi kwa kutumia herufi kubwa na ndogo
 - kuandika sentensi fupi za maneno mawili/matatu
 - kutambua na kutumia alama za uakifishaji
 - kuendeleza maneno kwa usahihi.
- 3.2 YALIYOMO
- Mwandiko
 - Maumbo ya herufi kubwa and ndogo.
 - Maneno
 - Sentensi fupi na nyepesi zenye maneno mawili/matatu.
 - Alama za kuakifisha; kikomo (.) na kiulizi (?) katika sentensi.
 - I ml a
- 4.0 SARUFI
- 4.1 Lengo Maalum
Mwanafunzi aweze kutumia vipengele mbalimbali vya kisarufi katika mawasiliano ya kimazungumzo na kimaandishi.
- 4.2 YALIYOMO
- Umoja na wingi wa nomino
 - Nomino pamoja na
 - vihusishi; kama vile chini ya, mbeie ya, karibu na, kando ya
 - viwakilishi vya nafsi:
ni-tu, u-m na a -wa

- ninaenda - tunaenda
- vivumishi vya sifa:
 - refu, -fiipi, -kubwa
- vimilikishi kama vile -
 - angu, - ake, - ako.
- viashiria: kama vile
 - huyu/wale
- vielezi: kama vile vibaya,
 - vizuri.
- nyakati: LI, NA, TA.
- Vinyume vya vitenzi
- Maneno ya kuamuru na ukanusho wake; kama vile njoo - usije, keti - usiketi. (Baadhi yao yazingatie masuaia ibuka kama vile haki na ajira za watoto na afya na ukimwi.)

5.0 MSAMIATI

- ### 5.1 Lengo Maalum
- Mwanafunzi aweze kutambua majina ya vituna viumbe katika mazingira yake.

5.2 YALIYOMO

- Nyumbani; kama vile bakuli, karai, moto, taa, uma, mchi, kinu, blanket! mto, foronya, chungu, televishen, redio
- Darasani: kama vile wino, saa, chati, kalenda, rejista (masijala) kiranja, kabati, kalamu, daftari, picha
- Shuleni: kama vile sare, skauti, gwaride, mpira, goli, ofisi
- Ukoo: kama vile shangazi, ami, mjomba, binamu, baba mkiibwa, mama mkubwa, baba mdogo, mama mdogo
- Sehemu za mwili: kama vile vidole, kipaji, kucha, shavu, kisogo, kidevu, uso, kitovu
- Shambani; kama vile upanga, jembe, shoka, kifyekeo, plau, trekta/tinga-tinga

- Mavazi; kama vile blausi, fulana, kanzu, kilemba, kaptura, kanga, shuka, mshipi, buibui.
- Vyakula; kama vile chapati, mhogo, viazi-vikuu, kaimati, pilau, sambusa, maharagwe
- Wadudu: kama vile kiwavi, nyuki, nzi, panzi, kumbikumbi, nyigu, kipepeo, mende, kiroboto
- Angani: kama vile upepo, baridi, mvua, mbingu, joto
- Ndege na Wanyama: kama vile bata, bukini, bata mzinga, kanga, tausi, njiwa, kasuku, farasi, ngamia, sungura, punda
- Maumbo; kama vile duara, mstatili, pembe tatu, mraba
- Afya na usafi; kama vile taalo, bafu, choo, kioo ufagio, patipati
- Wafanyakazi mbalimbali: kama vile mwalimu, mkulima, daktari, mhunzi, mpishi, dereva
- Miezi: Januari - Desemba
- Alama za barabarani; kama vile kiwukio cha watoto, kivukio cha watu, kivukio cha wanyama, alama ya hospitali
- Magonjwa: kama vile homa, mafua, kikohozi, upele, ukimwi, malaria.
- Kusoma saa; kama vile
 - 7.0** - saa moja kamili,
 - 8.0** - saa mbili kamili,
 - 9.0** - saa tatu kamili...
- Alama za hesabu; kama vile za kuongeza, kutoa, kuzidisha, kusawasisha, kugawanya
- Tarakimu: 101-500
- Rangi; rangi za bendera ya taifa la Kenya.

Mapendekezo:

Shughuli za mwalimu na mwanafunzi

Shughuli za mwalimu na mwanafunzi zinaweza kuwa;

- maelezo
- kusalimu na kuitikia salamu
- kufuata maagizo mepesi

kutamka silabi mbalimbali pamoja
 na maneno mepesi; kusimulia
 kutega na kutegua
 kuimba na kukariri
 kutamlia maneno katika sentensi.
 kiiiiga na kuigiza
 kutambua alama, ishara, herafi na
 silabi
 kutambua na kuyasoma maneno
 kuisitiza alama za uakifishaji.
 Katika usomaji na uandishi
 kusoma vitabu
 kuandika kwa mwandiko sahihi
 kuunda maumbo ya herafi kubwa na
 ndogo, silabi na maneno kama vile
 kwa udongo, mbegu au kushona
 punje
 kuandika sentensi fupi na nyepesi
 zenye maneno mawili/matatu
 kuandika sentensi zenye maneno
 mawili au matatu zikiishia kwa
 viakifishi
 kuendeleza maneno katika imla
kutaja majina
 kutunga sentensi
 kutii amri
 maswali na majibu
 kutambua majina
 kuonyesha kwa kugusa au kuashiria
 kuchora
 kueleza sifa
 kuunda maumbo
 kukusanya na kuhifadhi
 michezo
 kuimba
 kuandika tarakimu
 kuzungumza kuhusu kazi mbalimbali
 na magonjwa
 kuimarisha usafi wa mazingira na
 miili yao.

- Kutambua na kutumia rangi mbalimbali.
- kuzingatia maadili ya mafunzo waliyofunzwa.

Nyenzo:

Nyenzo ambazo zinaweza kutumiwa ni kama vile:

vifaa halisi
 chati
 kadi za herufi/maneno
 picha
 ■mfVi'Oi'
 C-
 vibonzo
 vinyago
 madondoo kutoka kwenye vitabu na madaftari

Tathmini;

Tathmini yaweza kufanywa kupitia;
 kuhakiki matamshi na vitendo
 maswali na majibu ya kusema na
 kuandika
 kusoma herafi, silabi na maneno
 kusoma vitabu na makala ya
 kiwango chake
 kutia viakifishi katika sentensi
 kuumba herufi kwa kutumia udongo,
 mbegu na kushona punje
 kujaza mapengo
 kutunga sentensi
 kutii amri
 kutambua majina
 kuchora michoro na kuandika majina
 chini yake
 kukusanya na kutaja majina ya vitu
 kuambatanisha picha na jina
 kuchanganua picha.

DARASA LA TATU

1.0 KUSIKILIZA NA KUONGEA

- 1.1 Malengo Maalutn
Mwanafunzi aendelee:
- kusikiliza na kuitikia kwa mazoea ya adabu
 - kusikiliza na kutamka silabi na maneno zaidi
 - kufuata maagizo zaidi
 - kujieleza na kuwasiliana kwa kiwango chake
 - kuiga na kuigiza.

Maamkuzi na mazoezi zaidi ya adabu na heshima; Samahani, U hali gani? Nisaidie, Nashukuru, Umeamkaje,? Umeshindaje? Mazoezi ya matamshi bora ya sauti nne; Njwa,.. kama vile ugonjwa, mbwa ... kama vile mbvt^eha Mafunzo na mazoezi zaidi ya vitendawili, methali, semi, hadithi, nyimbo na ukariri wa mashairi Mafunzo na mazoezi zaidi ya kutunga sentensi Mafunzo na mazoezi zaidi ya kutunga sentensi. Mafunzo na mazoezi zaidi ya kuiga na kuigiza michezo miflupi mifupi. (Baadhi ya haya yazingatie masuala ibuka kama vile haki za w^atoto, mazingira, ukimwi, uadilifli na j insia)

KUSOMA

- 2.0 Malengo Maalum
2.1 Mwanafunzi aweze:
- kusoma kvi^a kutamka maneno barabara

- kutumia maneno aliyosoma katika kutunga sentensi
- kusoma na kuzingatia alama za uakifishaji
- kusoma vitabu vya kiwango chake maktabani.

2.2 YALIYOMO

- Maneno mbalimbali
- Sentensi zenye alama za uakifishaji: kikomo, kiulizi, koma, hisi
- Vitabu vya hadithi maktabani (Baadhi ya makala yazingatie maswala ibuka kama vile ukimwi, na haki na ajira za watoto).

3.0 KUANDIKA

- 3.1 Malengo Maalum
Mwanafunzi aweze kuendelea:-
- kuandika kwa hati inayosomeka
 - kutumia herufi kubwa na ndogo kwa usahihi
 - kutumia alama za uakifishaji
 - kuendeleza maneno sawasawa.

3.2 YALIYOMO

- Miandiko yenye hati zinazosomeka na nadhifu
- Herufi kubwa na ndogo
- Alama za uakifishaji
- Insha za wasifu
- Imla.

DARASA LA TATU

1.0 KUSIKILIZA NA KUONGEA

- 1.1 Malengo Maalum
Mwanafimzi aendelee:
- kusikiliza na kuitikia kwa mazoea ya adabu
 - kusikiliza na kutamka silabi na maneno zaidi
 - kufuata maagizo zaidi
 - kujieleza na kuwasiliana kwa kiwango chake
 - kuiga na kuigiza.

Maamkuzi na mazoezi zaidi ya adabu na heshima; Samahani, U hali gani? Nisaidie, Nashukuru, Umeamkaje,? Umeshindaje? Mazoezi ya matamshi bora ya sauti nne: Njwa... kama vile ugonjwa, mbwa ... kama vile mbweha Mafunzo na mazoezi zaidi ya vitendawili, methali, semi, hadith), nyimbo na ukariri wa mashairi Mafunzo na mazoezi zaidi ya kutunga sentensi Mafunzo na mazoezi zaidi ya kutunga sentensi. Mafunzo na mazoezi zaidi ya kuiga na kuigiza michezo miflupi mifupi. (Baadhi ya haya yazingatie masuala ibuka kama vile haki za watoto, mazingira, ukimwi, uadilifu na j insia)

2.0 2.1

KUSOMA
Malengo Maalum
Mwanafunzi aweze:

- kusoma kwa kutamka maneno barabara

- kutumia maneno aliyosoma katika kutunga sentensi
- kusoma na kuzingatia alama za uakifishaji
- kusoma vitabu vya kiwango chake maktabani.

2.2 YALIYOMO

- Maneno mbalimbali
- Sentensi zenye alama za uakifishaji:
kikomo, kiulizi, koma, hisi
- Vitabu vya hadithi maktabani (Baadhi ya makala yazingatie maswala ibuka kama vile ukimwi, na liaki na ajira za watoto).

3.0

KUANDIKA

3.1

Malengo Maalum
Mwanafimzi aweze kuendelea:-

- kuandika kwa hati inayosomeka
- kutumia herufi kubwa na ndogo kwa usahihi
- kutumia alama za uakifishaji
- kuendeleza maneno sawasawa.

3.2

YALIYOMO

- Miandiko yenye hati zinazosomeka na nadhifu
- Herufi kubwa na ndogo
- Alama za uakifishaji
- Insha za wasifu
- Inila.

- 4.0** SARUFI
- 4.1** Lengo Maalum
Mwanafunzi aweze kuendelea kutumia vipengele vya kisarufi katika mawasiliano ya kimazungumzo na kimaandishi.
- 4.2** YALIYOMO
- Nomino zilizofunzwa pamoja na; viashiria vimilikishi
 - Nyakati; 'LF 'NA' 'TA' 'ME' pamoja na ukanusho; kama vile Mtoto alienda shuleni - Mtoto hakuenda shuleni
 - Nomino zilizofunzwa pamoja na vivumishi vya sifa; kama vile - zuri, -nene, -epesi, - baya...
 - Nomino pamoja na viulizi; gani na nani
 - Sentensi nyepesi zenye nomino, vitenzi na vielezi; kama vile Mtoto anatembea polepole
 - Viwakilishi pamoja na nomino zilizofunzwa
 - Vihusishi: kama vile kando ya, katikati ya, karibu na, mbele ya, nyuma ya
 - Vinyume vya vitenzi
 - Maneno ya kuamuru na ukanusho wake. (Baadhi ya sentensi zizingatie masuala ibuka kama vile mazingira, haki na ajira za watoto, afya na ukimwi).
- 5.0** MSAMIATI
- 5.1** Lengo Maalum
Mwanafunzi aweze kutambua majina ya vitu na viumbe katika mazingira yake.
- 5.2** YALIYOMO
- Nyumbani: kama vile kochi, rafu, jiko, stuli, choo, bafli, sebuleni
 - Shuleni: kama vile bustani, tarishi, maktaba, risiti, karani, majilisi
 - Shambani; kama vile mimea, mbolea, mbegu, udongo
 - Sokoni: kama vile kichinjio, buhari, muuzaji, mnunuzi, vibanda, kinu, ratili
 - Nyakati za siku: kama vile alfajiri, adhuhuri, alasiri
 - Saa: kama vile nusu, robo
 - Sehemu za mwili (nje): kama vile kiuno, kiganja, kisigino, kiwiko/ kisugudi
 - Rangi: kama vile manjano, samawati, chimgwa, hudhurangi
 - Wanyama wa majini; kama vile samaki, chura, mamba, kiboko, kaa
 - Wanyama wa porini; kama vile simba, ndovu, twiga, fisi
 - Ndege wa porini; kama vile mwewe, chiriku, bundi, kunguru, kanga, mbuni
 - Ukoo; kama vile babu mkuu, nyanya mkuu, mjukuu, kitukuu

- Ishara na alama za barabarani: kama vile taa za barabarani, hospitali, kivuko cha watoto, alama ya kuonyesha “usiendeshe baiskeli”
- Pesa: kama vile sarafu na noti (hadi shilingi 1000.)
- Akisami; kama vile nusu, thuluthi, robo
- Tarakimu 501 - 1,000
- Magonjwa kama vile: kifua kikuu, ukimwi, mba (choa) majipu, kipindupindu, ukanibi. (Baadhi yao yazingatie masuala ibuka kama vile haki na ajira za watoto, mazingira na uadilifu.)

Mapendekezo:

Shughuli za rawalimu na mwanafunzi:

Shughuli za mwalimu na mwanafunzi
 zinaweza kuwa kama vile:
 kuamkuana kwa kutumia maneno ya adabu
 kutamka herufi mwambatano na kusoma maneno mepesi
 kutega na kutegua vitendawili
 kusimulia
 kuimba nyimbo
 kukariri mashairi
 kutunga na kutamka sentensi
 kuunda maneno
 kuiga na kuigiza vitendo na michezo myepesi
 kutunga sentensi kwa kutumia maneno yaliyosomwa
 kutia viakifishi katika usomaji
 kusoma vitabu na makala maktabani
 kuandika hati nadhifu
 inayosomewa
 kubainisha herufi kubwa na ndogo katika uandishi
 kutumia alama za uakifishaji katika maandishi
 kuendeleza maneno (imla) kwa njia mwafaka
 maelezo kuhusu ngeli
 kukanusha sentensi

- kuhusisha majina ya ngeli pamoja na:
 vivumishi
 vielezi
 nyakati
 vitenzi
 viwakilishi
 vihusishi
- kutii maneno ya amri pamoja na kuyakanusha
 kutunga sentensi
 kutambua na kueleza matumizi ya msamiati
 kuonyesha kwa kugusa
 kuchora
 kukusanya vitu mbalimbali
 kutazama picha
 kuandika tarakimu
 kujadiliana kuhusu mada mbalimbali.

Nyenzo:

Nyenzo ambazo zinaweza kutumiwa ni kama vile:
 vifaa halisi
 chati
 picha
 kadi
 michoro
 vinyago
 vibonzo
 taarifa mbalimbali zilizoandikwa vitabu na makala mbali mbali makala yenye hati safi.

Tathmini

Tathmini yaweza kufanywa kupitia :
 kuhakiki - vitendo, matamshi, uigizaji, ukariri wa mashairi maswali na majibu mazoezi ya kutaja, kutamka na kusoma
 kujaza mapengo mazoezi ya: mwandiko, hati, herufi, viakifishi, kuendeleza maneno
 mazoezi ya samfi
 kutambua majina kuchora
 kukusanya vifaa mbalimbali.

DARASA LA NNE

1.0 KUSILIKIZA NA KUONGEA

1.1 Malengo Maalum

Mwanafunzi aweze kuendelea:

- (a) kuamkua kwa njia ifaayo
- (b) kutambua na kuzingatia matamshi bora
- (c) kutunga na kutamka sentensi za kiwango chake
- (d) kuiga na kuigiza
- (e) kujieleza kwa njia inayoeleweka
- (f) kutumia vyombo vya habari katika kujipatia burudani na mafunzo ya kumwezesha kuwasiliana vyema
- (g) kutambua na kutumia vitendawili, hadithi, mashauri na nyimbo, mafumbo, misemo na methali.

1.2 YALIYOMO

- Maamkizi, adabu na heshima: kama vile Habari ya utokako? Habari ya asubuhi? Habari ya mchana? Habari ya adhuhuri? Habari ya wazazi?
- Sauti, maneno tata na vitanza ndimi: kama vile 't'-toa, 'd'-doa: Mchuuzi ana ujuzi wa kuuza mchuzi
- Sentensi za maneno tata.
- Michezo kutokana na mazingira
- Mawasiliano kupitia kwa redio, kanda za kunasia sauti, runinga na kanda za video

(Baadhi yao yazingatie masuala ibuka kama vile, ukimwi, haki na ajira za watoto, mazingira na dawa za kulevya.)

Vitendawili, hadithi, mijadala, mashairi na nyimbo, semi, methali na mafumbo

2.0 KUSOMA

2.1 Malengo Maalum

Mwanafunzi aweze:

- a) kusoma na kutamka maneno sawa sawa
- b) kusoma kwa mahadhi
- c) kusoma na kufahamu
- d) kusoma kwa ziada na kuzingatia kujiozea usomaji bora
- e) kusoma ha kutambua sheria za utunzi
- f) kusoma jinsi ya kutumia kamusi.

2.2 YALIYOMO

- Matamshi bora ya sauti za ghuna na si ghuna
- Matamshi ya maneno na sentensi
- Sentensi na vifungu vya habari mbalimbali
- Vitabu, magazeti, makala katika maktaba
 - Kanuni za ushairi; kama vile ubeti na mshororo
- Matumizi ya kamusi

3.0 KUANDIKA

3.1 Malengo Maalum

Mwanafunzi aweze:

- a) kuandika kwa hati inayosomeka na nadhifu
- b) kuandika kwa mtiririko wa kiwango chake, kutumia vizuri alama za kuakifisha

- c) kujibu maswali kwa ufasaha
- d) kuendeleza maneno kwa usahihi
- e) kuandika umoja na wingi wa sentensi.

3.2 YALIYOMO

- Herufi zinazobainika, safi na kwa mwandiko mzuri
- Mitungo mi&pi ya maelezo na wasifu
- Barua za kirafiki na insha za wasifu
- Alama za kuakifisha: kikomo, koma, hisi, kiulizi na kistari kifipi
- Maswali
- Imla
- Umoja na wingi wa sentensi.

4.0 SARUFI

4.1 Lengo Malum

Mwanafunzi aweze kuendelea kutumia vipengele mbalimbali vya kisarufi katika mawasiliano ya kimazungumzo na kimaandishi.

4.2 YALIYOMO

- Ngeli za A-WA, U-I, KI-VI, LI-YA, pamoja na: viashiria viulizi
- Nafsi: kama vile mimi - sisi wewe - nyinyi ,yeye-wao pamoja na nyakati mbalimbali na kukanusha:- LI, NA, TA, HU, ME
- Matumizi ya '-ji'-: kama vile amejikata, mkataji
- Utunzi wa sentensi katika umoja na wingi kwa kutumia:-

vimilikishi: kama vile -angu, -etu, -ako, -enu viwakilishi viunganishi: kama vile kwa sababu, bila, wala, lakini, na kuziakifisha vihusishi: kama vile kabla ya, kati ya, baada ya viashiria: kama vile hiki - hivi, hili - haya vivumishi vya sifa; kama vile - kubwa, - tamu, -pya, - chafu, - ema, -bovu, -bichi vivumishi vya idadi: kama vile mtu mmoja, mtu wa pili

- Aina mbalimbali za viakifishi vilivyofimzwa. (Baadhi yao yazingatie masuala ibuka kama vile afya na ukimwi, haki na ajira za watoto na mazingira).

5.0 MSAMIATI

5.1 Lengo Maalum

Mwanafunzi aendelee kutambua majina ya vitu na viumbe katika mazingira yake.

5.2 YALIYOMO

- Jikoni: kama vile seredani, kinuna, mchi, buli, birika, jiko la kuni, bilauri, uteo, chano, mbuzi
- Shambani: kama vile kufyeka, kulima, kupanda, kupalilia, kunyimyizia, kupiga, dawa, kuvuna
- Maumbo: kama vile mche, mistari sambamba, na pia
- Magonjwa: kama vile kifafa, kichocho, kifaduro, ukimwi, homa

ya mbu, homa ya
matumbo, kuendesha
Alama na ishara za
barabarani: kama vile
kivuko cha umma,
baiskeli na gari moshi
Wanyama wa porini;
kama vile ngiri, nyaiii,
swara, nyati, mbweha,
kifaru, pundamilia
Ukoo: kama vile mjukuu,
kitukuu, mama wa
kambo, baba wa kambo,
mpwa
Ndege: kama vile
korongo, kipanga,
mbayuwayu, ninga,
heroe, sigi
Rangi: rangi za upinde
wa mvua
Sehemu za mwili
(ndani): kama vile
ubongo, ini, moyo, meno,
ulimi, ufizi, mapafu
Majina ya mimea: kama
vile mhindi, mharagwe
Hospitali; kama vile
daktari, muuguzi, dawa
bendeji, plasta, machela,

- sindano
- Akisami: kama vile
thuluthi, humusi, sudusu,
subui
- Pembe nne za dunia
- Tarakimu: 1,001 - 10,000
- Mavazi; kama vile
gaguro, kikoi, kabuti,
kamisi/shimizi, kizibao,
kanchiri, sidiria
- Viumbe na makazi yao;
kama vile
ndege - kiota
ng'ombe - zizi
samaki - maji
nyuki - mzinga
konokono - kombe
kuku - kizimba
(Baadhi yao yazingatie
masuala ibuka kama vile

dawa za kulevya, afya na
ukimwi).

Maoendekezo:
Shughuli za mwalimu na
mwanafunzi:

Shughuli za mwalimu na mwanafunzi
zinaweza kuwa kama vile:

kusalimu na kuitikia salamu
kutunga na kuandika sentensi
kuiga na kuigiza
kukamilisha sentensi
kutega na kutegua vitendawih
kusimulia
kukariri na kuimba
mashairi kusoma, kuuliza na
kujibu maswali
kurekebisha makosa
kuandika muhtasari wa
yaliyosomwa
kuzingatia mwandiko mzuri •
kutoa maelezo
kufumba na kufumbua
kutambua alama za kuakifisha na
kuzitumia
kuendeleza maneno

- kuchora
- kuhesabu tarakimu
- kutambua mavazi mbalimbali
- kujaza mapengo
- kutoa maana na matumizi ya
methali na semi
- kutafuta maana na maendelezo ya
maneno katika kamusi
- kuandika insha mbalimbali.

Nyenzo:

Nyenzo ambazo zinaweza kutumiwa
katika masomo ni kama vile

- vifaa halisi
- chati
- michoro na picha
- kanda za kunasia sauti, video.
runinga, radio

habari/taarifa zilizoandikwa
vifungu vya maneno
vitabu vya hadithi
vifungu vya ufahamu
dira
kamusi

- kukamilisha methali na semi
- kutoa maana na matumizi ya methali na semi,

Tathmini:

Tathmini yaweza kufanywa kupitia:

- kusalimu na kuitikia salamu hizo
- kuuliza maswali kutokana na matangazo mbalimbali
- kuhakiki matamslii
- kuendeleza maneno
- kutoa maelezo
- kuuliza maswali na kuhakiki majibu
- kujibu masv'ali kutokana na hadithi zilizosomwa
- kuandika miandiko mbalimbali
- kujaza mapengo
- kutunga sentensi
- kujaza mraba

DARASA LA TANO

1.0 KUSIKILIZA NA KUONGEA

1.1 Malengo Maalum

Mwanaflmzi aweze:-

- a) kuamkua kwa njia ifaayo
- b) kuzingatia matamshi bora
- c) kujieleza kwa njia inayoleweka
- d) kuiga na kiiigiza michezo mifupi
- e) kusikiliza na kueleza taarifa na matangazo.

1.2 YALIYOMO

- Maamkuzi, adabu na heshima:
U mzima? M wazima?
U hali gani?
Tafadhali, Samahani,...
- Lugha ya adabu na heshima; mjamzito, amejifimgua...
- Sentensi zenye majina
vivumishi, vitenzi na vielezi
- Hadithi, vitendawili, mafumbo, methah, misemo, mashairi na nyimbo
- Taarifa na matangazo
kupitia vyombo mbalimbali.
(Baadhi yao yazingatie masuala ibuka kama vile dawa za kulevya, afya na ukimwi najinsia).

2.0 KUSOMA

2.1 Malengo Maalum

Mwanaflmzi aweze:

- a) kusoma kwa mahadhi
- b) kusoma kwa sauti na kutamka maneno barabara
- c) kusoma kimya, kufahamu na kujibu maswali
- d) kusoma kwa ziada na kustawisha uzoefu wa usomaji bora.

2.2 YALIYOMO

- Matamshi ya maneno na sentensi
- Vifitingu vya ufahamu na makala
- Kanuni za ushairi kama vile ubeti, mshororo, kina, mizani, kibwagizo (Baadhi yao yazingatie masuala ibuka kama vile mazingira, uadilifu na haki na ajira za watoto).

3.0 KUANDIKA

3.1 Malengo Maalum

Mwanafunzi aweze:

- a) kuandika sentensi kwa usahihi
- b) kuandika insha kwa hati inayosomeka
- c) kujibu maswali
- d) kuendeleza maneno kwa usahihi.

3.2 YALIYOMO

- Hati inayosomeka na nadhifu
- Barua rasmi na za kirafiki
- Insha za maelezo na wasifii juu ya mada mbalimbali
- Maswali
- Imla (Baadhi yao yazingatie maswala ibuka kama vile afya na ukimwi najinsia).

4.0 SARUFI

4.1 Lengo Maalum

Mwanafunzi aweze kutumia vipengele mbalimbali vya kisaruhi katika mawasiliano ya kimazungumzo na kimaandishi.

4.2

YALIYOMO

- Ngeli za A-WA, U-I, KI-VI, LI - YA, YA - YA, I-ZI, U-ZI, U-U
pamoja na:
 - vivumishi vya sifa
 - vivumishi vya pekee:
kama vile -ote -o-ote
'enye, -enyevv'e'
 - viwakilishi
 - viulizi -pi?-ngapi?
 - kirejeshi 'amba
 - kiambishi 'KF cha
udogo
 - vivumishi vya idadi;
kama vile - watu
watatu, tunda la pili,
miti michache
 - umoja na wingi wa
sentensi katika ngeli
zilizofunzwa
 - tashbihi vifananisho):
mwaminifli kama
mchana, mrefu kama
mlingoti ...
 - kirejeshi 'ndi-'
- Mnyambuliko wa vitenzi;
kauli ya kutenda, kutendea
na kutendewa
- Kukanusha nafsi kwa
kutumia nyakati na hali
mbalimbali zilizofunzwa
- Nomino kutokana na
vitenzi: kama vile
lima - mkulima
- Ukafishaji: kama vile
dukuduku, mtajo ...
(Baadhi ya haya
yazingatie maswala ibuka
kama vile uadilifti, afya na
ukimwi.)

5.0

MSAMIATI

5.1

Lengo Maalum

Mwanaftinzi aweze kutambua
na kutumia msamiati mwafaka
wa vitu na viumbe katika
mazingira yake.

5.2 YALIYOMO

- Sebuleni: kama vile kochi,
dari, zulia, runinga, picha,
shubaka, rafu, simu, sofa,
kinanda
- Mavazi; kama vile
surapwenye, suti, joho,
tarbushi, kitenge, jezi,
bulibuli
- Mimea; kama vile mbuni,
mchai, muwa, mchongoma,
mkorosho, shayiri, mdimu,
mlimao, mpareto
- Ukoo: kama vile baba wa
kambo, wifi, shemeji, mpwa,
kilembwe, mkazamwana,
kilembwe-keza, kining'ina
- Hospitali; kama vile wodi,
ufuoni (mochwari), huduma ya
kwanza, huduma ya dharura,
chumba cha upasuaji, pamba,
glavu
- Viungo vya mwili (nje):
kama vile mboni, ndewe,
nyusi, kope, kidaka-tonge,
kionja mchuzi, nyonga,
kwapa, paja, wayo
- Tarakimu: 10,001 - 100,000
- Saa; kama vile nukta
(sekunde) dakika, robo,
kasorobo na kasoro
- Ufundi: vifaa katika karakana
kama vile nyimdo, misumari,
parafujo, bisibisi, keekee,
randa, msuraeno, utepe,
timazi, jiliwa, patasi
- Zana za vita: kama vile mkuki,
ngao, mshale, uta na upote,
rungu, upinde, manati, upanga,
kisu
- Michezo: kama vile kwata,
sarakasi, kandanda, mpira wa
pete, mpira wa wavu, mpira
wa vikapu, mpira wa
magongo, riadha
- Ala za muziki: kama vile
ngoma, gita (zeze) marimba,
tarumbeta, kinanda, tari

- Hali ya anga na misimu; kama vile masika, kiangazi
- Akisami; kama vile subui, thurauni, tusui
- Malipo mbalimbali; kama vile mshahara, karo, nauli, faini, kiingilio, mahari
- Nomino za makundi: kama vile mwongo, bimda la noti, tita la kuni.

Mapendekezo:

Shughuli za mwalimu na

mwanafunzi:

Shughuli za mwalimu na mwanafunzi zinaweza kuwa;

kusikiliza na kuitikia maamkuzi kwa kutumia lugha ya adabu

- kutunga na kutamka maneno katika sentensi kwa usahihi
- kusimulia, kutega na kutegua, kufumba na kufimbua
- kusikiliza na kuitikia mawasiliano kupitia vyombo mbalimbali
- kutoa maelezo
- kutamka maneno
- kuuiiza na kujibu maswali
- kusoma vitabu, magazeti na makala mbalimbali
- kuandika hati inayosomeka na nadhifu
- kutoa maelezo juu ya insha tofauti tofauti
- kuandika maneno
- kueleza na kutoa mifano ya matumizi ya nomino katika ngeli zilizofunzwa
- kueleza kwa kutoa mifano kwa kutumia nyakati na hali mbalimbali
- kutumia 'amba' katika sentensi
- kunyambua vitenzi
- kuiga na kuigiza
- kuunda majina kutokana na vitenzi
- kutunga sentensi kwa kutumia tashbihi
- kutumia 'ndi' katika sentensi pamoja na nomino za ngeli zilizofunzwa

- kutunga sentensi kwa kutumia msamiati mbalimbali
- kuchora vitu vilivyotajwa
- kugawa vitu katika mafungu
- kukamihsha sentensi
- kutafuta maana na maendeleo ya maneno katika kamusi.

Nyenzo:

- Nyenzo ambazo zinaweza kutumiwa ni kama vile;
- vifaa halisi
- chati
- vifangu mbalimbali
- kadi
- pieha
- michoro
- vmyago
- vibonzo
- kamusi

Tathmini:

Tathmini yaweza kufanywa kupitia:

- kuhakiki maamkuzi na matamshi
- kusimulia
- kutega na kutegua
- kutoa muhtasari wa yale waliosikiliza
- mashindano ya vikundi
- kuhakiki matamshi
- kufumba na kufimbua
- kutoa muhtasari wa yaliosomwa
- kuhakiki insha
- kujibu maswali.
- mazoezi tofauti tofauti ya sarufi
- kutunga sentensi
- kuchora jedwali
- kujaza mapengo
- kuiga na kuigiza
- kujaza miraba
- kuhakiki sentensi
- kuandika umoja na wingi wa sentensi
- kuchora vitu na kuandika majina yao
- kukamilisha methali na semi
- kuambatanisha methali na maelezo
- kuchambua picha na michoro.

DARASA LA SITA

1.0 KUZIKILIZA NA KUONGEA

1.1 Malengo Maalum

Mwanafilmzi aweze;

- a) kuamkua kwa namna ifaayo
- b) kutambua na kuzingatia matamshi bora
- c) kujieleza kwa njia inayoeleweka
- d) kusikiliza na kufasiri taarifa na matangazo
- e) kuiga na kuigiza.

1.2 YALIYOMO

- Maamkuzi na adabu na heshima; kama vile Ndoto njema. Salaam aleikum, Alamsiki, Usingizi mnono Marehemu, Bwana, Bibi...
- Sentensi zenye tamathali za usemi kama vile istiara; kwa mfano; baba ni simba; tanakali za sauti: kama vile anguka pu! Nyooka twaa!
- Hadithi, maflimbo, mashairi, nyimbo, vitendawili, misemo, methali na majadiliano
- Taarifa kupitia vyombo mbalimbali
- Michezo mbalimbali. (Baadhi ya haya yazingatie masuala ibuka kama vile teknolojia: simu, baruameme, kipepesi, mazingira na afya na ukimwi.)

2.0 KUSOMA

2.1 Malengo Maalum

Mwanafinzi aweze:

- a) kusoma kwa mahadhi
- b) kusoma kwa sauti na kutamlca maneno barabara
- c) kusoma kimya, upesi na kufahamu viflingu kisha kujibu maswali
- d) kusoma kwa ziada na kustawisha uzoefli wa usomaji bora
- e) kusoma na kutambua kanuni za utunzi.

2.2 YALIYOMO

2.2 YALIYOMO

- Sauti tata, maneno na sentensi
- Vifungu na maswali
- Makala, vitabu, magazeti na majarida
- Aina za mashairi: tathlitha na tarbia. (Baadhi ya haya yazingatie maswala ibuka kama vile uadilifu, afya na ukimwi, haki na ajira za watoto.)

3.0 KUANDIKA

3.1 Malengo Maalum

Mwanafunzi aweze;

- a) kuandika hati kwa njia ifaayo
- b) kuandika insha
- e) kuendeleza maneno kwa njia sahihi.

- Sentensi sahihi kwa hati inayosomeka na nadhifu
- Barua rasmi/kirafiki, insha za maelezo na masimulizi kuhusu mada tofauti
Imla.
(Baadhi ya mada hizi zizingatie masuala ibuka kama vile tekiolojia, afya na ukimwi, mikasa kama vile moto, mafiliriko, bomu.)

4.0 SARUFI

- 4.1 Lengo Maalum
Mwanafinzi aweze kutumia vipengele mbalimbali vya kisamfl katika mawasiliano ya kimaziingumzo na kimaandishi.

4.2 YALIYOMO

- Utunzi wa sentensi kutumia ngeli za A-WA, U-I, KI-VL LI-YA, U - YA, YA-YA, I-ZI, U-ZI, U-U, KU-KU,
I-l pamoja na;
viashiria radidi: kwa mfano huku huku, pale pale...
vivumishi vya pekee - ote, -o-ote,-enye,- enyewe, - ingine virejeshi 'amba-' na 'ndi vitenzi katika kauli za kutendewa, kutendua, kutendwa, kutendeka viulizi: kama vile upi, ipi
- Vitenzi kutokana na nomino
- 'Kina' na 'akina' pamoja namajina yavikoo yaliyofunzwa
- Matumizi ya 'Karibu'; kama vile karibu aje

vile akija

- Usemi halisi na usemi wa taarifa
- Ukafishi uliofunzwa
- Nomino kutokana na nomino: kama vile kilimo - mkulima funzo - mwanafunzi
- Nomino kutokana na sifa: zuri - uzuri
- Matumizi ya 'ni bora' na 'ni heri', ni afadhali
- Kiambishi '-To'- cha kukanusha kama vile kutosoma, kutosema
- Mkato wa maneno; kama vile baba yake - babake
- Kiambishi 'KA' cha wakati (Baadhi yao yazingatie masuala ibuka kama vile haki na ajira za watoto, uadilifu, mazingira na dawa za kulevyu.)

5.0 MSAMIATI

5.1 Lengo Maalum

Mwanafunzi aweze; kutambua na kutumia majina zaidi ya vitu na viumbe mbalimbali katika mazingira yake.

5.2 YALIYOMO

- Tarakiniu; 100,001 - 1,000,000
- Maandishi; kama vile sura, kurasa
Mapishi; viungo vya kupikia kama vile dania. pilipili hoho, pilipili man^^a.
- Usafiri; vyombo, abiria, nauli
- Vikembe; kama vile kimatu - nzige buu - nzi kitungule - sungura shibli - simba
- Alazamuziki: kama vile kayamba, kinubi, zumari. njuga, kipenga, parapanda, udi, piano

- Vitawe: (Maneno yenye maana zaidi ya moja) kama vile kaa, chuma, chupa, panda, kata...
- Viungo vya mwili (ndani): kama vile figo, wengu, nyongo, chango, utumbo, kibofu, mbavu, ini, ufizi, ulimi.
- Hali ya mimea: kama vile kukauka, kunawiri, kustawi.
- Vimelea (nje ya mwili); kama vile chawa, funza, kiroboti, kunguni.
- Mahakama: kama vile hakimu mshitakiwa, shahidi, kiongozi *a mashtaka, karani wa koti, korokoroni, pingu, jela.
- Zana za vita; kama vile sirae, singe, bunduki, bastola, kombora, bomu, kifaru, mzinga, jeti, manowari, nyambizi. (Baadhi yao yazingatie masuala ibuka kama vile uadilifu, afya na ukimwi na haki na ajira za watoto.)

kusoma vitabu na makala mbalimbali
kuandika kwa hati inayosomeka na nadhifu
majadiliano
kufumba na kufumbua
kutunga sentensi
kugeuza sentensi kutoka usemi halisi hadi usemi wa taarifa na kinyume chake
kutaja tarakimu
kukamilisha sentensi
kujaza mraba
kuchanganua picha
kutoa maana na kuutumia msamiati vilivyo katika sentensi
kukusanya aina mbalimbali za viungo na vyakula
kuchora vitu mbalimbali
ziara za kielimu katika mazingira
kutengeneza baadhi ya vifaa kutoa maana na matumizi ya methali na semi
kutafuta maana na maendeleo ya maneno katika kamusi
Kuchanganua picha na michoro.

Mapendekezo:

Shughuli za mwalimu na mwanafunzi:

Shughuli za mw^alimu na mwanafunzi zinaweza kuwa:

- kusalimu na kuitikia salamu
- kutambua na kutamka maneno
- kusimulia, kukariri, kutega na kutegua
- kusikiliza na kuitikia mawasiliano kupitia kwa vyombo mbalimbali
- kuiga na kuigiza
- kutoa maelezo
- kusoma kwa kufahamu vifungu na kujibu maswali

Nyenzo:

Nyenzo ambazo zinaweza kutumiwa ni kama vile;

- vifaa halisi
- chati
- michezo ya kuigiza ilioandikwa
- vinyago
- kadi
- vitabu, magazeti na makala mbalimbali mifano mbalimbali ya insha
- picha
- michoro
- kamusi
- vibonzo

Tathmini:

Tathmini yaweza kufanywa kupitia;

- kuhakiki maamkuzi na matamshi
bora katika sentensi
kutoa muhtasari wa waliyoyasikia
kuiga na kuigiza michezo
mbalimbali
kuhakiki matamshi, shadda na
viimbo
kujibu maswali
kuhakiki sentensi na maneno
yaliyoandikwa
kuhakiki insha zilizoandikwa
kuhakiki maendelezo na sarufi
sahihi
kujibu maswali kwa:
 - kujaza mapengo
 - kujaza mraba
 - kuchorajedwalikutoa maana ya msamiati
kukamilisha methali na semi
kutunga sentensi kutumia methali
na semi
kuchora na kuambatanisha
michoro na majina.

DARASA LA SABA

1.0 KUSIKILIZA NA KUONGEA

1.1 Malengo Maalum

Mwanafunzi azidi:-

- kuamkua kwa njia ifaayo
- kutambua na kurekebislia makosa ya matamshi
- kujieleza ipasavyo
- kusikiliza na kufasiri taarifa na matangazo
- kuiga na kuigiza.

1.2 YALIYOMO

- Maamkuzi na adabu: kama vile usingizi mwanana, Mwambaje? Lalaimono buriani dawa alamsiki - binuru kunradlii, hayati, mheshimiwa, mtukufli
- Sentensi zenye maneno yenye sauti tata: kama vile (sh, s, z,) (l, r), (j-ch) (b, p) (f - v) (gh - k)
- Hadithi, misemo, vitendawili, methali mafumbo, mashairi, nyimbo, majadiliano na hotuba
- Taarifa na matangazo kupitia vyombo mbalimbali
- Michezo ya kuigiza ya kiwango hiki.
(Baadhi ya haya yazingatie masuala ibuka kama vile afya na ukimwi uadilifu, jinsia na dawa za kulevya.)

2.0 KUSOMA

2.1 Malengo Maalum

Mwanafunzi aweze;

- kusoma kwa sauti na kutamka maneno inavyotakikana
- kusoma kimya, upesi na kufahamu
- kusoma kwa ziada ili kupata maarifa, kujiburadisha na kupanua

kiwango chake cha msamiati

- kusoma na kutambua kanuni za utunzi
- kusoma jinsi ya kutumia kamusi.

2.2 YALIYOMO

- Maneno na sentensi
- Vifungu mbalimbali/maswali
- Makala, vitabu vya hadithi, majarida
- Aina za mashairi: kama vile Tathlitha, tarbia na ngonjera
- Jinsi ya kutumia kamusi (Baadhi ya haya yazingatie masuala ibuka kama vile afya na ukimwi, dawa za kulevya na mazingira).

3.0 KUANDIKA

3.1 Malengo Maalum

Mwanafunzi aweze:

- kuandika sentensi kwa njia inayofaa
- kuandika insha mbalimbali kuhusu mada tofauti tofauti
- kujibu maswali mbalimbali
- kutungua mashairi mafupi ya kiwango chake
- kuimarisha maendelezo sahihi.

3.2 YALIYOMO

- Sentensi mbalimbali/hati nadhitu
- Insha mbalimbali kuhusu mada tofauti tofauti: kama vile hotuba, mijadala, mazungumzo, masimulizi, barua rasmi

- na ya kirafiki na nyinginezo zilizofanzwa
- Maswali mbalimbali
 - Mashairi raafupi ya kiwango chake na kanuni za ushairi
 - Imla. (Baadhi ya haya yazingatie masiiala ibuka kama vile mazingira, haki na ajira za watoto, uadilifu na dawa za kulevya.)

4.0 SARUFI

4.1 Lengo Maalum
Mwanafunzi azidi kutumia vipengele mbalimbali vya kisarufi katika mawasiliano ya kimazungumzo na kimaandishi.

4.2 YALIYOMO

- Ngeli za A-WA, U-I, KI-VI, LI-YA, U-YA, YA-YA, I-ZI, U-ZI, U-U, KU-KU, I-I
- PAKUMU
- pamoja na:
- viambishi ngeli
 - viwmishi mbalimbali
 - kiambishi 'po' cha wakati; kama vile alipoenda alimkuta...
 - 'O' rejeshi (awali na mwisho wa kitenzi): kama vile mwanafunzi aliyekuja mwanafunzi ajaye...
 - nge, ngali na ukanusho wake
 - viulizi: kama vile

Uni,

- nani, nini, gani
- viunganishi; kama vile fauka ya, sembuse.

minghairi ya, maadam, mradi, aghalabu, licha ya

- Matumizi ya 'kwa'
- Mnyambuliko wa vitenzi: jinsi za kutendana, kutendesha, kutendeana na kutendatenda
- Tanakali za sauti
- Matumizi ya "katika," na "-ni"
- Alama za kuakifisha; kama vile nusu koloni, paradesi/mabano na koloni
- Ukubwa, udogo na wastani wa nomine
- Kuunda sifa kutokana na vitenzi.

5.0 MSAMIATI

5.1 Lengo Maalum

Mwanafunzi aweze kuendelea kupanua kiwango chake cha msamiati mwafaka na kuutumia vilivyvo.

5.2 YALIYOMO

- Vitate (maneno yanayokaribiana kimatamshi): kama vile bawaba - bawabu mchuzi - mchuuzi mjusi - mjuzi
- Visawe (maneno yenye maana sawa); kama vile runinga - televisheni kilimo - zaraa kipusa - kidosho zungumza - ongea
 - Nominoambata: kama vile mwanahewa, mwananchi
 - Viumbe wa kike na kiume: kama vile fahali - mtamba jimbi - koo mtwana - mjakazi mjomba - halati
- Tarakimu 1,000,001 -10,000,000

- Vitawe
- Uhusiano wa watu na Nchi; kama vile mzalendo, mlowezi mwenyeji, kibaraka
- Mapambo ya mwili: kama vile kipuli, pete, ushanga, mkufu, kip ini, hina na wanja
- Viwanda: kama vile spana, tarakilishi, cherehani, vipuri, fuawe, jenereta
- Majina ya nchi: kama vile Uingereza, Ushelisheli, Uganda, Kenya, Ureno, Uhabeshi...
- Malipo mbalimbali; kama vile ushuru, kiokozi, arbuni, ujira, kiinua mgongo, kiangaza macho
- Watu na kazi zao: kama vile tarishi - kuleta na kupeleka baraa posta, ngariba, mzegezega, hamali, mhazili, kimgwi, muuguzi, nyakanga na utingo
- Nomino za makundi: kama vile numbi ya samaki, koriya la maua, thurea ya nyota, bunda la noti na safu ya milima.

Mapendekezo:

Shughuli za mwalimu na mwanafunzi:

Shughuli za mwalimu na mwanafunzi zinaweza kuwa;

- kusikiliza na kufasiri taarifa na matangazo
- maelezo/kusalimia na kuitikia salarau mbalimbali kwa kutumia maneno ya heshima
- kutofautisha kwa kutamka sentensi zenye matamshi tata
- kuhadithiana, kiikamilisha na kutoa maana, kutunga na kukariri, kujadiliana na kutoa hotuba fupi
- kutoa maelezo
- kuiga na kuigiza
- kusoma kwa mtiririko
- kusoma vifungu na kujibu maswali
- kusoma vitabu vya hadithi, magazeti na majarida mbalimbali

kutoa maana ya msamiati na kuutungia sentensi
kuandika sentensi mbalimbali katika umoja na wingi
kuandika baraa rasmi na za kirafiki; na insha kuhusu mada nyinginezo
kujibu maswali
kufuata kanuni katika kutunga mashairi
kusikiliza na kuendeleza maneno vizuri
kutoa maana ya sentensi mbalimbali
kuhesabu tarakimu
kuchora vitu mbalimbali
kuambatanisha maelezo pamoja na methali na semi
kutafuta maana na maendeleo ya maneno katika kamusi
kuchanganua picha na michoro.

Nyenzo:

Nyenzo ambazo zinaweza kutumiwa ni kama vile;
ehati

vifaa halisi
kadi
picha na michoro
radio, runinga, video na slaidi
mtu mwenye ujuzi kualikwa kutoa hotuba
mchezo
ulioandi
kwa
ramani
vinyago
vibonzo

Tathmini:

Tathmini yaweza kufanywa kupitia:

- kutazama na kuhakiki vitendo na sentensi
- kuuliza na kujibu
- kuhakiki sauti tatanishi
- Kukamilisha, kutoa maana na matumizi ya methali na semi

kujaza mapengo, kukariri mashairi,
kutoa hotuba na kujadiliana
kuiga na kuigiza
kusoma
kutunga sentensi kwa kutumia
msamiati
kutazama kwa makini
kutoa muhtasari wa yaliyosomwa
kutunga mashairi kwa kufuata
kanuni
kuhakiki maendelezo na sarufi
kukamilisha sentensi
kuandika umoja na wingi wa
sentensi
kujaza mapengo
kuambatanisha maelezo na
methali/semi
kuambatanisha methali na semi na
maelezo sahihi na kinyume chake.

DARASA LA NANE

- 1.0 KUSIKILIZA NA KUONGEA** 2.2
- 1.1 Malengo Maahim**
- Mwanafunzi azidi:
- a) kuamkua kwa njia ifaayo
 - b) kusikiliza na kufasiri taarifa na matangazo
 - c) kuzingatia matamshi bora kwa kujieleza ipasavyo
 - d) kuiga na kuigiza michezo
 - e) kutunga sentensi sahihi.
- 1.2 YALIYOMO** 3.0
- Maamkuzi, adabu na heshima; kama vile Mheshimiwa, Bwana, Hayati, Bibi, Mkono wa tahania, Waambaje, Subalklieri, Masalkheri ...
 - Taarifa mbalimbali
 - Hadithi, vitendawili na mafumbo, misemo, methali, hotuba na majadiliano
 - Michezo mbalimbali
 - Sentensi zenye miundo mbalimbali (Baadhi yao yazingatie masuala ibuka kama vile afya na ukimwi, haki na ajira za watoto, mikasa, mazingira na uadilifu).
- 2.0 KUSOMA**
- 2.1 Malengo Maalum**
- Mwanafunzi azidi:
- a) kusoma kwa sauti na kutamka maneno inavyotakikana
 - b) kusoma kimya, upesi na kufahamu vifimgu
 - c) kusoma kwa ziada ili kupata maarifa, kujiburudisha, kupanua kiwango cha msamiati na kukuza uzoefu wa usomaji bora.
- 2.2 YALIYOMO**
- Maneno na sentensi
 - Taarifa na vifungu mbalimbali
 - Makala, vitabu, magazeti na majarida.
(Baadhi ya haya yazingatie masuala ibuka kama vile afya na ukimwi, mazingira na haki na ajira za watoto).
- 3.0 KUANDIKA**
- 3.1 Malengo Maalum**
- Mwanafunzi azidi:
- a) kuandika sentensi kwa njia inayofaa
 - b) kuandika insha za aina mbalimbali na zenye mada tofauti tofauti
 - c) kujibu maswali
 - d) kutunga mashairi mafupi
 - e) kuimarisha maendelezo sahihi.
- 3.2 YALIYOMO**
- Sentensi zenye miundo mbalimbali
 - Barua, insha za kumbukumbu, mazungumzo na nyinginezo zilizofunzwa
 - Vifungu mbalimbali vya ufahamu
 - Kanuni za ushairi (arudhi): kwenye mashairi yaliyofunzwa pamoja na ngonjera, na utenzi
- Imla.
(Baadhi za mada zizingatie masuala ibuka kama vile ukimwi, haki za watoto, uadilifu, mazingira, mikasa, dawa za kulevya na teknolojia).

- 4.0** SARUFI
- 4.1** Lengo Maalum
Mwanafunzi azidi kutumia vipengele mbalimbali vya kisamfi katika mawasiliano ya kimazungumzo na kimaandishi.
- 4.2** YALIYOMO
- Utunzi wa sentensi kutumia ngeli zilizofunzwapamoja na:
 - viambishi ngeli
 - vivumishi
 - visivyochukua
 - viambishi ngeli: kama vile dhaifu, ghali, hodari,...
 - vihisishi: kama vile Lo!, Masalaale!, Salaale!
 - viunganishi: ila, lakini, na, mighairi, isipokuwa, ijapokuwa, ingawa...
 - vielezi vya mkazo: kama vile kutwa kucha, salama salimini, waganga na waganguzi, daima dawamu, bure bilashi...
 - kirejeshi -“amba-” matumizi ya “ndi-” “si-” na “na-”
 - vivumishi vya ‘A’ -unganifu
 - vielezi mbalimbali viulizi
 - matumizi ya ‘katika’“-ni’ na ‘kwenye’ .
 - Mnyambuliko wa vitenzi: kama vile kauli za kutendeka, kutendesha, kutendeshwa
 - Ukubwa na udogo wa nomino na sentensi katika umoja na wingi
 - usemi halisi na wa taarifa. (Baadhi ya haya yazingatie masuala ibuka kama vile
- uwajibikaji, jinsia na teknolojia).
- 5.0** MSAMIATI
- 5.1** Lengo Maalum
Mwanafunzi aendelee kupanua kiwango chake eha msamiati mwafaka kwa kuutumia ipasavyo.
- 5.2** YALIYOMO
- Tarakimu: 10,000,001 - 100,000,000
 - Akisami: kama vile thumni tatu, tusui nne, tusui saba, ushuri tisa,... saba kwa kumi na tano
 - Pembe kumi na sita za dunia
 - Sayari zote: Zuhura; zaibaki; dunia, mirihi, zohali, sarteni, utaridi, mshtarii, kausi
 - Mali ya Asili: kama vile mito, maziwa, bahari, misitu, madini, niapori ya wanyama...
 - Majina ya wizara mbalimbali
 - Mahakama: kama vile rufani, kizimba, kifungo, wakili, hatia, uamuzi wa mahakama, faini, dhamana
 - Mekoni: kama vile mashizi, jivu, ukoko, kuinjika; epua; dohani, kikaango, mbuzi, koka moto, susu; ufu; songa sima
 - Vitawe
 - Msamiati wa teknolojia; tarakilishi, mnunu, mtandao wa vuti.
 - Ukoo: kama vile mwanyumba, mkazamwana, halati mwamu, wakoi, bavyaa, mavyaa, umbu
 - Viwandani

- Matunda na mimea
- Viumbe wa kike na wa kiume
- Nomino za makundi
- Vitate
- Majina ya wafanyakazi mbalimbali
- Visawe.
(Baadhi ya haya yazingatie masuala ibuka kama vile afya na ukimwi, haki na ajira za watoto, mikasa, uadilifli na mazingira).

Mapendekezo:

Shughuli za mwalimu na mwanafunzi:
Shughuli za mwalimu na mwanafunzi zinaweza kuwa kama vile;

- maelezo, kusalimu na kuitikia salamu
- kusimulia, kutega na kutegua, kukariri, kutoa hotuba, kujadiliana, kufumba na kufumbua
- kuiga na kuigiza
- kutunga sentensi
- kusoma maneno na sentensi
- kusoma taarifa, vi&ng'u mbalimbali na kujibu maswali
- kusoma vitabu vya hadithi, magazeti na majarida
- kuandika hati inayosomoka na nadhifu
- kuandika barua rasmi na za kirafiki
- kuuliza na kujibu maswali
- kutunga shairi kwa kuzingatia amdhi
- kusikiliza, kutamka na kuendeleza maneno vilivyo
- kunyambua vitenzi katika kauli mbalimbali
- kuchora na kujaza jedwali na mraba
- kugeuza majina na sentensi katika hali ya udogo na ukubwa katika umoja na wingi
- kuandika sentensi kutoka usemi halisi hadi usemi wa taarifa na kinyume chake

- kuhesabu na kuandika tarakimu na akisanii
- kuchora dira yenye pembe kiimi na sita za dunia
- kutaj a maj ina y a wizara
- kutambura msamiati wa mekoni
- kukamilisha methali na semi
- kupambanua maana ya maneno
- kutambua mavazi mbalimbali
- kukusanya matunda na mimea
- kutaj a majina ya kazi mbalimbali
- kuhusisha watii na nchi zao
- kutafuta maana na maendelezo ya maneno katika kamusi
- kuchanganua picha na michoro.

Nyenzo:

Nyenzo ambazo zinaweza kutumiwa katika masomo ni kama vile:

- vifaa halisi
- picha na michoro
- chati
- michezo ya kuigiza
- vinasa sauti, redio, slaidi, video, ranninga
- vitabu vya hadithi, magazeti, majarida na mtandao wa vuti, rununu, barua meme, kipepesi
- insha mbalimbali zilizoandikwa
- bahasha
- kadi za maneno
- jedwali
- raniani
- kamusi.

Tathmini:

Tathmini yaweza kufanywa kupitia:

- kuambatanisha maneno na maelezo
- kuuliza na kujibu maswali
- kuigiza michezo
- kuhakiki maendelezo na sarufi
- kuhakiki matamshi
- kuandika muhtasari kuhusu yale yaliyosomwa
- mazoezi ya ziada
- kutahini sentensi zilizoandikwa
- kuhakiki mambo muhimu katika insha

kuhakiki uchoraji wa jedwali
kukamilisha na kutoa maana na
matumizi ya methali na semi
Kutega na kutegua
uchambuzi wa mashairi
kujaza mapengo
kufumba na kufumbua mafumbo
kukariri na kusimulia
kuchangamua picha.

MOTHER TONGUE

UTANGULIZI

Lugha ya Kiswahili hufundishwa katika viwango vyote vya shule za msingi licha ya kuwa ni lugha ya taifa nchini Kenya. Lugha hii hutumiwa kukuza na kuendeleza umoja na uzalendo. Kadhalika, Kiswahili hutumika katika shughuli za kukuza uchumi, mtu kujiendeleza kibinafsi na kukuza tamaduni zetu. Pamoja na hayo, husaidia kuimarisha usawa baina ya jamii na huchangia katika ustawishaji wa uhusiano na ujirani wa watu wa Afrika Mashariki, Kati na mataifa mengine ya ulimwengu.

Silabasi hii imedhamiriwa kutumiwa na walimu na wanafunzi wa shule za msingi. Toleo hili limeshughulikia stadi zote nne za lugha mathalani:

Kusikiliza na kuongea

Kusikiliza na kuongea ni stadi muhimu kwa mwanafunzi, kwa kuwa zinaimarisha usikivu na uelewaji mzuri wa mambo mbalimbali. Stadi hizi pia zinamtayarisha mwanafunzi kutamka na kuyaendeleza maneno ya lugha hii vizuri. Zinakusudiwa pia kumpa mwanafunzi ujasiri wa kujieleza bila uoga. Kwa hivyo, ni sharti zifundishwe inavyohitajika,

Kusoma

Kusoma ni stadi muhimu kwa mwanafunzi. Stadi hii humtayarisha mwanafunzi kuelewa na kufasiri yale anayoyasoma. Stadi ya kusoma inahusisha kusoma kimya kimya au kusoma kwa sauti.

Usomaji wo wote utilie mkazo:

- (i) matamshi bora
- (ii) viimbo
- (iii) shadda
- (iv) mahadhi

Mwanafunzi anaposoma anatarajiwa kuelewa kile anachosoma, kisha aweze kujieleza kwa njia ya kueleweka vizuri. Katika kufanya hivyo, inatumainiwa kuwa mwanafunzi ataweza kutumia muda wake wa starehe kujisomea yeye mwenyewe ili aweze:

- (i) kupanua msamiati wake
- (ii) kupata mafunzo mbalimbali
- (iii) kustawisha mazoea ya kupenda na kufirahia kusoma.

Kuandika

Kuandika ni njia mojawapo muhimu ya mawasiliano. Mtu ambaye hajimudu katika stadi hii anakabiliwa na vikwazo vya kimawasiliano katika ulimwengu wa sasa. Kutokana na umuhimu wake, mwalimu hana budi kumtayarisha mwanafunzi wake katika stadi hii vilivyo.

Sarufi

Sarafi ni uti wa mgongo wa lugha yo yote ile. Ni kweli kuwa asiyejua sarufi ya lugha fitilani haijui lugha hiyo. Umuhimu wa sarufi unalazimisha pawe na mpango mahsusi wa kuifundisha lugha.

Msamiati

Msamiati ni jumla ya maneno ya lugha fulani. Kwa hivyo, ujuzi wa msamiati ni kielelezo cha kuonyesha kuwa mtu ameimudu lugha husika. Ni muhimu kupanua upeo wa kimsamiati wa mwanafunzi kwa mafunzo kabambe yenye mwelekeo bora.

Yafaa ieleweke dhahiri shahiri kuwa stadi hizi zitakuzwa hatua kwa hatua kadiri ya uwezo wa mwanafunzi na namna anavyozidi kusonga mbele katika viwango vyote vya shule ya msingi.

Mapendekezo ya shughuli za mwalimu na wanafunzi, nvenzo na tathmini yameshughulikiwa vya kutosha baada ya kila kiwango. Mwalimu umeshauriwa kutumia ubunifu wako kutegemea mazingira, wakati, umri na uwezo wa mwanafunzi wako katika kuteua yatakayomnufaisha mwanafunzi wakati wa somo.

Silabasi hii imejumuishia maswala ibuka katika jamii ya mwanafunzi. Masuala haya ni kama vile haki na ajira za watoto, afya na ukimwi, maadili, uwajibikaji, jinsia, mazingira, dawa za kulevya na teknolojia mpya. Baadhi ya mambo yanayoshughulikiwa humo yanapatikana kwa urahisi katika magazeti, majarida na vyombo vingine vya mawasiliano. Lugha ya Kiswahili kama lugha yo yote ile inaendelea kukua. Mithili inavyokua ndivyo mitindo na mifumo mipya ya kuifundisha inavyoendelea kuibuka. Kwa mfano, kuna mpangilio wa ngeli ambao umependekezwa kwa minajili ya kurahisisha ufunzaji wa ngeli za Kiswahili, na kuondoa utata uliokuweco katika mpangilio wa zamani. Kwa hivyo, inambidi mwalimu kukaa chonjo ili kuafikiana na mabadiliko yoyote yanayotokea katika ufundishaji wa lugha hii.

MALENGO YA JUMLA YA KUFUNZA KISWAHILI KATIKA SHULE ZA MSINGI

Kufikia mwisho wa elimu ya msingi, mwanafunzi anatarajiwa kuwa na uwezo wa;

1. kusikiliza na kuitikia vilivyo kwa lugha ya Kiswahili
2. kuongea lugha ya Kiswahili kwa ufasaha
3. kusoma na kuelewa lugha ya Kiswahili
4. kujieleza kikamilifu kwa lugha ya Kiswahili kwa kuandika
5. kutunga kazi za kisanii kulingana na kiwango chake
6. kuimarisha mazoea ya usomaji bora
7. kupenda na kujijendeleza katika somo la Kiswahili baada ya shule ya msingi

8. kuonea fahari na kukuza lugha ya Kiswahili katika mawasiliano
9. kutukuza na kuendeleza Kiswahili sanifu maishani
10. kuthamini, kufurahia na kujivunia Kiswahili kama lugha ya taifa na kimataifa
11. kutambua na kushiriki kupata suluhisho la maswala ibuka yanayohusu na kuathiri jamii kama vile afya na ukirawi, uadilifu, jinsia, mazingira na haki na ajira za watoto.

DARASA LA KWANZA

- Hadithi, vitendawii vyepesi, mashairi mafupi na mepesi na nyimbo
- 1.0 KUSIKILIZA NA KUONGEA
- 1.1 Malengo Maalum Mwanafunzi aweze:
- a) kiisikiliza na kuitikia kwa tabia na mazoea yafaayo
 - b) kusikiliza na kuweza kutamka sauti, silabi na maneno mepesi
 - c) kufuata maagizo mepesi
 - d) kujieleza kwa kiwango chake
 - e) kutunga na kutamka sentensi nyepesi za kiwango chake
 - f) kuiga na kuigiza michezo mifupi na myepesi.
- 1.2 YALIYOMO
- Maamkuzi na vitendo vya kuheshimiana; Hujambo, Habari yako? Pole, Asante, Tafadhali, Kwenda haja
 - Alfabeti ya Kiswahili: a, b, ch, d, dh, e, f, g, gh, h, i, j, k, l, m, n, ng', ny, o, p, r, s, sh, t, th, u, V, w, y, z
 - IrabuVvokali: a, e, i, o, u
 - Konsonanti; kama vile b, ch, y, z
 - Silabi zenye sauti mbili: kama vile ba, ...fa, ma, tha... nya... ng'a...
 - Herufi mwambatano: kama vile mf- mfuko, mw- mwalimu
 - Maagizo mepesi, maswali, maelezo maombi/matakwa
- 1.0 KUSOMA
- 2.1 Malengo Maalum Mwanafunzi aweze":
- a) kusoma herufi za alfabeti ya Kiswahili
 - b) kusoma silabi na maneno mepesi kwa matamshi bora
 - c) kusoma sentensi nyepesi kwa usahihi.
- 2.2 YALIYOMO
- Alfabeti ya Kiswahili
 - Silabi
 - Maneno mepesi
 - Sentensi nyepesi
- 2.0 KUANDIKA
- 3.1 Malengo Maalum Mwanafunzi aweze:
- a) kuandika maumbo ya herufi mbalimbali kwa mwandiko unaofaa
 - b) kuandika herufi ndogo na kubwa
 - c) kuandika silabi na maneno ya silabi mbili na zaidi nyepesi
 - e) kuendeleza maneno.
- 3.2 YALIYOMO
- Mwandiko
 - Herufi kubwa na ndogo
 - Silabi mbalimbali

Maneno mepesi ya
silabi mbili
Majina yao na
mengineyo
Sentensi nyepesi
Imla

(Baadhi ya haya
yazingatie maswala
ibuka kama vile afya na
ukimwi, dawa za
kulevya, haki na ajira za
watoto.)

I

4.0 SARUFI

4.1 Lengo Maalum
Mwanafilmzi aweze kutumia
vipengele mbalimbali vya
kisarufi katika mawasiliano
ya kimazingumzo na
kimaandishi.

5.0 MSAMIATI

5.1 Lengo Maalum
Mwanafunzi aweze
kutambua na kutumia
majina ya vitu
vinavyopatikana katika
mazingira yake.

4.2 Umoja na wingi wa
iiomino
Kuambatanisha nomino
pamoja na vivumishi
vya:
- sifa; kama vile -
ema,
-fupi, ...
- kuonyesha: kama
vile huyu-hawa,
yule-Vk^ale
- kumiliki: kama
vile - angu, -etu, -
ako, -enu, - ake, -
ao
Nyakati: ‘NA’, ‘LI’,
‘TA’
Vitenzi vyepesi: kama
vile simama, keti, mka.
cheka, kimbia
Kielezi wapi
Vihusishi: kama vile
chini ya, juu ya, ndani
ya
Sentensi zenye nomino,
nyakati na vitenzi
vyepesi
Kuambatanisha nomino.
vivumishi vya
kuonyesha, nyakati na
vitenzi katika sentensi
Vinyume vya vitenzi
vyepesi: kama vile lala -

- Nyumba
kijiko, s
mwiko, l
kitanda,
mkeka, l
birika, di
- Darasani
kitabu, n
chaki, m
kifutio, r
dirisha, r
penseli, :
wa daras
- Shuleni:
uwanja, '
maua, ke
madaras:
mkuu, m
- Ukoo: k
mama, d
babu, ny
(mwana)
- Rangi: k
-eupe, -e
- Nyakati
vile asub
mchana,
- Siku za v
Jumama
Jumata:
Jumatan
Ijumaa
- Sehemu

amka, keti - simama....

kama vile kichwa, pua,
macho,
mdomo, sikio, nywele,
bega,
kiflia, tumbo, mkono,
mguu, goti,
uso, mgongo

- Dukani: kama vile sukari, kalamu, mkate, kitabu, chumvi, maziwa, unga, mailxta, sabuni, peremende, pesa
- Sokoni; kama vile boga, samaki, nyanya, kitunguu, siikumawiki, mahindi, matunda, njugu
- Wanyama na ndege wa Nyumbani: kama vile ngamia, ng'ombe, nguruwe, mbuzi, kondoo, pimda, paka, mbwa, bata, kuku, njiwa
- Mavazi: kama vile sumali, shati, sketi, soksi, rinda, viatu, koti, tai, kofia
- Vyakula vya aina mbalimbali: kama vile ugali/sima, ndizi, wali, nyama, samaki, mahindi, mayai, maziwa, pure
- Afya na usafi: kama vile mswaki, pasi, sabuni, ufagio, dawa ya meno, rangi ya viatu, wembe
- Maumbo: kama vile mstari, duara, duaradufu
- Angani: kama vile mw^ezi, nyota, jua, wingu
- Matunda: kama vile chungwa, ndimu, nanasi
- Tarakimu 1 - 100 (Baadhi ya haya yazingatie masuala

ibuka kama vile afya na ukimwi, haki na ajira za watoto na mazingira).

Mapendekezo:

Shughuli za mwalimu na mwanafunzi:

Shughuli za mwalimu na mwanafunzi zinaweza kuwa kama vile: maelezo/kusalimu na kuitikia salamu kutamka herufi, silabi na maneno mepesi kutoa na kufuata maagizo mepesi kusimulia, kutega na kutegua, kuimba na kukariri kuiga na kuigiza kusoma kurekebisha makosa ya kimatamshi na kimaandishi kuandika hewani na mchangani kuuliza na kujibu maswali kufmyanga maumbo ya hemfi, kwa mfano, kutumia udongo mbichi kutunga sentensi kusikiliza na kuandika kuendeleza maneno kuandika sentensi kutazama michoro ziara ya kielimu kama vile kutembea sokoni kutambua mavazi mbalimbali kuhesabu tarakimu kutambua, kulinganisha na kutofautisha vitu mbalimbali.

Nyenzo

Nyenzo ambazo zinaweza
kutumiwa katika masomo ni
kama vile;

vifaa halisi

kadi

chati

michoro

vibonzo

vinyago

picha

Tathmini

Tathmini yaweza kufanywa
kupitia:

- kuhakiki matamshi
- maswali na majibu
- kusikiliza na kuhakiki
- kutazama na kuhakiki
- kuendeleza maneno
- kuhakiki sentensi za wanafunzi
- kuandika konsonanti na irabu/ vokali kwa mpango.

DARASA LA PILI

- 1.0 KUSIKILIZA NA KUONGEA**
- 1.1 Malengo Maalum**
Mwanafunzi aweze:
- a) kusikiliza na kuitikia kwa mazoea ya adabu
 - b) kusikiliza na kutanika silabi na maneno zaidi
 - c) kujieleza na kuwasiliana kwa kiwango chake
 - d) kuiga na kuigiza
 - e) kufuata raaagizo mepesi.
- 1.2 YALIYOMO**
- Maamkuzi na vitendo vya heshima: Habari, Hodi, Tafadhali, Karibu, Kwaheri
 - Silabi za sauti changamano pamoja na maneno mepesi kama vile nd-ndizi, mb - mbuzi, nz - nzi
 - Hadithi, vitendawili, nyimbo na mashairi mepesi
 - Michezo mifupi na myepesi.
 - Maagizo mepesi (Baadhi ya haya yazingatie masuala ibnka kama vile uadilifli na dawa za kulevya.)
- 2.0 KUSOMA**
- 2.1 Malengo Maalum**
Mwanafunzi aweze
- a) kusoma silabi
 - b) kusoma maneno mepesi kwa matamshi bora
 - c) kusoma sentensi nyepesi kwa kuzingatia uakifishaji
 - d) kusoma makala ya kiwango chake.
- 2.2 YALIYOMO**
- Silabi
 - Maneno
 - Alama za uakifishaji kikomo (.) na kiulizi(?)
- Vitabu vya hadithi fupi maktabani,
- 3.0 KUANDIKA**
- 3.1 Malengo Maalum**
Mwanafunzi aweze:
- a) kuandika maandishi na herufi bora kubainisha herufi kubwa na ndogo
 - b) kuandika maneno mafupi kwa kutumia herufi kubwa na ndogo
 - c) kuandika sentensi fupi za maneno mawili/matatu
 - d) kutambua na kutumia alama za uakifishaji
 - e) kuendeleza maneno kwa usahihi.
- 3.2 YALIYOMO**
- Mwandiko
 - Maumbo ya herufi kubwa and ndogo.
 - Maneno
 - Sentensi fupi na nyepesi zenye maneno mawili/matatu.
 - Alama za kuakifisha: kikomo ^ (.) na kiulizi (?) katika sentensi.
 - Imla
- 4.0 SARUFI**
- 4.1 Lengo Maalum**
Mwanafunzi aweze kutumia vipengele mbalimbali vya kisarufi katika mawasiliano ya kimazungumzo na kimaandishi.
- 4.2 YALIYOMO**
- Umoja na wingi wa nomino
 - Nomino pamoja na
 - vihusishi; kama vile chini ya, mbele ya, karibu na, kando ya
 - viwakilishi vya nafsi: ni-tu, u-m na a -wa

- ninaenda - tunaenda
- vivumishi vya sifa:
 - refu, -fupi, -kubwa
- vimilikishi kama vile -angu, - ake, - ako.
- viashiria: kama vile huyu/wale
- vielezi: kama vile vibaya, vizuri.
- nyakati: LI, NA, TA.
- Vinyume vya vitenzi
- Maneno ya kuamuru na ukanusho wake: kama vile njoo - usije, keti - usiketi. (Baadhi yao yazingatie masuala ibuka kama vile haki na ajira za watoto na afya na ukimwi.)

5.0 MSAMIATI

- 5.1 Lengo Maalum
Mwanafunzi avvfeze kutambuamajinaya vituna viumbe katika mazingira yake.

5.2 YALIYOMO

- Nyumbani: kama vile bakuli, karai, moto, taa, uma, mehi, kinu, blanketi mto, foronya, chungu, televishen, redio
- Darasani: kama vile wino, saa, chati, kalenda, rejista (masijala) kiranja, kabati, kalamu, daftari, picha
- Shuleni; kama vile sare, skauti, gwaride, mpira, goli, ofisi
- Ukoo; kama vile shangazi, ami, mjomba, binamu, baba mkubwa, mama mkubwa, baba mdogo, mama mdogo
- Sehemu za mwili: kama vile vidole, kipaji, kucha, shavu, kisogo, kidevu, uso, kitovu
- Shambani: kama vile upanga, jembe, shoka, kifyekeo, plau, trekta/tinga-tinga

- Mavazi: kama vile blausi, fulana, kanzu, kilemba, kaptura, kanga, shuka, msliipi, buibui.
- Vyakula: kama vile chapati, mhogo, viazi-vikuu, kaimati, pilau, sambusa, maharagwe
- Wadudu; kama vile kiwavi, nyiiki, nzi, panzi, kmnbikmmbi, nyigu, kipepeo, mende, kirobototo
- Angani; kama vile upepo, baridi, mvua, mbingu, joto
- Ndege na Wanyama: kama vile bata, bukini, bata mzinga, kanga, tausi, njiwa, kasuku, farasi, ngamia, sungura, punda
- Maumbo: kama vile duara, mstatili, pembe tatu, mraba
- Afya na usafi: kama vile taalo, bafu, choo, kioo ufagio, patipati
- Wafanyakazi mbalimbali; kama vile mwalimu, mkulima, daktari, mhunzi, mpishi, dereva
- Miezi; Januari - Desemba
- Alama za barabarani: kama vile kivukio cha watoto, kivukio cha watu, kivukio cha wanyama, alama ya hospitali
- Magonjwa; kama vile homa, mafua, kikohozi, upele, ukimwi, malaria.
- Kusoma saa: kama vile 7.0 - saa moja kamili, 8.0 - saa mbili kamili, 9.0 - saa tatu kamili...
- Alama za hesabu; kama vile za kuongeza, kutoa, kuzidisia, kusawasisha, kugawanya
- Tarakimu: 101 - 500
- Rangi: rangi za bendera ya taifa la Kenya.

Mapendekezo:

Shughuli za mwalimu na mwanafunzi
Shughuli za mwalimu na mwanafunzi zinaweza kuwa:

- maelezo
- kusalimu na kuitikia salamu
- kufuata maagizo mepesi

kutamka silabi mbalimbali pamoja
 na maneno mepesi; kusimulia
 kutega na kiitegua
 kuimba na kukariri
 kutamka maneno katika sentensi.
 kuiga na kuigiza
 kutambua alama, ishara, hemfi na
 silabi
 kutambua na kuyasoma maneno
 kusesitiza alama za uakifishaji.
 Katika usomaji na uandishi
 kusoma vitabu
 kuandika kwa mwandiko sahihi
 kuunda maumbo ya hemfi kubwa na
 ndogo, silabi na maneno kama vile
 kwa udongo, mbegu au kushona
 punje
 kuandika sentensi fupi na nyepesi
 zenye maneno mawili/matatu
 kuandika sentensi zenye maneno
 mawili au matatu zikiishia kwa
 viakifishi
 kuendeleza maneno katika imla
 kutaja majina
 kutunga sentensi
 kutii amri
 maswali na majibu
 kutambua majina
 kuonyesha kwa kugusa au kuashiria
 kuchora
 kueleza sifa
 kuunda maumbo
 kukusanya na kuhifadhi
 michezo
 kuimba
 kuandika tarakimu
 kuzungumza kuhusu kazi mbalimbali
 na magonjwa
 kuimarisha usafi wa mazingira na
 miili yao.

- Kutambua na kutumia rangi mbalimbali.
- kuzingatia maadili ya mafimzo waliyofunzwa.

Nyenzo:

Nyenzo ambazo zinaweza kutumiwa ni kama vile:

vifaa halisi
 chati
 kadi za hemfi/maneno
 picha
 michoro
 vibonzo
 vinyago
 madondoo kutoka kwenye vitabu na
 madaftari
 maktaba

Tathmini:

Tathmini yaweza kufanywa kupitia:

kuhakiki matamshi na vitendo
 maswali na majibu ya kusema na
 kuandika
 kusoma herufi, silabi na maneno
 kusoma vitabu na makala ya
 kiwango chake
 kutia viakifishi katika sentensi
 kuumba herufi kwa kutumia udongo,
 mbegu na kushona punje
 kujaza mapengo
 kutunga sentensi
 kutii amri
 kutambua majina
 kuchora michoro na kuandika majina
 chini yake
 kukusanya na kutaja majina yavitu
 kuambatanisha picha na jina
 kuchanganua picha.

DAI^SA LA TATU

1.0 KUSIKILIZA NA KUONGEA

- 1.1 Malengo Maalum
Mwanafimzi aendelee:
- kusikiliza na kuitikia kwa mazoea ya adabu
 - kusikiliza na kutamka silabi na raaneno zaidi
 - kufuata maagizo zaidi
 - kujieleza na kuwasiliana kwa kiwango chake
 - kuiga na kuigiza.

Maamkuzi na mazoezi zaidi ya adabu na heshima;
Samabani, U hali gani?
Nisaidie, Nashukuru,
Umeamkaje,?
Umesbindaje?
Mazoezi ya matamshi bora ya sauti nne: Njwa... kama vile ugonjwa, mbwa ... kama vile mbweha
Mafunzo na mazoezi zaidi ya vitendawili, methali, semi, hadithi, nyimbo na ukariri wa mashairi
Mafunzo na mazoezi zaidi ya kutunga sentensi
Mafunzo na mazoezi zaidi ya kutunga sentensi.
Mafunzo na mazoezi zaidi ya kuiga na kuigiza michezo mifupi mifupi.
(Baadhi ya haya yazingatie masuala ibuka kama vile baki za watoto, mazingira, ukimwi, uadilifi na j insia)

KUSOMA

- 2.0 Malengo Maalum
2.1 Mwanafunzi aweze:
- kusoma kwa kutamka maneno barabara

- kutumia maneno aliyosoma katika kutunga sentensi
- kusoma na kuzingatia alama za uakifishaji
- kusoma vitabu vya kiwango chake maktabani.

2.2 YALIYOMO

- Maneno mbalimbali
- Sentensi zenye alama za uakifishaji:
kikomo, kiulizi, koma, hisi
- Vitabu vya hadithi maktabani
(Baadhi ya makala yazingatie maswala ibuka kama vile ukimwi, na haki na ajira za watoto).

3.0 KUANDIKA

- 3.1 Malengo Maalum
Mwanafunzi aweze kuendelea:-
- kuandika kwa hati inayosomeka
 - kutumia heruil kubwa na ndogo kwa usahihi
 - kutumia alama za uakifishaji
 - kuendeleza maneno sawasawa.

3.2 YALIYOMO

- Miandiko yenye hati zinazosomeka na nadhifu
- Herufi kubwa na ndogo
- Alama za uakifishaji
- Insha za wasifu
- Inila.

4.0 SARUFI
4.1 Lengo Maalum
 Mwanafanzi aweze
 kuendelea kutumia
 vipengele vya kisarufi katika
 mawasiliano ya
 kimazungumzo na
 kimaandishi.

4.2 YALIYOMO

Nomino zilizofunzwa
 pamoja na;
 viashiria
 vimilikishi
 Nyakati; 'LF 'NA'
 'TA' 'ME' pamoja na
 ukanusho: kama vile
 Mtoto alienda shuleni -
 Mtoto hakuenda
 shuleni
 Nomino zilizoflinzwa
 pamoja na vivumishi
 vya sifa: kama vile -
 zuri, -nene, -epesi, -
 baya...
 Nomino pamoja na
 viulizi; gani na nani
 Sentensi nyepesi zenye
 nomino, vitenzi na
 vielezi: kama vile
 Mtoto anatembea
 polepole
 Viwakilishi pamoja na
 nomino zilizofunzwa
 Vihusishi: kama vile
 kando ya, katikati ya,
 karibu na, mbele ya.
 nyuma ya
 Vinyume vya vitenzi
 Maneno ya kuamuru na
 ukanusho wake.
 (Baadhi ya sentensi
 zizingatie
 ibuka kama vile
 mazingira, haki na ajira
 za watoto, afya na
 ukimwi).

masuala
 ajira
 na

5.0 MSAMIATI
5.1 Lengo Maalum
 Mwanafunzi aweze
 kutarabua majina ya vitii na
 viumbe katika mazingira
 yake.

5.2 YALIYOMO

kochi, rafu, jiko,
 choo, bafu, sebulu
 • Shuleni: kama vile
 bustani, tarishi,
 maktaba, risiti, kazi
 majilisi
 • Shambani; kama
 mimea, mbolea, na
 udongo
 • Sokoni: kama vile
 kichinjio, buhari
 muuzaji, mnunuz
 vibanda, kinu, rat
 • Nyakati za siku; l
 vile alfajiri, adhul
 alasiri
 • Saa; kama vile nu
 robo
 • Sehemu za mwili
 kama vile kiuno.
 kiganja, kisigino,
 kiwiko/ kisugudi
 • Rangi: kama vile
 manjano, samawa
 chungwa, hudhur
 • Wanyama wa
 majini: kama vile
 samaki, chura, m
 kiboko, kaa
 • Wanyama wa por
 kama vile simba,
 ndovu, twiga, fisi
 • Ndege wa
 vile mwev
 • bundi, kun
 mbuni
 Ukoo: kama
 mkuu, ny
 mjukuu, kitukuu

- Ishara na alama za barabarani: kama vile taa za barabarani, hospitali, kivuko cha watoto, alama ya kuonyesha “usiendeshe baiskeli”
- Pesa: kama vile sarafiti na noti (hadi shilingi 1000.)
- Akisami: kama vile nusu, thuluthi, robo
- Tarakimu 501 - 1,000
- Magonjwa kama vile: kifua kikuu, ukimwi, mba (choa) majipu, kipindupindu, ukambi. (Baadhi yao yazingatie masuala ibuka kama vile haki na ajira za watoto, mazingira na uadilifi.)

Mapendekezo:

Shughuli za rawalimu na mwanafunzi:

Shughuli za mwalimu na mwanafunzi

zinaweza kuwa kama vile:
 kuamkuana kwa kutumia maneno ya adabu
 kutamka herufi mw'ambatano na kusoma maneno mepesi
 kutega na kutegua vitendawili
 kusimulia
 kuimba nyimbo
 kukariri mashairi
 kutunga na kutamka sentensi
 kuunda maneno
 kuiga na kuigiza vitendo na michezo myepesi
 kutunga sentensi kwa kutumia maneno yaliyosomwa
 kutia viakifishi katika usomaji
 kusoma vitabu na makala maktabani
 kuandika hati nadhifu inayosomeka
 kubainisha herufi kubwa na ndogo katika uandishi
 kutumia alama za uakifishaji katika maandishi
 kuendeleza maneno (imla) kwa njia mwafaka
 maelezo kuhusu ngeli
 kukanusha sentensi

- kuhusisha majina ya ngeli pamojana:
 vivumishi
 vielezi
 nyakati
 vitenzi
 viwakilishi
 vihusishi
- kutii maneno ya amri pamoja na kuyakanusha
 kutunga sentensi
 kutambua na Iculeza matumizi ya msamiati
 kuonyesha kwa kugusa kuchora
 kukusanya vitu mbalimbali
 kutazama picha
 kuandika tarakimu
 kujadiliana kuhusu mada mbalimbali.

Nyenzo:

Nyenzo ambazo zinaweza kutumiwa

ni kama vile:
 vifaa halisi
 chati
 picha
 kadi
 michoro
 vinyago
 vibonzo
 taarifa mbalimbali zilizoandikwa vitabu na makala mbali mbali
 makala yenye hati safi.

Tathmini

Tathmini yaweza kufanywa kupitia :

kuhakiki - vitendo, matamshi, uigizaji, ukariri wa mashairi maswali na majibu
 mazoezi ya kutaja, kutamka na kusoma
 kujaza mapengo
 mazoezi ya; mwandiko, hati, herufi, viakifishi, kuendeleza maneno
 mazoezi ya sarufi
 kutambua majina
 kuchora
 kukusanya vifaa mbalimbali.

DARASA LA NNE

1.0 KUSILIKIZA NA KUONGEA

1.1 Malengo Maalum

Mwanafunzi aweze kuendelea;

- (a) kuamkua kwa njia ifaayo
- (b) kutambua *na* kuzingatia matamshi bora
- (c) kutunga na kutamka sentensi za kiwango chake
- (d) kuiga na kuigiza
- (e) kujieleza kwa njia inayoeleweka
- (f) kutumia vyombo vya habari katika kujipatia burudani na maflinzo ya kumwezesha kuwasiliana vyeraa
- (g) kutambua na kutumia vitendawili, hadithi, mashauri na nyimbo, mafumbo, misemo na methali.

1.2 YALIYOMO

- Maamkizi, adabu na heshima; kama vile Habari ya utokako? Habari ya asubulii? Habari ya mchana? Habari ya adhuhuri? Habari ya wazazi?
- Sauti, maneno tata na vitanza ndimi: kama vile 't'-toa, 'd'-doa: Mchuuzi ana ujuzi wa kuuza mchuzi
- Sentensi za maneno tata.
- Michezo kutokana na mazingira
- Mawasiliano kupitia kwa redio, kanda za kunasia sauti, runinga na kanda za video

(Baadhi yao yazingatie masuala ibuka kama vile, ukimwi, haki na ajira za watoto, mazingira na dawa za kulevyaa.)

Vitendawili, hadithi, mijadala, mashairi na nyimbo, semi, methali na mafumbo

2.0 KUSOMA

2.1 Malengo Maalum

Mwanaflinzi aweze;

- a) kusoma na kutamka maneno sawa sawa
- b) kusoma kwa mahadhi
- c) kusoma na kufahamu
- d) kusoma kwa ziada na kuzingatia kujizoeza usomaji bora
- e) kusoma na kutambua sheria za utunzi
- f) kusoma jinsi ya kutumia kamusi.

2.2 YALIYOMO

- Matamshi bora ya sauti za ghuna na si ghuna
- Matamshi ya maneno na sentensi
- Sentensi na vifungu vya habari mbalimbali
- Vitabu, magazeti, makala katika maktaba
- Kanuni za ushairi: kama vile ubeti na mshororo
- Matumizi ya kamusi

3.0 KUANDIKA

3.1 Malengo Maalum

Mwanaflinzi aweze:

- a) kuandika kwa hati inayosomeka na nadhifu
- b) kuandika kwa mtiririko wa kiwango chake, kutumia vizuri alama za kuakifisha

- c) kujibu maswali kwa ufasaha
- d) kuendeleza maneno kwa usahihi
- e) kuandika umoja na wingi wa sentensi.

3.2 YALIYOMO

- Herufi zinazobainika, safi na kwa mwandiko mzuri
- Mitungo mifupi ya maelezo na wasifu
- Baraa za kirafiki na insha za wasifu
- Alama za kuakifisha: kikomo, koma, hisi, kiulizi na kistari kifupi
- Maswali
- Imla
- Umoja na wingi wa sentensi.

4.0 SARUFI

4.1 Lengo Malum

Mwanafunzi aweze kuendelea kutumia vipengele mbalimbali vya kisarufi katika mawasiliano ya kimazungumzo na kimaandishi.

4.2 YALIYOMO

- Ngeli za A-WA, U-I, KI-VI, LI-YA, pamoja na; viashiria viulizi
- Nafsi: kama vile mimi - sisi wewe - nyinyi ,yeye-wao pamoja na nyakati mbalimbali na kukanusha:- LI, NA, TA, HU, ME
- Matumizi ya -'ji'-: kama vile amejikata, mkataji
- Utunzi wa sentensi katika umoja na wingi kwa kutumia:-

vimilikishi; kama vile -angu, -etu, -ako, -enu viwakilishi viunganishi; kama vile kwa sababu, bila, wala, lakini, na kuziakifisha vihusishi; kama vile kabla ya, kati ya, baada ya viashiria: kama vile hiki - hivi, hili - liaya vivumishi vya sifa: kama vile - kubwa, - tamu, -pya, - chafu, - ema, -bovu, -bichi vivumishi vya idadi: kama vile mtu mmoja, mtu wa pili

- Aina mbalimbali za viakifishi vilivyofunzwa. (Baadhi yao yazingatie masuala ibuka kama vile afya na ukimwi, haki na ajira za watoto na mazingira).

5.0 MSAMIATI

5.1 Lengo Maalum

Mwanafunzi aendelee kutambua majina ya vitu na viumbe katika mazingira yake.

5.2 YALIYOMO

- Jikoni: kama vile seredani, kinuna, mchi, buli, birika, jiko la kuni, bilauri, uteo, ehano, mbuzi
- Shambani: kama vile kufyeka, kulima, kupanda, kupalilia, kunyunyizia, kupiga_ dawa, kuvuna
- Maumbo: kama vile mche, mistari sambamba, napia
- Magonjwa: kama vile kifafa, kichocho, kifaduro, ukimwi, homa

ya mbu, homa ya matumbo, kuendesha Alama na ishara za barabarani: kama vile kivuko cha umma, baiskeli na gari moshi Wanyama wa porini; kama vile ngiri, nyaiii, swara, nyati, mbweha, kifam, pundamilia Ukoo; kama vile mjukuu, kitukuu, mama wa kambo, baba wa kambo, mpwa Ndege: kama vile korongo, kipanga, mbayuwayu, ninga, heroe, sigi Rangi: rangi za upinde wa mvua Sehemu za mwiii (ndani): kama vile ubongo, ini, moyo, meno, ulimi, ufizi, mapafu Majina ya mimea: kama vile mhindi, mharagwe Hospitali: kama vile daktari, muuguzi, dawa bendeji, plasta, machela, sindano Akisami: kama vile thuluthi, humusi, sudusu, subui Pembe nne za dunia Tarakimu: 1,001 - 10,000 Mavazi: kama vile gaguro, kikoi, kabuti, kamisi/shimizi, kizibao, kanchiri, sidiria Viumbe na makazi yao; kama vile ndege - kiota ng'ombe - zizi samaki - maji nyuki - mzinga konokono - kombe kuku - kizimba (Baadhi yao yazingatie masuala ibuka kama vile

dawa za kulevya, afya na ukimwi).

Mapendekezo:
Shughuli za mwalimu na mwanafunzi:

Shughuli za mwalimu na mwanafunzi zinaweza kuwa kama vile:

- kusalimu na kuitikia salamu
- kutunga na kuandika sentensi
- kuiga na kuigiza
- kukamilisha sentensi
- kutega na kutegua vitendawili
- kusimulia
- kukariri na kuimba
- mashairi kusoma, kuuliza na kujibu maswali
- kurekebisha makosa
- kuandika muhtasari wa yaliyosomwa
- kuzingatia mwandiko mzuri •
- kutoa maelezo
- kufumba na kufumbua
- kutambua alama za kuakifisha na kuzitumia
- kuendeleza maneno
- kuchora
- kuhesabu tarakimu
- kutambua mavazi mbalimbali
- kujaza mapengo
- kutoa maana na matumizi ya methali na semi
- kutafuta maana na maendelezo ya maneno katika kamusi
- kuandika insha mbalimbali.

Nyenzo:

Nyenzo ambazo zinaweza kutumiwa katika masomo ni kama vile

- vifaa halisi
- chati
- michoro na picha
- kanda za kunasia sauti, video, runinga, redio

habari/taarifa zilizoandikwa
vifungu vya maneno
vitabu vya hadithi
vifungu vya ufahamu
dira
kamusi

- kukamilisha methali na semi
- kutoa maana na matumizi ya methali na semi,

Tathmini:

Tathmini yaweza kufanywa kupitia:

- kusalimu na kuitikia salamu hizo
- kuuliza maswali kutokana na matangazo mbalimbali
- kuhakiki matamshi
- kuendeleza maneno
- kutoa maelezo
- kuuliza maswali na kuhakiki majibu
- kujibu maswali kutokana na hadithi zilizosomwa
- kuandika miandiko mbalimbali
- kujaza mapengo
- kutunga sentensi
- kujaza mraba

DARASA LA TANO

2.2 YALIYOMO

1.0 KUSIKILIZA NA KUONGE A

1.1 Malengo Maalum

Mwanafunzi aweze:-

- kuamkua kwa njia ifaayo
- kuzingatia matamshi bora
- kujieleza kwa njia inayoeleweka
- kuiga na kuigiza michezo mifupi
- kusikiliza na kueleza taarifa na matangazo.

1.2 YALIYOMO

- Maamkuzi, adabu na heshima;
U mzima? M wazima?
U hali gani?
Tafadhali, Samahani,...
- Lugha ya adabu na heshima: mjamzito, amejifungua...
- Sentensi zenye raajina
vivumishi, vitenzi na vielezi
- Hadithi, vitendawili, mafumbo, methali, misemo, mashairi na nyimbo
- Taarifa na matangazo kupitia vyombo mbalimbali. (Baadhi yao yazingatie masuala ibuka kama vile dawa za kulevya, afya na ukimwi na jinsia).

2.0 KUSOMA

2.1 Malengo Maalum

Mwanafunzi aweze:

- kusoma kwa mahadhi
- kusoma kwa sauti na kutamka maneno barabara
- kusoma kimya, kufahamu na kujibu maswali
- kusoma kwa ziada na kustawisha uzoefu wa usomaji bora.

- Matamshi ya maneno na sentensi
- Vifungu vya ufahamu na makala

- Kanuni za ushairi kama vile ubeti, mshororo, kina, mizani, kibwagizo (Baadhi yao yazingatie masuala ibuka kama vile mazingira, uadilifu na haki na ajira za watoto).

3.0 KUANDIKA

3.1 Malengo Maalum

Mwanafunzi aweze:

- kuandika sentensi kwa usahihi
- kuandika insha kwa hati inayosomeka
- kujibu maswali
- kuendeleza maneno kwa usahihi.

3.2 YALIYOMO

- Hati inayosomeka na nadhifu
- Barua rasmi na za kirafiki
- Insha za maelezo na wasifli juu ya mada mbalimbali
- Maswali
- Imla (Baadhi yao yazingatie maswala ibuka kama vile afya na ukimwi na jinsia).

4.0 SARUFI

4.1 Lengo Maalum

Mwanafunzi aweze kutumia vipengele mbalimbali vya kisaruhi katika mawasiliano ya kimazungumzo na kimaandishi.

4.2

YALIYOMO

- Ngdi za A-WA, U-I, KI-VI, LI - YA, YA - YA, I-ZI, U-ZI, U-U
pamoja na;
 - vivumishi vya sifa
 - vivumishi vya pekee:
kama vile -ote -o-ote
'enye, -enyewe'
 - viwakilishi
 - viulizi -pi?-ngapi?
 - kirejeshi 'amba
 - kiambishi 'KF cha
udogo
 - vivumishi vya idadi;
kama vile - watu
watatu, tunda la pili,
miti michache
 - umoj a na wingi wa
sentensi katika ngeli
zilizofunzwa
 - tashbihi vifananisho):
mwaminifu kama
mchana, mrefu kama
mlingoti...
 - kirejeshi 'ndi-'
- Mnyambuliko wa vitenzi:
kauli ya kutenda, kutendea
na kutendewa
- Kukanusha nafsi kwa
kutumia nyakati na hali
mbalimbali zilizofunzwa
- Nomino kutokana na
vitenzi: kama vile
lima - mkulima
- Uakifishaji; kama vile
dukuduku, mtajo ...
(Baadhi ya haya
yazingatie maswala ibuka
kama vile uadilifu, afya na
ukimwi.)

5.0

MSAMIATI

5.1

Lengo Maalum

Mwanafilmzi aweze kutambua
na kutumia msamiati mwafaka
wa vitu na viumbe katika
mazingira yake.

5.2 YALIYOMO

- Sebuleni; kama vile kochi,
dari, zulia, runinga, picha,
shubaka, rafu, simu, sofa,
kinanda
- Mavazi: kama vile
surupwenye, suti, joho,
tarbushi, kitenge, jezi,
bulibuli
- Mimea: kama vile mbuni,
mchai, muwa, mchongoma,
mkoroshu, shayiri, mdimu,
mlimao, mpareto
- Ukoo: kama vile baba wa
kambo, wifi, shemeji, mpwa,
kilembwe, mkazamwana,
kilembwe-keza, kining'ina
- Hospitali; kama vile wodi,
ufuoni (mochwari), huduma ya
kwanza, huduma ya dharura,
chumba cha upasuaji, pamba,
glavu
- Viungo vya mwili (nje):
kama vile mboni, ndewe,
nyusi, kope, kidaka-tonge,
kionja mchuzi, nyonga,
kwapa, paja, wayo
- Tarakimu: 10,001 - 100,000
- Saa; kama vile nukta
(sekunde) dakika, robo,
kasorobo na kasoro
- Ufundi: vifaa katika karakana
kama vile nyundo, misumari,
parafujo, bisibisi, keekee,
randa, msumeno, utepe,
timazi, jiliwa, patasi
- Zana za vita: kama vile mkuki,
ngao, mshale, uta na upote,
rungu, upinde, manati, upanga,
kisu
- Michezo: kama vile kwata,
sarakasi, kandanda, mpira wa
pete, mpira wa wavu, mpira
wa vikapu, mpira wa
magongo, riadha
- Ala za miiziki: kama vile
ngoma, gita (zeze) marimba,
tarumbeta, kinanda, tari

- Hali ya anga na misimu: kama vile masika, kiangazi
- Akisami: kama vile subui, thumuni, tusui
- Malipo mbalimbali: kama vile mshahara, karo, nauli, faini, kiingilio, mahari
- Nomino za makundi: kama vile mvi^ongo, bunda la noti, tita la kuni.

Mapendekezo:

Shughuli za mwalimu na mwanafunzi:

Shughuli za mwalimu na mwanafunzi zinaweza kuwa:

kusikiliza na kuitikia maamkuzi kwa kutumia lugha ya adabu

- kutunga na kutamka maneno katika sentensi kwa usahihi
- kusimulia, kutega na kutegua, kufumba na kufumbua
- kusikiliza na kuitikia mawasiliano kupitia vyombo mbalimbali
- kutoa maelezo
- kutamka maneno
- kuuliza na kujibu maswali
- kusoma vitabu, magazeti na makala mbalimbali
- kuandika hati inayosomeka na nadhifu
- kutoa maelezo juu ya insha tofauti tofauti
- kuandika maneno
- kueleza na kutoa mifano ya matumizi ya nomino katika ngeli zilizofimzwa
- kueleza kwa kutoa mifano kwa kutumia nyakati na hali mbalimbali
- kutumia 'amba' katika sentensi
- kunyambua vitenzi
- kuiga na kuigiza
- kuunda majina kutokana na vitenzi
- kutunga sentensi kwa kutumia tashbihi
- kutumia 'ndi' katika sentensi pamoja na nomino za ngeli zilizofimzwa

- kutunga sentensi kwa kutumia msamiati mbalimbali
- kuchora vitu vilivyotajwa
- kugawa vitu katika mafungu
- kukamilisha sentensi
- kutafuta maana na maendeleo ya maneno katika kamusi.

Nyenzo:

- Nyenzo ambazo zinaweza kutumiwa ni kama vile:
- vifaa halisi
- chati
- vifungu mbalimbali
- kadi
- picha
- michoro
- vinyago
- vibonzo
- kamusi

Tathmini:

Tathmini yaweza kufanywa kupitia:

- kuhakiki maamkuzi na matamshi
- kusimulia
- kutega na kutegua
- kutoa muhtasari wa yale waliyosikiliza
- mashindano ya vikundi
- kuhakiki matamshi
- kufumba na kufumbua
- kutoa muhtasari wa yaliyosomwa
- kuhakiki insha
- kujibu maswali.
- mazoezi tofauti tofauti ya sarufi
- kutunga sentensi
- kuchora jedwali
- kujaza mapengo
- kuiga na kuigiza
- kujaza miraba
- kuhakiki sentensi
- kuandika umoj a nawingiwa sentensi
- kuchora vitu na kuandika majina yao
- kukamilisha methali na semi
- kuambatanisha methali na maelezo
- kuchambua picha na michoro.

DARASA LA SITA

- 1.0 KUZIKILIZA NA KUONGEA**
- 1.1 Malengo Maalum**
Mwanaflmzi aweze;
- kuamkua kwa namna ifaayo
 - kutambua na kuzingatia matamshi bora
 - kujielezakwanjia inayooleweka
 - kusikiliza na kufasiri taarifa na matangazo
 - kuiga na kuigiza.
- 1.2 YALIYOMO**
- Maamkuzi na adabu na heshima; kama vile Ndoto njema, Salaam aleikum, Alamsiki, Usingizi mnono Marehemu, Bwana, Bibi...
 - Sentensi zenye tamathali za usemi kama vile istiaara: kwa mfano; baba ni simba; tanakali za sauti: kama vile anguka pu! Nyooka twaa!
 - Haditlii, mafumbo, mashairi, nyimbo, vitendawili, misemo, methali na majadiliano
 - Taarifa kupitia vyombo mbalimbali
 - Michezo mbalimbali. (Baadhi ya haya yazingatie masuala ibuka kama vile teknolojia: simu, baraaameme, kipepesi, mazingira na afya na ukimwi.)
- 2.0 KUSOMA**
- 2.1 Malengo Maalum**
Mwanaflinzi aweze;
- kusoma kwa mahadhi
 - kusoma kwa sauti na kutamka nianeno barabara
 - kusoma kimya, upesi na kufahamu vifungu kisha kujibu maswali
 - kusoma kwa ziada na kustawisha uzoefii wa usomaji bora
 - kusoma na kutambua kanuni za utunzi.
- 2.2 YALIYOMO**
- 2.2 YALIYOMO**
- Sauti tata, maneno na sentensi
 - Vifungu na maswali
 - Makala, vitabu, magazeti na majarida
 - Aina za mashairi; tathlitha na tarbia. (Baadhi ya haya yazingatie maswala ibuka kama vile uadilifu, afya na ukimwi, haki na ajira za watoto.)
- 3.0 KUANDIKA**
- 3.1 Malengo Maalum**
Mwanaflinzi aweze;
- kuandika hati kwa njia ifaayo
 - kuandika insha
 - kuendeleza maneno kwa njia sahihi.

3.2 YALIYOMO

- Sentensi sahihi kwa hati inayosomeka na nadhifu
- Barua rasmi/kirafiki, insha za maelezo iia masimulizi kuhusu mada tofauti
- Imla.
(Baadhi ya mada hizi zizingatie masuala ibuka kama vile teknolojia, afya na ukimwi, mikasa kama vile moto, mafliriko, bomu.)

4.0 SARUFI

- #### 4.1 Lengo Maalum
- Mwanaflinzi aweze kiitumia vipengele mbalimbali vya kisarafu katika mawasiliano ya kimazungumzo na kimaandishi.

4.2 YALIYOMO

- Utunzi wa sentensi kutumia ngeli za A- WA, U-I, KI-VL LI-YA, U - YA, YA-YA, I-ZI, U-ZI, U-U, KU-KU, I-I pamoja na;
 - viashiria radidi: kwa mfano huku huku, pale pale...
 - vivumishi vya pekee - ote, -o-ote,-enye,- enyewe, - ingine virejeshi 'amba-' na 'ndi vitenzi katika kauli za kutendewa, kutendua, kutendwa, kutendeka viulizi: kama vile upi, ipi
- Vitenzi kutokana na nomino
- 'Kina' na 'akina' pamoja namajina yaukoo yaliyofunzwa
- Matumizi ya 'Karibu': kama vile karibu aje

- Kiambishi 'KF' cha masharti; kama vile akija
- Usemi halisi na usemi wa taarifa
- Uakifishi uliofunzwa
- Nomino kutokana na nomino: kama vile kilimo - mkulima funzo - mwanafunzi
- Nomino kutokana na sifa; zuri - uzuri
- Matumizi ya 'ni bora' na 'ni heri', ni afadhali
- Kiambishi '-To'- cha kukanusha kama vile kutosoma, kutosema
- Mkato wa maneno: kama vile baba yake - babake
- Kiambishi 'KA' cha wakati (Baadhi yao yazingatie masuala ibuka kama vile haki na ajiraza watoto, uadilifu, mazingira na dawa za kulevyu.)

5.0 MSAMIATI

5.1 Lengo Maalum

Mwanafunzi aweze: kutambua na kutumia majina zaidi ya vitu na viumbe mbalimbali katika mazingira yake.

5.2 YALIYOMO

- Tarakimu: 100,001 - 1000,000
- Maandishi: kama vile sura, kurasa
Mapishi: viungo vya kupikia kama vile dania, pilipili hoho, pilipili manga.
- Usafiri; vyombo, abiria, nauli
- Vikembe: kama vile kimatu - nzige buu - nzi kitungule - sungura shibli - simba
- Alazamuziki: kama vile kayamba, kinubi, zumari, njuga, kipenga, parapanda, udi, piano

- Vitawe: (Maneno yenye maana zaidi ya moja) kama vile kaa, chuma, chupa, panda, kata...
- Vamgo vya mwili (ndani); kama vile figo, wengu, nyongo, chango, utumbo, kibofu, mbavu, ini, ufizi, iilimi.
- Hali ya mimea: kama vile kukauka, kunawiri, kustawi.
- Vimelea (nje ya mw^ili); kama vile chawa, flmza,kiroboto, kunguni.
- Mahakama: kama vile hakimu mshitakiwa, shahidi, kiongozi wa mashtaka, karani vv^a koti, korokoroni, pingu, jela.
- Zana za vita: kama vile sime, singe, bunduki, bastola, kombora, bomu, kifaru, mzinga, jeti, manowari, nyambizi. (Baadhi yao yazingatie masuala ibuka kama vile uadilifu, afya na ukimw'i na haki na ajira za watoto.)

kusoma vitabu na makala mbalimbali
kuandika kwa hati inayosomeka na nadhifu
majadiliano
kufumba na kufumbua
kutunga sentensi
kugeuza sentensi kutoka usemi halisi hadi usemi wa taarifa na kinyume chake
kutaja tarakimu
kukamilisha sentensi
kujaza mraba
kuchaogana picha
kutoa maana na kuumia
msamiati vilivyo
katika sentensi
kukusanya aina mbalimbali za viungo na vyakula
kuchora vitu mbalimbali
ziara za kielimu katika mazingira
kutengeneza baadhi ya vifaa
kutoa maana na matumizi ya methali na semi
kutatua maana na maendeleo ya maneno katika kamusi
Kuchanganua picha na michoro.

Mapendekezo:

Shughuli za mwalimu na mvt'anafunzi:

- Shughuli za mwalimu na mwanafunzi zinaweza kuwa;
- kusalimu na kuitikia salamu
 - kutambua na kutamka maneno
 - kusimulia, kukariri, kutega na kutegua
 - kusikiliza na kuitikia mawasiliano kupitia kwa vyombo mbalimbali
 - kuiga na kuigiza
 - kutoa maelezo
 - kusoma kwa kufahamu vifungu na kuiibu maswali

Nyenzo:

Nyenzo ambazo zinaweza kutumiwa ni kama vile:

- vifaa halisi
- chati
- michezo ya kuigiza ilioandikwa
- vinyago
- kadi
- vitabu, magazeti na makal' mbalimbali mifano mb.' insha
- picha
- michoro
- kamusi
- vibonzo

Tathmini:

Tathmini yaweza kufanywa kupitia:

- kuhakiki maamkuzi na matamshi
bora katika seiitensi
kutoa muhtasari wa waliyoyasikia
kuiga na kuigiza michezo
rabalimbali
kuhakiki matamshi, shadda na
viimbo
kujibu maswali
kuhakiki sentensi na maneno
yaliyoandikwa
kuhakiki insha zilizoandikwa
kuhakiki maendelezo na sarufi
sahihi
kujibu maswali kwa;
- kujaza mapengo
- kujaza mraba
- kuchorajedwali
kutoa maana ya msamiati
kukamilisha methah na semi
kutunga sentensi kutumia methah
na semi
kuchora na kuambatanisha
michoro na majina.

DARASA LA SABA

1.0 KUSIKILIZA NA KUONGE A

1.1 Malengo Maalum

Mwanafunzi azidi:-

- a) kuarakua kwa njia ifaayo
- b) kutambua na kurekebisha makosa ya matamshi
- c) kujieleza ipasavyo
- d) kusikiliza na kufasiri taarifa na matangazo
- e) kuiga na kuigiza.

- Maamkuzi na adabu; kama vile usingizi mwanana,

Mwambaje? Lalaunono

biiriani dawa

alamsiki

- binuru

kunradhi,

hayati, mheshimiwa, mtukufu

- Sentensi zenye maneno yenye sauti tata: kama vile (sh, s, z,)

(l, r), (j-ch) (b, p) (f - v) (g h - k)

- Hadithi, misemo, vitendawili, methali mafumbo, mashairi, iiyimbo, majadiliano na hotuba

- Taarifa na matangazo kupitia vyombo mbalimbali

- Michezo ya kuigiza ya kiwango hiki.

(Baadhi ya haya yazingatie

masuala ibuka kama vile afya na ukimwi uadilifu, jinsia na dawa za kulevyva.)

2.0 KUSOMA

2.1 Malengo Maalum

Mwanafunzi aweze:

- a) kusoma kwa sauti na kutamka maneno inavyotakikana
- b) kusoma kimya, upesi na kufahamu
- c) kusoma kwa ziada ili kupata maarifa, kujiburudisha na kupanua

kiwango chake cha msamiati

- d) kusoma na kutambua kanuni za utunzi
- e) kusoma jinsi ya kutumia kamusi.

2.2

YALIYOMO

- Maneno na sentensi
- Vifungu mbalimbali/maswali
- Makala, vitabu vya hadithi, majarida

vile Tatilitha, tarbia na ngonjera

- Jinsi ya kutumia kamusi (Baadhi ya haya yazingatie masuala ibuka kama vile afya na ukimwi, dawa za kulevyva na mazingira).

3.0

KUANDIKA

3.1

Malengo Maalum

Mwanafunzi aweze:

- a) kuandika sentensi kwa njia inayofaa
- b) kuandika insha mbalimbali kuhusu mada tofauti tofauti
- c) kujibu maswali mbalimbali
- d) kutunga mashairi mafupi ya kiwango chake
- e) kuimarisha maendelezo sahihi.

3.2

YALIYOMO

- Sentensi mbalimbali/hati nadhifu
- Insha mbalimbali kuhusu mada tofauti tofauti; kama vile hotuba, mijadala, mazungumzo, masimulizi, barua rasmi

- na ya kirafiki na nyinginezo zilizofunzwa
- Maswali mbalimbali
- Mashairi mafupi ya kiwango chake na kanuni za ushairi
- Imla.
(Baadhi ya hay a yazingatie masuala ibuka kama vile mazingira, haki na ajira za watoto, uadilifu na dawa za kulevya.)

4.0
4.1

SARUFI

Lengo Maaluma
Mwanafunzi azidi kutumia vipengele mbalimbali vya kisamfi katika mawasiliano ya kimazungumzo na kimaandishi.

4.2

YALIYOMO

- Ngeli za A-WA, U-I, KI-VI, LI-YA, U-YA, YA-YA, I-ZI, U-ZI,

U-U, KU-KU, I-I

PAKUMU

pamoja na:

- viambishi ngeli
- vivumishi mbalimbali
- kiambishi 'po' cha wakati:
kama vile alipoenda alimkuta...
- 'O' rejeshi (awali na mwisho wa kitenzi): kama vile mwanafunzi aliyekuja
mwanafunzi ajaye...
- nge, ngali na ukanusho wake
- viulizi: kama vile

lini,

nani, nini, gani

- viunganishi; kama vile fauka ya, sembuse,

minghairi ya, maadam, mradi, aghalabu, licha ya

- Matumizi ya 'kwa'
- Mnyambuliko wa vitenzi: jinsi za kutendana, kutendesha, kutendeana na kutendatenda
- Tanakali za sauti
- Matumizi ya "katika," na "-ni"
- Alama za kuakifisha: kama vile nusu koloni, parandesi/mabano na koloni
- Ukubwa, udogo na wastani wa nomino
- Kuunda sifa kutokana na vitenzi.

5.0

MSAMIATI

5.1 Lengo Maalum

Mwanafunzi aweze kuendelea kupanua kiwango chake cha msamiati mwafaka na kuutumia vilivyvo.

5.2 YALIYOMO

- Vitate (maneno yanayokaribiana kimatamshi); kama vile bawaba - bawabu mchuzi - mchuuzi mjusi - mjuzi
- Visawe (maneno yenye maana sawa); kama vile runinga - televisheni kilimo - zaraa kipusa - kidosho zungumza - ongea
- Nominoambata: kama vile mwanahewa, mwananchi
- Viumbe wa kike na kiume: kama vile fahali - mtamba jimbi - koo mtwana - mjakazi mjomba - halati
- Tarakimu 1,000,001 -10,000,000

- Vitawe
- Uhusiano wa watu na Nchi: kama vile mzalendo, mlowezi mwenyeji, kibaraka
- Mapambo ya mwili: kama vile kipuli, pete, ushanga, mkufu, kipini, hina na wanja
- Viwanda; kama vile spana, tarakilishi, cherehani, vipuri, fiiawe, jenereta
- Majina ya nchi: kama vile Uingereza, Ushelisheli, Uganda, Kenya, Ureno, Uhabeshi...
- Malipo mbalimbali: kama vile ushum, kiokozi, arbuni, ujira, kiinua mgongo, kiangaza macho
- Watu na kazi zao: kama vile tarishi - kuleta na kupeleka baraa posta, ngariba, mzegazega, hamali, mhazili, kungw'i, muuguzi, nyakanga na utingo
- Nomino za makundi: kama vile numbi ya samaki, korija la maua, thurea ya nyota, bunda la noti na safu ya milima.

Mapendekezo:

Shughuli za mwalimu na mwanafunzi:

Shughuli za mwalimu na mwanafunzi zinaweza kuwa:

- kusikiliza na kufasiri taarifa na matangazo
- maelezo/kusalimia na kuitikia salamu mbalimbali kwa kutumia maneno ya heshima
- kutofautisha kwa kutamka sentensi zenye matamshi tata
- kuhadithiana, kukamilisha na kutoa maana, kutunga na kukariri, kujadiliana na kutoa hotuba fupi
- kutoa maelezo
- kuiga na kuigiza
- kusoma kwa mtiririko
- kusoma vifungu na kujibu maswali
- kusoma vitabu vya hadithi, magazeti na majarida mbalimbali

- kutoa maana ya msamiati na kuutungia sentensi
- kuandika sentensi mbalimbali katika umoja na wingi
- kuandika barua rasmi na za kirafiki; na insha kuhusu mada nyinginezo
- kujibu maswali
- kufuata kanuni katika kutunga mashairi
- kusikiliza na kuendeleza maneno vizuri
- kutoa maana ya sentensi mbalimbali
- kuhesabu tarakimu
- kuchora vitu mbalimbali
- kuambatanisha maelezo pamoja na methali na semi
- kutafuta maana na maendeleo ya maneno katika kamusi
- kuchanganua picha na michoro.

Nyenzo:

Nyenzo ambazo zinaweza kutumiwa ni kama vile;

chatu
vifaa halisi
kadi
picha na michoro
redio, runinga, video na slaidi
mtu mwenye ujuzi kualikwa kutoa hotuba
mchez
o
ulioan
dikwa
raman
i
vinyag
o
vibonz
o
kamus
i

Tathmini:

Tathmini yaweza kufanywa kupitia:

kujaza mapengo, kukariri mashairi,
kutoa hotuba na kujadiliana
kuiga na kuigiza
kusoma
kutunga sentensi kwa kutumia
msamiati
kutazama kwa makini
kutoa muhtasari wa yaliyosomwa
kutunga mashairi kwa kufuata
kanuni
kuhakiki maendelezo na sarufi
kukamilisha sentensi
kuandika umoja na wingi wa
sentensi
kujaza mapengo
kuambatanisha maelezo na
methali/semi
kuambatanisha methali na semi na
maelezo sahihi na kinyume chake.

DARASA LA NANE

- 1.0 KUSIKILIZA NA KUONGEA
- 1.1 Malengo Maalum
Mwanafunzi azidi;
- kuamkua kwa njia ifaayo
 - kusikiliza na kufasiri taarifa na matangazo
 - kuzingatia matamshi bora kwa kujieleza ipasavyo
 - kuiga na kuigiza michezo
 - kutunga sentensi sahihi.
- 1.2 YALIYOMO
- Maainkuzi, adabu na heshima; kama vile Mheshimiwa, Bwana, Hayati, Bibi, Mkono wa tahania, Waambaje, Subalkleri, Masalkheri...
 - Taarifa mbalimbali
 - Hadithi, vitendawili na mafimbo, misemo, methali, hotuba na majadiliano
 - Michezo mbalimbali
 - Sentensi zenye miundo mbalimbali
(Baadhi yao yazingatie masuala ibuka kama vile afya na ukimwi, haki na ajira za watoto, mikasa, mazingira na uadilifi).
- 2.0 KUSOMA
- 2.1 Malengo Maalum
Mwanafunzi azidi:
- kusoma kwa sauti na kutamka maneno inavyotakikana
 - kusoma kimya, upesi na kufahamu vifungu
 - kusoma kwa ziada ili kupata maarifa, kujibiirudisha, kupanua kiwango cha msamiati na kukuza uzoefu wa usomaji bora.
- 2.2 YALIYOMO
- Maneno na sentensi
 - Taarifa na vifungu mbalimbali
 - Makala, vitabu, magazeti na majarida.
(Baadhi ya haya yazingatie masuala ibuka kama vile afya na ukimwi, mazingira na haki na ajira za watoto).
- 3.0 KUANDIKA
- 3.1 Malengo Maalum
Mwanafunzi azidi;
- kuandika sentensi kwa njia inayofaa
 - kuandika insha za aina mbalimbali na zenye mada tofauti tofauti kujibu maswali
 - kutimka mashairi mafupi
 - kuimarisha maendelezo sahihi.
- 3.2 YALIYOMO
- Sentensi zenye miundo mbalimbali
 - Barua, insha za kumbukumbu, mazungumzo na nyinginezo zilizofunzwa
 - Vifungu mbalimbali vya ufahamu
 - Kanuni za ushairi (arudhi): kwenye mashairi yaliyofunzwa pamoja na ngonjera, na utenzi
- Imla.
(Baadhi za mada zizingatie masuala ibuka kama vile ukimwi, haki za watoto, uadilifi, mazingira, mikasa, dawa za kulevya na teknolojia).

- 4.0 SARUFI**
- 4.1 Lengo Maalum**
Mwanafunzi azidi kutumia vipengele mbalimbali vya kisarafu katika mawasiliano ya kimazungumzo na kimaaiidishi.
- 4.2 YALIYOMO**
- Utunzi wa sentensi kutumia ngeli zilizoifiinzwa pamoja na:
 - viambishi ngeli
 - vivumishi
 - visivyochukua
 - viambishi ngeli: kama vile dhaifu, ghali, hodari,...
 - vihisishi: kama vile Lo!, Masalaale!, Salaale!
 - viunganishi: ila, lakini, na, mighairi, isipokuwa, ijapokuwa, ingawa...
 - vielezi vya inkazo: kama vile kutwa kucha, salama salimini, waganga na waganguzi, daima dawamu, bure bilashi... kirejesM -“amba-” matumizi ya “ndi-” “si-” na “na-” vivumishi vya ‘A’ -unganifu
 - vielezi mbalimbali viulizi
 - matumizi ya ‘katika’ ‘-ni’ na ‘kwenye’.
 - Mnyambuliko wa vitenzi: kama vile kauli za kutendeka, kutendesha, kutendeshwa
 - Ukubwa na udogo wa nomino na sentensi katika umoja na wingi
 - usemi halisi na wa taarifa. (Baadhi ya haya yazingatie masuala ibuka kama vile
- uwajibikaji, jinsia na teknolojia).
- 5.0 MSAMIATI**
- 5.1 Lengo Maalum**
Mwanafiinzi aendelee kupanua kiwango chake cha msamiati mwafaka kwa kuutumia ipasavyo.
- 5.2 YALIYOMO**
- Tarakimu: 10,000,001 - 100,000,000
 - Akisami: kama vile thumni tatu, tusui nne, tusui saba, ushuri tisa,... saba kwa kumi na tano
 - Pembe kumi na sita za dunia
 - Sayari zote: Zuhura; zaibaki; dunia, mirihi, zohali, sarteni, utaridi, mshtarii, kausi
 - Mali ya Asili: kama vile mito, maziwa, bahari, misitu, madini, mapori ya wanyama...
 - Majina ya wizara mbalimbali
 - Mahakama: kama vile mfani, kizimba, kifungo, wakili, hatia, uamuzi wa mahakama, faini, dhamana
 - Mekoni: kama vile mashizi, jivu, ukoko, kuinjika; epua; dohani, kikaango, mbuzi, koka moto, susu; ufu; songa sima
 - Vitawe
 - Msamiati wa teknolojia: tarakilishi, mnunu, mtandao wa vuti.
 - Ukoo: kama vile mwananyumba, mkazamwana, halati mwamu, wakoi, bavyaa, mavyyaa, umbu
 - Viwandani

- Matunda na mimea
- Viumbe wa kike na wa kiume
- Nomino za makundi
- Vitate
- Majinaya wafanyakazi mbalimbali
- Visawe.
(Baadhi ya liaya yazingatie masuala ibuka kama vile afya na ukimwi, haki na ajira za watoto, mikasa, uadilifu na mazingira).

Mapendekezo:

- Shughuli za mwalimu na mwanafunzi:
Shughuli za mwalimu na mwanafunzi zinaweza kuwa kama vile;
- maelezo, kusalimu na kuitikia salamu
 - kusimulia, kutega na kutegua, kukariri, kutoa ho tuba, kujadiliana, kuflimba na kufumbua
 - kuiga na kuigiza
 - kutunga sentensi
 - kusoma maneno na sentensi
 - kusoma taarifa, vifungu mbalimbali na kujibu maswali
 - kusoma vitabu vya hadithi, magazeti na majarida
 - kuandika hati inayosomeka na nadhifu
 - kuandika barua rasmi na za kirafiki
 - kuuliza na kujibu maswali
 - kutunga shairi kwa kuzingatia aradhi
 - kusikiliza, kutamka na kiiendeleza maneno vilivyo
 - kunyambua vitenzi katika kauli mbalimbali
 - kuchora na kujaza jedwali na mraba
 - kugeuza majina na sentensi katika hali ya udogo na ukubwa katika umoja na wingi
 - kuandika sentensi kutoka usemi halisi hadi usemi wa taarifa na kinyiune chake

- kuhesabu na kuandika tarakimu na akisami
- kuchora dira yenye pembe kumi na sita za dunia
- kutaja majina ya wizara
- kutambura msamiati wa mekoni
- kukamilisha methali na semi
- kupambanua maana ya maneno
- kutambua mavazi mbalimbali
- kukusanya matunda na mimea
- kutaja majina ya kazi mbalimbali
- kuhusisha watu na nchi zao
- kutafuta maana na maendeleo ya maneno katika kamusi
- kuchanganua picha na michoro.

Nyenzo:

Nyenzo ambazo zinaweza kutumiwa katika masomo ni kama vile:

- vifaa halisi
- picha na michoro
- chati
- michezo ya kuigiza
- vinasa sauti, redio, slaidi, video, runinga
- vitabu vya hadithi, magazeti, majarida na mtandao wa vuti, rununu, barua meme, kipepesi
- insha mbalimbali zilizoandikwa
- bahasha
- kadi za maneno
- jedwali
- ramani
- kamusi.

Tathmini:

Tathmini yaweza kufanywa kupitia:

- kuambatanisha maneno na maelezo
- kuuliza na kujibu maswali
- kuigiza michezo
- kuhakiki maendeleo na sarufi
- kuhakiki matamshi
- kuandika muhtasari kuhusu yale yaliyosomwa
- mazoezi ya ziada
- kutahini sentensi zilizoandikwa
- kuhakiki mambo muhimu katika insha

kuhakiki uchoraji wa jedwali
kukamilisha na kutoa maana na
matumizi ya methali na semi
Kutega na kutegua
uchambuzi wa mashairi
kujaza mapengo
kufumba na kufumbua maftirabo
kukariri na kusimulia
kuchangamua picha.

INTRODUCTION

Mother tongue is the first language a child is exposed to or the language of the school's catchment area. This is the language in which children first learn to express their thoughts and develop relationships with their immediate social environment. Their experiences in education, therefore, should provide for their Mother Tongue to enable them learn and understand the values and concerns of the society. The school should attempt to amplify rather than replace these experiences.

Mother Tongue occupies a very important place in our primary school curriculum for a number of reasons:

- The pupils' ideas and thoughts are in their mother tongue and will continue to be so, long after they have learnt to speak in English. To be encouraged to think for themselves, the pupils must be helped to do so in their own language.
- The culture of a people is expressed in mother tongue. Mother Tongue must be taught positively so that learners can respect their cultural heritage as a basis for appreciating that of other people and make own contribution when they grow up.
- Mother Tongue acts as a link between home. Early Childhood Development (ECD) centres and Primary School, and encourages the child's free expression. It is also a tool for the teaching of literacy, numeracy and manipulative skills and a foundation for learning other languages. Mother Tongue when used as a medium of instruction provides children with a sense of belonging, self-confidence and motivates them to participate in all school activities. This provides for a smooth transition experience.
- Mother Tongue should be taught as a subject in lower primary so as to; establish basic language skills such as listening and understanding, speaking, pre-reading and reading, pre-writing and writing. These should be done in a language that the pupils can speak well.
reinforce and develop it as an effective medium of instruction. The use of mother tongue makes what is taught meaningful since it relates to the child's previous experiences.
develop it for greater use since it is the most comprehensive expression of the child's cultural heritage comprising character, moral and religious values.

GENERAL OBJECTIVES

By the end of the course, the learner should have:

1. developed sufficient command of vocabulary and sentence patterns to enable the learner use mother tongue at home, at school and in the community
2. acquired pre-reading, literacy and numeracy skills in mother tongue
3. acquired reading and writing skills
4. developed a positive attitude towards own culture and those of others
5. acquired basic ideas on HIV/AIDS, children's rights and other emerging issues such as technology, the environment, integrity education and gender responsiveness.

STANDARD ONE

- 4.1 SKILLS: LISTENING AND SPEAKING**
- 4.1.1 SPECIFIC OBJECTIVES:**
By the end of the topic, the learner should be able to:
- a) listen and respond to oral instructions relevant to learning experiences
 - b) communicate orally with peers, members of the family, the community and participate in all classroom activities such as story telling, poem recitation, dramatization and riddle setting and solving
 - c) participate as a speaker and listener in group activities including imaginative play-
 - teachers' own stories, taped materials (stories, songs and conversations)
 - conversations using puppets
- 4.1.2 LEARNING EXPERIENCES**
- a) Listening and responding appropriately to:
 - greetings
 - simple oral instructions
 - information/news*
 - directions
 - messages*
 - questions
 - songs*
 - commands
 - requests.
 - b) Listening to and demonstrating one's understanding by following:
 - news and announcements based on events at school and at home
 - short simple stories*
 - conversations
 - c) Reinforcing concentration through:
 - - miming a variety of activities based on various themes such as the home and school.
 - playing appropriate language games
 - d) Participating in conversations and dialogues
 - e) Learning calendar content - days of the week
 - f) Dramatizing and role playing (stereotype roles should be avoided).
 - g) Practising simple social courtesies and appropriate classroom expressions based on age groups and occasions characteristic of the community
 - h) Asking and answering questions
 - i) Telling home news and
 - j) Reinforcing vocabulary and sentence structures
 - k) Interpreting sequential picture stories for oral composition
 - 1 Talking about relevant themes such as taking care of our environment
 - m) Telling simple stories
 - n) Singing songs and reciting

rhymes.*

* *Note:*

Messages/songs/stories should include important social values like honesty, kindness, forgiveness, cooperation and emerging issues such as integrity education and gender responsiveness.

4.1.3 LEARNING RESOURCES

Real objects/ models
Relevant songs/stories/
poems/riddles
Pictures/photographs
Invited resource persons
Taped songs/stories
Teachers own stories
Conversations
Puppets
Masks
Drawings
Wall charts
Old calendars
Clock faces
Costumes
Sequential pictures
Appropriate centers of
interest or nature corners
Relevant language games

4.1.4 ASSESSMENT ACTIVITIES

There are basic competencies expected for the listening and speaking skills.

Pupil's ability to:

- give appropriate responses orally
- talk about various issues based on given themes
- retell stories /riddles/proverbs,
- listen to instructions and respond appropriately

- match statements to objects, pictures or situations in the classroom
- listen to questions and respond appropriately
- listen to requests and respond appropriately by carrying out actions required
- participate in conversations and answer questions
- sustain fluent conversation
- , pronounce vowels and consonants
- articulate combined vowels and consonants
- match spoken statements to pictures.

42.0 SKILL: READING

4.2.1 SPECIFIC OBJECTIVES:

- By the end of the topic, the learner should be able to:
- a) acquire reading readiness skills to enable the learner have literacy and numeracy skills
 - b) read and pronounce words correctly
 - c) read and understand graded reading materials
 - d) show signs of a developing interest in-reading.

4.2.2 LEARNING EXPERIENCES

(i) PRE-READING SKILLS:

- a) Aural: (distinguishing different sounds)
 - Listening to:
 - rhyming words
 - minimal pairs
 - stories being told
 - stories being read from a book

- Hearing similarities and differences in; sounds in the environment, sounds in words.
 - Remembering;
 - names of characters in a story
 - the main ideas in a story
 - the events of a story in correct sequence
 - Understanding and carrying out instructions
 - Identifying the source of a sound
 - Passing on whispered messages
- b) Oral: Developing oral vocabulary
- Playing traditional and other language games
 - Telling;
 - short and simple stories from a sequence of pictures
 - news based on pupils own experiences
 - riddles.
 - Responding to instructions.
 - Acting and miming activities.
 - Singing simple songs, poems and rhymes.
 - Talking about pictures.
- c) Visual: identifying differences in shapes, sizes and colours
- Recognizing colours, shapes, similarities and differences in shapes, sizes and colours.
 - Matching and arranging shapes, pictvires, objects
 - Doing jigsaw puzzles.
 - Developing shapes into pictures.
 - Playing:
 - Kims game (what's missing? What is new?) using objects

Odd man out exercises involving different kinds of shapes.

Interpreting action pictures which have to be followed from left to right.

Reading picture stories with left-to-right and top-to-bottom sequencing.

Matching identical shapes.

Finding differences between similar pictures.

Finding specific pages and pictures in a book.

Describing pictures.

Drawing shapes briefly displayed.

Repeating lists.

Memorizing short dialogues.

Putting a series of pictures in logical order.

Suggesting conclusions to unfinished sequences of pictures or shapes.

Discussing pictures on charts or in books.

Drawing or tracing patterns with a left to-right orientation.

Note; Letter names, letter sounds and speech sounds should be in the respective Mother Tongue

(ii) READING:

- a) Reading:
- names of the letters of the alphabet
 - sounds of syllables
 - own names and those of others
 - labels, captions and symbols (in the classroom and in the local environment)
 - graded words, phrases and sentences
 - simple rhymes and poems

- pupils' own picture books
- days of the week
- numerals and their names
- simple statements, commands, instructions and teacher's simple comments
- ' questions from individual work cards on selected class readers and answering them
- ' words in language games
- ' words and matching them with pictures.

- b) Learning letters in the alphabetical order
- c) Building and reading
- familiar words
 - simple sentences
- d) Reading graded books and supplementary readers with understanding

4.2.4 LEARNING RESOURCES

- Different sounds in the environment
- Wall charts
- Flash cards
- Pictures
- Taped materials
- Objects of various colours/shapes/sizes
- Scrap picture books
- Picture sequences
- Supplementary readers
- Graded reading materials
- Labels and captions
- Calendars
- Teachers' own models
- Photographs
- Chalkboard
- illustrations/sketches
- Pupils own drawings

- Children magazines
- Newspaper cut-outs

4.2.3 ASSESSMENT ACTIVITIES

There are basic competencies expected for the reading skills.

Pupil's ability to:-

- respond appropriately to different sounds
- identify differences and similarities in sounds
- aiTange pictures in sequence
- retell parts of a story
- give names of characters
- tell correct sequence of events in a story
- take part in role play
- tell own experiences
- take and give riddles
- sort out objects according to colour, shape or size
- match pictures with objects
- remember what is missing
- draw pictures from shapes
- read and recognize own names, those of others, words and phrases
- follow pictures with left to right eye orientation
- recall what has been displayed and withdrawal.

4.3.0 SKILL: WRITING

4.3.1 SPECIFIC OBJECTIVES;

By the end of the topic, the learner should be able to:

- acquire pre-writing skills
- form letters
- use pictures, symbols or isolated letters, words or phrases to communicate meaning
- produce simple guided pieces of writing and use appropriate punctuation

4.3.2 LEARNING EXPERIENCES

(i) Pre- writing skills:

drawing and modeling letter shapes in print type
writing patterns using a variety of materials
handling, manipulating and modeling objects
putting things in a given order
reaching a destination through a maze
handling the writing instruments and materials
free writing, drawing and painting large patterns, using different materials
building patterns with a variety of materials
tracing, drawing and colouring objects
joining dots to form shapes
threading grains, beads and seeds

(ii)

WRITING

Writing letters of the alphabet (lower and upper case).
Writing numerals and their names.
Copying and writing words using print script.
Copying and practicing of:
- numerals and letters of the alphabet (lower and upper case) from the board in print script
- familiar labels in print script.

- Participating in handwriting competitions.
- Supervised copying of familiar words, phrases and short sentences.
- Writing:
 - own names and those of others
 - labels and captions for own drawing and models dictated familiar words.
- Building and copying words and simple sentences.
- Filling in missing letters in familiar words
 - syllables in familiar words.
- Compiling and numbering pictures and pages of;
 - own picture books
 - picture dictionaries

4.3.2

LEARNING RESOURCES

- Appropriate writing materials/instruments
Objects of various types
Classroom illustrations
Handwriting manual
Letter blocks
Number blocks
bottle tops, grains, sand, clay, plasticine (playdough)
Appropriate books
Picture dictionaries
Wall charts
Paint/crayons

4.3,3 ASSESSMENT ACTIVITIES

There are basic competencies
■ which will be expected for the
writing skills.

Pupil's ability to;

- carry out writing tasks for appropriate purposes such as writing letters of the alphabet, numerals, own names and sentences using print script.
- copy words and sentences correctly
- carry out desired tasks such as modelling, tracing, drawing and sorting and putting things in a given order
- handle writing instruments
- copy words correctly.

STANDARD TWO

5.1 SKILLS: LISTENING AND SPEAKING

5.1.1 SPECIFIC OBJECTIVES:

By the end of the topic, the learner should be able to:-

- a) listen and respond appropriately to oral instructions
- b) talk about own experiences at home/school
- c) listen attentively to stories and poems and talk about them
- d) describe an event, real or imagined
- e) participate actively in group discussions
- f) make sentences based on themes drawn from the immediate and wider environment
- g) listen to stories, talk about what happens to characters and recall significant details.

5.1.2 LEARNING EXPERIENCES

- a) Listening and responding to;
 - singing games or poems
 - oral instructions
 - messages based on means of communication in the post office such as letters and telephones
 - questions
 - commands
 - requests
 - guided formal and informal conversations.

- b) Listening to and demonstrating understanding by following:
 - news and announcements
 - simple stories and riddles
 - speeches and conversations
 - taped material
 - mother tongue radio programmes.
- c) Reinforcing concentration through:
 - miming a variety of activities based on familiar situations at home/school
 - playing appropriate language games.
- d) Participating in dialogue and conversations
- e) Learning calendar content (days and months of the year)
- f) Dramatizing and role playing based on familiar situations
- g) Practicing appropriate social expressions in and out of school.
- h) Asking and answering questions based on familiar topics
- i) Telling news and describing one's experiences
- j) Practicing types of traditional greetings according to age and occasion
- k) Conversing using puppets
- l) Playing language games to reinforce and enrich:

- vocabulary
- sentence patterns
- tenses
- m) Singing songs and reciting rhymes
- n) Giving directions
- o) Discussing the items in centres of interest/nature corners
- p) Telling time using vocabulary related to time
- q) Practicing speech drills for remedial work
- r) Reporting on findings of nature walks and visits.

5.1.3 LEARNING RESOURCES

Appropriate objects
 Pictures/photographs
 Invited guests
 Taped stories, speeches, conversations
 Relevant stories/poems/songs/riddles
 Masks
 Puppets
 Language games
 Wall charts
 Clock face
 Appropriate costumes
 Appropriate centres of interest or nature corners
 Nature walks
 Field trips/visits

5.1.4 ASSESSMENT ACTIVITIES

There are basic competencies expected for the listening and speaking skills.

Pupil's ability to:

- carry out desired actions appropriately
- describe objects, events and actions
- talk about their own experiences
- recite poems for elocution or dramatization

- converse on themes such as shop and hospital, confidently.

5.2 SKILL: READING

5.2.1 SPECIFIC OBJECTIVES:

By the end of the topic, the learner should be able to>

- a) read words, sentences and books accurately and fluently
- b) read accurately and understand signs, labels and notices
- c) use picture and context clues, sight vocabulary and phonic skills in reading
- d) listen and respond to stories, poems and other materials read aloud, expressing opinions informed by what has been read
- e) read a range of materials with some independence, fluency, accuracy and understanding.

5.2.2 LEARNING EXPERIENCES

- a) Reading:
 - compound letter sounds
 - more compound words
 - simple questions and instructions
 - simple descriptions of objects using describing words
 - simple stories for comprehension
 - poems and proverbs
 - familiar words and sentences from simple substitution tables

- words and sentences in word/sentence matching exercises.
- b) Participating in simple reading contests.
- c) Recognizing and using punctuation marks in reading correctly, for example;
 - full stops
 - commas
 - question marks
 - exclamation marks.
- d) Reading labels, captions and symbols.
- e) Reading and answering questions from individual reading cards on selected class readers.
- f) Reading and responding to a menu/price list.

5.2.3 LEARNING RESOURCES

Name cards

- Different captions
- Scrap picture books
- Vocabulary tree
- Supplementary readers
- Picture dictionaries
- Home-made television
- Crossword puzzles
- Children’s magazines
- Labels
- Word cards
- Newspaper cut-outs
- Religious bulletins
- Menu/price list

5.2.4 ASSESSMENT ACTIVITIES

The following basic competencies will be expected for the reading skills:

- Pupil’s ability to;
- describe what has happened in a story and predict what may happen next
 - talk in simple terms about the content of stories or

- information in graded reading materials
- identify syllables in naming and doing words
- read fluently
- combine syllables to form words and read them
- identify and read words on cards or on the chalkboard
- act out parts of their reading
- build sentences using word cards
- build words using letter cards
- give the sounds of letters and groups of letters
- answer oral/written questions on sentences and short passages
- match written sentences with pictures
- read short passages aloud
- retell parts of what they have read
- model/draw characters/objects found in their reading.

5.3.0 SKILL: WRITING

5.3.1 SPECIFIC OBJECTIVES:

- By the end of the topic, the learner should be able to:
- a) produce legible upper and lower case letters in print script and use them consistently
 - b) produce guided pieces of writing using complete sentences that are correctly punctuated.

5.3.2 LEARNING EXPERIENCES

- a) Copying:
 - words using print script
 - Letters of the alphabet
 - sentences with
 - lower/upper case

- of the letters of the alphabet
- dates and names of days of the week and months.
- b)** Writing (in print script)
 - familiar names
 - words
 - phrases
 - sentences
 - labels and captions
 - numerals.
- c)** More writing practice in;

guided writing
 drawing models
 categorizing from
 a jumbled list
 handwriting
 competitions
 compiling scrap
 picture books
 labelling and
 numbering picture
 pages
 compiling picture
 dictionaries
 writing down
 shopping lists
 writing captions
 recording prices,
 measurements and
 weights
 Writing short
 reports,
 information.
 requests, messages
 and news
 writing answers to
 questions
 writing own names
 and those of others
 and places

5.3

LEARNING RESOURCES

- Suitable writing materials
- Wall charts
- Writing manuals
- Pupils' own drawings and models
- Picture books
- Picture dictionaries
- Appropriate nature corners

- Picture sequences
- Posters and notices
- Picture captions and labels
- Chalkboard illustrations
- Curiosity corner
- Envelopes
- Substitution tables

5.3.3 ASSESSMENT ACTIVITIES

- There are basic competencies expected for the writing skills;
- Pupil's ability to;
- produce desired written work
 - copy letters, words and sentences
 - fill in blanks in sentences
 - write dictated words and sentences
 - match written sentences with pictures and copy them.

STANDARD THREE

6.1.0 SKILLS: LISTENING AND SPEAKING

6.1.1 SPECIFIC OBJECTIVES:

By the end of the topic, the learner should be able to:

- a) give, receive and follow precise instructions accurately in individual and group tasks
- b) listen and respond appropriately to a variety of instructions
- c) tell stories/news/announcements confidently and correctly
- d) relate real or imaginary events in narratives, news and experiences
- e) discuss themes drawn from the immediate and wider environment
- f) listen to stories being read, talk about what happens to characters and recall significant details.

6.1.2 LEARNING EXPERIENCES

- a) Listening and responding appropriately to:
 - oral instructions
 - directions
 - messages conveyed through different modes of communication such as stories, proverbs, internet and E-mail.
 - questions
 - more complex commands including irony
 - requests
 - similes and metaphors
 - proverbs

- riddles
 - tongue twisters
- b) Listening to and demonstrating one's understanding by following:
 - news and announcements
 - riddles, short stories, similes and metaphors
 - relevant taped materials
 - relevant Mother Tongue radio programmes.
 - c) Reinforcing concentration through:
 - acting a variety of activities based on events at school and at home
 - playing language games.
 - d) Participating in conversations and dialogues
 - e) Learning calendar content, such as seasons, important national events and events of local interest
 - f) Dramatizing and role playing
Practicing:
appropriate social expressions in and out of school
types of traditional greetings according to different categories of persons and occasions,
speech drills
impromptu speaking on various themes based on the immediate and wider environment

- h) Telling:
 - news and describing one's experiences
 - time using vocabulary related to time
 - stories
 - riddles
 - tongue twisters
- i) Conversing using puppets
- j) Playing language games to reinforce and enrich vocabulary, sentence patterns and tenses
 - Singing songs
 - Reciting:
 - rhymes and poems
 - choral verse
 - speaking on selected extracts with integrity
 - values
- k) Talking about various themes such as the farm/garden/domestic and wild animals
 - 1) Giving directions to/from places
- m) Interpreting sequential picture stories for oral composition
- n) Giving oral reports on:
 - graded materials read
 - findings of group work
 - visits
 - projects
 - experiments
 - entertainment
- o) Discussing suitable current affairs
- p) Stating riddles and solving them
- q) Predicting what is going to happen in a story
- r) Using:
 - similes in sentences
 - proverbs in appropriate situations in and out of

6.1.3 LEARNING RESOURCES

- Real objects
- Relevant taped materials
- Pictures/photographs
- Resource persons
- Masks
- Puppets
- Appropriate centers of interest/nature corner/curiosity corner
- Nature walks/visits

6.1.4 ASSESSMENT ACTIVITIES

The following basic competencies will be expected for the listening and speaking skills:

- Pupil's ability to:
 - converse fluently and confidently.
 - dramatize and role play a variety of activities
 - answer questions
 - recall details in parts of the story.
 - identify lessons in narratives/proverbs

6.2 SKILL: READING

6.2.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:-

- a) read given texts silently and answer oral and written questions
- b) read aloud fluently and with increased confidence from a range of graded reading materials.

6.2.2 LEARNING EXPERIENCES

- a) Reading:
 - paragraphs, short stories, supplementary

- readers and other relevant materials
 - graded materials for fluency, pronunciation and comprehension
 - rhymes, poems, riddles and proverbs
 - simple informal letters
 - labels, captions, posters, notices and menu
 - and understanding the teacher's comments and responding appropriately
 - the names and directions of places, with proper pronunciation
 - questions from individual work cards on selected class readers
 - scrap books, picture dictionaries and relevant magazines
 - sentences from substitution tables.
- b)** Reading and dramatizing simple stories
- c)** Participating in simple informal reading contests.
- d)** Reading, understanding and solving puzzles
- e)** Playing reading games

6.2.3

LEARNING RESOURCES

- Supplementary readers
- Old calendars
- Pupils' written work
- Reading cards
- Work cards
- Relevant children's magazines/newspaper cut-outs
- Religious bulletins
- Wall charts
- Clock faces

- Other relevant reading materials

6.2.4 ASSESSMENT ACTIVITIES

There are basic competencies expected for the reading skills: Pupil's ability to:

- answer questions orally and in writing after reading a given story
- dramatize/role play certain characters or parts of the story after reading certain texts/stories
- compete at reading tasks.

6.3.0 SKILL: WRITING

6.3.1 SPECIFIC OBJECTIVES:

By the end of the topic, the learner should be able to:

- a) produce clear and legible joined script
- b) write own stories based on familiar experiences
- c) write short informal letters.

6.3.2 LEARNING EXPERIENCES

Handwriting

- a) Copying and practicing:
 - letters of the alphabet in joined script
 - words, phrases, names, sentences, informal letters and passages/stories
- b) Practicing joined script handwriting
- c) Participating in handwriting competitions

Writing

- a) Writing:
 - answers to questions
 - guided compositions with appropriate topics

- story from a sequence of pictures
 - class notices and posters
 - simple sentences to form a sequence of pictures
 - dictated words, sentences and short passages
 - labels and captions for own drawings and models
 - informal letters and addressing envelopes
 - short reports, information, requests, messages and news.
- b) Compiling scrap picture . books, labeling and numbering the pages.
- c) Compiling picture dictionaries.
- d) Keeping personal diaries.
- e) Filling in missing words in sentences to write paragraphs.
- f) Rearranging and writing simple sentences to form a sequence of ideas.
- g) Substituting single words for phrases and writing them down
- h) Participating in;
 spelling games
 classroom displays of written work.
- i) Building and copying words, phrases and sentences.

6.3.3 LEARNING RESOURCES

- Appropriate writing materials such as pencils
- Handwriting manual
- Wall charts
- Chalk board
- Personal diaries

Posters
 Pictures/photographs
 Work cards
 Picture sequences
 Nature walks
 Field trips/visits

6.3.4 ASSESSMENT ACTIVITIES

The following basic ' competencies will be expected for the writing skills:

Pupil's ability to;

- write using joined script neatly and legibly
- produce correctly punctuated pieces of writing
- write informal letters
- spell correctly
- express their ideas in simple narrative.

PHYSICAL EDUCATION

INTRODUCTION

Physical Education is concerned with the teaching of skills, acquisition of knowledge and development of attitudes through movement. The concept of the child as an individual is of prime importance. The teacher should, therefore, endeavor to help each learner develop and realize their potential within their individual capabilities for optimum growth.

This syllabus provides a systematic progression of movement experiences, from simple body movement activities to more complex skills in sports and games, to be undertaken as the learner passes through developmental stages in primary school. They are designed to enhance and harmonize the development of the learner physically, intellectually, socially and emotionally. This includes learners with special needs. It is expected that the teacher will adopt the given activities to suit each individual learner. The social orientation of the experiences provides an opportunity for the learner to be exposed to emerging issues such as human rights, environmental conservation, drugs and substance abuse and HIV/AIDS.

The syllabus is a guide to Physical Education for primary schools and not a planned programme of lessons. It is organized in sequential units which are, body movement (with and without apparatus), fun games, dance, gymnastics, track and field events, ball games, swimming (which should only be taught where the teacher has access to a swimming pool) and basic First aid skills. Though most of the activities in this syllabus are done outdoors, they can be taught indoors when the conditions are unfavourable. The syllabus also provides suggested teaching and learning experiences, resources and assessment techniques. The teacher should be able to select activities and plan their lessons appropriately considering the learners' age, previous experiences and available resources.

GENERAL OBJECTIVES

By the end of the Primary School Cycle, the learner should be able to:

1. develop physical and neuromuscular skills.

Specifically, the learner should be able to:

- a) acquire basic locomotor skills
- b) acquire basic non-locomotor skills
- c) acquire basic sports, dance and recreational skills
- d) acquire knowledge and understanding concerning safe participation in sports within the limits of the participants' physical and neuromuscular potentialities.

2. perform skilful and efficient movements through physical and mental coordination.

Specifically, the learner should be able to:

- a) control the speed and force of movement according to the requirements of various situations
- b) move and control themselves, the apparatus and equipment accurately
- c) co-ordinate different parts of the body in order to manipulate a variety of objects/apparatus
- d) move the whole body and/or isolated parts of the body in a variety of rhythms necessary for different physical activities
- e) judge the movements of other people and objects so that one can time own movements correctly
- f) have a sense of balance to confidently support oneself on various parts of the body
- g) move with resilience at all times
- h) perform physical activities in a fluent and continuous manner.

3. use movement as a medium of expression.

Specifically, the learner should be able to:

- a) transform ideas into movement
- b) experience and master different movements
- c) express/communicate a variety of themes on emerging issues such as HIV/AIDS, environmental conservation, drug and substance abuse and child rights, through movements
- d) appreciate and evaluate different movements.

4. appreciate and enjoy movement for its own sake with and without apparatus.

Specifically, the learner should be able to:

- a) play to enjoy the experience of movement
- b) identify and use aesthetic qualities in movement
- c) participate in a wide variety of physical activities in different environments

5. create a desire for the development of a variety of skills for recreational values and positive use of leisure time.

Specifically, the learner should be able to:

- a) appreciate the value of recreation
- b) generate enthusiasm for physical activities as leisure time pursuits
- c) initiate, organize and participate in leisure time projects.

6. pursue physical activity for health, fitness and general body growth and development.
Specifically, the learner should be able to;
 - a) appreciate the value of regular exercise
 - b) use physical activities for proper body growth and development
 - c) develop general body fitness through appropriate regular exercise.

7. appreciate, participate in and develop both national and international sports and dance for preservation of own and other cultures.
Specifically, the learner should be able to;
 - a) perform and appreciate traditional sports and dances of Kenya
 - b) appreciate and perform sporting activities and dances from other cultures
 - c) contribute to one's culture through creating and performing various movement forms.

8. develop inter-personal and social skills through physical activities.
Specifically, the learner should be able to:
 - a) instil a sense of group unity, cohesiveness and uniformity through participation in group situations
 - b) appreciate and be receptive to the movements and ideas of others
 - c) work and combine well with others in a complimentary and supportive manner in movement situations
 - d) lead and be led in group movement situations
 - e) imitate positive movements and perform them successfully.

9. develop self-discipline through the understanding and application of rules and regulations in games and sports.
Specifically, the learner should be able to:
 - a) develop a positive attitude towards games and sports
 - b) know, respect and abide by the rules and regulations of various games and sports
 - c) exercise self-control, discipline, self-confidence, self-esteem, body image, initiative and poise.

10. create and develop movement skills and patterns.
Specifically, the learner should be able to;
 - a) select and solve problems in movement while being aware of one's abilities and limitations
 - b) make valid decisions and choices in different movement situations
 - c) create isolated and whole body movements
 - d) use a variety of movements to create interesting patterns
 - e) understand a variety of spatial relationships and formations and their relevance in different movements
 - f) create a variety of rhythms in movement
 - g) create movement sequences
 - h) give movement aesthetic qualities.

- 11.** improvise and use a variety of equipment and facilities in different ways.
Specifically, the learner should be able to:
- a)** use the available resources to construct useful equipment and apparatus for sport and dance activities.
 - b)** devise more than one use for the available apparatus, equipment and facilities for physical activities.
- 12.** explore and appreciate the environment.
Specifically, the learner should be able to;
- a)** negotiate and climb obstacles where necessary in the environment
 - b)** improve and conserve the environment
 - c)** develop basic survival and life saving skills
 - d)** appreciate the relationship between aesthetic qualities in movement and elements in the environment
 - e)** develop awareness of natural resources and the inspirations they have to offer.
- 13.** identify, nurture and develop individual talents in specific sports.
Specifically, the learner should be able to:
- a)** identify own potential
 - b)** develop and apply the identified talent to different levels of performance
 - c)** acquire positive attitudes towards training.
- 14.** develop positive attitudes towards physical education and sport as a career.
Specifically, the learner should be able to:
- a)** appreciate physical education as an area of study
 - b)** appreciate the relationship between physical education and other subjects
 - c)** recognize the importance of participation in physical education to an individual, community and society.
- 15.** develop awareness of safety skills and preventive measures in different situations.
Specifically, the learner should be able to:
- a)** use physical education equipment and facilities appropriately
 - b)** follow instructions, rules and regulations correctly
 - c)** perform skills correctly as individuals and in groups
 - d)** acquire and apply the basics of First Aid.

- 11.** improvise and use a variety of equipment and facilities in different ways.
Specifically, the learner should be able to:
 - a)** use the available resources to construct useful equipment and apparatus for sport and dance activities.
 - b)** devise more than one use for the available apparatus, equipment and facilities for physical activities.

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Specifically, the learner should be able to;
 - a)** use physical education equipment and facilities appropriately
 - b)** follow instructions, rules and regulations correctly
 - c)** perform skills correctly as individuals and in groups
 - d)** acquire and apply the basics of First Aid.

STANDARD ONE

1.0 BODY MOVEMENT WITHOUT APPARATUS

1.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) perform basic locomotor and non-locomotor skills
- b) utilize locomotor and non-locomotor skills in different situations
- c) enjoy and appreciate basic body movements without apparatus

1.2 Content

1.2.1 Locomotor skills

- crawling
- walking
- running
- leaping
- hopping
- jumping
- stepping
- climbing
- rolling

1.2.2 Non-locomotor skills

- curling
- turning
- stretching
- swinging
- swaying
- bending

1.3 Resources: Markers, mats or sacks.

2.0 BODY MOVEMENT WITH APPARATUS

2.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) perform basic locomotor and non-

locomotor skills with apparatus

- b) use various apparatus in performing locomotor and non-locomotor skills

c) appreciate and enjoy basic movements with apparatus.

2.2 Content

- (i) Crawling activities
- (ii) Bean bag activities
- (iii) Ball activities
- (iv) Rope activities
- (v) Climbing activities

2.3 Resources: Markers, bean bags, balls, ropes, climbing frames, ladders, boxes, hoops, tyres, sacks.

3.0 FUN GAMES

3.1 Specific objectives:

By the end of this topic, the learner should be able to:

- a) participate in a variety of fun games
- b) cooperate and work together in a variety of fun games
- c) derive enjoyment from participation in a variety of fun games.

3.2 Content

- (i) Lost letter
- (ii) Fire on the mountain
- (iii) Tunnel ball relay
- (iv) What is the time, Mr. Lion?
- (v) Cat and mouse
- (vi) Tag games
- (vii) Assorted singing games

3.3 Resources: Markers, pieces of cloth, balls.

STANDARD ONE

- 1.0 BODY MOVEMENT WITHOUT APPARATUS** locomotor skills with apparatus
- 1.1 Specific Objectives:**
By the end of this topic, the learner should be able to:
- a) perform basic locomotor and non-locomotor skills
 - b) utilize locomotor and non-locomotor skills in different situations
 - c) enjoy and appreciate basic body movements without apparatus.
- 1.2 Content**
- 1.2.1 Locomotor skills**
- crawling
 - walking
 - running
 - leaping
 - hopping
 - jumping
 - stepping
 - climbing
 - rolling
- 1.2.2 Non-locomotor skills**
- curling
 - turning
 - stretching
 - swinging
 - swaying
 - bending
- 1.3 Resources:** Markers, mats or sacks.
- 2.0 BODY MOVEMENT WITH APPARATUS**
- 2.1 Specific Objectives:**
By the end of this topic, the learner should be able to;
- a) perform basic locomotor and non-locomotor skills with apparatus.
 - b) use various apparatus in performing locomotor and non-locomotor skills
 - c) appreciate and enjoy movements with apparatus.
- 2.2 Content**
- (i) Crawling activities
 - (ii) Bean bag activities
 - (iii) Ball activities
 - (iv) Rope activities
 - (v) Climbing activities
- 2.3 Resources:** Markers, bean bags, balls, ropes, climbing frames, ladders, boxes, hoops, tyres, sacks.
- 3.0 FUN GAMES**
- 3.1 Specific objectives:**
By the end of this topic, the learner should be able to:
- a) participate in a variety of fun games
 - b) cooperate and work together in a variety of fun games
 - c) derive enjoyment from participation in a variety of fun games.
- 3.2 Content**
- (i) Lost letter
 - (ii) Fire on the mountain
 - (iii) Tunnel ball relay
 - (iv) What is the time, Mr. Lion?
 - (v) Cat and mouse
 - (vi) Tag games
 - (vii) Assorted singing games
- 3.3 Resources:** Markers, pieces of cloth, balls.

4.0 DANCE

4.1 Specific Objectives:

By the end of this topic, the learner should be able to:

- a) identify parts of the body
- b) move different parts of the body in response to instructions
- c) use available space appropriately:
 - individually
 - with others
- d) derive enjoyment from participation in rhythmic movements using various parts of the body.

4.2 Content

- (i) Body awareness
- (ii) Space awareness

4.3 Resources: Markers.

5.0 SWIMMING

5.1 Specific Objectives;

By the end of this topic, the learner should be able to:

- a) identify sections of the pool and its environs
- b) observe personal hygiene

c) apply appropriate pool hygiene and safety precautions

d) acquire appropriate breathing and use of eyes in water

e) derive enjoyment from participation in water activities

5.2 Content

- (i) Introduction to the pool
 - the pool
 - pool environs
- (ii) Pool sanitation and hygiene
 - showering before entering the pool
 - mode of dress
 - behaviour in the pool
- (iii) Water orientation
- (iv) Shipping of water with the mouth
- (v) Aquatic breathing
- (vi) Use of eyes in water/seeing in water

5.3 Resources: Markers (ropes), pebbles

STANDARD TWO

1.0	BODY MOVEMENT	(iii) Kite activities
	WITHOUT APPARATUS	
1.1	Specific Objectives; By the end of this topic, the learner should be able to; a) perform basic locomotor and non-locomotor skills b) use locomotor and non-locomotor skills c) appreciate and enjoy basic movement without apparatus.	2.3 Resources: Markers, hoops, parachutes, kites. 3.0 FUN GAMES 3.1 Specific Objectives: By the end of this topic, the learner should be able to: a) participate in a variety of fun games b) appreciate and enjoy a variety of fun games.
1.2	Content	3.2 Content
1.2.1	Locomotor skills knee walk elephant walk animal jumps	(i) Counting games (ii) Pebble games (iii) Bull in the ring (iv) Blind fold (v) Statues (vi) Killing a rat (vii) Cranes and crows
1.2.2	Non-locomotor skills single leg balance turning pulling pushing twisting	3.3 Resources: Markers, balls, pebbles, skittles, piece of cloth.
1.3	Resources: Markers.	4.0 GYMNASTICS
2.0	BODY MOVEMENT WITH APPARATUS	4.1 Specific Objectives: By the end of this topic the learner should be able to; (a) perform basic rolls and balances (b) develop self confidence and courage in performing rolls and balances (c) derive enjoyment from performance of basic rolls and balances.
2.1	Specific Objectives: By the end of this topic, the learner should be able to: (a) manipulate a variety of apparatus (b) appreciate and enjoy movement with apparatus.	4.2 Content
2.2	Content (i) Hoop activities (ii) Parachute activities	(i) Forward roll (ii) Side roll (iii) Crouch balance (iv) T-balance (v) Swan balance

4.3 Resources: Markers, mats, or sacks.

5.0 DANCE

5.1 Specific Objectives:

By the end of this topic, the learner should be able to;

- a) use different parts of the body in a variety of movements
- b) use the available space individually and/or with others
- c) appreciate and enjoy rhythmic movements.

5.2 Content

- (i) Body awareness
- (ii) Space awareness

5.3 Resources: Markers, simple musical percussion instruments.

6.0 SWIMMING

6.1 Specific Objectives:

By the end of this topic, the learner should be able to;

- (a) apply pool hygiene and safety precautions
- (a) develop water confidence
- (c) develop appropriate breathing and use of eyes in water
- (d) enjoy water activities.

6.2 Content:

- (i) Pool sanitation and hygiene
- (ii) Water orientation
- (iii) Shipping
- (iv) Aquatic breathing
- (v) Use of eyes in water/seeing in water

6.3 Resources: Markers (ropes), pebbles.

STANDARD THREE

<p>1.0 BODY MOVEMENT WITHOUT APPARATUS</p>	<p>2.3 Resources: Markers, ropes, balls, bean bags.</p>
<p>1.1 Specific Objectives: By the end of this topic, the learner should be able to:</p> <p>(a) perform locomotor and non-locomotor skills without apparatus</p> <p>(b) appreciate and enjoy movement without apparatus.</p>	<p>3.0 FUN GAMES</p>
<p>1.2 Content</p>	<p>3.1 Specific Objectives: By the end of this topic, the learner should be able to:</p> <p>(a) participate in a variety of fun games</p> <p>(b) appreciate and enjoy various fun games.</p>
<p>1.2.1 Locomotor skills camel walk lame puppy walk sliding galloping log rolls</p>	<p>3.2 Content</p> <p>(i) Sack race</p> <p>(ii) Skittle games</p> <p>(iii) Tug of war</p> <p>(iv) Poison</p> <p>(v) Hop scotch</p> <p>(vi) Dodge and mark</p> <p>(vii) Galloping lizzie</p> <p>(viii) Steal the treasure</p> <p>(ix) Follow the leader</p> <p>(x) Fishes in the net</p>
<p>1.2.2 Non-locomotor skills mule kick obstinate mule twisting turning</p>	<p>3.3 Resources: Markers, sacks, ropes, skittles, pebbles.</p>
<p>1.3 Resources: Markers, mats.</p>	<p>4.0 GYMNASTICS</p>
<p>2.0 BODY MOVEMENT WITH APPARATUS</p>	<p>4.1 Specific Objectives: By the end of this topic, the learner should be able to:</p> <p>(a) perform basic balances and rolls</p> <p>(b) develop self-confidence and courage</p> <p>(c) derive enjoyment from performing rolls and balances.</p>
<p>2.1 Specific Objectives: By the end of this topic, the learner should be able to;</p> <p>(a) manipulate a variety of apparatus</p> <p>(b) appreciate and enjoy movement with apparatus.</p>	
<p>2.2 Content</p> <p>(i) Rope activities</p> <p>(ii) Throwing and catching activities</p>	

- 4.2** Content
- (i) V-balance
 - (ii) Headstand
 - (iii) Backward roll
- 4.3** Resources; Markers, mats or sacks.
- 5.0** DANCE
- 5.1** Specific Objectives:
By the end of this topic, the learner should be able to:
- a) manipulate different parts of the body in a variety of movements
 - b) utilize available space individually and/or with others
 - c) appreciate and enjoy rhythmic movements.
- 5.2** Content
- (i) Body movement
 - (ii) Space awareness
- Resources: Markers, simple music percussion instruments

6. TRACK AND FIELD EVENTS

- 6.1** Specific Objectives:
By the end of this topic, the learner should be able to;
- a) run over a specific distance in a specified time
 - b) jump for a distance.

6.2 Content

- 6.2.1** Sprints
- sprint start
 - sprint finish
- 6.2.2** Long jump
- standing long jump
 - running long jump
- 6.3** Resources: Markers, clappers, ropes.
- 7.0** SWIMMING
- 7.1** Specific Objectives:
By the end of this topic, the learner should be able to:
- (a) use appropriate breathing techniques while floating
 - (b) participate in and enjoy simple games in water.
- 7.2** Content
- (i) Aquatic breathing
 - (ii) Floating
 - (iii) Simple water games
- 7.3** Resources: Markers (ropes), swimming aids, pebbles.

STANDARD FOUR

<p>1.0 BODY MOVEMENT WITHOUT APPARATUS</p>	<p>2.2 Content (i) Stick activities (ii) Hoop activities</p>
<p>1.1 Specific Objectives: By the end of this topic, the learner should be able to: (a) perform skillful body movements without apparatus (b) express themselves through movement (c) appreciate and enjoy body movement,</p>	<p>2.3 Resources: Markers, mats or sacks, sticks, hoops.</p> <p>3.0 GYMNASTICS</p> <p>3.1 Specific Objectives: By the end of this topic, the learner should be able to: (a) perform basic rolls, balances, vaults, and springs (b) perform simple movement sequences (c) appreciate and enjoy rolls, balances, vaults and springs.</p>
<p>1.2 Content</p>	<p>3.2 Content (i) Through vault (ii) Cat spring (iii) Leapfrog/astride vault (iv) Dive forward roll (v) Judo/shoulder roll (vi) Tank roll (vii) Handstand (viii) Simple sequences</p>
<p>1.2.1 Locomotor skills - caterpillar walk - star jump - chase the rabbit around - rabbit and fox - tag the line</p>	
<p>1.2.2 Non-Locomotor skills - trunk stretcher - head lift - side stretch - trunk rotation</p>	
<p>1.3 Resources: Markers, piece of cloth.</p>	
<p>2.0 BODY MOVEMENT WITH APPARATUS</p>	
<p>2.1 Specific Objectives: By the end of this topic, the learner should be able to: (a) skillfully manipulate sticks and hoops (b) appreciate and enjoy stick and hoop activities.</p>	

3.3 Resources: Markers, mats or sacks, horses, bucks.

5.3. Resources: Markers, rounders ball, rounders bat, whistle.

4.0 TRACK AND FIELD EVENTS

- 4.1 Specific Objectives:
By the end of this topic, the learner should be able to:
- (a) identify different sections of the athletic track and field
 - (b) perform the shot put
 - (c) perform the triple jump
 - (d) develop the sprinting technique
 - (e) observe safety precautions in throwing events.

- 4.2 Content
- (i) Introduction to the track and field
 - (ii) Shot put
 - (iii) Triple jump
 - (iv) Sprints

4.3 Resources: Markers, shots.

ROUNDERS

- 5.0 Specific Objectives:
By the end of this topic, the learner should be able to:
- 5.1
- (a) identify the sections of the rounders pitch
 - (b) perform the basic skills of throwing, catching and batting
 - (c) appreciate and enjoy the game of rounders.

- Content
- 5.2
- (i) Introduction to the game of rounders
 - (ii) Throwing
 - (iii) Catching
 - (iv) Batting

6.0 SOCCER

- 6.1 Specific Objectives;
By the end of this topic, the learner should be able to;
- (a) identify the sections of a soccer field
 - (b) kick, trap and stop a soccer ball
 - (c) pass and dribble the ball using different parts of the foot
 - (d) apply the learnt skills in a conditioned game of soccer
 - (e) appreciate and enjoy the game of soccer.

- 6.2 Content
- (i) Introduction to the game of soccer
 - (ii) Kicking
 - (iii) Stopping
 - (iv) Passes
 - (v) Trapping
 - (vi) Dribbling

6.3 Resources:
Markers, soccer ball, whistle.

7. NETBALL

- 7.1 Specific Objectives:
By the end of this topic, the learner should be able to:
- (a) identify the sections of a netball court
 - (b) execute different passes in netball
 - (c) acquire appropriate footwork- landing skills
 - (d) appreciate and enjoy the game of netball

	3.3 Resources: Markers, mats or sacks, horses, bucks.		5.3. Resources: Markers, rounders ball, rounders bat, whistle.
4.0	TRACK AND FIELD EVENTS	6.0	SOCCER
4.1	Specific Objectives: By the end of this topic, the learner should be able to:	6.1	Specific Objectives: By the end of this topic, the learner should be able to;
	(a) identify different sections of the athletic track and field		(a) identify the sections of a soccer field
	(b) perform the shot put		(b) kick, trap and stop a soccer ball
	(c) perform the triple jump		(c) pass and dribble the ball using different parts of the foot
	(d) develop the sprinting technique		(d) apply the learnt skills in a conditioned game of soccer
	(e) observe safety precautions in throwing events.		(e) appreciate and enjoy the game of soccer.
4.2	Content	6.2	Content
	(i) Introduction to the track and field		(i) Introduction to the game of soccer
	(ii) Shot put		(ii) Kicking
	(iii) Triple jump		(iii) Stopping
	(iv) Sprints		(iv) Passes
4.3	Resources: Markers, shots.		(v) Trapping
5.0	ROUNDERS		(vi) Dribbling
	learner should be able to:	7.0	NETBALL
	(a) identify the sections of the rounders pitch	7.1	Specific Objectives: By the end of this topic, the
	(b) perform the basic skills of throwing, catching and		(a) identify the sections of a netball court
	(c) appreciate and enjoy the game of rounders.		netball court
	game of rounders.		(b) execute different passes in netball
	Content		(c) acquire appropriate footwork- landing skills
	(i) Introduction to the game of rounders		(d) appreciate and enjoy the game of netball
5.2	(ii) Throwing		
	(iii) Catching		
	(iv) Batting		

- 7.2** Content
- (i) Introduction to the game of netball
 - (ii) Throwing and catching
 - (iii) Passes
 - (iv) Footwork - landing

7.3 Resources: Markers, netball ball, bibs, whistle.

8. SWIMMING

- 8.1** Specific Objectives:
By the end of this topic, the learner should be able to:
- a) float and glide
 - b) use floating and gliding skills in simple water games
 - c) appreciate and enjoy simple water games.

- 8.2** Content
- (i) Floating
 - (ii) Gliding
 - (iii) Simple games

8.3 Resources:
Markers (ropes), swimming aids, pebbles, balls, hoops, rings.

9. DANCE

- 9.1** Specific Objectives:
By the end of this topic, the learner should be able to:
- (a) perform different movements in dance
 - (b) appreciate and enjoy different dancing movements.

9.2 Content

- 9.2.1** Levels of movement
- high
 - medium
 - low

- 9.2.2** Pace of movement
- fast
 - slow

9.3 Resources;
Markers and simple musical percussion instruments.

STANDARD FIVE

1.0	BODY MOVEMENT WITHOUT APPARATUS	2.2	Content (i) Cone activities (ii) Rope activities
1.1	Specific Objectives: By the end of this topic, the learner should be able to: (a) develop components of physical fitness through performing various locomotor and non-locomotor activities (b) support one another in various body movements.	2.3	Resources: Markers, mats or sacks, ropes, cones.
		3.0	GYMNASTICS
		3.1	Specific Objectives: By the end of this topic, the learner should be able to: (a) skillfully perform various vaults, balances and rolls (b) perform simple movement sequences involving vaults, balances and rolls.
1.2	Content		
1.2.1	Locomotor skills - duck walk - frog jump - cock fighting - knee boxing	3.2	Content
1.2.2	Non-locomotor skills - cat-stretcher - curl ups - neck rotation - treadmill - Chinese boxing	3.2.1	Vaults - thief vault - side vault - fence vault
		3.2.2	Balances - elbow plant - cartwheel
1.3	Resources: Markers, mats or sacks.	3.2.3	Rolls - Dive forward roll
		3.2.4	Simple sequences using vaults, balances and rolls
2.0	BODY MOVEMENT WITH APPARATUS	3.3	Resources: Markers, mats or sacks, horses, bucks.
2.1	Specific Objectives: By the end of this topic, the learner should be able to: (a) skillfully perform various activities using cones and ropes (b) create and enjoy different movement activities using		

4.0	DANCE		
4.1	Specific Objectives: By the end of this topic, the learner should be able to: (a) execute different rhythmic movements (b) appreciate and enjoy different rhythms.	6.2	Content (i) Bowling (ii) Fielding (iii) Rules and regulations
4.2	Content Various movements with rhythm	6.3	Resources: Markers, rounders ball, rounders bat
4.3	Resources: Markers and simple musical percussion instruments.	7.0	SOCCER
5.0	TRACK AND FIELD EVENTS	7.1	Specific Objectives: By the end of this topic, the learner should be able to: (a) perform heading, the throw-in and shooting skills in soccer (b) execute basic goal keeping skills (c) appreciate and enjoy the game of soccer.
5.1	Specific Objectives: By the end of this topic, the learner should be able to: (a) throw the discus for distance (b) jump for height (c) run a specified distance within a given period of time.	7.2	Content (i) Heading (ii) Throw-in (iii) Shooting (iv) Goal keeping
5.3	Content (i) Discus throw (ii) High jump-western roll (iii) Middle distance running	7.3	Resources; Markers, soccer ball, whistle.
5.4	Resources: Markers, high jump uprights and cross bar, discus.	8.0	NETBALL
6.0	ROUNDERS	8.1	Specific Objectives: By the end of this topic, the learner should be able to: (a) dodge and mark an opponent (b) perform pivoting in the game of netball (c) apply appropriate shooting skills in netball (d) appreciate and enjoy a game of netball.
6.1	Specific Objectives: By the end of this topic, the learner should be able to: (a) execute the skills of bowling and fielding (b) understand and apply the rules and regulations of the game of rounders (c) appreciate and enjoy the game of rounders.	8.2	Content (i) Dodging and marking skills (ii) Footwork - pivoting skills (iii) Shooting skills

8.3 Resources: Markers, netball ball, whistle, bibs.

9.0 SWIMMING

- 9.1** Specific Objectives:
By the end of this topic, the learner should be able to:
- (a) execute appropriate arm and leg actions
 - (b) participate in simple water games using correct arm and leg actions
 - (c) appreciate and enjoy simple water games.

9.2 Content

- 9.2.1 Arm action
- in water
 - above water

- 9.2.2 Leg action
- in water
 - above water

9.2.3 Simple water games

- 9.3** Resources: Markers, (ropes), swimming aids, pebbles, balls, hoops, whistle.

STANDARD SIX

<p>1.0 BODY MOVEMENT 2.3 WITHOUT APPARATUS</p>		<p>Resources: Markers, chairs, benches.</p>
		GYMNASTICS
<p>1.1 Specific Objectives: By the end of this topic, the learner should be able to perform various locomotor and non-locomotor activities to develop; (a) flexibility and agility (b) balance.</p>	<p>3.0 3.1</p>	<p>Specific Objectives: By the end of this topic, the learner should be able to: (a) perform various springs and balances (b) combine various learnt skills into movement sequences.</p>
<p>1.2 Content</p>		<p>Content</p>
<p>1.2.1 Locomotor skills banana jump back to back lifting dive shoulder roll sea saw wheelbarrow walk</p>	<p>3.2</p>	<p>(i) Angle headstand (ii) Tripod (iii) Handwalk (iv) Crab balance (v) Upstart (vi) Handspring (vii) Arabspring (viii) Forward somersault (ix) Sequences</p>
<p>1.2.2 Non- Locomotor skills foot and toe balance swan balance tailor balance timber sawing</p>	<p>3.3</p>	<p>Resources: Markers, springboard.</p>
<p>1.3 Resources; Markers, mats or sacks.</p>	<p>4.0</p>	<p>DANCE</p>
<p>2.0 BODY MOVEMENT 4.1 WITH APPARATUS</p>		<p>Specific Objectives: By the end of this topic, the learner should be able to: (a) practice and create different movement patterns (b) appreciate and enjoy different movement patterns.</p>
<p>2.1 Specific Objective: By the end of this topic, the learner should be able to perform individual and partner activities on chairs and benches.</p>		
<p>2.2 Content (i) Chair activities (ii) Bench activities</p>	<p>4.2 Content</p>	<p>Different Movement Patterns</p>

4.3	Resources: Markers, simple musical percussion instruments.	7.0	SOCCKER
5.0	TRACK AND FIELD EVENTS	7.1	Specific Objectives: By the end of this topic, the learner should be able to: (a) apply skills learnt in a variety of conditioned soccer games (b) appreciate and enjoy the game of soccer.
5.1	Specific Objectives: By the end of this topic, the learner should be able to: (a) throw the javelin for distance (b) pole vault for height (c) develop appropriate distance running techniques (d) develop the hurdling skill.	7.2	Content A variety of conditioned soccer games
5.2	Content (i) Javelin (ii) Pole vault (iii) Distance running (iv) Hurdling	7.3	Resources: Markers, soccer ball, whistle.
5.3	Resources: Markers, javelin, hurdles, pole vault pole, pole vault uprights and cross- bar, clappers.	8.0	NETBALL
6.0	ROUNDERS	8.1	Specific Objectives; By the end of this topic, the learner should be able to: (a) apply the skills learnt in a variety of conditioned games of netball (b) appreciate and enjoy the game of netball.
6.1	Specific Objective: By the end of this topic, the learner should be able to apply the skills learnt in a game of rounders.	8.2	Content A variety of conditioned games of netball
6.2	Content A game of rounders	8.3	Resources: Markers, netball ball, bibs, whistle.
6.3	Resources: Markers, rounders bat, rounders ball, whistle.	9.0	HANDBALL
		9.1	Specific Objectives: By the end of this topic, the learner should be able to: (a) identify various sections of the handball court (b) throw and catch a handball ball (c) execute various passes in handball.

- 9.2** Content
- (i) Introduction to the game of handball
 - (ii) Throwing and catching in the game of handball
 - (iii) Passes in the game of handball

9.2 Resources:
Markers, handball ball, whistle.

10. SWIMMING

- 10.1** Specific Objectives:
By the end of this topic, the learner should be able to:
- (a) execute coordinated body movements in water
 - (b) perform the front crawl and back crawl
 - (c) scull the water with their legs for a specified period of time.

- 10.2** Content
- (i) Coordination (arms, legs and breathing)
 - (ii) Front crawl
 - (iii) Back crawl
 - (iv) Sculling with legs

10.3 Resources:
Markers (ropes), swimming aids.

11. FIRST AID

- 11.1** Specific Objectives:

By the end of this topic, the learner should be able to:

- (a) recognize the importance of First aid in different situations
- (b) apply basic First aid skills in cases of wounds and bleeding.

- 11.2** Content
- (i) Introduction to First aid
 - (ii) Wounds
 - cut
 - tom
 - bruised
 - punctured
 - (iii) Nose bleeding

11.3 Resources: First aid kit

STANDARD SEVEN

<p>1.0 BODY MOVEMENT WITHOUT APPARATUS</p> <p>1.1 Specific Objectives: By the end of this topic, the learner should be able to perform various locomotor and non-locomotor activities to develop;</p> <p>(a) flexibility and strength (b) sportsmanship, teamwork and fair-play.</p> <p>1.2 Content</p> <p>1.2.1 Locomotor skills pig walk tug of war elbow tag of war one against three</p> <p>1.2.2 Non-locomotor skills sit-ups rocking shoulder pushing</p> <p>1.3 Resources: Markers, mats.</p>	<p>2.0 BODY MOVEMENT WITH APPARATUS</p> <p>2.1 Specific Objectives: By the end of this topic, the learner should be able to:</p> <p>(a) perform skilful bar and , step-up activities (b) develop co-ordination, strength, flexibility and agility.</p> <p>2.2 Content (i) Bar activities (ii) Step up activities</p>	<p>2.3 Resources: Markers, bars, boxes, benches.</p> <p>3.0 GYMNASTICS</p> <p>3.1 Specific Objectives: By the end of this topic, the learner should be able to:</p> <p>(a) perform balances, springs and somersaults (b) develop various movement sequences (c) develop team spirit (d) derive enjoyment from participation in various movement sequences involving balances, springs and somersaults.</p> <p>3.2 Content (i) Crab walk (ii) Partner balances (iii) Neck spring (iv) Fly spring (v) Backward somersault (vi) Sequences</p> <p>3.3 Resources: Markers, mats, springboard, trampoline.</p>	<p>4.0 DANCE</p> <p>4.1 Specific Objectives: By the end of this topic, the learner should be able to:</p> <p>a) relate movements rhythms and patterns in dance b) express themselves through movement c) appreciate and enjoy dance movements.</p>
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<p>4.2 Content Relationships - movement s rhythms patterns</p>	<p>7.0 NETBALL</p>
<p>4.3 Resources: Markers, simple musical percussion instruments.</p>	<p>7.1 Specific Objectives: By the end of this topic, the learner should be able to: (a) develop various techniques and strategies through participation in a game of netball (b) appreciate and enjoy the game of netball.</p>
<p>5.0 TRACK AND FIELD EVENTS</p>	<p>7.2 Content (a) Techniques in the game of netball. (b) Strategies in the game of netball.</p>
<p>5.1 Specific Objectives: By the end of this topic, the learner should be able to: (a) hurdle over obstacles while running (b) acquire appropriate walk race skills.</p>	<p>7.3 Resources: Markers, netball ball, bibs, whistle.</p>
<p>5.2 Content (i) Hurdling (ii) Walk race</p>	<p>8.0 HANDBALL</p>
<p>5.3 Resources: Markers, hurdles, clappers.</p>	<p>8.1 Specific Objectives: By the end of this topic, the learner should be able to: (a) bounce and dribble a handball ball (b) execute appropriate footwork in the game of handball.</p>
<p>6.0 SOCCER</p>	<p>8.2 Content (i) Bouncing (ii) Dribbling (iii) Footwork</p>
<p>6.1 Specific Objectives: By the end of this topic, the learner should be able to: (a) develop techniques and strategies through participation in a game of soccer (b) appreciate and enjoy the game of soccer.</p>	<p>8.3 Resources: Markers, Handball, ball, whistle.</p>
<p>6.2 Content (i) Techniques in the game of soccer (ii) Strategies in the game of soccer</p>	
<p>6.3 Resources;</p>	

9.0 VOLLEYBALL

- 9.1** Specific Objectives;
By the end of this topic, the learner should be able to:
- (a) identify the sections of a volleyball court
 - (b) serve, receive and volley the ball in volleyball.

- 9.2** Content
- (i) Introduction to volleyball
 - (ii) Service
 - (iii) Receiving
 - (iv) Volleying

- 9.3** Resources:
Markers, volleyball, ball, net, whistle

10.0 SWIMMING

- 10.1** Specific Objectives:
By the end of this topic, the learner should be able to:
- (a) perform the skills of breaststroke and backstroke
 - (b) swim using the breaststroke and backstroke skills for endurance
 - (c) scull water with arms.

- 10.2** Content
- (i) Breaststroke
 - (ii) Backstroke
 - (iii) Sculling with arms

- 10.3** Resources;
Markers (ropes), swimming aids.

11.0 FIRST AID

- 11.1** Specific Objective:
By the end of this topic, the learner should be able to apply the basic skills of First aid in cases of injuries to the muscles and joints.

- 11.2** Content
- (i) Strains
 - (ii) Sprains
 - (iii) Muscle pulls
 - (iv) Muscle cramps
- 11.3** Resources; First aid kit.

STANDARD EIGHT

<p>1.0 BODY MOVEMENT WITHOUT APPARATUS</p>	<p>2.3 Resources: Markers, buck, horse, springboard, trampoline.</p>
<p>1.1 Specific Objective: By the end of this topic, the learner should be able to incorporate different components of physical fitness in performing locomotor and non- locomotor activities.</p>	<p>3.0 GYMNASTICS</p>
<p>1.2 Content</p>	<p>3.1 Specific Objectives: By the end of this topic, the learner should be able to:</p> <ul style="list-style-type: none"> (a) perform flip flaps (b) use skills acquired to construct pyramids (c) work and combine well with others in a complimentary and supportive manner in building pyramids.
<p>1.2.1 Locomotor skills log lift thread the needle</p>	<p>3.2 Content</p> <ul style="list-style-type: none"> (i) Flip flaps (ii) Pyramids
<p>1.2.2 Non-Locomotor skills V-sit Press-ups Horse kick</p>	<p>3.3 Resources: Markers, mats, trampoline.</p>
<p>1.3 Resources: Markers, mats.</p>	<p>4.0 TRACK AND FIELD EVENTS</p>
<p>2.0 BODY MOVEMENT WITH APPARATUS</p>	<p>4.1 Specific Objectives: By the end of this topic, the learner should be able to:</p> <ul style="list-style-type: none"> (a) hand over and receive the baton in a relay race (b) participate in a variety of track and field events (c) observe rules and regulations governing track and field events.
<p>2.1 Specific Objectives: By the end of this topic, the learner should be able to:</p> <ul style="list-style-type: none"> (a) perform different activities using the horse, buck, springboard and trampoline (b) develop various movement sequences using the horse, buck, springboard and trampoline. 	<p>4.2 Content</p> <ul style="list-style-type: none"> (i) Relays (ii) Hurdling (iii) Walk race (iv) Jumps (v) Thi'ows (vi) Running
<p>2.2 Content</p> <ul style="list-style-type: none"> (i) Horse activities (ii) Buck activities (iii) Springboard activities (iv) Trampoline activities (v) Sequences 	

4.3	Resources Markers, batons, discus, javelin, shot, high jump uprights and cross-bar, pole vault uprights and cross-bar, pole vault pole, clappers, hurdles, tape measure.	6.2	Content (i) Shooting (ii) Goal-keeping skills (iii) Handball game
5.0	DANCE	6.3	Resources: Markers, handball, balls, whistle.
5.1	Specific Objectives; By the end of this topic, the learner should be able to; (a) perform selected African, Oriental and Classical dances (b) appreciate and enjoy African, Oriental and Classical dances (c) express himself/herself through dance.	7.0	SWIMMING Specific Objectives:
		7.1	By the end of this topic, the learner should be able to; (a) tread water accurately (b) perform the side stroke and simple dives.
5.2	Content (i) African dances (ii) Oriental dances (iii) Classical dances	7.2	Content (i) Side stroke (ii) Treading (iii) Diving
		7.3	Resources: Markers (ropes), swimming aids.
5.3	Resources: Markers, simple musical percussion instrument, recorded music.	8.0	SOCCER Specific Objectives: By the end of this topic, the learner should be able to:
6.0	HANDBALL	8.1	(a) play a game of soccer (b) apply the skills learnt in a game of soccer (c) appreciate and enjoy the game of soccer.
6.1	Specific Objectives: By the end of this topic, the learner should be able to: (a) execute appropriate shooting and goal-keeping skills (b) apply the skills learnt in a conditioned game of handball (c) develop team spirit and group cohesion appreciate and enjoy the game of handball.	8.2	Content A game of Soccer
		8.3	Resources; Markers, soccer ball, bibs, whistle.

- 9.0** NETBALL
- 9.1** Specific Objectives:
By the end of this topic, the learner should be able to:
- (a) play a game of netball
 - (b) apply the skills learnt in a game of netball
 - (c) appreciate and enjoy the game of netball.
- 9.2 Content
A game of netball
- 9.3 Resources;
Markers, netball ball, bibs, whistle.
- 10.0** VOLLEYBALL
- 10.1** Specific Objectives;
By the end of this topic, the learner should be able to:
- (a) set, smash/spike and block a ball
 - (b) apply the skills learnt in a game of volleyball
 - (c) develop team work and group cohesion in a game of volleyball
 - (d) appreciate and enjoy the game of volleyball.
- 10.2** Content
- (i) Setting
 - (ii) Smash/spike
 - (iii) Blocking
 - (iv) A game of volleyball
- 10.3** Resources:
Markers, volleyball ball, volleyball net, whistle.
- 11.0** FIRST AID
- 11.1** Specific Objective:
By the end of this topic, the learner should be able to apply the basic First Aid skills in cases of fainting and injuries to the bones and joints.
- 11.2** Content
- (i) Fainting
 - (ii) Dislocations
 - (iii) Fractures
- 11.3** Resources:
First Aid kit, splints, stretcher.
- 12.** SUGGESTED LEARNING AND TEACHING EXPERIENCES
- (a) Explanation
 - (b) Demonstration
 - (c) Participation
 - (d) Question and answer
 - (e) Guided discovery
 - (f) Exploration
- 12.1** SUGGESTED ASSESSMENT TECHNIQUES
- (a) Observations
 - (b) Tasks
 - (c) Set standards
 - (d) Written tests/assignments
 - (e) Questions and answers
 - (f) Learner progress records

CREATIVE

ARTS

INTRODUCTION

The Creative Arts syllabus is designed to integrate Art and Craft, Music and Drama in primary schools. It gives the learner an opportunity for self expression through the Creative Arts activities. The syllabus also provides an opportunity for the learner to acquire knowledge, skills and attitudes which will be useful in talent development, economic development, self satisfaction, entertainment, the development of creative faculties, good use of leisure time and moral uprightness.

The layout comprises topics, sub-topics, general/specific objectives, content, suggested learning/teaching experiences and resources. The content in each topic has been systematically developed with new knowledge, skills and attitudes being incorporated at each level. The content has also been carefully selected to infuse emerging issues related to child labour, drug abuse, HIV/AIDS and integrity.

The Performing Arts, which cut across all levels, include presentations and displays of all practical skills acquired. Throughout the course emphasis is laid on safety, making of quality functional items, improvisation using locally available materials and information.

The Creative Arts activities, being practical, should be assessed continuously through the different stages in the learning process. Assessment of Performing Arts will be done through suggested assessment methods which appear at the end of the syllabus.

The syllabus has, therefore, been designed to adequately cover the various topics in theory and practice and should link up with further learning in secondary schools and other Institutions of higher learning.

GENERAL OBJECTIVES

By the end of course, the learner should be able to:

1. discover, collect and explore local materials and make a repertoire for future use
2. acquire basic skills by making items using the local materials collected
3. express themselves through manipulation of varied materials
4. transform various materials into functional and aesthetic forms in relation to the physical, social and cultural environment
5. critically analyse and appreciate works of creative arts in relation to design, form and function
6. handle varied materials and tools in the production of works of Creative Art for aesthetic and functional value
7. apply the skills, knowledge, concepts and attitudes acquired through creative activities
8. share materials and experiences with other pupils
9. participate in Creative Arts presentations locally and internationally for enjoyment and entertainment
10. Use the acquired skills for physical, spiritual, social and therapeutic functions

STANDARD ONE

1.0 TOPIC: PICTURE MAKING

1.1 SUB-TOPIC: DRAWING

1.1.1 SPECIFIC OBJECTIVE

By the end of the topic, the learner should be able to draw shapes and forms based on the learners' immediate surrounding.

1.1.2 CONTENT

- Drawing shapes and forms.

1.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Drawing shapes and forms based on learners' immediate surroundings

1.1.4 RESOURCES

Pencils
Crayons
Pastels
Paper
Charcoa
l
Surfaces

Any other materials

1.2 SUB-TOPIC: PAINTING

1.2.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- a) recognize colours
- b) paint forms fireely based on their immediate surroundings
- c) decorate own face in preparation for singing games.

1.2.2 CONTENT

- Recognition of colours
- Painting forms
- Decorating own faces

1.2.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Recognize colours as they relate to the forms in the environment
- Prepare materials for free use of colour
- Paint forms freely based on their immediate surrounding
- Decorate own faces using colour

1.2.4 RESOURCES

- Water coloui's/powder paints
- Brushes
- Pencils
- Palettes
- Containers/tincans
- Water
- Paper
- Any other relevant materials

2.0 TOPIC: SINGING

2.1 SUB-TOPIC: THE KENYA NATIONAL ANTHEM

2.1.1 SPECIFIC OBJECTIVE

By the end of the topic, the learner should be able to sing the Kenya National Anthem.

2.1.2	CONTENT <ul style="list-style-type: none"> • Words of the Kenya National Anthem - Verse 1 - Kiswahili • Singing the Kenya National Anthem - Verse 1 - Kiswahili 	Simple songs with family themes Simple songs on emerging issues e.g. HIV/AIDS, integrity Sacred songs Story songs Lullabies
2.1.3	SUGGESTED LEARNING/TEACHING EXPERIENCES <ul style="list-style-type: none"> • Reciting words of the Kenya National Anthem, Verse 1 in Kiswahili • Singing the Kenya National Anthem, Verse 1 in Kiswahili 	2.2.3 SUGGESTED LEARNING/TEACHING EXPERIENCES <ul style="list-style-type: none"> • Singing simple songs from learner's immediate environment • Making movements to singing games • Singing simple songs with family themes • Singing simple songs on emerging issues e.g. HIV/AIDS, integrity • Singing sacred songs <ul style="list-style-type: none"> • Singing simple story songs • Singing lullabies
2.1.4	RESOURCES <ul style="list-style-type: none"> • Text of the Kenya National Anthem • Music score 	
2.2	SUB-TOPIC: OTHER SONGS	
2.2.1	SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to: <ol style="list-style-type: none"> a) sing simple songs from their immediate environment b) make movements to singing games c) sing simple songs with family themes d) sing simple songs on emerging issues e.g. HIV/AIDS, Integrity etc e) sing sacred songs f) sing simple story songs. 	2.2.4 RESOURCES <ul style="list-style-type: none"> • Relevant songs • Percussion musical instruments: <ul style="list-style-type: none"> Rhythm sticks Shakers Drums Rattles
2.2.2	CONTENT <ul style="list-style-type: none"> • Simple songs from learner's immediate environment • Singing games 	3.0 TOPIC: PATTERN MAKING 3.1 SUB-TOPICS: <ol style="list-style-type: none"> (i) LINEAR PATTERNS (ii) GEOMETRIC SHAPE PATTERNS (iii) LETTER PATTERNS 3.1.1 SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to:

	<ul style="list-style-type: none"> a) create linear patterns using varied media and surfaces b) make patterns using colour and indefinite shapes c) make patterns using definite letter forms, numerals and geometric shapes. 	<p>4.2 CONTENT</p> <ul style="list-style-type: none"> • Clapping • Tapping • Accompaniment
3.1.2	<p>CONTENT</p> <ul style="list-style-type: none"> • Linear patterns • Indefinite shapes • Definite letter forms and numerals • Geometric shapes 	<p>4.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Clap and tap rhythms to familiar songs • Accompany songs with simple percussion instruments
3.1.3	<p>SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Creating linear patterns • Painting • Indefinite shapes • Definite letter forms, numerals and geometric shapes to form patterns 	<p>4.4 RESOURCES</p> <ul style="list-style-type: none"> • Familiar songs • Simple percussion instruments
3.1.4	<p>RESOURCES</p> <ul style="list-style-type: none"> Water based colours Paper Pencils Brushes Palettes Containers Any other relevant materials 	<p>5.0 TOPIC: PRINT MAKING</p> <p>5.1 SUB-TOPIC: BLOCK PRINTING</p> <p>5.1.1 SPECIFIC OBJECTIVE</p> <p>By the end of the topic, the learner should be able to create prints with whole or parts of objects using paint.</p>
4.0	<p>TOPIC: RHYTHM</p>	<p>5.1.2 CONTENT</p> <ul style="list-style-type: none"> • Leaf printing • Potato printing • Finger printing • Banana stalk printing
4.1	<p>SPECIFIC OBJECTIVES</p> <p>By the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> a) clap and tap rhythms to songs in free styles b) accompany songs with percussion instruments. 	<p>5.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Printing with whole or parts of objects and materials <ul style="list-style-type: none"> - blocks - potato - banana stalk - leaves - fingers

<p>5.1.4 RESOURCES</p> <ul style="list-style-type: none"> Water colours /powder paints Paper Blocks Leaves --- 	<p>7.2 CONTENT</p> <ul style="list-style-type: none"> • Listening to sounds • Imitating sounds
<p>6.0 TOPIC: SCULPTURE</p>	<p>7.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Listening to different sounds in the environment • Imitating sounds heard
<p>6.1 SUB-TOPIC: MODELLING</p>	<p>7.4 RESOURCES</p> <ul style="list-style-type: none"> • Vehicle sounds • Animal sounds • Human sounds • Other sources of sounds
<p>6.1.1 SPECIFIC OBJECTIVE</p> <p>By the end of the topic, the learner should be able to model using soft materials such as clay and plasticine to create free shapes and forms.</p>	<p>8.0 TOPIC: PERFORMING ARTS</p>
<p>6.1.2 CONTENT</p> <ul style="list-style-type: none"> • Manipulation of modelling materials • Free shapes and forms 	<p>8.1 SPECIFIC OBJECTIVE</p> <p>By the end of the topic, the learner should be able to participate in;</p> <ul style="list-style-type: none"> a) musical presentations b) Art and Craft displays.
<p>6.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Free manipulation of clay • Formation of free shapes and forms 	<p>8.2 CONTENT</p> <ul style="list-style-type: none"> • Solo performance • Choral singing • Tone quality • Voice projection • Diction • Breath control • Display of art and craft works • Messages on emerging issues • Craftmanship in art and craft Projects • Project work on: <ul style="list-style-type: none"> drawing painting modeling printing
<p>6.1.4 RESOURCES</p> <ul style="list-style-type: none"> • Clay • Plasticine • Water • Containers 	
<p>7.0 TOPIC: PITCH</p>	
<p>7.1 SPECIFIC OBJECTIVE</p> <p>By the end of the topic, the learner should be able to listen and imitate different sounds in the environment.</p>	

8.3 SUGGESTED
LEARNING/TEACHING
EXPERIENCES

- Perform phrasing activities
- Vocal exercises using vowel sounds
- Activities on;
 - drawing
 - painting
 - modelling
 - printing

8.4 RESOURCES

- Voice
- Songs
 - Items for display

STANDA(ID TWO

1.0 TOPIC: PICTURE MAKING

1.2 SUB-TOPIC: PAINTING

1.1 SUB-TOPIC: DRAWING

1.2.1 SPECIFIC OBJECTIVES:

1.1.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to;

By the end of the topic, the learner should be able to;

- a) create specific shapes such as ovals, triangles and rectangles
- b) draw simple forms found in the immediate environment from memory.

- a) make a simple painting brush
- b) paint specific forms and shapes
- c) decorate faces for singing games.

1.2.2 CONTENT:

- Making simple painting brushes
- Mixing colours
- Painting specific shapes and forms.
- Decorating their faces

1.1.2 CONTENT

- Drawing forms and shapes

1.2.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

1.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Using free hand, create specific shapes
 - circles
 - ovals
 - triangles
 - square
- Drawing varied forms from memory including simple musical instruments.

- Collect materials for simple brush-making
- Handle
- Fibres
- Tying threads
 - Make simple painting brush
- Paint the specific forms and shapes

1.2.4 RESOURCES

- Colours
- Brushes
- Fibres
- Any other relevant materials

1.1.4 RESOURCES

- Pencils
- Paper
- Crayon
- Charcoal
- Chalk
- Any other relevant materials

<p>2.0 TOPIC; SINGING</p> <p>2.1 SUB-TOPIC: THE KENYA NATIONAL ANTHEM</p> <p>2.1.1 SPECIFIC OBJECTIVES: By the end of the topic, the learner should be able to sing the Kenya National Anthem verse one in English.</p> <p>2.1.2 CONTENT: • Words of the Kenya National Anthem verse one in English</p> <p>2.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES • Reciting the words of the Kenya national anthem - verse one in English • Singing the Kenya national anthem verse one in English.</p> <p>2.1.4 RESOURCES • Music score of the Kenya National Anthem • Words of the Kenya National Anthem • Verse one in English •Melodic instruments e.g. melodica • Recorder.</p> <p>2.2 SUB-TOPIC: OTHER SONGS</p> <p>2.2.1 SPECIFIC OBJECTIVES: By the end of the topic, the learner should be able to: a) sing simple sacred songs b) sing story songs c) sing topical songs d) perform singing games.</p>	<p>2.2.2 CONTENT Various simple songs • Story songs • Sacred songs • Topical songs on emerging issues e.g. HIV/AIDS, corruption, integrity, health and environment • singing games</p> <p>2.2.3 SUGGESTED LEARNING/TEACHING EXPERIENCES • Singing songs on emerging issues e.g. HIV/AIDS, integrity, health and environment • Singing and dramatizing story songs • Singing sacred songs • Performing singing games</p> <p>2.2.4 RESOURCES • Music scores • Relevant songs</p> <p>3.0 TOPIC: PATTERN MAKING</p> <p>3.1 SUB-TOPICS: (i) LETTER REPEAT PATTERN (ii) NUMERAL REPEAT PATTERNS (iii) SIMPLE REPEAT PATTERNS</p> <p>3.1.1 SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to; a) create patterns using letters of the alphabet, numerals and simple shapes</p>
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	<ul style="list-style-type: none"> b) use colour to fill in enclosed shapes to create patterns. 		<p>Tapping Instrumental percussion accompaniment</p>
3.1.2	<p>CONTENT:</p> <ul style="list-style-type: none"> • Patterns from the alphabet, numerals and shapes <ul style="list-style-type: none"> • Painting shapes 	4.3	<p>SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Clap and tap rhythms in time • Use percussion musical instruments to mark the beat
3.1.3	<p>SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Preparation of water-based colours • Create different shapes • Create patterns using <ul style="list-style-type: none"> - colour - letters of the alphabet - numerals - simple shapes 	4.4	<p>RESOURCES</p> <ul style="list-style-type: none"> • Percussion musical instruments • Familiar songs
3.1.4	<p>RESOURCES</p> <p>Water-based colours Crayons Pastels Charcoal Pencils Paper Containers/pallets Any other relevant</p>	5.0	<p>TOPIC: PRINT MAKING</p>
4.0	<p>TOPIC: RHYTHM</p>	5.1	<p>SUB-TOPIC: BLOCK PRINTING</p>
4.1	<p>SPECIFIC OBJECTIVES</p> <p>By the end of the topic, the learner should be able to;</p> <ul style="list-style-type: none"> a) clap and tap rhythms to songs in time b) accompany songs with percussion musical instruments to mark the beat. 	5.1.1	<p>SPECIFIC OBJECTIVES</p> <p>By the end of the topic, the learner should be able to create prints using whole and parts of objects and materials.</p>
		5.1.2	<p>CONTENT</p> <ul style="list-style-type: none"> • Wood block printing • Potato printing • Leaf printing
		5.1.3	<p>SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Printing with whole and parts of objects and materials <ul style="list-style-type: none"> - wood blocks - potatoes - leaves
		5.1.4	<p>RESOURCES</p> <ul style="list-style-type: none"> • Paint • Paper
4.2	<p>CONTENT:</p> <ul style="list-style-type: none"> • Clapping 		

	<ul style="list-style-type: none"> • Blocks • Leaves 	7.3	SUGGESTED LEARNING/TEACHING EXPERIENCES
6.0	TOPIC: SCULPTURE		<ul style="list-style-type: none"> • Listening to different sounds from the wider environment <ul style="list-style-type: none"> - schools - village • Imitating the sounds heard
6.1	SUB-TOPIC: MODELLING		
6.1.1	SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to model indefinite shapes and forms using clay or plasticine.	7.4	RESOURCES Vehicle sounds Animal sounds Human sounds Sounds of birds Any other relevant sounds
6.1.2	CONTENT: <ul style="list-style-type: none"> • Manipulating modelling materials <ul style="list-style-type: none"> • Indefinite shapes and forms 		
6.1.3	SUGGESTED LEARNING/TEACHING EXPERIENCES <ul style="list-style-type: none"> • Free manipulation of clay • Formation of indefinite shapes and forms • Finishing the shapes and forms • Comparing the finished artworks 	8.0	TOPIC; PERFORMING ARTS
6.1.4	RESOURCES <ul style="list-style-type: none"> • Clay • Plasticine • Water • Containers 	8.1	SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to participate in: <ol style="list-style-type: none"> a) a musical presentation b) art and craft displays.
7.0	TOPIC: PITCH	8.2	CONTENT Solo performance Choral singing Tone quality Voice projection Diction Breath control Dynamics Solo instrumental Display of art and craft works Messages on emerging issues Project work on; <ul style="list-style-type: none"> drawing painting modelling printing
7.1	SPECIFIC OBJECTIVE By the end of the topic, the learner should be able to listen to and imitate different sounds.		
7.2	CONTENT: <ul style="list-style-type: none"> • Listening to different sounds • Imitating different sounds 		

- Blocks
 - Leaves
- 6.0** TOPIC: SCULPTURE
- 6.1** SUB-TOPIC: MODELLING
- 6.1.1** SPECIFIC OBJECTIVES
By the end of the topic, the learner should be able to model indefinite shapes and forms using clay or plasticine.
- 6.1.2** CONTENT;
- Manipulating modelling materials
 - Indefinite shapes and forms
- 6.1.3** SUGGESTED LEARNING/TEACHING EXPERIENCES
- Free manipulation of clay
 - Formation of indefinite shapes and forms
 - Finishing the shapes and forms
 - Comparing the finished art-works
- 6.1.4** RESOURCES
- Clay
 - Plasticine
 - Water
 - Containers

- 7.0** TOPIC: PITCH
- 7.1** SPECIFIC OBJECTIVE
By the end of the topic, the learner should be able to listen to and imitate different sounds.
- 7.2** CONTENT:

Listening to different sounds
Imitating different sounds

- 7.3** SUGGESTED LEARNING/TEACHING EXPERIENCES
- Listening to different sounds from the wider environment
 - schools
 - village
 - Imitating the sounds heard

- 7.4** RESOURCES
- Vehicle sounds
 - Animal sounds
 - Human sounds
 - Sounds of birds
 - Any other relevant sounds

- 8.0** TOPIC: PERFORMING ARTS
- 8.1** SPECIFIC OBJECTIVES
By the end of the topic, the learner should be able to participate in:
- a) a musical presentation
 - b) art and craft displays.

- 8.2** CONTENT
- Solo performance
 - Choral singing
 - Tone quality
 - Voice projection
 - Diction
 - Breath control
 - Dynamics
 - Solo instrumental
 - Display of art and craft works
 - Messages on emerging issues
 - Project work on:
 - drawing
 - painting
 - modelling
 - printing

8.3 SUGGESTED
LEARNING/TEACHING
EXPERIENCES

- Perform phrasing activities
- Vocal exercises using vowel sounds
- Exercises on:
 - drawing
 - painting
 - modelling
 - printing

8.4 RESOURCES

- Voices
- Songs
- Items for display

STANDARD THREE

<p>1.0 TOPIC: PICTURE MAKING</p> <p>1.1 SUB-TOPIC: DRAWING</p> <p>1.1.1 SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to;</p> <p>a) draw simple pictorial compositions on themes based on emerging issues ' from memory</p> <p>b) draw simple percussion instruments from observation.</p> <p>1.1.2 CONTENT</p> <ul style="list-style-type: none"> • simple pictorial composition from memory on themes based on emerging issues • drawing of simple percussion instruments from observation <p>1.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • using lines to create pictorial composition from memory • drawing a simple pictorial composition on a given theme using lines • using varied lines to create movement • drawing a simple percussion musical instrument from observation using lines 	<p>1.1.3 RESOURCES</p> <p>Pencils Paper Chalk Charcoal Cut outs Percussion instruments Slates Any other relevant materials</p> <p>1.2 SUB-TOPIC: PAINTING</p> <p>1.2.1 SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to:</p> <p>a) recognize and name different colours</p> <p>b) mix different colours to get new effects</p> <p>c) Decorate percussion instruments</p> <p>d) Paint parts of the body for a musical presentation</p> <p>1.2.2 CONTENT</p> <ul style="list-style-type: none"> • Colour recognition • Colour mixing • Decoration of percussion instruments • Painting different parts of the body for musical presentations <p>1.2.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Exercises in colour recognition <ul style="list-style-type: none"> • Exercises in colour mixing • Exercises in colour control within defined areas • Decorating simple percussion instruments
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	<ul style="list-style-type: none"> Painting parts of their bodies for musical presentation. 	2.2	SUB-TOPIC: OTHER SONGS
1.2.4	RESOURCES Water based paints Pallets/containers Brushes Paper Simple percussion instruments	2.2.1	SPECIFIC OBJECTIVES By the end of the topic, learner should be able to: a) perform singing games b) singing rounds in two groups c) perform various songs d) name the colours of the national flag.
2.0	TOPIC: SINGING		
2.1	SUB-TOPIC: THE KENYA NATIONAL ANTHEM	2.2.2	CONTENT <ul style="list-style-type: none"> Singing games Two parts rounds Various songs e.g. patriotic songs, topical songs and lullabies Colours of the National flag Songs on topical issues such as child labour Various patriotic songs Naming colours of the Kenya National flag
2.1.1	SPECIFIC OBJECTIVE By the end of the topic, learner should be able to sing the Kenya National Anthem .		
2.1.2	CONTENT <ul style="list-style-type: none"> The Kenya National Anthem verse 2 in Kiswahili Singing the Kenya National Anthem verse 2 in Kiswahili 	2.2.3	SUGGESTED LEARNING/TEACHING EXPERIENCES <ul style="list-style-type: none"> Singing Various singing games with complex activities and movements Singing rounds in two groups Various patriotic songs Naming colours of the Kenya National Flag
2.1.3	SUGGESTED LEARNING/TEACHING EXPERIENCES <ul style="list-style-type: none"> Reciting the words of the Kenya National Anthem verse 2 in Kiswahili. Singing the Kenya National Anthem verse two in Kiswahili. 		
2.1.4	RESOURCES <ul style="list-style-type: none"> Words of the Kenya National Anthem National Flag Music scores 	2.2.4	RESOURCES <ul style="list-style-type: none"> The National flag Water based colours Paper Relevant songs

	<ul style="list-style-type: none"> • Painting parts of their bodies for musical presentation. 	2.2	SUB-TOPIC; OTHER SONGS
1.2.4	RESOURCES Water based paints Pallets/containers Brushes Paper Simple percussion instruments	2.2.1	SPECIFIC OBJECTIVES By the end of the topic, learner should be able to: a) perform singing games b) singing rounds in two groups c) perform various songs d) name the colours of the national flag.
2.0	TOPIC; SINGING		
2.1	SUB-TOPIC: THE KENYA NATIONAL ANTHEM	2.2.2	CONTENT <ul style="list-style-type: none"> • Singing games • Two parts rounds • Various songs e.g. patriotic songs, topical songs and lullabies • Colours of the National flag • Songs on topical issues such as child labour • Various patriotic songs • Naming colours of the Kenya National flag
2.1.1	SPECIFIC OBJECTIVE By the end of the topic, learner should be able to sing the Kenya National Anthem.		
2.1.2	CONTENT <ul style="list-style-type: none"> • The Kenya National Anthem verse 2 in Kiswahili • Singing the Kenya National Anthem verse 2 in Kiswahili 	2.2.3	SUGGESTED LEARNING/TEACHING EXPERIENCES <ul style="list-style-type: none"> • Singing • Various singing games with complex activities and movements • Singing rounds in two groups • Various patriotic songs • Naming colours of the Kenya National Flag
2.1.3	SUGGESTED LEARNING/TEACHING EXPERIENCES <ul style="list-style-type: none"> • Reciting the words of the Kenya National Anthem verse 2 in Kiswahili. • Singing the Kenya National Anthem verse two in Kiswahili. 		
2.1.4	RESOURCES <ul style="list-style-type: none"> • Words of the Kenya National Anthem • National Flag • Music scores 	2.2.4	RESOURCES <ul style="list-style-type: none"> • The National flag • Water based colours • Paper • Relevant songs

<p>3.0 TOPIC: PATTERN MAKING</p> <p>3.1 SUB-TOPICS:</p> <p>(i) LINEAR</p> <p>(II) STENCIL AND</p> <p>(III) TEMPLATE AND CUT-OUT SHAPE PATTERN</p>	<ul style="list-style-type: none"> • Brushes • Palette/containers <ul style="list-style-type: none"> • Any other relevant materials
<p>3.1.1 SPECIFIC OBJECTIVES</p> <p>By the end of the topic, the learner should be able to:</p> <p>a) use varied lines to create patterns and movements</p> <p>b) create patterns using stencils, templates and cut-out shapes</p> <p>c) make patterns from local materials</p> <p>d) use the patterns created to make formations in singing games.</p>	<p>4.0 TOPIC: RHYTHM</p> <p>4.1 SPECIFIC OBJECTIVES</p> <p>By the end of the topic, the learner should be able to:</p> <p>a) clap and tap rhythms to songs accenting the main beat</p> <p>b) accompany songs with percussion instruments.</p>
<p>3.1.2 CONTENT</p> <ul style="list-style-type: none"> • Stencil, templates and cut-out shape patterns • Linear patterns • Patterns from local materials • Singing games 	<p>4.2 CONTENT</p> <ul style="list-style-type: none"> • Clapping • Tapping • Accompaniment using percussion instruments
<p>3.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Preparation of stencils, templates and cut-out shapes • Create patterns using <ul style="list-style-type: none"> - stencils - templates - cut-out shapes - Lines • Performing singing games 	<p>4.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Clap and tap rhythms to songs accenting the main beat • Use percussion instruments to mark the main beat
<p>3.1.4 RESOURCES</p> <ul style="list-style-type: none"> • Stencils • Templates • Cut out shapes • Cutting tools • Colour • Water • Surface 	<p>4.4 RESOURCES</p> <ul style="list-style-type: none"> • Percussion instruments • Familiar songs
	<p>5.0 TOPIC: SCULPTURE</p> <p>5.1 SUB-TOPIC: MODELLING</p> <p>5.1.1 SPECIFIC OBJECTIVES</p> <p>By the end of the topic, the learner should be able to:</p> <p>a) manipulate clay and plasticine freely</p> <p>b) model definite shapes and forms based on their immediate environment.</p>

- 5.1.2** CONTENT
- Manipulation of clay and plasticine
 - Definite shapes and forms such as animal and human forms

- 5.1.3** SUGGESTED LEARNING/TEACHING EXPERIENCES
- Free manipulation of clay
 - Formation of definite shapes and forms
 - Finishing the shapes and forms
 - Comparing the art works

- 5.1.4** RESOURCES
- Clay
 - Plasticine
 - Water
 - Containers
 - Any other relevant materials

6.0 TOPIC: PITCH

- 6.1** SPECIFIC OBJECTIVES
- By the end of the topic, the learner should be able to:
- listen to and imitate sounds of various pitches
 - make own sounds at varied pitches.

- 6.2** CONTENT
- Sounds of various pitches

- 6.3** SUGGESTED LEARNING/TEACHING EXPERIENCES
- Listening to and imitating sounds of various pitches
 - Making own sounds at varied pitches

- 6.4** RESOURCES
- Sounds made by people, animals and musical instruments
 - Any other relevant material.

7.0 TOPIC: ORNAMENTS

7.1 SUB-TOPIC: SINGLE THREADED NECKLACES AND BRACELETS

7.1.1 SPECIFIC OBJECTIVES

By the end of the topic, learner should be able to:

- collect seeds according to shape, size and colour
- make holes in seeds
- single-thread seeds to make necklaces and bracelets to use in a singing game.

- 7.1.2** CONTENT
- Collection of inedible seeds
 - Making holes in seeds
 - Single threading to create necklaces and bracelets

- 7.1.3** SUGGESTED LEARNING/TEACHING EXPERIENCES
- Sorting out seeds according to shape, size and colour
 - Single threading the seeds to create necklaces and bracelets
 - Performing a musical presentation/Fashion show

- 7.1.4** RESOURCES
- Inedible seeds
 - Threads
 - Needles or sharp objects to make holes

8.0 TOPIC: PERFORMING ARTS

8.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to participate in:

- a) musical presentations
- b) Art and Craft displays.

8.2 CONTENT

- Solo performance
- Choral singing
- Ensemble performance
(small percussion
instrumental group)
- Tone quality
- Voice projection
- Diction
- Breath control
- Display of Art and Craft
work
- Messages on emerging
issues
- Craftmanship on the Art
and Craft projects
- Project work on;
drawing
painting
modelling
ornaments

8.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Perform activities on
phrasing and
breath control
- Perform vocal exercises
- Activities on:
 - drawing
 - painting
 - modelling

8.4 RESOURCES

- Voice
- Songs
- Items for display

STANDARD FOUR

1.0 TOPIC: PICTURE MAKING

Crayons
Charcoal
Pastel

1.1 SUB-TOPIC: DRAWING

1.1.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- a) recognize and draw different types of lines
- b) observe and draw natural and man-made forms
- c) interpret a given theme and represent it in a pictorial composition
- d) observe and draw a given drum.

1.1.2 CONTENT

- Linear arrangement of forms
- Natural and man-made forms
- Interpretation of themes
- Drums

1.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Observing and drawing linear arrangements of forms
- Observing and drawing natural and man-made forms
- Interpreting a given theme and representing it in a pictorial composition from memory
- Drawing a drum

1.1.4 RESOURCES

Pencils
Erasers
Paper
Cut outs

1.2 SUB-TOPIC: PAINTING

1.2.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- a) recognize and classify primary and secondary colours
- b) recognize and paint the colours of given man-made forms
- c) draw and paint a simple drum.

1.2.2 CONTENT

- Primary and secondary colours
 - Man-made forms
- The National Flag
- Simple drums

1.2.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Classifying and mixing primary and secondary colours
- Painting a simple linear arrangement of man-made forms
- Recognizing and painting the colours of the National Flag
- Drawing and painting a simple drum

1.2.4 RESOURCES

- Pencils
- Paper
- Primary colours
- Water

	<ul style="list-style-type: none"> • Containers • Brushes • Drams 		
2.0	TOPIC; SINGING		2.2.3 SUGGESTED LEARNING/TEACHING EXPERIENCES
2.1	SUB-TOPIC: THE KENYA NATIONAL ANTHEM		<ul style="list-style-type: none"> • Singing in rounds in three groups • Singing simple folk songs with movements • Singing topical songs on emerging issues e.g. ' HIV/AIDS health and personal hygiene. • Singing patriotic/national songs • Singing patriotic/national songs on the importance of the Kenya National Anthem • Singing simple sacred songs
2.1.1	SPECIFIC OBJECTIVE By the end of the topic, the learner should be to sing the Kenya National Anthem.		
2.1.2	CONTENT • Words of the Kenya National Anthem verse two in English		2.2.4 RESOURCES
2.1.3	SUGGESTED LEARNING/TEACHING EXPERIENCES • Writing, reciting and singing - verse 2 of the Kenya National Anthem in English		<ul style="list-style-type: none"> • Relevant songs • Musical instruments
2.1.4	RESOURCES • Text of the Kenya National Anthem		3.0 TOPIC; PATTERN MAKING
2.2	SUB-TOPIC; OTHER SONGS		3.1 SUB-TOPIC; GEOMETRIC SHAPE PATTERNS
2.2.1	SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to sing: a) in rounds in three groups b) African folk songs c) topical songs d) patriotic/national songs e) sacred songs.		3.1.1 SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to; a) plan a pattern using geometric shapes b) cut out and paste geometric shapes as planned c) use the patterns created in making dance formations.
2.2.2	CONTENT 3 part rounds folk songs topical songs patriotic/national songs sacred songs		3.1.2 CONTENT • Cutting geometric shapes • Geometric patterns • Formations/rhythmic patterns in dance

- 3.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES**
- Creating and cutting out geometric shapes
 - Creating patterns using the geometric shapes made
 - Creating patterns to enhance formation of a dance
 - Using note values to create rhythmic patterns

- 3.1.4 RESOURCES**
- Paper
 - Pencils
 - Erasers
 - Crayons
 - Rulers
 - Cutters
 - Relevant song for the

4.2 TOPIC: RHYTHM

4.3 SPECIFIC OBJECTIVES

- By the end of the topic, the learner should be able to;
- a) clap and tap rhythms to songs
 - b) sing with or without a percussion instrument
 - c) use a melodic instrument
 - d) read and write note values of crotchet, minim and their rests.

4.4 CONTENT

- Clapping
- singing
- Tapping
- Percussion accompaniment
- Melodic instruments
- Note values
 - Crotchet
 - Minim and their rests

4.0 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Read and write crotchets, minims and their rests
- Clapping and tapping rhythms to songs
- Singing without accompaniment
- Singing songs with percussion accompaniment
- Using melodic instruments in songs
- Clapping rhythms involving crotchets, minims and their rests

4.1 RESOURCES

- Percussion instruments
- Relevant songs
- Melodic instruments

5.0 TOPIC: SCULPTURE

5.1 SUB-TOPIC: MODELLING

5.1.1 SPECIFIC OBJECTIVES

- By the end of the topic, the learner should be able to:
- a) make coils, pellets and strips from clay or plasticine
 - b) create reliefs using coils, pellets and strips made from clay or plasticine
 - c) model human and animal forms in the round using clay/plasticine.

5.1.2 CONTENT

- Modelling in relief
- Modelling in the round

- 5.1.3** SUGGESTED LEARNING/TEACHING EXPERIENCES
- Modelling in the relief using
 - coils
 - pellets
 - strips
 - Modelling in the round to create
 - human forms
 - animal forms

- 5.1.4** RESOURCES
- Water
 - Clay
 - Plasticine

6.0 TOPIC: PITCH

- 6.1** SPECIFIC OBJECTIVES
- By the end of the topic, the learner should be able to:
- a) name notes on the staff using treble clef
 - b) read and sing d r m.

- 6.2** CONTENT
- Staff
 - Treble clef
 - Singing and reading d r m
 - Pitch names

- 6.3** SUGGESTED LEARNING/TEACHING EXPERIENCES
- Naming notes in the treble staff
 - Reading d r m on staff with doh on line or in space
 - Singing d r ni on staff with doh on line or in space

- 6.4** RESOURCES
- Music manuscript papers
 - Songs

- 7.0** TOPIC: MELODY
- 7.1** SPECIFIC OBJECTIVES
- By the end of the topic, the learner should be able to sing:
- a) d r m on staff
 - b) d r m using crotchets, minims and their rests.

- 7.2** CONTENT
- Staff
 - Treble clef
 - Minimum, crotchets and their rests

- 7.3** SUGGESTED LEARNING/TEACHING EXPERIENCES
- Singing d r m on a staff
 - Writing d r m using a minim and a crotchet

- 7.4** RESOURCES
- Simple songs with a rhythm, a minim, crotchet and their rests

8.0 TOPIC: GRAPHIC DESIGN

8.1 SUB-TOPIC: CALLIGRAPHY

- 8.1.1** SPECIFIC OBJECTIVES
- By the end of the topic, the learner should be able to;
- a) construct two dimensional letters of the alphabet and numerals
 - b) make calligraphic pens and use them to write the letters of the alphabet
 - c) use calligraphic pens to write musical symbols.

- 8.1.2** CONTENT
- two dimensional letters of the alphabet and numerals
 - materials and tools for making calligraphic pens
 - musical notes

- 8.1.3** SUGGESTED LEARNING/TEACHING EXPERIENCES
- Constructing two dimensional letters of the alphabet and numerals
 - Making calligraphic pens
 - Writing music notes using calligraphic pens

- 8.1.4** RESOURCES
- Bamboo sticks
 - Maize stalk
 - Various reeds
 - Cutting blades
 - Quills/feathers
 - Ink
 - Writing surfaces

9.0 TOPIC: WEAVING

- 9.1** SUB-TOPICS:
- (i) HORIZONTAL WEAVE
 - (ii) DIAGONAL WEAVE

- 9.1.1** SPECIFIC OBJECTIVES
- By the end of the topic, the learner should be able to:
- a) weave using the horizontal and diagonal technique
 - b) plan, mark and construct a rectangular card loom with serrated edges
 - c) weave various items using a rectangular card loom with serrated edges.

- 9.1.2** CONTENT
- Diagonal and horizontal weaves
 - rectangular card loom with serrated edges
 - Weaving on the serrated edge loom.

- 9.1.3** SUGGESTED LEARNING/TEACHING EXPERIENCES
- Collecting weaving strips
 - Weaving
 - horizontally
 - diagonally
 - Collecting tools and materials for making the card loom
 - Making the card loom
 - Weaving various items using the card loom

- 9.1.4** RESOURCES
- Weaving strips
 - Cartons
 - Measuring tools
 - Cutting blades
 - Strings
 - Yarn

10.0 TOPIC: PRINT-MAKING

- 10.1** SUB-TOPIC: MONO PRINTING
- 10.1.1** SPECIFIC OBJECTIVES

- By the end of the topic, the learner should be able to:
- a) create simple prints using marbling techniques string printing technique blot printing technique blow printing technique
 - b) print decorations using a flat glass.

10.1.2	<p>CONTENT</p> <ul style="list-style-type: none"> • Marble prints • String prints 	<ul style="list-style-type: none"> - plates - spoons
10.1.3	<p>SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Making marble prints • Making string prints • Making blot prints • Making blow prints • Making mono prints using flat glass 	<p>11.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Collecting clay • Mixing clay • Model simple containers • Decorating/finishing the containers
10.1.4	<p>RESOURCES</p> <ul style="list-style-type: none"> • Water colours • Oil colours • Strings • Papers • Brushes <ul style="list-style-type: none"> • Flat glass • Water • Turpentine 	<p>11.1.4 RESOURCES</p> <ul style="list-style-type: none"> • Clay • Water • Banana leaves <ul style="list-style-type: none"> • Containers • Sticks
11.0	<p>TOPIC: POTTERY</p>	<p>12.0 TOPIC: WOODWORK</p>
11.1	<p>SUB-TOPICS: (i) PINCH METHOD (ii) COIL METHOD</p>	<p>12.1 SUB-TOPIC: SAFETY PRECAUTIONS</p>
11.1.1	<p>SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to; a) Model simple containers such as pots, cups, plates, spoons using the pinch method b) Model containers using the pinch and coil method.</p>	<p>12.1.1 SPECIFIC OBJECTIVE By the end of the topic, the learner should be able to make simple functional items from wood and observe safety precautions in a workshop.</p>
11.1.2	<p>CONTENT</p> <ul style="list-style-type: none"> • Modelling techniques <ul style="list-style-type: none"> Pinch <ul style="list-style-type: none"> - Coil • Model utensils <ul style="list-style-type: none"> - cups 	<p>12.1.2 CONTENT</p> <ul style="list-style-type: none"> • Personal safety • Tools/materials safety • Handling tools and equipment <p>12.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Rules in the workshop • Workshop attire <p>12.1.4 RESOURCES</p> <ul style="list-style-type: none"> • Charts <ul style="list-style-type: none"> • Tools • Resource persons

<p>13.0 TOPIC: WOODWORK</p> <p>13.2 SUB-TOPIC; SIMPLE COAT HANGER</p> <p>13.2.1 SPECIFIC OBJECTIVE By the end of the topic, the learner should be able to make a simple coat hanger from wood.</p> <p>13.2.2 CONTENT</p> <ul style="list-style-type: none"> • Simple coat hanger <p>13.2.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Measuring and marking-out • Cutting and shaping • Making a hole or a groove at the centre of the wood • Attaching the string to the wood through the hole or around the groove <p>13.2.4 RESOURCES</p> <ul style="list-style-type: none"> • Wood • Strings • Nails • Hammer • Cutting tool • Measuring • Marking out • Smoothing • Sample hanger <p>14.0 TOPIC: PERFORMING ARTS</p> <p>14.1 SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to participate in:</p> <ol style="list-style-type: none"> a) musical presentations b) Art and Craft displays. 	<p>14.2 CONTENT</p> <ul style="list-style-type: none"> • Solo performance • Choral singing • Ensemble (small instrumental groups) • Tonal quality <ul style="list-style-type: none"> • Voice projection • Diction • Presentation • Breath control • Display <ul style="list-style-type: none"> • Message on emerging issues • Craftsmanship of Art and Craft projects • Project work on: <ul style="list-style-type: none"> - drawing - painting - modelling <p>14.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Perform activities on phrasing and breath control <ul style="list-style-type: none"> • Vocal exercises • Learning/ teaching activities on: <ul style="list-style-type: none"> - drawing - painting - modelling <p>14.4 RESOURCES</p> <ul style="list-style-type: none"> • Voice • Songs <ul style="list-style-type: none"> • Items for display
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13.0 TOPIC: WOODWORK

13.2 SUB-TOPIC; SIMPLE COAT
HANGER

13.2.1 SPECIFIC OBJECTIVE

By the end of the topic, the learner should be able to make a simple coat hanger from wood.

13.2.2 CONTENT

- Simple coat hanger

13.2.3 SUGGESTED

LEARNING/TEACHING
EXPERIENCES

- Measuring and marking-out
- Cutting and shaping
- Making a hole or a groove at the centre of the wood
- Attaching the string to the wood through the hole or around the groove

13.2.4 RESOURCES

- Wood
- Strings
- Nails
- Hammer
- Cutting tool
- Measuring
- Marking out
- Smoothing
- Sample hanger

14.0 TOPIC: PERFORMING
ARTS

14.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to participate in;
a) musical presentations
b) Art and Craft displays.

14.2 CONTENT

- Solo performance
- Choral singing
- Ensemble (small instrumental groups)
- Tonal quality
- Voice projection
- *x-y XV*
- *Presentation*
Breath control
- Display
- Message on emerging issues
- Craftsmanship of Art and Craft projects
- Project work on:
 - drawing
 - painting
 - modelling

14.3 SUGGESTED
LEARNING/TEACHING
EXPERIENCES

- Perform activities on phrasing and breath control
- Vocal exercises
- Learning/ teaching activities on:
 - drawing
 - painting
 - modelling

14.4 RESOURCES

- m* voice
- Songs
- Items for display

STANDARD FIVE

1.0 TOPIC: PICTURE MAKING

1.1 SUB TOPIC: DRAWING

1.1.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- a) draw three dimensional forms from memory
- b) draw wind musical instruments from memory
- c) draw pictorial compositions on topical issues.

1.1.2 CONTENT

- Drawing three dimensional forms
- Drawing wind musical instruments
- Themes on emerging issues
 - e.g.
 - HIV/AIDs
 - Drug abuse
 - Child labour

1.1.3 SUGGESTED LEARNING AND TEACHING EXPERIENCES

- Using lines and dots to create three dimensional forms
- Drawing pictorial compositions on themes based on topical issues

\\A

Pencil
 Rubber
 s
 Pastels
 Crayon
 Charco
 al
 Any other relevant materials/resources

1.2 SUB TOPIC: PAINTING

1.2.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to;

- a) classify primary, secondary and tertiary colours
- b) use colours effectively to paint a still life and other pictorial compositions.

1.2.2 CONTENT

- Colour classification
- Still life compositions
- Pictorial compositions from memory

1.2.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Classifying different colours
- Mixing two primary colours to create secondary colours
- Mixing primary and secondary colours to create tertiary colours
- Still life compositions
 - musical instruments
 - other items in the environment
- Pictorial compositions from memory

1.2.4 RESOURCES

Items for painting,
 Water based paints
 Containers
 Brushes
 Surfaces/paper
 Colours
 Musical instruments
 Any other relevant materials

**1.3 SUB TOPIC: MOSAIC
COLLAGE AND MONTAGE**

1.3.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to create simple pictorial compositions using

- a) mosaic technique
- b) collage technique
- c) montage technique.

1.3.2 CONTENT

- Mosaic, collage & montage techniques
- Simple pictorial compositions
 - musical instruments
 - forms and features in their environment

**1.3.3 SUGGESTED
LEARNING/TEACHING
EXPERIENCES**

- Collecting suitable materials and tools for mosaic collage and montage
- Creating simple pictorial compositions using
 - Mosaic technique
 - Collage technique
 - Montage technique

1.3.4 RESOURCES

- Materials for mosaic, collage and montage
 - photo/pictures
 - Adhesive
 - Surfaces
 - Tools for cutting
 - Pencils
 - Paints
 - Brushes

2.0 TOPIC: SINGING

**2.1 SUBTOPIC: THE KENYA
NATIONAL ANTHEM AND
THE LOYALTY PLEDGE
SPECIFIC OBJECTIVES**

2.1.1 By the end of the topic, the learner should be able to;

- a) sing the Kenya National Anthem verse three in Kiswahili
- b) recite the Loyalty Pledge.

CONTENT

- 2.1.2**
- Write, sing and recite the Kenya National Anthem verse three in Kiswahili
 - Words of the Loyalty Pledge

**SUGGESTED
LEARNING/TEACHING
EXPERIENCES**

- 2.1.3**
- reciting words of the Kenya National Anthem verse three in Kiswahili
 - Writing words of the Kenya National Anthem verse three in Kiswahili
 - Singing the Kenya National Anthem verse three in Kiswahili
 - Reciting the words of the loyalty pledge

2.1.4 RESOURCES

Text of the Kenya National Anthem
Text of the Loyalty pledge

2.2 SUB TOPIC: OTHER SONGS

2.2.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to sing:

- a) rounds
- b) African folksongs
- c) patriotic/National songs
- d) topical songs
- e) sacred songs.

2.2.2 CONTENT

- four part rounds
- folksongs with instrumental accompaniment
- patriotic/National songs
- topical songs with themes including
 - child abuse
 - child labour
 - integrity
- sacred songs

2.2.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Singing rounds in four groups
- Singing folksongs with instrumental accompaniment
- Singing patriotic/National songs
- Singing topical songs with themes that include
 - child abuse
 - child labour
 - integrity
- Singing sacred songs.

2.2.4 RESOURCES

- Musical instruments for accompaniment
- Songs repertoire
- Resource person

3.0 TOPIC: PRINT MAKING

3.1 SUB-TOPIC: STENCIL PRINTING

3.1.1 SPECIFIC OBJECTIVES

By the end of the topic', the learner should be able to:

- a) make stencils
- b) use stencils to produce prints through dabbing, rubbing and spraying techniques.

3.1.2 CONTENT

- Print making materials
- Making stencils
- Dabbing, rubbing and spraying techniques.

3.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Making stencils
 - labelling various items masks to be used in, dances
- Identifying tools and materials in stencil printing
- Using the techniques of dabbing, rubbing and spraying to make prints e.g.
 - patterns
 - pictorial compositions

3.1.4 RESOURCES

Colour
Pieces of
cloths/fabrics/sponge
Stencils
Paper
Sprays/tooth brushes
Crayons
Any other relevant
materials

4.0 TOPIC RHYTHM

4.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to;

- a) clap and tap rhythms to accompany singing
- b) use percussive and melodic instruments to accompany singing
- c) clap and tap rhythms represented by different note values with their corresponding rests
- a) interpret rhythms in 2 and 4 time.
- e) group notes in simple time ,

4.2 CONTENT

- Clapping
- Tapping
 - Accompaniment
 - percussive
 - Melodic
- Note values
 - Quaver ()
 - Crotchet ()
 - Minim ()
 - and their corresponding rests
- Time; 2 and 4
 - 4 4
 - Bars and bar lines
 - Grouping notes in 2 and 4

4.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

Clapping and tapping rhythms to songs accenting the main beat
Using percussive musical instruments to accompany singing
Using melodic musical instruments to accompany singing
Clapping and tapping rhythms involving
Quaver ()

Crotchet (

Minim (

and their corresponding rests

- Grouping notes in 2 and 4
- 4 4
- Interpreting rhythms in 2 and 4 time
- 4 4

4.1.4 RESOURCES

- Percussive musical instruments
- Melodic musical instruments
- Flash cards

5.0 TOPIC: SCULPTURE

5.1 SUB-TOPIC: MODELLING

5.1.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to;

- a) prepare papier machie'
- b) Model relief forms using papier machie'
- c) Model human and animal forms in the round using clay.
- d) Model physical education apparatus using papier machie'.

5.1.2 CONTENT

- Modelling relief sculpture
- Modelling sculptures in the round

5.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Preparing papierMache
- Modelling sculptures using papier mache e.g.- human and animal forms, physical education apparatus such as

	balls, rings, skittles and tenniquoits	7.0	TOPIC: MELODY
	<ul style="list-style-type: none"> Modelling sculptures in the round using papier mache' 	7.1	SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to: <ul style="list-style-type: none"> a) sing d r m s l using crotchets and minims and their rests. b) sight sing d r m s l using crotchets and minims and their rests.
5.1.4	RESOURCES Water Paper Glue Paste Any other relevant materials	7.2	CONTENT <ul style="list-style-type: none"> sing d r m s l using crotchet () and minim () and their rests; crotchet rest () and minim rests () 2 and 4 time 4 4
6.0	TOPIC; PITCH	7.3	SUGGESTED LEARNING/TEACHING EXPERIENCES <ul style="list-style-type: none"> Singing d r m s l using crotchet () minim () and their rests crotchet rest () and minim rest 0 in 2 and 4 time 4 4
6.1	SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to; <ul style="list-style-type: none"> a) identify pitch names on the staff b) sing d r m s l. 	7.4	RESOURCES <ul style="list-style-type: none"> Songs Music manuscript Paper/book Flash cards
6.2	CONTENT <ul style="list-style-type: none"> Bass clef The staff Pitch names on lines and in spaces Singing d r m s l 		
6.3	SUGGESTED LEARNING/TEACHING EXPERIENCES <ul style="list-style-type: none"> Drawing a bass clef on the staff Naming different pitches on the staff using bass clef Singing d r m s l 		
6.4	RESOURCES <ul style="list-style-type: none"> Music manuscript papers/books Flash cards 		

8.0 TOPIC:GRAPHIC
DESIGN

8.1 SUB-TOPICS:
(i) BLOCK LETTERS
(ii) ROMAN LETTERS

8.1.1 SPECIFIC OBJECTIVES
By the end of the topic, the learner should be able to:
a) construct Block and Roman letters
b) write simple statements on emerging issues using block and Roman letters

8.1.2 CONTENT

- Block letters
- Roman letters
- Simple statements on emerging issues e.g.
 - personal hygiene
 - child labour
 - integrity

8.1.3 SUGGESTED LEARNING/TEACHING EXPEREINCES

- Constructing Block and Roman letters
- Writing simple statements on emerging issues using Block and Roman letters e.g. HIV/AIDS Child labour etc.

8.1.4

RESOURCES

- Pencils
- Papers
- Rulers
- Crayons

- X v/l.lo
- Ink

9.0 TOPIC: BASKETRY

9.1 SUB-TOPIC: PLAITING

9.1.1 SPECIFIC OBJECTIVE
By the end of the topic, the learner should be able to construct various items of functional and aesthetic value using the plaiting technique.

9.1.2 CONTENT

- Plaiting technique
- Mats
- Baskets
- Dancing costumes
- Ornaments

9.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Identifying local materials and tools for basketry
- Constructing simple baskets and mats using plaiting technique
- Constructing dancing costumes and ornaments using the plaiting technique

9.1.4 RESOURCES

- Sisal
- Banana fibres
- Palm leaves
- Papyps
- reeds
- Papya
- Basketry samples

10.0 TOPIC: DANCE

10.1 SPECIFIC OBJECTIVE
By the end of the topic, the learner should be able to perform a Kenyan dance.

10.2 CONTENT

- A Kenyan dance e.g.
 - Kilumi (Akamba)

<p>8.0 TOPIC: GRAPHIC DESIGN</p> <p>8.1 SUB-TOPICS:</p> <p style="padding-left: 20px;">(i) BLOCK LETTERS</p> <p style="padding-left: 20px;">(ii) ROMAN LETTERS</p> <p>8.1.1 SPECIFIC OBJECTIVES</p> <p>By the end of the topic, the learner should be able to:</p> <p style="padding-left: 20px;">a) construct Block and Roman letters</p> <p style="padding-left: 20px;">b) write simple statements on emerging issues using block and Roman letters</p> <p>8.1.2 CONTENT</p> <ul style="list-style-type: none"> • Block letters • Roman letters • Simple statements on emerging issues e.g. <ul style="list-style-type: none"> - personal hygiene - child labour - integrity <p>8.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Constructing Block and Roman letters • Writing simple statements on emerging issues using Block and Roman letters e.g. HIV/AIDS Child labour etc. <p>8.1.4 RESOURCES</p> <p style="padding-left: 20px;">Pencils</p> <p style="padding-left: 20px;">Papers</p> <p style="padding-left: 20px;">Rulers</p> <p style="padding-left: 20px;">Crayons</p> <p style="padding-left: 20px;">Pens</p> <p style="padding-left: 20px;">Ink</p>	<p>9.0 TOPIC: BASKETRY</p> <p>9.1 SUB-TOPIC: PLAITING</p> <p>9.1.1 SPECIFIC OBJECTIVE</p> <p>By the end of the topic, the learner should be able to construct various items of functional and aesthetic value using the plaiting technique.</p> <p>9.1.2 CONTENT</p> <ul style="list-style-type: none"> • Plaiting technique • Mats • Baskets • Dancing costumes • Ornaments <p>9.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Identifying local materials and tools for basketry • Constructing simple baskets and mats using plaiting technique • Constructing dancing costumes and ornaments using the plaiting technique <p>9.1.4 RESOURCES</p> <p style="padding-left: 20px;">Sisal</p> <p style="padding-left: 20px;">Banana fibres</p> <p style="padding-left: 20px;">Palm leaves</p> <p style="padding-left: 20px;">Papyrus reeds</p> <p style="padding-left: 20px;">Rafia</p> <p style="padding-left: 20px;">Needles</p> <p style="padding-left: 20px;">Basketry samples</p> <p>10.0 TOPIC: DANCE</p> <p>10.1 SPECIFIC OBJECTIVE</p> <p>By the end of the topic, the learner should be able to perform a Kenyan dance.</p> <p>10.2 CONTENT</p> <p style="padding-left: 20px;">A Kenyan dance e.g.</p> <p style="padding-left: 20px;">- Kilumi (Akamba)</p>
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	<ul style="list-style-type: none"> - Sengenya (Digo) - Sukuti (Luhya) • Formations • Accompaniments • Costumes 		
10.3	SUGGESTED LEARNING/TEACHING EXPERIENCES		11.1.1 SUGGESTED LEARNING/TEACHING EXPERIENCES
	<ul style="list-style-type: none"> • Singing and dancing • Instrumental accompaniment • Creating formations in dancing • Using costumes, decor, and ornaments in dancing 		<ul style="list-style-type: none"> • Preparing clay • Modelling clay pots using slab method
10.4	RESOURCES		11.1.2 RESOURCES
	<p>Songs</p> <p>Musical instruments</p> <p>Costumes</p> <p>Ornaments</p> <p>Paint</p> <p>Props e.g. spear, shield etc.</p>		<p>Clay</p> <p>Rolling pins</p> <p>Flat surfaces</p> <p>Strings</p> <p>Water</p> <p>Sticks</p> <p>Containers</p>
11.0	TOPIC: POTTERY		12.0 TOPIC: WOODWORK
11.1	SUB-TOPICS:		12.1 SUB-TOPIC: CLASSIFICATION OF WOOD
	<p>(i) CLAY PREPARATION</p> <p>(ii) SLAB METHOD</p>		12.1.1 SPECIFIC OBJECTIVE
11.1.3	SPECIFIC OBJECTIVE		By the end of the topic, the learner should be able to classify wood.
	By the end of the topic, the learner should be able to:		12.1.2 CONTENT
	(a) Prepare clay ready for modeling		<ul style="list-style-type: none"> • Classification of wood <ul style="list-style-type: none"> - Softwood e.g. pine, cypress, podoc, cedar - Hardwood e.g. camphor, Meru oak, Elgon teak, mahogany
	(b) Model pots using the slab method		12.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES
11.1.4	CONTENT		<ul style="list-style-type: none"> • Classifying wood into <ul style="list-style-type: none"> - softwood - hardwood
	<ul style="list-style-type: none"> • Preparation of clay • Model clay pots 		12.1.4 RESOURCES
			<ul style="list-style-type: none"> • Samples of softwood • Samples of hardwood • Charts • Pictures of different types of trees

	<ul style="list-style-type: none"> • Pieces of timber • Trees in the environment 		
12.0	TOPIC: METAL WORK		
12.1	SUB TOPICS: DECORATING SHEET METAL		
12.1.1	SPECIFIC OBJECTIVE By the end of the topic, the learner Should be able to decorate sheet metal using the punch method.	12.2.3	SUGGESTED LEARNING/TEACHING EXPERIENCES <ul style="list-style-type: none"> • Measuring, marking out and cutting correct sizes of wire • Folding and twisting wire to desired shape
12.1.2	CONTENT <ul style="list-style-type: none"> • Sketch patterns on sheet metal • Produce given patterns by punch method 	12.2.4	RESOURCES wire pliers files mlers pencil s paper sample hanger
12.1.3	SUGGESTED LEARNING/TEACHING EXPERIENCES <ul style="list-style-type: none"> • Sketching patterns on sheet metal • Punching along the sketches to produce required patterns 	13.0	TOPIC: PERFORMING ARTS
12.1.4	RESOURCES Sheet metal e.g. metal tins Pencils Dot punches Mallets Hammers	13.1	SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to participate in: a) a musical presentation b) Art and Craft displays.
12.2	SUB TOPIC: A COAT HANGER	13.2	CONTENT <ul style="list-style-type: none"> • Solo performance • Choral singing • Tone quality • Voice projection • Diction • Tempo • Breath control • Dynamics • Ensemble (small instrumental group) • Phrasing • Kenyan dance • Choreography • Displays of Art and Craft works • Messages on emerging issues • Aesthetic value • Craftmanship of art and craft projects
12.2.1	SPECIFIC OBJECTIVE By the end of the topic, the learner should be able to make a coat hanger using a wire.		
12.2.2	CONTENT <ul style="list-style-type: none"> • Making a coat hanger 		

- Project work on:
 - drawing
 - painting
 - basketry
 - ornaments
 - pottery
 - graphic design

**13.3 SUGGESTED
LEARNING/TEACHING
EXPERIENCES**

- Perform activities on phrasing and breath control
- Singing with appropriate dynamics and expressions
- Playing musical instruments
- Exercises on:
 - drawing
 - painting
 - modelling
 - basketry
 - ornaments
 - graphic design
 - pottery

13.4 RESOURCES

- Voice
- Songs
- Musical instruments
- Items for display

STANDARD SIX

<p>1.0 TOPIC: PICTURE MAKING</p> <p>1.1 SUB TOPIC; DRAWING</p> <p>1.1.1 SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to;</p> <p>a) draw simple linear compositions in perspective</p> <p>b) draw various stringed musical instruments.</p> <p>1.1.2 CONTENT</p> <ul style="list-style-type: none"> • Compositions in perspective • Various stringed musical instruments <p>1.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Drawing simple linear compositions in perspective • Drawing stringed musical instruments <p>1.1.4 RESOURCES</p> <ul style="list-style-type: none"> • Pencils • Stringed musical instruments • Crayons • Pastels • Charcoal • Paper <p>1.2 SUB TOPIC: PAINTING</p> <p>1.2.1 SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to:-</p> <p>a) paint a still life composition with varied texture</p>	<p>b) paint an imaginative composition based on youth activities</p> <p>c) sketch and paint a model piano keyboard.</p> <p>1.2.2 CONTENT</p> <ul style="list-style-type: none"> • Still life compositions with varied texture • Imaginative pictorial compositions • Piano keyboard <p>1.2.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • painting a still life composition with varied textures • painting an imaginative pictorial composition based on any youth activity • sketching and painting a model piano keyboard <p>1.2.4 RESOURCES</p> <p>Pencil Paint Paper Brushes Piano keyboard Cutouts of keyboard instruments</p> <p>2.0 TOPIC: SINGING</p> <p>2.1 SUB TOPIC: THE KENYA NATIONAL ANTHEM AND THE LOYALTY PLEDGE</p> <p>2.1.1 SPECIFIC OBJECTIVES By the end of the activities the learner should be able to:</p> <p>a) sing the Kenya National Anthem Verse 3 in Kiswahili and English</p> <p>b) recite the Loyalty Pledge</p>
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2.1.2 CONTENT

- Words of the Kenya National Anthem verse 3 in Kiswahili and English
- Words of the Loyalty Pledge

2.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- , Singing the Kenya National Anthem verse 3 in Kiswahili and English
- Reciting the Loyalty Pledge
 - phrasing
 - intonation
 - pitch

2.1.4 RESOURCES

- Text on the Kenya National Anthem
- Text of the Loyalty Pledge

2.2 SUB TOPIC: OTHER SONGS

2.2.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to;

- sing songs in two parts
- sing topical songs on given themes.
- sing other songs.

2.2.2 CONTENT

- Two part songs
- Topical songs

2.2.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Singing two part songs
- Singing topical songs on HIV/AIDs, teenage pregnancy, drug abuse, tree planting

2.2.4 RESOURCES

- Relevant songs in two parts
- Topical songs on HIV/AIDs, teenage pregnancy, drug abuse and tree planting

3.0 TOPIC: PRINT MAKING

3.1 SUB-TOPICS:

- WOODBLOCK PRINTING
- LINOBLOCK PRINTING
- RUBBER BLOCK PRINTING

3.1.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to;

- plan and cutout appropriate motifs on lino, wood and rubber blocks
- print regular and alternate repeat patterns using blocks.

3.1.2 CONTENT

- Planning and cutting out motifs
- Printing regular and alternate repeat patterns using blocks

3.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Making printing blocks using lino, wood and rubberblocks
- Making regular and alternate repeat patterns using lino, wood and rubber blocks

3.1,4 RESOURCES

- Rubber
- Wood
- Linoleum
- Cutters
- Paint
- Glass
- Rollers
- Turpentine
- Water

4.0 TOPIC: RHYTHM

4.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to;

- a) clap and tap rhythms to songs
- b) use percussive and melodic instruments to accompany songs
- c) clap rhythms involving
 - quaver ()
 - crotchet ()
 - minim ()
 - semibreve ()
- d) clap and tap rhythms
- e) in 2, 3 and 4 time
 - 4 4 4
 - group notes in 3 time.
 - 4

4.2 CONTENT

- Tapping
- Clapping
- Accompaniment
 - percussion
 - melodic
- Note values - quavers (), crotchet (), minim () semibreve () and their corresponding rests
- Time 2 3 and 4
 - 4 4 4
- Grouping of notes in 3 time
 - 4

4.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Clapping and tapping rhythm to songs
- Using percussion accompaniment
- Using melodic instrument in singing
- Clapping/tapping rhythms to songs involving quaver, crotchet, minim, semibreve and their corresponding rests
- Clapping/tapping rhythms in time
 - 2 3 and 4
 - 4 4 4

4.4 RESOURCES

- Music manuscript paper
- Musical instruments

5.0 TOPIC: PITCH

5.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- a) sing the notes of a pentatonic scale
- b) name notes on a staff •

5.2 CONTENT

- d r m s l d
- Pitch names on both the bass and treble clef
- Piano keyboard
 - Identifying tones and semitones

5.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Singing d r m s l d'
- Naming notes of the bass and treble clef
- Naming keys of the piano keyboard

5.4 RESOURCES

- Music manuscript paper
- Songs
- Piano keyboard/chart

6.0 TOPIC: MELODY

6.1 SPECIFIC OBJECTIVE
By the end of the topic, the learner should be able to sing songs in a pentatonic scale.

6.2 CONTENT

- d r m s l d' on the staff involving:- quaver, (•) crotchet, () minim, () semibreve () in 2 3 and 4 4 4 4 4 4
- Singing songs in pentatonic scales

6.3 SUGGESTED

- LEARNING/TEACHING EXPERIENCES
- Singing pentatonic scales
 - Singing various scales in a pentatonic scale

6.4 RESOURCES

- Music manuscript paper
- Songs

7.0 TOPIC: METAL WORK

1A SUB-TOPIC; MAKING

JINGLES

7.1.1 SPECIFIC OBJECTIVES
By the end of the topic, the learner should be able to make jingles for use in a given dance.

7.1.2 CONTENT

- Making jingles

7.1.3 SUGGESTED

LEARNING/TEACHING EXPERIENCES

- Collecting ball bearing, stones and sheet metal
- Measuring, marking out and cutting correct sizes of the sheet metal
- Folding cutouts to form jingles
- Inserting the ball bearings and cloding the jingle
- Tying/fastening string to the jingles

7.1.4 RESOURCES

- ball bearing/stones/seeds
- sheet metal
- string
- tinsnips
- file

8.0 TOPIC: DANCE

8.1 SPECIFIC OBJECTIVE
By the end of the topic, the learner should be able to perform a cultural dance.

8.2 CONTENT

- Any one local dance e.g. Entabanana (Gusii) Ramogi (Luo) Muthunguci (A Gikuyu)

8.3 SUGGESTED

LEARNING/TEACHING EXPERIENCES

- Singing
- Dancing
- Making formations

8.4 RESOURCES

- A resource person
- Musical instruments
- Recorded music

9.0	TOPIC: DRAMA DANCE	10.1.3	SUGGESTED LEARNING/TEACHING EXPERIENCES
9.1	SPECIFIC OBJECTIVE By the end of the topic, the learner should be able to perform a dramatized dance.		<ul style="list-style-type: none"> • Selecting appropriate material for carving • Carving relief forms in stone, wood or clay • Carving a one stringed musical instrument in relief
9.2	CONTENT	10.4	RESOURCES
	<ul style="list-style-type: none"> • Relevant themes on emerging issues, e.g. child abuse, child labour, children's rights, the value of education • Dance styles • Formations • Singing • Instrumental accompaniment 		<ul style="list-style-type: none"> Wood Clay Stone Scooping/carving tools Goggles Chisels Adze Files
9.3	SUGGESTED LEARNING/TEACHING EXPERIENCES	11.0	TOPIC: POTTERY
	<ul style="list-style-type: none"> Dancing Singing Making formations Acting/dramatizing Preparation of backdrop 	11.1.1	SUB-TOPIC: OPEN FIRING
9.4	RESOURCES	11.1	SPECIFIC OBJECTIVES
	<ul style="list-style-type: none"> • Scripts • Resource person • Props • Backdrop • Musical instruments 		By the end of the topic, the learner should be able to: <ul style="list-style-type: none"> a) construct an open firing kiln b) fire clay articles.
10.0	TOPIC: SCULPTURE	11.1.2	CONTENT
10.1	SUB-TOPIC: CARVING		<ul style="list-style-type: none"> • Open firing kiln • Firing clay articles
10.1	SPECIFIC OBJECTIVE	11.1.3	SUGGESTED LEARNING/TEACHING EXPERIENCES
	By the end of the topic, the learner should be able to carve relief forms in wood, stone and clay using appropriate tools.		<ul style="list-style-type: none"> • Construct an open firing kiln • Firing clay articles
10.1.2	CONTENT	11.1.4	RESOURCES
			<ul style="list-style-type: none"> Dry Clay articles Jembe Water Firewood Grass

- Spade
 - Match box
- 12.0 TOPIC; FABRIC DECORATION
- 12.1 SUB-TOPIC; BLOCK PRINTING ON FABRIC
- 12.1.1 SPECIFIC OBJECTIVES
By the end of the topic, the learner should be able to;
- a) select a suitable fabric for priming
 - b) plan and cut out a motif on a block
 - c) print a one colour repeat pattern for a selected dance costume.
- 12.2 CONTENT
- Planning a motif
 - Printing using repeat pattern
 - Selection of a suitable fabric
- 12.3 SUGGESTED LEARNING/TEACHING EXPERIENCES
- Cutting out motifs on wood, lino, rubber
 - Producing a piece of cloth with a selected design for a dance
 - Selecting suitable fabric for printing e.g.
 - cotton
 - nylon
 - polyester
 - silk
- 12.4 RESOURCES
- Blocks of
 - wood
 - rubber
 - lino
 - Glass
 - Turpentine
 - Roller

- Pencils
 - Cutters
 - Fabric
 - Printing Ink
- 13.0 TOPIC: GRAPHIC DESIGN
- 13.1 SUB-TOPIC; BOOK COVER AND CARD DESIGN
- 13.1.1 SPECIFIC OBJECTIVES
By the end of the topic, the learner should be able to:
- a) plan and produce a book cover design for a given title
 - b) plan and produce an appropriate card for a specific occasion.
- 13.1.2 CONTENT
- Book cover design
 - Card design
- 13.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES
- Making a book cover design by incorporating the following:
 - front
 - spine
 - back
 - Planning and making different types of cards
 - Using music symbols in book cover design and cards
- 13.4 RESOURCES
- Pencils
 - Rubbers
 - Papers
 - Paint
 - Inks
 - Pens
 - Crayons
 - ns
 - Palettes
 - s

15.0 TOPIC; PERFORMING ARTS

15.1 SPECIFIC OBJECTIVES

By the end of the topic, the learners should be able to participate in:

- a) musical presentations
- b) Art and Craft displays.

15.2 CONTENT

- Solo performance
play at least one instrument
- Choral singing
- Tone quality
- Voice projection
- Diction
- Dynamics
- Tempo
- Phrasing
- Aesthetic value
- Ensemble (a small instrumental groups)
- Choreography
- Dance performance
- Breath control
- Display of Art and Craft works
- Craftsmanship of art and craft projects
- Messages on emerging issues
- Project work on;
 - drawing
 - painting
 - modelling
 - printing
 - carving
 - graphic design
 - fabric decoration

- Breath control
- Dancing
- Accompaniment
- Project work on;
 - drawing
 - painting
 - modelling
 - printing
 - carving
 - graphic design
 - fabric decoration

15.4 RESOURCES

- Voice
- Songs
- Items for display
- Costumes
- Paints
- Musical instruments
- Resource persons

15.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Perform activities involving articulation

15.0 TOPIC: PERFORMING ARTS

15.1 SPECIFIC OBJECTIVES

By the end of the topic, the learners should be able to participate in:

- a) musical presentations
- b) Art and Craft displays.

15.2 CONTENT

- Solo performance
 - play at least one instrument
- Choral singing
- Tone quality
- Voice projection
- Diction
- Dynamics
- Tempo
- Phrasing
- Aesthetic value
- Ensemble (a small instrumental groups)
- Choreography
- Dance performance
- Breath control
- Display of Art and Craft works
- Craftsmanship of art and craft projects
- Messages on emerging issues
- Project work on;
 - drawing
 - painting
 - modelling
 - printing
 - carving
 - graphic design
 - fabric decoration

» Breath control

- Dancing
- Accompaniment
- Project work on;
 - drawing
 - painting
 - modelling
 - printing
 - carving
 - graphic design
 - fabric decoration

15.4 RESOURCES

- Voice
- Songs
- Items for display
- Costumes
- Paints
- Musical instruments
- Resource persons

15.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Perform activities involving articulation

STANDARD SEVEN

1.0	TOPIC: PICTURE MAKING	1.2	SUB-TOPIC: PAINTING
1.1	SUB-TOPIC; DRAWING	1.2.1	SPECIFIC OBJECTIVES: By the end of the topic, the learner should be able to;
1.1.1	SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to: a) draw human and animal forms b) draw a landscape scenery in perspective.		a) paint a landscape, sea scape or townscape scenery b) paint a pictorial composition based on emerging issues.
1.1.2	CONTENT: <ul style="list-style-type: none">• Human and animal forms• Landscape scenery in perspective	1.2.2	CONTENT: <ul style="list-style-type: none">• Landscape/seascape/town scape• Pictorial composition based on emerging issues
1.1.3	SUGGESTED LEARNING/TEACHING EXPERIENCES <ul style="list-style-type: none">• Drawing of animal and human forms from:<ul style="list-style-type: none">- Observation- Memory- Imagination• Drawing of human forms playing stringed musical instruments• Drawing of various forms showing projections of pictorial forms	1.2.3	SUGGESTED LEARNING/TEACHING EXPERIENCES <ul style="list-style-type: none">• Painting a landscape, sea scape or tovmscape to incorporate the effect of light and dark• Painting a pictorial composition based on topical environmental issues
1.1.4	RESOURCES <ul style="list-style-type: none">• Pencils• Pens• Any other relevant materials/resources	1.2.4	RESOURCES <ul style="list-style-type: none">• Paints/colour• Painting brushes• Surfaces• Any other relevant materials/resources

2.0	TOPIC: SINGING	b) topical songs c) patriotic/national songs.
2.1	SUB-TOPIC: THE KENYA NATIONAL ANTHEM AND THE LOYALTY PLEDGE	2.2.2 CONTENT:
2.1.1	SPECIFIC OBJECTIVES By the end of the topic, the Learner should be able to: a) sing the Kenya National Anthem verse 3 in Kiswahili b) recite the Loyalty Pledge.	<ul style="list-style-type: none"> • Three-part songs • Topical songs depicting good morals • Patriotic/national songs
2.1.2	CONTENT:	2.2.3 SUGGESTED LEARNING/TEACHING EXPERIENCES
	<ul style="list-style-type: none"> • The Kenya National Anthem verse 3 in Kiswahili • Words of the Loyalty Pledge 	<ul style="list-style-type: none"> • Singing three-part songs • Singing various topical songs that depict good morals • Singing various patriotic/national songs of Kenya
2.1.3	SUGGESTED LEARNING/TEACHING EXPERIENCES	2.2.4 RESOURCES
	<ul style="list-style-type: none"> • Singing the Kenya National Anthem verse 3 in Kiswahili • Recite the Loyalty Pledge <ul style="list-style-type: none"> - phrasing - intonation - pitch 	<ul style="list-style-type: none"> • Relevant texts for the songs
2.1.4	RESOURCES	3.0 TOPIC: FABRIC DECORATION
	<ul style="list-style-type: none"> • Text of the Kenya National Anthem • Text of the Loyalty Pledge 	3.1 SUB-TOPIC: SCREEN PRINTING
2.2	SUB-TOPIC: OTHER SONGS	3.1.1 SPECIFIC OBJECTIVES
2.2.1	SPECIFIC OBJECTIVES: By the end of the topic, the learner should be able to participate in singing; a) three-part songs	By the end of the topic, the learner should be able to: a) produce a picture in one colour using the screen-printing technique b) decorate dance costumes using the screen-printing technique.
		3.1.2 CONTENT
		<ul style="list-style-type: none"> • Wooden framework and squeegee • Screen-printing • Decorating dance costumes through screen printing.

3.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Constructing a regular wooden frame-work and squeegee for screen printing
- Making a pictorial composition in one colour using the screen
- Decorating dance costumes by screen printing a pictorial composition of a musical instrument in one colour

3.1.4 RESOURCES

Printing inks
Screen
Squeegee
Shellac/vanish
Brushes
Fabric
Water
Paper stencils
Masking tape

4.0 TOPIC: RHYTHM

4.1 SPECIFIC OBJECTIVES:

By the end of the topic, the learner should be able to:

- clap/tap to note values - dotted minims ()
- create own rhythm using all the learnt notes
- accompany singing.

4.2 CONTENT:

- Clapping/tapping rhythms
- Note values
dotted minims ()
- Accompaniment
Percussive
Melodic

4.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Clapping and tapping to rhythms involving
- dotted minims ()
- Clapping and tapping own rhythms to songs
- Using percussive and melodic musical instruments to accompany singing

4.4 RESOURCES

- Percussive instruments
- Melodic musical instruments
- Songs

5.0 TOPIC: PITCH

5.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to;

- sing d r m f s l t d'
- write the major scales of C, G and F.

5.2 CONTENT:

- Major scales of C, G and F.

5.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Singing d r m f s l t d'
- Writing the major scales of C, G and F

5.4 RESOURCES

- Piano keyboard
- Music manuscript paper charts
- Any other relevant materials/resources

- 6.0** TOPIC: MELODY
- 6.1** SPECIFIC OBJECTIVES
- By the end of the topic, the learner should be able to;
- a) sing melodies in the keys of C, G and F
 - b) sing melodies involving dotted minims
 - c) translate simple melodies from staff to solfa notation - and vice-versa.

- 6.2** CONTENT
- Melodies in the keys of C, G and F
 - Melodies involving dotted minims
 - Translation of melodies from staff to solfa notation- and vice-versa

- 6.3** SUGGESTED LEARNING/TEACHING EXPERIENCES
- Clapping rhythms
 - Singing melodies involving dotted minims
 - Translation of melodies from staff to solfa notation, and vice-versa

- 6.4** RESOURCES
- Music manuscript paper
 - Keyboard instrument
 - Simple melodies

- 7.0** TOPIC: DANCE
- 7.1** SPECIFIC OBJECTIVES
- By the end of the topic, the learner should be able to perform a cultural dance from within the locality.

- 7.2** CONTENT;
- A cultural dance
 - Ibirandi (Kuria)
 - Kamabega (Bukusu)
 - Gonda(Taita)
 - Dance styles and formations
 - Costumes
 - Accompaniment

- 7.3** SUGGESTED LEARNING/TEACHING EXPERIENCES
- Singing
Dancing
Playing musical instruments
Creating formations
Using relevant costumes, ornaments and decor in dancing

- 7.4** RESOURCES
- Resource persons
Songs
Musical instruments
Costumes
Paint
Brushes
Water
Ornaments

8.0 TOPIC: FABRIC DECORATION

8.1 SUB-TOPIC: BATIK MAKING

- 8.1.1** SPECIFIC OBJECTIVES
- By the end of the topic, the learner should be able to:
- a) design an appropriate motif for batik produce a one-coloured batik based on various themes on emerging issues.

8.1.2	CONTENT	9.1.3	SUGGESTED
	<ul style="list-style-type: none"> • Designing a motif • Production of a batik 		<p>LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Identifying materials and tools for carving forms in the round • Caning forms in the round depicting various themes • Carving simple musical instruments in the round
8.1.3	<p>SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Design an appropriate motif for batik • Producing a one coloured design on various themes on emerging issues using the batik technique. 	9.1.4	<p>RESOURCES</p> <ul style="list-style-type: none"> • Wood • Stone • Tools for caning • Musical instruments • Resource persons
8.1.4	<p>RESOURCES</p> <ul style="list-style-type: none"> • Iron box • Containers • Fire • Pieces of cloth • Bristle brushes • Wax/Paste • Newspapers • Pencils • Paper • Dyes 	10.0	<p>TOPIC: BASIC BUILDING CONSTRUCTION</p> <p>SUB-TOPIC: BRICK MOULD</p>
9.0	<p>TOPIC: SCULPTURE</p> <p>Water</p>	10.1.1	<p>SPECIFIC OBJECTIVE</p> <p>By the end of the topic, the learner should be able to make a mould for brick-making.</p>
9.1	<p>SUB-TOPIC: CARVING</p>	10.1.2	<p>CONTENT</p> <ul style="list-style-type: none"> • Making a wooden mould
9.1.1	<p>SPECIFIC OBJECTIVES</p> <p>By the end of the topic, the learner should be able to:</p> <ol style="list-style-type: none"> identify materials and tools for carving plan and carve forms in the round. 	10.1.3	<p>SUGGESTED TEACHING/LEARNING EXPERIENCES</p> <ul style="list-style-type: none"> • Measuring, marking and cutting the required joints • cutting through housing joints • Joining pieces to form the brick-making mould.
9.1.2	<p>CONTENT</p> <ul style="list-style-type: none"> • Materials and tools • Carving forms in the round 	10.1.4	<p>RESOURCES</p> <ul style="list-style-type: none"> • Wood • Cutting tools • Measuring tools • Marking tools • Mallets • Nails

	Wood glue	12.0	TOPIC: GRAPHIC DESIGN
11.0	TOPIC: BASIC BUILDING CONSTRUCTION		SUB-TOPIC: IDENTIFICATION SYMBOLS
11.1	SUB-TOPIC: BRICK MAKING	12.1.1	SPECIFIC OBJECTIVES;
11.1.1	SPECIFIC OBJECTIVES: By the end of the topic, the learner should be able to: a) make bricks from clay b) fire the dry bricks.		By the end of the topic, the learner should be able to design different kinds of identification symbols for a specific function.
11.1.2	CONTENT: <ul style="list-style-type: none">• Preparation of clay• Making of bricks• Drying of bricks• Firing bricks	12.1.2	CONTENT <ul style="list-style-type: none">• Emblem• Logo• School badge• Trade-marks• Monogram
11.1.3	SUGGESTED TEACHING/LEARNING RESOURCES <ul style="list-style-type: none">• Preparing clay• Making bricks using the mould• Drying bricks• Firing the dry bricks	12.1.3	SUGGESTED LEARNING/TEACHING EXPERIENCES <ul style="list-style-type: none">• Planning and designing different kinds of identification symbols such as; trade marks emblem monogam logo school badge
11.1.4	RESOURCES: <ul style="list-style-type: none">• Clay• Water• Firewood• Grass• Hoe• Shovel/spade• Hammer• Source of fire• Brick mould		

	Wood glue	12.0	TOPIC: GRAPHIC DESIGN
11.0	TOPIC: BASIC BUILDING CONSTRUCTION		SUB-TOPIC: IDENTIFICATION SYMBOLS
11.1	SUB-TOPIC: BRICK MAKING	12.1.1	SPECIFIC OBJECTIVES:
11.1.1	SPECIFIC OBJECTIVES: By the end of the topic, the learner should be able to: a) make bricks from clay b) fire the dry bricks.		By the end of the topic, the learner should be able to design different kinds of identification symbols for a specific function.
11.1.2	CONTENT: • Preparation of clay • Making of bricks • Drying of bricks • Firing bricks	12.1.2	CONTENT • Emblem • Logo • School badge • Trade-marks • Monogram
11.1.3	SUGGESTED TEACHING/LEARNING RESOURCES • Preparing clay • Making bricks using the mould • Drying bricks • Firing the dry bricks	12.1.3	SUGGESTED LEARNING/TEACHING EXPERIENCES • Planning and designing different kinds of identification symbols such as; trade marks emblem monogram - logo school badge
11.1.4	RESOURCES: • Clay • Water • Firewood • Grass • Hoe • Shovel/spade • Hammer • Source of fire • Brick mould		

12.1.4 RESOURCES:

Pencils
Water
brushes
Rubber
s
Different colours /paints
Reference
Photographs
Magazines
Crayons/markings

13.1.4 RESOURCES

Wood
Hammer
Nails
Sea-saw
An assortment of threads,
fibres, strips of cloth and
papers

13.0 TOPIC: WEAVING

13.1 SUB-TOPIC: FRAME LOOM

13.1.1 SPECIFIC OBJECTIVES:

By the end of the topic, the learner should be able to;

- a) construct a frame/dowel loom
- b) weave items using a rectangular frame/dowel loom
- c) weave mats and dancing costumes using the frame/dowel loom.

13.1.2 CONTENT

- Constructing a frame/dowel loom
- Weaving using frame/dowel looms

13.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Constructing a frame/dowel loom
- Using a rectangular frame/dowel loom to weave various items
- Weaving various costumes to be used in dancing and performing arts using a frame/dowel loom

14.0 TOPIC; PERFORMING ARTS

14.1 SPECIFIC OBJECTIVES:

By the end of the topic, the learner should be able to participate in:

- a) musical presentation
- b) art and craft displays.

14.2 CONTENT:

Dramatized music
Solo performance
Choral singing
Tone quality
Voice projection
Diction
Breath control
Styles and formations
Dynamics
Display of art and craft projects
Messages on emerging issues
aesthetic value
Craftsmanship in art and craft projects
work on:
drawing
painting

14.3 SUGGESTED
LEARNING/TEACHING
EXPERIENCES

- Singing with appropriate expressions
- Performing musicals
- Drawings
- Paintings
- Batiks
 - Screen printing

14.4 RESOURCES

- Music and drama theme
- Musical instruments
- Items for display
- Costumes
- Paint
- Brushes
- Screen
- Fabrics
- Any other relevant materials/resources

STANDARD EIGHT

<p>1.0 TOPIC: PICTURE- MAKING</p> <p>1.1 SUB-TOPIC; DRAWING</p> <p>1.1.1 SPECIFIC OBJECTIVES By the end of topic, the learner should be able to;</p> <p>a) draw human and animal forms performing a given activity from imagination and memory</p> <p>b) draw human forms playing stringed musical instruments</p> <p>c) interpret and sketch pictorial and orthographic projections.</p> <p>1.1.2 CONTENT</p> <ul style="list-style-type: none"> • Human and animal forms • Stringed musical instruments • Pictorial sketches: <ul style="list-style-type: none"> - Isometric - Oblique • Orthographic projections <p>1.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Drawing human and animal forms from memory and imagination. • Drawing human forms playing stringed musical instruments • Viewing pictorial drawings and sketching • The plan • The front elevation • The end elevation 	<p>1.1.3 RESOURCES</p> <p>Pencils</p> <p>Rubbers</p> <p>Paper</p> <p>Rulers</p> <p>Crayons</p> <p>Charcoals</p> <p>1.2 SUB-TOPIC: PAINTING</p> <p>1.2.1 SPECIFIC OBJECTIVES By the end of the topic the learner should be able to:</p> <p>a) paint human forms on themes depicting emerging issues</p> <p>b) paint musical themes capturing cultural activities</p> <p>c) paint human forms on themes depicting patriotism.</p> <p>1.2.2 CONTENT</p> <ul style="list-style-type: none"> • Human forms depicting emerging issues • Compositions depicting patriotism • Compositions based on cultural activities <p>1.2.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Painting human forms on themes depicting emerging issues such as integrity • Painting musical themes capturing cultural activities • Painting human forms on themes depicting patriotism.
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<p>1.2.4 RESOURCES</p> <ul style="list-style-type: none"> Pencils Rubbers Paints Paper Containers/palettes Blushes Water 	<p>2.0 TOPIC: SINGING</p> <p>2.1 SUB-TOPIC: THE KENYA NATIONAL ANTHEM</p> <p>2.1.1 SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to sing:</p> <ul style="list-style-type: none"> a) The Kenya National Anthem verses 1 to 3 in Kiswahili and English b) the Kenya National Anthem using the sol fa notation c) the Kenya National Anthem in at least two parts including the melody. <p>2.1.2 CONTENT</p> <ul style="list-style-type: none"> • The Kenya National Anthem verses 1 to 3 in Kiswahili and English. • Solfa notation of the Kenya National Anthem • At least two parts including the melody <p>2.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> • Singing the Kenya National Anthem verses 1 to 3 in Kiswahili and English • Singing the Kenya National Anthem using solfa notation. • Singing the Kenya National Anthem in at least two parts including the melody. 	<p>2.1.4 RESOURCES</p> <ul style="list-style-type: none"> • Textbooks • Music scores • Keyboard instruments • Pitch pipes <p>2.2 SUB-TOPIC: OTHER SONGS</p> <p>2.2.1 SPECIFIC OBJECTIVES By the end of the topic, the learner should be able to sing:</p> <ul style="list-style-type: none"> a) other songs in at least three parts b) topical songs c) patriotic/national songs d) songs from other nations. <p>2.2.2 CONTENT</p> <ul style="list-style-type: none"> Three part songs Topical songs Patriotic songs Songs from other nations Dramatized music <p>2.2.3 SUGGESTED LEARNING/TEACHING EXPERIENCES</p> <ul style="list-style-type: none"> Singing songs in at least three parts Topical songs with themes depicting emerging issues Singing patriotic and national songs Singing songs from other nations Performing dramatized music <p>2.2.4 RESOURCES</p> <ul style="list-style-type: none"> • Textbooks • Music and drama themes • Keyboard musical instruments • Pitch pipes
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- 3.0** TOPIC; FABRIC DECORATION
- 3.1** SUB-TOPIC; SCREEN PRINTING
- 3.1.1** SPECIFIC OBJECTIVES
By the end of the topic, the learner should be able to produce pictorial compositions in two colours using the screen printing technique.
- 3.1.2** CONTENT
- Two colour pictorial compositions
- 3.1.3** SUGGESTED LEARNING/TEACHING EXPERIENCES
- Making sketches
 - Blocking the negative areas of the screen/placing a paper-stencil below the screen
 - Preparing/mixing colours/dyes
 - Printing the pictorial compositions using the screen printing technique
- 3.1.4** RESOURCES
- Primer
Squeegee
Water
Cloth
Printing inks
Oil paints
Paper stencils
Masking tapes/gum paper
Paper

- 4.0** TOPIC: RHYTHM
- 4.1** SPECIFIC OBJECTIVES
By the end of the topic, the learner should be able to;
- a) clap and tap rhythms in's Giving dotted crotchets
 - b) clap and tap rhythms in 6 time 8
 - c) group notes in 6 time.
- 4.2** CONTENT
- Clapping and tapping to rhythms
 - Note values
Quaver ()
Crotchet ()
Semibreve ()
Minim ()
dotted minim ()
dotted crotchet ()
 - Accompaniment
percussive
melodic
 - Time 2, 3, 4, 6
4 4 4 8
 - Grouping of notes in 2, 3, 4, 6 time 4 4 4 8
- 4.3** SUGGESTED LEARNING/TEACHING EXPERIENCES
- Clapping and tapping to rhythms of selected songs
 - Using percussive and melodic musical instruments to accompany singing
 - Creating own rhythms to accompany singing
 - Clapping and tapping to rhythms involving
quavers
crotchet
dotted crotchets
minims
dotted minims

- clapping and tapping rhythms in
2 3 4 6
4 4 4 8
 - grouping of notes in
2 3 4 6
4 4 4 8
- 4.4 RESOURCES**
- Percussive and melodic instruments
 - Charts
 - Flash cards
 - Music scores
 - Rhythm cards
- 5.0 TOPIC: PITCH**
- 5.1 SPECIFIC OBJECTIVES**
By the end of the topic, the learner should be able to;
- a) sing solfa notation in the keys of C, G, and F.
- 5.2 CONTENT**
- Sing solfa notation in the keys of C, G and F
 - Tetrachord
 - Octave
- 5.3 SUGGESTED LEARNING/TEACHING EXPERIENCES**
- Sing solfa notation in the keys of C, G and F
 - Singing the major scale ascending and descending
Practising pitch using the solfa ladder
 - Writing major scales of C, G and F

5.4 RESOURCES

- Piano keyboard
- Simple melodies
- Music scores

6.0 TOPIC: MELODY

6.1 SPECIFIC OBJECTIVE

By the end of the topic, the learner should be able to:

- (a) sing melodies with a range of solfa notation in the keys of C, G and F
- (b) translate simple melodies from solfa to staff notation

6.2 CONTENT

- Melodies with a range of solfa notation
- Melodies in time.
2, 3, and 4
4 4 4
- Translation of melodies from solfa to staff notation and vice versa.

6.3 SUGGESTED

LEARNING/TEACHING EXPERIENCES

- Singing melodies with a range of solfa notation in the keys of C, G and F.
- Translating melodies from staff to solfa notation and vice versa.

6.4 RESOURCES

- Piano keyboard
- Simple melodies
- Music manuscript paper

7.0	TOPIC; DANCE	8.3	SUGGESTED LEARNING/TEACHING EXPERIENCES
7.1	SPECIFIC OBJECTIVE By the end of the topic, the learner should be able to perform a cultural dance.	8.4	RESOURCES
7.2	CONTENTS	9.0	TOPIC: FABRIC DECORATION
7.3	SUGGESTED LEARNING/TEACHING EXPERIENCES	9.1	SUB-TOPIC; COMBINED TECHNIQUES
7.4	RESOURCES	9.1.1	SPECIFIC OBJECTIVES
8.0	TOPIC: DRAMA DANCE	9.1.2	CONTENT
8.1	SPECIFIC OBJECTIVE By the end of the topic, the learner should be able to perform a dramatized dance with creative movements.		
8.2	CONTENT		

- 9.1.3 SUGGESTED LEARNING/TEACHING EXPERIENCES**
- Decorating a piece of cloth
 - Using a combination of any two of the following techniques;
 - Tie and dye
 - Block printing
 - Batik
 - Producing a pictorial composition based on the emerging issues using a combination of any two of the following techniques:
 - Tie and dye
 - Block printing
 - Batik
- Newsprint paper
 Dyes
 Piece of cloth/fabric
 Source of heat
 Wood
 Water
 Stones
 Containers
 Iron box
 Wax
 Threads/strings/fibres
 Needles
 Salt
 Brushes

11.0 TOPIC: GRAPHIC DESIGN

10.1 SUB-TOPIC: POSTERS
10.1.1 SPECIFIC OBJECTIVE

By the end of the topic, the learner should be able to design and produce a poster for a specific purpose.

10.1.2 CONTENT

Poster making for a specific purpose.

- Warning
 - Advertisement
 - Announcement
- Education

10.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Designing and producing a poster for a specific purpose
- Designing and producing a poster with a short poetic message

10.4 RESOURCES

- Water colours
 /powder
 r
 paints
 Pencils
 Paper
 Brushes
 s
 Geometric
 ric
 tools

9.1.3 SUGGESTU
LEAI»T«G./TEACHING
EXPE,MI?»«€'ES

- Decorating a piece of cloth
BisiiB.g a combination of
any
i»"a of the following
tj'c'miques:

Tie and dye
Block
printing
Batik

- Producing a pictorial
composition based on the
emerging issues using a
combination of any two of
the following techniques;

Tie and dye
Block
printing
Batik

Newsprint paper
Dyes
Piece of cloth/fabric
Source of heat
Wood
Water
Stones
Containers
Iron box
Wax
Threads/strings/fibres
Needles
Salt
Bris,tle brushes

11.0 TOPIC: GRAPHIC DESIGN

10.1 SUB-TOPIC: POSTERS
10.1.1 SPECIFIC OBJECTIVE

By the end of the topic, the
learner should be able to design
and produce a poster for a
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Poster making for a specific
purpose.

- Warning
 - Advertisement
 - Announcement
- Education

10.3 SUGGESTED
LEARNING/TEACHING
EXPERIENCES

- Designing and producing a
poster for a specific purpose
- Designing and producing a
poster with a short poetic
message

10.4 RESOURCES

- Water
colours
/powde
r
paints
Pencils
Paper
Brushe
s
Geometric tools
Rubbens
Water

11.0 TOPIC: PERFORMING ARTS

11.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to participate in:

- (a) musical presentations
- (b) Art and Craft displays

11.2 CONTENT

Dramatized music
Solo performance
Choral singing
Tone
Voice projection
Diction
Breath control
Performance styles
Dynamics
Tempo
Messages on emerging issues such as information technology
Aesthetic values
Craftsmanship in Art and craft projects
Displays of art and craft projects
Projects work on;
Drawing
Painting
Tie and dye
Batik
Block printing
Screen printing
Poster making

11.3 SUGGESTED LEARNING/TEACHING EXPERIENCES

- Singing with appropriate dynamics, tempo and expressions
- Performing dramatized music
- Using musical instruments to accompany songs and dramatized music
- Project work on:
 - Drawing
 - Painting
 - Tie and dye
 - Batik
 - Block printing
 - Screen printing
 - Poster making

11.4 RESOURCES

Music and drama themes
Resource persons
Suitable songs
Items for display
Costumes
Paints
Brushes
Timber
Metal
Ropes/strings
Fabrics

ASSESSMENT METHODS

The following are the general assessment methods for the various Creative Arts topics

1. Paper Making
 - a) Drawing
 - b) Painting
- Z. Pattern Making
3. Print-Making
4. Sculpture
5. Graphic Design
6. Weaving
7. Pottery
8. Basketry
9. Fabric Decoration
10. Woodwork
11. Metal Work
12. Basic Building Construction

ASSESSMENT METHODS

1. Observation
2. Display
3. Discussion
4. Demonstration
5. Project Work
6. Check List
7. Comparison
8. Written Exercises
9. Oral Questions

TOPICS

1. Singing
2. Rhythm
3. Pitch
4. Performing Arts
5. Melody
6. Dances
7. Drama Dance

ASSESSMENT METHODS

1. Observation
2. Melodic Dictation
3. Rhythmic Dictation
4. Discussion
5. Adjudication
6. Listening
7. Imitation

8. Demonstration
9. Project Work
10. Pitch Discrimination
11. Written Exercises
12. Sight Reading
13. Sight Singing
14. Oral Questions
15. Checklist