



REPUBLIC OF KENYA
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MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

VOLUME ONE

ENGLISH, KISWAHILI, KENYAN SIGN LANGUAGE AND MUSIC

GRADE 4

MARCH 2019



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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SUBJECTS

ENGLISH, KISWAHILI, KENYAN SIGN LANGUAGE AND MUSIC

KENYA INSTITUTE OF CURRICULUM EDUCATION

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FOREWARD

The Basic Education Curriculum Framework (BECF) in Kenya outlines the vision and mission of the curriculum reforms. The vision of the curriculum reform is to develop:

“An engaged, an empowered and ethical citizen”.

The Mission is:

“To nurture the potential of every learner”.

The country has made a shift towards a competency based curriculum. Seven core competencies have been identified for Basic Education namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to learn and Self Efficacy. Learners will be provided with opportunities to participate and excel in learning and nurturing of their talents.

Curriculum designs have been developed to aid the implementation of the Basic Education Curriculum Framework. They outline the National Goals of Education, The Middle School General learning outcomes as well as the Subject General and Specific learning outcomes. The curriculum designs also outline suggested learning experiences, key inquiry questions, assessment rubrics, pertinent and contemporary issues to be infused and integrated and community service learning activities among others.

It is our hope that all educators in Middle School level (Upper Primary) will anchor their delivery of the curriculum on the Basic education Curriculum Framework and the curriculum designs.

Amb. (Dr.) Amina Mohamed
CABINET SECRETARY
MINISTRY OF EDUCATION

INTRODUCTION

The Upper Primary curriculum designs are meant for learners in Grade 4 to 6. They have taken cognisance of the various aspects of development of learners of that age cohort. The designs are comprehensive enough to guide the teachers to effectively deliver the curriculum.

Curriculum designs are the core documents for teachers to use in the teaching process. The teacher must make constant reference to them in the learning process as they outline the learning outcomes to be achieved. Learning shall be assessed as per the learning outcomes given. The designs also give suggestions on the learning experiences to achieve the learning outcomes. The teacher can vary the learning experiences as long as the substitute learning experiences target the learning outcomes. The experiences must engage the learners in form of activities or other practical experiences that will enhance learning and achievement of the core competencies.

The curriculum designs are very critical and teachers must make reference to them consistently.



LEARNING AREAS TIME ALLOCATION

#	Learning Area	Lessons Per Week
1.	Kiswahili Language or KSL for learners who are deaf	4
2.	English language	4
3.	Other Languages	2
4.	Science and Technology	4
5.	Social Studies (Citizenship, Geography, History)	3
6.	Mathematics	5
7.	Home science	3
8.	Agriculture	3
9.	Religious Education (CRE/IRE/ HRE)	3
10.	Creative Arts (Art, Craft, Music)	3
11.	Physical and Health Education	5
12.	Pastoral Programmes Instructions	1
	TOTAL	40

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people.

Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.



5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya’s rich and varied cultures

Education should instil in the learner appreciation of Kenya’s rich and diverse cultural heritage. The learner should value own and respect other people’s culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL

By end of middle school, the learner should be able to:

1. Communicate effectively in diverse contexts.
2. Apply literacy, numeracy skills and logical thinking appropriately in self-expression.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise hygiene, appropriate sanitation and nutrition to promote health.
6. Apply digital literacy skills appropriately for communication and learning.
7. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
8. Demonstrate appreciation of the country’s rich and diverse cultural heritage for harmonious coexistence
9. Manage pertinent and contemporary issues in society effectively.

ENGLISH



Essence Statement

English is a major language of education, information, trade, diplomacy and social networking. It is the international common tongue and the most common foreign language. Moreover, English is the dominant language in science and technology, the internet and travel. Additionally, English is an official language in Kenya and the medium of instruction from Grade Four. Therefore, a firm foundation in the language will enable the learner to communicate appropriately in the national and international arena. This foundation will also enhance learning in lower secondary school.

Hence, proficiency in English is key to the realisation of the National Goals of Education, the link to the global community and the door to the worldwide information network. For this reason, the learner must be equipped with adequate oral, reading and writing competencies in English language. This will enable the learner to function competently in varied national and global communicative contexts.

During middle school, English is learnt as a second language. The learner will be engaged in tasks that enhance the acquisition and progressive application of English language skills. The emphasis in the presentation of the four language skills and grammar is to ensure they are functional. The learner will also experience the interdependence of the competences across the skills, and find the relevance of what they learn in their day-to-day contexts. Varied English language activities in Grades 4, 5, and 6 will enrich learning and empower the learner to apply acquired language competences with a lot of ease.

General Learning Outcomes

By the end of the Upper Primary Level, the learner should be able to:

1. Listen and respond appropriately to relevant information in a variety of contexts.
2. Read a variety of texts fluently, accurately and interpretively for lifelong learning.
3. Use grammatical forms to communicate ideas, opinions and emotions appropriately in different settings.
4. Write texts for various purposes legibly, accurately, creatively and cohesively for self-expression.
5. Apply digital literacy skills to enhance their language competence.

STRANDS

1. Listening and Speaking
2. Reading
3. Grammar
4. Writing

THEMES

In the Grade Four English Curriculum, the four language skills and grammar are presented through themes. The following themes will facilitate the learning of English in context:

1. The Family
2. Family Celebrations
3. Etiquette
4. Accidents:*First Aid*
5. Nutrition:*Balanced Diet*
6. Internet:*Email*
7. Technology:*Cyber Safety*
8. The Farm
9. HIV and AIDS
10. Hygiene and Sanitation
11. Sports:*My Favourite Game*
12. Clean Environment
13. Money



1.0 THE FAMILY

Suggested vocabulary: family, relative, care-giver, sibling, orphan, widow, clan, ancestor, mother-in-law, father in law, sister in law, brother-in-law, elder, old, young, adopt, twin, love, home, chore, duties, visitors, friend

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Pronunciation and Vocabulary: <i>Listening Comprehension</i> 2 lessons	By the end of the sub strand, the learner should be able to: a) Pronounce sounds and words correctly for effective oral communication. b) Use vocabulary in sentences for effective oral communication. c) Listen attentively for information and comprehension d) Play language games for listening comprehension.	Learner is guided to: <ul style="list-style-type: none"> • Say tongue twisters with words containing learnt sounds (/t/ /d/ /f/ /v/ and the digraph /tw/). • Repeat minimal pairs with the sounds /t/ /d/ /f/ /v/ and the digraph /tw/ from teacher or audio recording in pairs or groups. • Match words that have the same sounds. • Construct sentences using vocabulary related to the theme. • Listen to an audio text and answer questions based on the text • Play language games with words containing sounds (/t/ /d/ /f/ /v/ and the digraph /tw) from a listening comprehension. • Search for words related to the theme on the internet in pairs or groups and use them in sentences. • Find out the correct pronunciation of words and sentences from electronic or print dictionaries. 	<ol style="list-style-type: none"> 1. Why should we pronounce sounds and words correctly? 2. Which words have confusing sounds?

Core Competences to be developed

- Communication and collaboration- enhanced through improved pronunciation
- Self-efficacy - is developed as learners perform group tasks
- Digital literacy - interacting with audio-visual materials

Link to PCIs <ul style="list-style-type: none"> Lifeskills as learner self-esteem is gained when they succeed in locating words on the web 	Link to Values peace, love, unity, respect
Link to other subjects Kiswahili and indigenous languages - they emphasise correct pronunciation	Suggested Community Service Learning Activities: Learners share with peers the importance of correct pronunciation during conversations.

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Pronouncing sounds	Always articulates sounds and words accurately.	Articulates sounds and words accurately.	Sometimes articulates sounds and words accurately.	Rarely articulates sounds and words accurately.
Matching words	Always matches words with the corresponding sounds correctly.	Matches words with the corresponding sounds correctly.	Sometimes matches words with the corresponding sounds correctly.	Rarely matches words with the corresponding sounds correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.2 Reading	1.2.1 Extensive Reading: Reference Materials (2 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> Use the dictionary to find out the meaning and spellings of words for lifelong learning. Read the junior encyclopaedia to obtain information for lifelong learning. Appreciate the use of the dictionary and encyclopaedia to obtain information. 	Learner is guided to: <ul style="list-style-type: none"> Identify words and check their meaning and spelling from electronic or print dictionaries. Look up the meaning of words from a dictionary in pairs. Read a grade appropriate text, write down unfamiliar words and check their meaning. In groups, discuss how words are organised in a dictionary. Obtain information from references such as junior encyclopaedia among others. Arrange words alphabetically or according to related areas. 	<ol style="list-style-type: none"> Why is it important to spell words correctly? How does a dictionary help us to learn? What do you do if the meaning of a word is unknown to you?



Core Competences to be developed	
<ul style="list-style-type: none"> • Learning to learn – knowing how to properly utilise reference materials promotes learning • Digital literacy- interacting with digital devices: watching videos, searching for material on the web among others 	
Link to PCIs	Link to Values:
<ul style="list-style-type: none"> • Child care and protection, through the theme of family • Effective communication skills 	cooperation, responsibility, respect
Link to other subjects	Suggested Community Service Learning Activities
All the other learning areas encourage reading for information	Learners read and discuss stories related to the theme with their family members.

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Locating words in a dictionary	Always locates words in a dictionary with ease.	Locates words in a dictionary with ease.	Sometimes locates words in a dictionary with ease.	Rarely locates words in a dictionary.
Looking up meaning and spelling of words in a dictionary	Easily looks up meaning and spelling of words in a dictionary.	Looks up meaning and spelling of words in a dictionary.	Looks up meaning and spelling of words in a dictionary with difficulty.	Hardly looks up meaning and spelling of words in a dictionary.
Finding specific information from an encyclopaedia	Always finds specific information from an encyclopaedia with ease.	Finds specific information from an encyclopedia with ease.	Finds specific information from an encyclopaedia with difficulty.	Hardly finds specific information from an encyclopaedia.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.3 Grammar	1.3.1 Determiners: Articles (2 Lessons)	By the end of the sub strand, the learner should be able to: a) Identify definite and indefinite articles in a written text for effective communication. b) Use definite and indefinite articles in a variety of contexts for effective communication. c) Appreciate the use of definite and indefinite articles in oral and written contexts for self-expression.	Learner is guided to: <ul style="list-style-type: none"> Identify definite and indefinite articles (a, an, and the) in a text. Use the definite and indefinite articles with various words Practise using the definite and indefinite articles before nouns individually and in pairs. Match the definite and indefinite articles with a given list of nouns. View a video related to the theme in which the definite and indefinite articles are used. Search for lists of words and phrases on a newspaper, magazine or internet where articles are used correctly. Create a list of sentences where articles are used, type it on a digital device and share it with friends or family via mobile phone, email, computer printouts among others. 	<ol style="list-style-type: none"> What things can you see in our school compound? What things are there in your local market or town?
Core competences to be developed				
<ul style="list-style-type: none"> Creativity and problem solving as well as communication and collaboration- enhanced as learners work in pairs or groups to create lists Digital Literacy- interacting and creating content with digital devices 				
Link to PCIs			Link to Values	
<ul style="list-style-type: none"> Effective communication and problem solving skills Mentorship and career guidance 			tolerance, respect, love	
Link to other subjects			Suggested Community Service Learning Activities	
Social Studies- family is an aspect of the Social Studies content			Compose and sing songs on family to their parents and siblings.	



Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Identifying articles	Always identifies definite and indefinite articles correctly.	Identifies definite and indefinite articles correctly.	Sometimes identifies definite and indefinite articles correctly.	Rarely identifies definite and indefinite articles correctly.
Using articles	Always uses definite and indefinite articles correctly.	Uses definite and indefinite articles correctly.	Sometimes uses definite and indefinite articles correctly.	Rarely uses definite and indefinite articles correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.4 Writing	1.4.1 Guided Composition: <i>Filling Forms</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Identify the required information to be filled in forms for different purposes. b) Fill in forms correctly for self-expression and advancement. c) Appreciate the importance of filling in forms correctly for effective communication.	Learner is guided to: <ul style="list-style-type: none"> Fill in forms provided by the teacher by supplying specific details in pairs or small groups such as: <p>Personal details Name _____ Grade _____ Date of Birth _____</p> <p>School Details Name _____ Address _____ Name of Class Teacher _____ Name of Head teacher _____</p> Read instructions on filling in forms in pairs and small groups. Record the required information related to the theme in the forms in pairs and in groups. Fill in forms in digital or print format in pairs and display them. Download online forms in pairs and fill in information with guidance from the teacher. 	<ol style="list-style-type: none"> Why should one be careful when filling in forms? What information is found on your birth certificate?

			<ul style="list-style-type: none"> • Create a form, and then type it on a computer, laptop and tablet with the guidance from the teacher, in groups. 	
Core Competences to be developed: <ul style="list-style-type: none"> • Creativity and imagination- as learners create a form on a digital device and share it with others • Digital literacy- is enhanced through manipulation of devices when typing 				
Link to PCIs <ul style="list-style-type: none"> • Gender education promoted through the theme of family • Clubs and societies - creating forms during writing club activities 			Link to Values care, love, respect	
Links to other subjects All languages – forms can be filled in in any language			Suggested Community Service Learning Activities They can create a form to record information about their pets and other animals and siblings.	

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Identifying the required information in forms	Always identifies required information in forms with ease.	Identifies required information in forms with ease.	Identifies required information in forms with assistance.	Identifies required information in forms with a lot of assistance.
Filling in forms	Always fills in forms correctly and with ease.	Fills in forms correctly and with ease.	Fills in forms correctly with assistance.	Fills in forms correctly with a lot of assistance.



2.0 FAMILY CELEBRATIONS

Suggested vocabulary: celebrate, ribbon, weather, ceremony, invitation, baptise, sing, invite, wedding, birthday, burial, party, enjoy, excite, dance, attend, feast, gift, balloon, decorate, drink, graduation, prize, present, song, joy, card, colourful, cake

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.1 Listening and Speaking	<p>2.1.1 Pronunciation and Vocabulary: <i>Verb with Two or more Subjects</i></p> <p style="text-align: center;">(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Discriminate sounds and words in a language sample for listening comprehension.</p> <p>b) Pronounce words containing sounds related to the theme accurately for effective communication.</p> <p>c) Use vocabulary related to the theme to construct a variety of sentences for effective communication.</p> <p>d) Appreciate the importance of accurate pronunciation for effective communication.</p>	<p>Learners is guided to:</p> <ul style="list-style-type: none"> • Listen to a variety of audio materials and identify sounds (/ɜ:/ /ɑ:/ /ɔɪ/ /aɪ/ / ɪ/ /r/), words and expressions related to the theme. • Listen to a passages or dialogue read by the teacher and identify the sounds /ɜ:/ /ɑ:/ /ɔɪ/ /aɪ/ / ɪ/ /r/ sounds. • Watch a video in groups and write words and expressions related to the theme. • Recite poems and rhymes. • Use word wheels • Use the sounds /ɜ:/ /ɑ:/ /ɔɪ/ /aɪ/ / ɪ/ /r/ to form new words such as load, road, boy, toy • Construct oral sentences using the language patterns; <i>plural verbs with two or more subjects.</i> • Watch a video from the web offline or online and identify learnt sounds and words. • Role play and create a video in groups where they are using the learnt sounds and words. 	<ol style="list-style-type: none"> 1. Why should you pronounce sounds and words correctly? 2. Which words are used as subjects in a sentence?

Core Competences to be developed

- Communication and collaboration - teamwork as learners accomplish a task together
- Digital literacy- learners interact with audio visual resources

<p>Link to PCIs</p> <ul style="list-style-type: none"> • Social cohesion: teamwork promotes harmony • Effective communication skills 	<p>Link to values unity, love, responsibility</p>
<p>Link to other subjects</p> <ul style="list-style-type: none"> • Languages – some sounds feature in other languages • Religious Education – ceremonies like weddings, baptism feature 	<p>Suggested Community Service Learning Activities Learners recite poems and songs in their churches and mosques for entertainment.</p>

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Discriminating and pronouncing sounds and words	Consistently discriminates and pronounces sounds and words correctly.	Discriminates and pronounces sounds and words correctly.	Sometimes discriminates and pronounces sounds and words correctly.	Rarely discriminates and pronounces sounds and words correctly.
Constructing sentences using learnt vocabulary	Always constructs correct sentences using learnt vocabulary.	Constructs correct sentences using learnt vocabulary.	Sometimes constructs correct sentences using learnt vocabulary.	Rarely constructs correct sentences using learnt vocabulary.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.2 Reading	2.2.1 Intensive Reading: <i>Poems/ Stories</i> (2 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) Read poems or stories related to the theme for comprehension.</p> <p>b) Apply appropriate reading techniques to answer direct and indirect questions based on a poem or story for self-expression.</p> <p>c) Appreciate the importance of reading comprehension for lifelong learning.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Talk about pictures and the title of a poem and story (featuring similes and sayings) in small groups. • Find new words and similes in a poem or story in pairs. • Read a poem or story (featuring similes and sayings) in print and non-print texts related to the theme for comprehension. • Recite the poem in pairs. • Answer oral questions from poems, songs and stories (featuring similes and sayings). • Attempt a written exercise individually. • Identify events in a story for logical and fluent flow. • Discuss and role play events in a text based on the theme. • Watch a video related to the theme for specific information. • Participate in a readers’ theatre in small groups. 	<ol style="list-style-type: none"> 1. Why should we read the title and pictures in a story? 2. What is your favourite poem, song or story?
<p>Core Competences to be developed</p> <ul style="list-style-type: none"> • Self-efficacy- participating in readers’ theatre • Creativity and imagination - developed when learners recite poems they gain confidence 				
<p>Link to PCIs Confidence and self-esteem developed as learners recite poems, tell stories among others</p>			<p>Link to Values love, unity, responsibility, peace</p>	
<p>Link to other subjects Music- poems and songs are also learnt in this learning area</p>			<p>Suggested Community Service Learning Activities Learners listen to a language text or read a book and identify similes and sayings with the aid of parents or guardians.</p>	

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Responding to questions based on a poem or song and story	Consistently responds correctly to questions based on a poem or song and story.	Responds correctly to questions based on a poem or song and story.	Sometimes responds correctly to questions based on a poem or song and story.	Rarely responds correctly to questions based on a poem or song and story.
Applying basic stress and rhythm while reading a poem or song	Consistently applies basic stress and rhythm while reading a poem or song.	Applies basic stress and rhythm while reading a poem or song.	Sometimes applies basic stress and rhythm while reading a poem or song.	Rarely applies basic stress and rhythm while reading a poem or song.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.3 Grammar	2.3.1 Parts of Speech: <i>Regular and Irregular Nouns</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Identify plurals of regular and irregular nouns for effective communication. b) Use plurals of regular and irregular nouns correctly in spoken and written language for communication clarity. c) Appreciate the use of regular and irregular nouns in communication.	Learner is guided to: <ul style="list-style-type: none"> • Give examples of regular and irregular nouns. • Discuss the difference between regular and irregular nouns. • Pick out and write plurals of regular and irregular nouns from audio recording. • Construct sentences in pairs using regular and irregular nouns in their plural forms. • Look up regular and irregular nouns on the internet and write them down. • Create a puzzle using a list of regular and irregular nouns on a digital device or exercise book in pairs or groups. 	<ol style="list-style-type: none"> 1. How do you show the number of things you have? 2. Which things do we have in our classroom?
Core competences to be developed				
<ul style="list-style-type: none"> • Communication and collaboration - working in pairs and groups • Learning to learn - picking out nouns from audio recordings 				
Link to PCIs			Link to Values	
<ul style="list-style-type: none"> • Effective communication skills • Peace Education: peaceful co-existence fostered during discussions 			love, unity, peace	
Link to other subjects			Suggested Community Service Learning Activities	
All languages handle plurals of nouns			Sing songs with peers and parents to practise the language pattern learnt.	

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Identifying plurals of regular and irregular nouns	Always identifies plurals of regular and irregular nouns correctly.	Identifies plurals of regular and irregular nouns correctly.	Sometimes identifies plurals of regular and irregular nouns.	Rarely identifies plurals of regular and irregular nouns.
Using plurals of regular and irregular nouns	Always uses plurals of regular and irregular nouns correctly.	Uses plurals of regular and irregular nouns correctly.	Sometimes uses plurals of regular and irregular nouns correctly.	Rarely uses plurals of regular and irregular nouns correctly.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.4 Writing	2.4.1 Guided Writing: <i>Open ended Compositions</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Express ideas on a given topic relevantly for effective communication. b) Write an open ended composition creatively for self-expression. c) Appreciate the importance of creativity in writing for effective communication.	Learner is guided to: <ul style="list-style-type: none"> • Discuss how to write a story on a given topic in small groups. • Discuss the possible order of events in the story in small groups. • Write the first paragraph of a composition in pairs while observing the correct punctuation and spelling. • Write the whole composition legibly and neatly. • Proof-read their compositions in pairs. • Share their completed stories in small groups. • Search and read written compositions online or offline. 	<ol style="list-style-type: none"> 1. Why is it necessary to express thoughts and feelings clearly? 2. How can you make your story interesting?
Core Competences to be developed <ul style="list-style-type: none"> • Critical thinking and problem solving- manifested when they come up their own stories • Digital literacy- as learners manipulate digital devices 				
Link to PCIs Ethnic, racial and social cohesion because learner works in groups - this fosters tolerance and respect for one another			Link to Values hard work, unity, responsibility, peace	
Link- to other subjects All languages: writing compositions is an aspect in all languages			Suggested Community Services Learning Activities Learners create a story about their experiences at home assisted by their parents.	

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Expressing ideas relevantly	Always expresses ideas relevantly.	Expresses ideas relevantly.	Sometimes expresses ideas relevantly.	Hardly expresses ideas relevantly.
Writing creatively	Always writes stories on given topics creatively.	Writes stories on given topics creatively.	Sometimes writes stories on given topics creatively.	Hardly writes stories on given topics creatively.



3.0 ETIQUETTE

Suggested vocabulary: excuse me, may I, please, welcome, thank you, I am sorry, ask, I beg your pardon, congratulations, borrow, polite, politeness

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.1 Listening and Speaking	3.1.1 Pronunciation and Vocabulary: <i>Polite Words and Phrases</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Identify polite words and phrases in conversations for communication clarity. b) Pronounce words and phrases containing sounds related to etiquette accurately for effective communication. c) Use appropriate words and phrases to show politeness in different contexts. d) Appreciate the importance of using polite words and phrases in different contexts.	Learner is guided to: <ul style="list-style-type: none"> • Identify words and phrases containing the sounds /e/, /ei/, /p/ and /b/. • Use tongue twisters to practise the sounds /e/, /ei/, /p/ and /b/. • Listen to correct pronunciation of words and phrases related to etiquette and containing the sounds /e/, /ei/, /p/ and /b/ from a digital device. • Practise saying words and phrases containing the sounds /e/, /ei/, /p/ and /b/. • Use a word puzzle to find words and phrases containing the sounds learnt, in small groups. • Say words and phrases related to the theme correctly. • Construct simple sentences using words related to the theme. • Write dictated words related to etiquette correctly. • Write words containing the sounds /e/, /ei/, /p/ and /b/ from a dictation in small groups. • Recite a poem featuring words related to etiquette, in groups. 	<ol style="list-style-type: none"> 1. Why should we pronounce sounds and words clearly? 2. Which words do we use to show politeness?
Link PCIs Social cohesion when learners work together			Link to Values love, respect, peace, cooperation	

Link to other subjects Music- poems are taught in this learning area	Suggested Community Services Learning Activities Learners give correct pronunciation of words related to the theme to their peers and other members of the community.
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Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Discriminating sounds in words	Always discriminates sounds in words.	Discriminates sounds in words.	Sometimes discriminates sounds in words.	Rarely discriminates sounds in words.
Pronouncing words	Always pronounces words correctly.	Pronounces words correctly.	Sometimes pronounces words correctly.	Rarely pronounces words correctly.
Using vocabulary to construct sentences	Always uses vocabulary appropriately to construct sentences.	Uses vocabulary appropriately to construct sentences.	Sometimes uses vocabulary appropriately to construct sentences.	Rarely uses vocabulary appropriately to construct sentences.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.2 Reading	3.2.1 Intensive Reading: <i>Skimming/Scanning</i> (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Read a text of about 300 words for comprehension.</p> <p>b) Apply appropriate reading skills when reading a text of about 300 words to obtain both factual and inferential information.</p> <p>c) Appreciate the importance of intensive reading in their day-to-day life.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Read a variety of print and non-print texts of about 300 words for comprehension. • Answer factual and inferential questions from a variety of texts of about 300 words. • Infer the meaning of new words. • Retell stories related to the theme in pairs or groups. • Identify events in a story or a passage of about 300 words with logical and fluent flow. • Discuss and role play events in a text based on the theme. • Watch a video on etiquette for specific information. • Skim or scan a comic, magazine, newspaper or age appropriate reader. • Scan for information such as words and answer questions from print or digital text. • Skim through a digital text of about 300 words focusing mainly on the title and illustrations. 	<ol style="list-style-type: none"> 1. Why do we read? 2. How can we read faster?
<p>Core Competences to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration – group tasks • Self-efficacy – as learners express themselves • Digital literacy – interaction with videos 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Social cohesion is fostered during pair and group tasks • Etiquette advances peace education since being courteous helps people live harmoniously 			<p>Link to Values love, courtesy, respect</p>	
<p>Link to other subjects</p> <ul style="list-style-type: none"> • Home science- through learning acceptable eating habits and manners • Physical Health Education- using polite language during play 			<p>Suggested Community Service Learning Activities Learners participate in community clean-up in their neighbourhood.</p>	

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Answering factual questions	Always answers factual questions correctly.	Answers factual questions correctly.	Sometimes answers factual questions correctly.	Hardly answers factual questions correctly.
Answering inferential questions	Always answers inferential questions correctly.	Answers inferential questions correctly.	Sometimes answers inferential questions correctly.	Hardly answers inferential questions correctly.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.3 Grammar	3.3.1 Language pattern: <i>Enough + Nominal + Infinitive/A lot/a lot of...</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Use language pattern correctly for fluency in speech. b) Respond correctly to questions on the language patterns in written communication. c) Appreciate the importance of language structures for effective communication.	Learner is guided to: <ul style="list-style-type: none"> • Recite a poem with the pattern enough + nominal + infinitive and a lot/a lot of... related to the theme in small groups. • Identify lines from the poem that have the language patterns enough + nominal + infinitive and a lot/a lot of.... • Construct sentences related to the theme using the language patterns enough + nominal + infinitive and a lot/a lot of... in pairs. • Complete a written exercise based on the language patterns enough + nominal + infinitive and a lot/a lot of.... 	<ol style="list-style-type: none"> 1. Why should we use correct sentences in our speech or writing? 2. How can we write correct sentences?
Core competences to be developed <ul style="list-style-type: none"> • Communication and collaboration- working in pairs and groups • Self-efficacy- reciting poems 				
Link to PCIs: <ul style="list-style-type: none"> • Peaceful co-existence is promoted during group work • Effective communication is enhanced during presentations 			Link to Values respect, cooperation, love	
Link to other subjects Kiswahili and indigenous languages - plurals of nouns is taught in these languages			Suggested Community Service Learning Activities Reciting poems featuring the language pattern during community events.	

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Constructing sentences orally	Always constructs correct sentences using the language patterns.	Constructs correct sentences using the language patterns.	Sometimes constructs correct sentences using the language patterns.	Hardly constructs correct sentences using the language patterns.
Writing sentences using the language patterns	Always writes sentences containing the language patterns correctly.	Writes sentences containing the language patterns correctly.	Sometimes writes sentences containing the language patterns correctly.	Hardly writes sentences containing the language patterns correctly.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.4 Writing	3.4.1 Hand Writing: <i>Legibility and Neatness</i> (2 Lessons)	By the end of the sub strand, the learner should be able to: a) Write legibly and neatly in print script for clarity of communication. b) Apply accurate and consistent spelling in print script for writing fluency. c) Appreciate the use of accurate and consistent spelling in a variety of print scripts for effective communication.	Learner is guided to: <ul style="list-style-type: none"> • Use appropriate writing instruments (pencil first and then a pen). • Print lower and upper case letters neatly and legibly paying attention to consistent letter size and height, direction of strokes such as dots, tails, crossbars, curves and differences in letter orientation like ‘d and ‘b. • Write silent letters in words and phrases such as ‘please listen’ ‘I beg your pardon’, ‘may I borrow your watch’ • Look up words in online dictionaries such as in pairs. • Consistently use the correct spelling of words with blends and double consonants. 	<ol style="list-style-type: none"> 1. How does being unable to read other people’s work make you feel? 2. Why should you ensure your written work is easy to read? 3. What can make it hard for others to read our work?
Core Competences to be developed <ul style="list-style-type: none"> • Communication and collaboration- when learner looks up words in the dictionary • Self-efficacy- when learner writes words legibly neatly and also spells them correctly • Digital literacy- when learner uses online dictionaries to find out spelling of words 				
PCIs Peace education is enhanced through group work			Link to Values love, unity, cooperation, responsibility	
Link to other subjects Kiswahili, Art and Craft and Indigenous languages - these learning areas emphasise the use of good handwriting for legibility			Suggested Community Service Learning Activities Learners can share with their peers the importance of writing neatly.	

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Legibility and neatness in writing	Always writes legibly and neatly with ease.	Writes legibly and neatly with ease.	Sometimes writes legibly and neatly.	Rarely writes legibly and neatly.
Spelling words correctly	Always spells words correctly.	Spells words correctly.	Sometimes spells words correctly.	Rarely spells words correctly.



4.0 ACCIDENTS: FIRST AID

Suggested vocabulary: emergency, choke, painkiller, bleed, illness, snake bite, injury, hurt, slip, fall, poison, bandage, antiseptic, sting, first aid kit, treatment, hospital, health centre, doctor, patient

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.1 Listening and speaking	4.1.1 Pronunciation and Vocabulary: <i>Word Stress</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Identify word stress in an oral or written context for effective communication. b) Pronounce words related to the theme using the correct stress for effective communication. c) Use vocabulary related to the theme in a variety of contexts for speech clarity. d) Appreciate the use of stress in a variety of contexts for communication.	Learner is guided to: <ul style="list-style-type: none"> • Listen to and recite short rhythmic poems. • Say tongue twisters to practise the sounds /ɒ/ eɪ/ /aɪ/ and the consonant clusters ‘sn’ ‘tr’ ‘st’ • Identify words containing the sounds /ɒ/ eɪ//aɪ/ and the consonant clusters ‘sn’ ‘tr’ ‘st’ • Say words related to the theme using the correct stress in pairs or small groups. (<i>’object, ob’ject</i>) • Construct sentences with words whose meaning may be distinguished through word stress, in small groups. • Construct sentences using vocabulary related to the theme. • Listen to the correct pronunciation of words whose meaning is contrasted by stress from an audio or phone recordings. • Record themselves in pairs/small groups and present the recording to the whole class. • Play a listening game on contrast using word stress. • Organise a reader’s theatre and enjoy reading and reciting poems. 	<ol style="list-style-type: none"> 1. Why should we learn new words? 2. How can we say sounds and words correctly?

Core Competences to be developed

- Communication and collaboration - as learners say sentences containing words whose meaning is contrasted by stress
- Digital literacy- as learners listen to their recordings on devices such as phones and iPad
- Self-efficacy is enhanced when learners use words with stress

Link to PCIs Safety and security education as well as disaster risk reduction are	Link to Values love, responsibility, unity, respect
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advanced through the theme of accident and first aid	
Link to other subjects Kiswahili and indigenous languages - pronunciation is taught in these languages	Suggested Community Service Learning Activities Learners will practise stress through saying tongue twisters aided by parents, siblings or guardians.

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Pronouncing words correctly	Always pronounces words with the correct stress.	Pronounces words with the correct stress.	Pronounces words with the correct stress with some difficulty.	Hardly ever pronounces words with the correct stress.
Stressing words in sentences	Always stresses words in sentences correctly.	Stresses words in sentences correctly.	Struggles to stress words in sentences correctly.	Hardly ever stresses words in sentences correctly.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.2 Reading	4.2.1 Intensive Reading: <i>Visuals</i> (2 lessons)	By the end of the sub strand learner should be able to: <ol style="list-style-type: none"> Read visuals in print and digital formats for information. Integrate visual information such as maps, photographs and videos with other information in print and digital texts for comprehension. Interpret visual media appropriately for lifelong learning. Appreciate the importance of visual media in lifelong learning. 	Learner is guided to: <ul style="list-style-type: none"> Read age appropriate digital texts in different formats such as audio texts, video texts and animated stories. Interpret visuals in pairs. View cartoons, mimes, pictures, photographs, comics among others and discuss them in pairs or small groups. Predict happenings in cartoons or comics and write down their thoughts. Conduct virtual tours on google maps and find the direction of various places on the map in groups. Use google maps, digital maps and printed maps to give directions. Locate information from a simple map and make short sentences using terms like north, south, east and west. For example, ‘The sun rises in the east.’ View visuals such as photographs and videos. <ul style="list-style-type: none"> <i>Write one word that they associate with each image or video.</i> <i>Identify a song that comes to mind for one or more of the images.</i> <i>Describe what all the images have in common.</i> <i>Compare answers with classmates.</i> 	<ol style="list-style-type: none"> Why is it important to interpret visuals correctly? How do visuals like photos and videos enhance our understanding of a text? What information do we obtain from visual media such as photos and videos?
Core Competences to be developed <ul style="list-style-type: none"> Digital literacy- enhanced as learners interact with other digital devices such as video. Learning to learn- through accessing digital resources 				

<p>Link to PCIs</p> <ul style="list-style-type: none"> • Personal safety is inculcated through the theme of accidents and first aid • Peace education and cohesion are enhanced through group tasks 	<p>Link to Values cooperation, love, unity</p>
<p>Link to other subjects French, German and Kiswahili - these languages teach intensive reading skills</p>	<p>Suggested Community Service Learning Activities Learners view/download google maps with the aid of parents, siblings or guardians and determine the location of their home, nearby hospitals, village among others.</p>

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Interacting with digital texts for information	Always interacts with a variety of digital texts and obtains information.	Interacts with a variety of digital texts and obtains information.	Interacts with a variety of digital texts and sometimes obtains required information.	Interacts with a variety of digital texts but rarely obtains required information.
Surveying digital texts related to theme	Consistently surveys digital texts related to theme and gets the general idea.	Surveys digital texts related to theme and gets the general idea.	Surveys digital texts related to theme and sometimes gets the general idea.	Surveys digital texts related to theme but rarely gets the general idea.
Reading simple maps to tell direction	Always reads simple maps to tell direction.	Reads simple maps to tell direction.	Sometimes reads simple maps to tell direction.	Rarely reads simple maps to tell direction.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.3 Grammar	Pronouns: <i>Personal and Possessive Pronouns</i> (2 Lessons)	By the end of the sub strand, the learner should be able to: a) Identify personal and possessive pronouns used as subjects and objects for communication clarity. b) Use personal and possessive pronouns correctly as subject and object for self-expression. c) Appreciate the importance of personal and possessive pronouns in communication.	Learner is guided to: <ul style="list-style-type: none"> • Identify personal and possessive pronouns used as subjects and objects in sentences individually, in pairs or groups. • Construct sentences orally using personal and possessive pronouns as subjects and objects in small groups. • Write sentences using personal and possessive pronouns individually. • Practise using personal and possessive pronouns in pairs or groups. • Watch a video where personal and possessive pronouns have been used. • Read a newspaper, magazine, poem among others; identify personal and possessive pronouns and type them on a word processor, mobile device or tablet. • Create a list of sentences containing pronouns, and key them in on a digital device; share with friends via email, or printed pages. 	<ol style="list-style-type: none"> 1. Which words replace names of people or things in sentences? 2. Which words do we use to show that something belongs to us?
Core Competences to be developed <ul style="list-style-type: none"> • Communication and collaboration - learners construct sentences orally while working in pairs or small groups • Self-efficacy - learner develop confidence and high self-esteem when working individually 				
Link to PCIs <ul style="list-style-type: none"> • Disaster Risk Reduction as well as Safety and Security Education are nurtured through provision of information on how to do simple first aid procedures • Personal hygiene – knowledge on first aid helps keep physical injuries clean which reduces health risks 			Link to Values responsibility, cooperation, love	

Link to other subjects Home Science and Science and Technology: they expose learners to content related to first aid	Suggested Community Service Learning Activities Learner will share with friends how they use personal and possessive pronouns.
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Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Identifying pronouns correctly	Always identifies personal and possessive pronouns correctly.	Identifies personal and possessive pronouns correctly.	Sometimes identifies personal and possessive pronouns correctly.	Hardly identifies personal and possessive pronouns correctly.
Using pronouns correctly	Always uses personal and possessive pronouns correctly.	Uses personal and possessive pronouns correctly.	Sometimes uses personal and possessive pronouns correctly.	Hardly uses personal and possessive pronouns correctly.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.4 Writing	4.4.1 Guided Composition: <i>Friendly Letter/SMS</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Identify the key parts of a friendly letter in preparation for writing. b) Write a friendly letter using the correct format for effective communication. c) Send an SMS correctly for effective communication. d) Appreciate the role of friendly letters and SMS in in a variety of communication contexts.	Learner is guided to: <ul style="list-style-type: none"> Discuss how to write an SMS and the correct format of a friendly letter in pairs (such as address, date, ending, telephone numbers, sender and receiver.) Write friendly letters using the correct format - such as letters to siblings, parents and friends. Practise writing friendly letters and SMS in pairs. Use mobile phones to write friendly letters and SMS to one another on the given theme. 	<ol style="list-style-type: none"> Why do you pass information to others? How do you pass information to your friends? What kind of information do you give to your friends?
Core Competences to be developed				
<ul style="list-style-type: none"> Communication and collaboration- through discussions and group work Self-efficacy - learning to express themselves through writing letters and SMS Digital literacy - Using phones to send messages 				
Link to PCIs			Link to Values	
<ul style="list-style-type: none"> Creativity and critical thinking skills Safety education information on (accidents and first aid) 			love, unity, responsibility and integrity	
Link to other subjects			Suggested Community Service Learning Activities	
Writing skills are learned in all languages			Learners will show their peers how to write friendly letters and send SMS.	

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Writing letters using the correct the format	Always writes letters and SMS using the correct format.	Writes letters and SMS using the correct format.	Sometimes writes letters and SMS using the correct format.	Struggles to write letters and SMS using the correct format.
Using SMS to communicate	Always communicates meaningfully through SMS.	Communicates meaningfully through SMS.	Sometimes communicates meaningfully through SMS.	Struggles to communicate meaningfully through SMS.



5.0 NUTRITION – BALANCED DIET

Suggested vocabulary: nutrition, healthy, food, diet, plump, thin, vitamin, sugar, protein, fat, water, habit, obesity, anaemia, kwashiorkor, deficiency, marasmus, meat, carbohydrates, fruits

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Pronunciation and vocabulary: <i>Listening Comprehension/ Pattern (noun phrase + would like to be ...)</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Listen actively to a variety of texts to gain information. b) Apply vocabulary related to the theme in a variety of contexts for effective communication. c) Use the language pattern correctly for effective oral communication. d) Appreciate listening to a variety of texts for information and enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • Listen to audio-visual recordings of songs, stories and passages featuring the sounds /ʊ/ /u:/ /æ/ /f/ /v/ • Respond to questions from Listening comprehension (story) • Construct sentences related to a story or listening comprehension using the language pattern • <i>(noun phrase + would like to be ...)</i> • Retell a story he or she has listened to in pairs or small group accurately. • Respond correctly to questions based on the text. • Dramatise sections of a story in groups for comprehension. • Discuss in groups and as a whole class the lesson learnt from a story. 	<ol style="list-style-type: none"> 1. Why should we listen carefully? 2. How can we improve our pronunciation?
Core Competences to be developed				
<ul style="list-style-type: none"> • Communication and collaboration - learners discuss in pairs and groups • Critical thinking and problem solving - achieved as learners draw conclusions from the text 				
Link to PCIs Prevention of lifestyle or non-communicable diseases by learning			Link to values empathy, caring for others, love	

about balanced diet	
Link to other subjects Kiswahili and indigenous languages - listening comprehension is learnt in these learning areas	Suggested Community Service Learning Activities Learners listen to a programme on nutrition and compose a poem with the aid of parents or guardians.

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Listening actively	Always listens actively with appropriate facial expressions and body language.	Listens actively with appropriate facial expressions and body language.	Sometimes listens actively with appropriate facial expressions and body language.	Rarely listens actively with appropriate facial expressions and body language.
Responding to oral questions	Always responds to questions appropriately.	Responds to questions appropriately.	Sometimes responds to questions appropriately.	Rarely responds to questions appropriately.
Using the language pattern correctly.	Consistently uses the language pattern correctly.	Uses the language pattern correctly.	Sometimes uses the language pattern correctly.	Hardly uses the language pattern correctly.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.2 Reading	5.2.1 Extensive Reading:Independent Reading (2 lessons)	By the end of the sub strand, the learner should be able to: a) Select appropriate reading materials for lifelong learning. b) Read a variety of familiar materials independently to build reading speed and fluency. c) Apply appropriate strategies to read independently for information and enjoyment. d) Appreciate the importance of independent reading in lifelong learning.	The learner is guided to: <ul style="list-style-type: none"> • Select age - appropriate and high- interest reading materials such as narratives, poems, newspapers and magazines in print or electronic format. • Read independently for pleasure. • Set up an after-school club where they meet on a regular basis and read varied texts. • Retell, in pairs or small groups, the stories they have read. Share opinions and reflections on the texts they have read. • Use materials in the classroom to read extensively. • Read quietly or silently. 	<ol style="list-style-type: none"> 1. Why should we read widely? 2. What materials do you enjoy reading?
Core competences to be developed <ul style="list-style-type: none"> • Digital literacy - reading materials from electronic sources • Learning to learn - independent reading through reading clubs 				
Link to PCIs <ul style="list-style-type: none"> • Clubs and societies help inculcate social cohesion • Effective communication skills are developed through interactive reading tasks 			Link to Values responsibility, respect, love, hard work	
Link to other subjects All learning areas - extensive reading is applicable in every learning area			Suggested Community Service Learning Activities Encouraging peers to read extensively during their leisure time.	

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Reading a variety of texts	Always reads a variety of texts.	Reads a variety of texts.	Reads a limited variety of texts.	Rarely reads texts.
Reading independently	Always reads independently for pleasure.	Reads independently for pleasure.	Sometimes reads independently for pleasure.	Rarely reads independently for pleasure.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.3 Grammar	5.3.1 Parts of Speech:Regular/ Irregular Adjectives (2 lessons)	By the end of the sub strand, the learner should be able to: a) Describe items using comparative forms of both regular and irregular adjectives for effective communication. b) Use adjectives of size and shape in the right order for clarity of communication. c) Appreciate the use of adjectives to talk about family celebrations for effective communication.	Learner is guided to: <ul style="list-style-type: none"> Identify adjectives from an audio or written text Talk about various items in the classroom using adjectives. Describe items using the comparative forms of regular and irregular adjectives, in pairs and groups. Use adjectives in the correct order in sentences in pairs and small groups. Write correct sentences using comparative forms of adjectives in the right order. Write sentences on tablets, computers and other digital resources using adjectives. Use adjectives to talk about scenes, pictures or comics based on the themes. 	<ol style="list-style-type: none"> Why should we say the correct shape and size of things? Which are some of the words you use to talk about how someone feels or looks? How do we describe things?
Core competences to be developed				
<ul style="list-style-type: none"> Communication and collaboration- when working in pairs and groups Self-efficacy- asking and responding to questions 				
Link to PCIs			Link to values	
<ul style="list-style-type: none"> Effective communication and problem solving nurtured through interactive language tasks Information on lifestyle diseases through the theme of balanced diet 			unity, respect, responsibility, love	
Link to other subjects			Suggested Community Service Learning Activities	
Kiswahili- comparative adjectives are handled.			Learners watch a TV programme and write the comparative adjectives aided by parents or guardians.	

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Describing items	Consistently describes items using comparative forms of regular and irregular adjectives correctly.	Describes items using comparative forms of regular and irregular adjectives correctly.	Sometimes describes items using comparative forms of regular and irregular adjectives correctly.	Hardly describes items using comparative forms of regular and irregular adjectives correctly.
Using adjectives in the correct order	Consistently uses adjectives in the correct order.	Uses adjectives in the correct order.	Sometimes uses adjectives in the correct order.	Hardly uses adjectives in the correct order.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.4 Writing	5.4.1 Creative Writing: <i>Narrative Compositions</i> (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Describe the parts of a narrative composition in preparation for writing.</p> <p>b) Organise thoughts fluently, clearly and precisely in a coherent paragraph for self-expression.</p> <p>c) Create a narrative composition of about 60-80 words for self-expression.</p> <p>d) Appreciate the role of creativity in writing for different purposes.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Identify similes from an audio visual or printed text in pairs and small groups. • Plan a composition in pairs or small groups, write a draft and present it to the whole class. • Use similes to make their compositions interesting. • Create their own similes and use them in their composition. • Write a narrative composition of about 60-80 words and incorporate. • Rearrange jumbled up sentences from an oral narrative into coherent paragraph. • Listen to a narrative on radio or television and rewrite it in their own words. • Watch and dramatise a story related to the theme (could be from a digital device). • Visit a supermarket, food store or grocery store in the school neighbourhood and write a narrative composition based on that experience. 	<ol style="list-style-type: none"> 1. Why do we enjoy listening to stories? 2. Why is it important to plan our composition? 3. How can you write an interesting composition?
<p>Core Competences to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration-they are enhanced through pair and group tasks • Digital literacy-enhanced through use of digital devices 				
<p>Link to PCIs</p> <ul style="list-style-type: none"> • Citizenship - social cohesion in groups • Sensitisation on lifestyle or communicable diseases achieved when the learner writes compositions based on the theme nutrition 			<p>Link to values hard work, obedience, love</p>	

<p>Link to other subjects All languages and music emphasise creativity</p>	<p>Suggested Community Service Learning Activities Learners visit children living with disabilities accompanied by parents, guardians or siblings and narrate stories about healthy eating and write them together.</p>
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Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Writing legibly and expressing thoughts fluently	Consistently writes legibly and expresses thoughts fluently.	Writes legibly and expresses thoughts fluently.	Sometimes writes legibly and expresses thoughts fluently.	Hardly writes legibly and expresses thoughts fluently.
Writing creatively	Consistently writes creatively.	Writes creatively.	Sometimes writes creatively.	Hardly writes creatively.
Using similes in compositions	Consistently incorporates similes in their compositions.	Incorporates similes in their compositions.	Sometimes incorporates similes in their compositions.	Hardly incorporates similes in their compositions.



6.0 INTERNET-Email

Suggested vocabulary: internet, computer, mobile phone, email, address, type, search, find, click, send, save, reply, inbox, outbox, compose, keyboard

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.1 Listening and Speaking	6.1.1 Pronunciation and Vocabulary:Stress/I ntonation (3 lessons)	By the end of the sub strand, the learner should be able to: a) Identify correct stress and intonation in ‘WH’ questions, other questions and statements for clarity in speech. b) Use correct stress and intonation in questions and statements to communicate clearly. c) Use vocabulary related to the theme in a variety of contexts for effective oral communication. d) Appreciate the importance of varying intonation in communication.	Learner is guided to: • Listen to audio-visual recordings of words featuring the sounds /ʊ/ /u:/ /f/ /v/ • Listen to correct stress in words such as address, increase among others (whether noun or verb). • Listen to correct intonation in questions and statements to identify a speaker’s feelings. • Express feelings and emotions appropriately through dialogue. • Construct sentences orally in pairs using vocabulary related to the theme. • Recite a poem featuring ‘WH’ questions and declaratives in pairs and in groups. • Make recordings using digital devices and play the recordings to their friends. • Vary intonation when uttering questions and statements.	1. Why do we vary our voice when asking questions? 2. How does good pronunciation of words and sounds help us? 3. How do we find out what we do not know?

Core Competences to be developed

- Communication and collaboration - enhanced through pair and group practice
- Self-efficacy – through achievement of proper intonation in speech

Link to PCIs <ul style="list-style-type: none"> • Self-esteem and confidence in speech • Personal safety especially cyber safety when using the internet, and sending emails 	Link to Values responsibility, discipline, dedication, hard work
Link to other subjects All languages and music emphasise clear articulation	Suggested Community Service Learning Activities Apply proper pronunciation while making oral presentations during community functions.

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Identifying correct intonation	Consistently identifies correct intonation in questions and statements.	Identifies correct intonation in questions and statements.	Sometimes identifies correct intonation in questions and statements.	Hardly identifies correct intonation in questions and statements.
Using correct intonation	Consistently uses correct intonation in questions and statements.	Uses correct intonation in questions and statements.	Sometimes uses correct intonation in questions and statements.	Hardly uses correct intonation in questions and statements.
Using correct stress	Consistently uses correct stress in words.	Uses correct stress in words	Sometimes uses correct stress in words	Hardly uses correct stress in words.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.2 Reading	6.2.1 Intensive Reading: Dialogue <i>ue</i> (2 Lessons)	By the end of the sub strand, the learner should be able to: a) Read a variety of dialogues related to email and internet for comprehension. b) Apply appropriate intensive reading skills to obtain specific factual and inferential information for lifelong learning. c) Appreciate reading for purposes of comprehension and information.	Learner is guided to: <ul style="list-style-type: none"> • Make predictions from a dialogue about events based on pictures and the title. • Locate new words and sentence structures in a dialogue. • Read a variety of dialogues related to the theme in print and non-print formats. • Answer factual and inferential questions individually, in pairs or groups. • Retell stories related to the theme in pairs and groups • Identify events in a dialogue for logical flow. • Watch a video of a person writing an email. 	<ol style="list-style-type: none"> 1. How can we obtain information from texts? 2. What stories or books have you read?
Link to PCIs <ul style="list-style-type: none"> • Effective communication enhanced through interactive reading tasks • Safety and security are inculcated when learners are guided on how to take precautions when using the internet 			Link to Values hard work, dedication	
Link to other subjects Science and technology - use of internet is taught in this learning area			Suggested Community Service- Learning Activities Learners find out how to write emails from the internet with assistance from parents or guardians.	

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Reading and comprehending texts related to email and the internet.	Always reads and comprehends texts related to email and the internet.	Reads and comprehends texts related to email and the internet.	Sometimes reads and comprehends texts related to email and the internet.	Hardly reads and comprehends texts related to email and the internet.
Answering factual and inferential questions	Consistently answers both factual and inferential questions correctly.	Answers both factual and inferential questions correctly.	Sometimes answers both factual and inferential questions correctly.	Rarely answers both factual and inferential questions correctly.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.3 Grammar	6.3. 1 Language Patterns: <i>Quantifiers</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Select appropriate quantifiers to use in relation to the type of noun for effective communication. b) Use quantifiers in sentences correctly for communication clarity. c) Appreciate the correct use of quantifiers in everyday communication.	Learner is guided to: <ul style="list-style-type: none"> • Name, in pairs or small groups, countable and uncountable nouns. • Use the quantifiers (<i>much, many, some and any</i>) correctly with nouns and construct sentences in pairs. • Recite poems and rhymes containing the quantifiers (<i>much, many, some and any</i>) in small groups. • Fill in blank spaces using correct quantifiers. • Use digital devices to compose a short poem or a paragraph featuring the quantifiers (<i>much, many, some and any</i>). • Use the quantifiers (<i>much, many, some and any</i>) in a role play or a dialogue. 	<ol style="list-style-type: none"> 1. What things do we count? 2. What things cannot be counted? 3. Which words do we use to show the quantity of countable and uncountable nouns?
Core Competences to be developed <ul style="list-style-type: none"> • Critical thinking is enhanced when learner composes poems and paragraphs • Digital literacy is manifested when learners manipulate digital devices while downloading poems 				
Link to PCIs <ul style="list-style-type: none"> • Social cohesion and integrity are enhanced when learner selects words to use when composing poems • Personal safety/cyber safety are nurtured when learner writes poem related to the theme 			Link to Values cooperation, peace, love	
Link to other subjects: <ul style="list-style-type: none"> • Languages and music- poems and verses are taught in these learning areas • Mathematics - quantifiers are used in counting 			Suggested Community Service Learning Activities Learners can entertain guests during community functions through the poems they compose.	

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Identifying quantifiers used with countable and uncountable nouns	Always identifies quantifiers used with countable and uncountable nouns correctly.	Identifies quantifiers used with countable and uncountable nouns correctly.	Identifies quantifiers used with countable and uncountable nouns with difficulty.	Hardly identifies quantifiers used with countable and uncountable nouns appropriately.
Using quantifiers with countable and uncountable nouns	Always uses quantifiers with countable and uncountable nouns correctly.	Uses quantifiers with countable and uncountable nouns correctly.	Uses quantifiers with countable and uncountable nouns correctly but with difficulty.	Hardly uses quantifiers with countable and uncountable nouns correctly.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.4 Writing	6.4.1 Guided Writing: Pictorial Compositions (2 lessons)	By the end of the sub strand, the learner should be able to: a) Write a pictorial composition of about 60-80 words on varied topics for effective communication. b) Use a variety of pictures and clues to write pictorial compositions of about 60-80 words for effective communication. c) Appreciate the use of a wide range of pictures to write pictorial compositions of about 60-80 words on different topics for communication.	Learner is guided to: <ul style="list-style-type: none"> • Identify pictures from online and offline sources. • Identify common sayings from a text in pairs and write them in their exercise books or word processor. • Use a variety of pictures from online and offline sources and write pictorial compositions of 60-80 words based on the theme. • Discuss different pictures in pairs/groups and write pictorial compositions of about 60-80 words. • Use sayings to make their compositions interesting. • Watch a variety of videos related to the theme and write pictorial compositions. • Generate a wide range of pictures from the internet and write pictorial compositions. 	<ol style="list-style-type: none"> 1. Which words do we use to describe a picture? 2. How do pictures make you feel? 3. What are some of the things we can write about the pictures we see?
Core Competences to be developed <ul style="list-style-type: none"> • Communication and collaboration- pair and group discussions enhance this competence • Self-efficacy- it is displayed when learners are able to express themselves through writing 				
Link to PCIs <ul style="list-style-type: none"> • Safety and security education when accessing and using content from the internet • Child protection by sharing ideas on cyber safety 			Link to Values love, unity, responsibility and respect	
Link to other subjects <ul style="list-style-type: none"> • All languages promote writing skills • Science and Technology- accessing information from the internet 			Suggested Community Service Learning Activities Learners will share a collection of pictures on various topics from the internet with guardians.	

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Interpreting pictures	Consistently interprets pictures correctly.	Interprets pictures correctly.	Occasionally interprets pictures correctly.	Rarely interprets pictures correctly.
Sequencing of ideas	Consistently sequences ideas logically.	Sequences ideas logically.	Sequences ideas with difficulty.	Exhibits numerous challenges in sequencing ideas.
Writing the required length of composition	Always writes a composition with the required length incorporating sayings to make it interesting.	Writes a composition with the required length incorporating sayings to make it interesting.	Occasionally writes a composition with the required length incorporating sayings to make it interesting.	Rarely writes a composition with the required length and rarely incorporates sayings to make it interesting.



7.0 TECHNOLOGY- CYBER SAFETY

Suggested vocabulary: crime, trust, stranger, share, care, leisure, safe, cyber café, data bundles, twitter, laptop, camera, desktop, download, upload, Facebook, WhatsApp, password, video, picture

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.1 Listening and Speaking	7.1.1 Pronunciation and Vocabulary: <i>Interactive Listening</i> (3 lessons)	By the end of the sub strand, the learner should be able to: a) Participate actively in a two-way conversation (turn taking) in various settings for self-expression. b) Apply vocabulary related to the theme in different settings for clarity of speech. c) Use the present and past tense correctly in a two way dialogue for communication clarity. d) Appreciate the importance of turn taking in oral communication.	Learner is guided to: <ul style="list-style-type: none"> • Listen for the sounds /εə/ /j/ /dʒ//ʒ/ from an audio text and then say them in pairs. • Listen to a dialogue introduction and predict what they think they will hear. • Engage in a dialogue featuring words with the sounds /εə/ /j/ /dʒ//ʒ/ and pay attention to what the other person says. • Act out a dialogue in pairs. Construct sentences using present and past tense. • Listen to a poem, story or song and answer questions orally. • Participate in a debate, interview and discussion on social media focusing on cyber safety. • Apply facial expressions and gestures appropriately while reciting choral verses in pairs and groups. • Watch audio-visual recordings of short interviews and then conduct a role play in pairs. • Record one another when performing solo, choral verses and short dialogues. • Take turns during an oral interview, discussion or debate. 	<ol style="list-style-type: none"> 1. Why should you listen to others when they are speaking? 2. Why should we wait for our turn to speak? 3. How do we show when an action took place?

Core Competences to be developed

- Communication and collaboration- is enhanced through pair and group tasks
- Self - efficacy- is developed as learners perform choral verses, respond during interviews and debates

<ul style="list-style-type: none"> Digital literacy – interacting with audio-visual materials 	
Link to PCIs <ul style="list-style-type: none"> Self-esteem is developed during interviews and conversations as well as effective communication Personal safety is nurtured when learners learn how to use the internet responsibly 	Link to Values respect, tolerance, responsibility
Link to other subjects All learning areas inculcate interactive listening techniques	Suggested Community Service Learning Activities Learners share with peers the importance of taking turns during conversations and while performing choral verses during cultural activities.

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Participating actively in a two way conversation	Always participates actively in two-way conversations.	Participates actively in two-way conversations.	Sometimes participates actively in two-way conversations.	Hardly participates actively to the end in two-way conversations.
Taking turns in a conversations	Always takes turns correctly during debates, discussions and interviews.	Takes turns correctly during debates, discussions and interviews.	Sometimes takes turns correctly during debates, discussions and interviews.	Hardly takes turns during debates, discussions and interviews.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
7.2 Reading	7.2.1 Extensive Reading: <i>Narratives/Poems</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Read a variety of materials (narratives, poems, graded readers) for lifelong learning. b) Demonstrate independent reading of a variety of materials (narratives, poems, graded readers) for information. c) Appreciate the importance of independent reading in a variety of contexts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • Select appropriate and high- interest reading print and electronic materials related such as narratives, poems and graded readers. • Select and read graded readers independently for pleasure. • Set up an after school club where they meet on a regular basis to read extensively. • Retell the stories they have read in pairs or groups. • Share opinions and reflections on the texts they have read. • Identify and discuss proverbs used in graded readers. 	<ol style="list-style-type: none"> 1. Why should we read different types of materials? 2. What kind of materials do you enjoy reading? 3. What can you do to remember what you read?
Core competences to be developed <ul style="list-style-type: none"> • Communication and collaboration- enhanced by setting up after school reading clubs. • Learning to learn- independent reading enhances sourcing for information on their own 				
Link to PCIs <ul style="list-style-type: none"> • Safety and security education are inculcated through the theme of cyber safety • Self-awareness is developed when learners acquire ability to describe themselves through interactive language tasks 			Link to Values honesty, kindness, generosity, respect	
Link to other subjects Science and technology - the theme builds on what learners know about science and technology			Suggested Community Service Learning Activities Encouraging children in the neighbourhood to visit public libraries or resource centres and read a variety of texts with peers.	

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Reading a variety of texts	Always reads a variety of texts.	Reads a variety of texts.	Reads a limited variety of texts.	Hardly reads variety of texts.
Reading independently	Always reads independently.	Reads independently.	Sometimes reads independently.	Hardly reads independently.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.3 Grammar	7.3.1 Tense: <i>Present and Past Continuous Tense</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Identify the present and past continuous forms of the verb in oral and written texts for communication clarity. b) Use the present and past continuous tense correctly in oral and written contexts for self-expression. c) Appreciate the role of the present and past continuous tense in communication.	Learner is be guided to: <ul style="list-style-type: none"> • Listen to a radio or TV programme and identify the present and past continuous forms. • Give examples of actions in the present and past continuous tense. • Use a given list of verbs to form sentences in the present and past continuous tense in pairs or groups. • Watch a video and write examples of the present and past continuous tense in a note book. • Role play or simulate an event in which they use the present and past continuous forms. • Identify present and past continuous forms from a newspaper or magazine article. • Construct sentences using the present and past continuous tense in groups. (They could be typed or written on a piece of paper.) 	<ol style="list-style-type: none"> 1. Why is it important to show when something happened? 2. How do we tell an action is or was happening?
Core competences to be developed <ul style="list-style-type: none"> • Digital Literacy: listening to information from audio recording • Learning to learn: picking out nouns from audio recording 				
Link to PCIs Safety and security education promoted through the theme			Link to Values responsibility, commitment, responsibility	
Link to other subjects Tense is a concept in all language areas			Suggested Community Service Learning Activities Sing songs with peers to practise the language pattern learnt. They could also ask parents or siblings to help them identify sentences in the past and present continuous tense from a newspaper, magazine, radio or TV programme.	

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Identifying present and past continuous tense in sentences	Always identifies present and past continuous tense correctly.	Identifies present and past continuous tense correctly.	Occasionally identifies present and past continuous tense correctly.	Rarely identifies present and past continuous tense correctly.
Using the present and past continuous tense in sentences correctly	Always uses the present and past continuous tense in sentences correctly.	Uses the present and past continuous tense in sentences correctly.	Sometimes uses the present and past continuous tense in sentences correctly.	Hardly uses the present and past continuous tense in sentences correctly.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.4 Writing	7.4.1 Punctuation: <i>Full Stop/Capital Letters</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Identify commonly used punctuation marks in written texts for effective communication. b) Use full stops and capital letters correctly in written texts for communication clarity. c) Appreciate the role of punctuation marks in various contexts for writing fluency.	Learner is guided to: <ul style="list-style-type: none"> • Identify proper nouns such as names of people, places and features like mountains and rivers • Form sentences in pairs using proper nouns. • Write a list of common abbreviations and punctuate them correctly. • Write abbreviations of their school, names among others in pairs or small groups and punctuate them correctly. • Design drawings or illustrations of the full stop and capital letters in cards and display them in class. • Use punctuation cards to arrange or make coherent sentences and paragraphs in pairs or groups. • Write well-punctuated sentences dictated by a teacher, peer or digital device. • Make stickers with sentences punctuated with full stops and capital letters and stick them to a central place for everyone to see. • Use digital resources to play games such as punctuation ladder and punctuation posters. • Type sentences on a digital device, with the help of parents, siblings and guardians and share with teacher and friends. 	<ol style="list-style-type: none"> 1. Why do you use punctuation marks? 2. Which punctuation marks do you use when writing?
Core Competences to be developed <ul style="list-style-type: none"> • Communication and collaboration - through pair and group tasks • Digital literacy – use of digital devices to type sentences and text, access and play online and offline games 				
Link to PCIs Safety and security education enhanced through cyber safety while group activities promote social cohesion			Link to Values hard work, cooperation, unity	

Link to other subjects Punctuation is a concept in all learning areas	Suggested Community Service Learning Activities Play punctuation games with their peers and siblings.
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Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Identifying punctuation marks	Always identifies punctuation marks in texts with ease.	Identifies punctuation marks in texts with ease.	Occasionally identifies punctuation marks in texts.	Rarely identifies punctuation marks in texts.
Using full stops and capital letters correctly	Always uses full stops and capital letters correctly.	Uses full stops and capital letters correctly.	Occasionally uses full stops and capital letters correctly.	Rarely uses full stops and capital letters correctly.



8.0 THE FARM

Suggested vocabulary: kitchen, garden, watering, vegetables, weeding, manure, wastage, dig, save, tomatoes, fruit, orchard, flower, domestic animal, farm tool, farmer, wild animal

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.1 Listening and Speaking	8.1.1 Pronunciation and Vocabulary: <i>Tongue Twisters</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Articulate sounds accurately for clarity of speech. b) Select sounds correctly from a language sample to improve listening comprehension. c) Use vocabulary items related to the theme in a variety of contexts for effective communication. d) Appreciate the role of correct pronunciation in speech for communication clarity.	Learner is guided to: <ul style="list-style-type: none"> • Recognise the vowels sounds and diphthongs (sounds /ʊə/ /v/ /w/ /s//tʃ/) from audio materials. • Use words and sentences containing vowel sounds and consonants in a conversation. • Create a tongue twister using words with the target sounds in small groups. • Listen to selected sounds (consonants, diphthongs and vowels) from audio materials, for example, sounds /ʊə/ /v/ /w/ /s//tʃ/. • Say tongue twisters with the (words containing the sounds /ʊə/ /v/ /w/ /s//tʃ/) individually, in pairs or groups. • Repeat tongue twisters with the words containing the sounds /ʊə/ /v/ /w/ /s//tʃ/ from an audio/digital recording individually, in pairs or groups. • Select words containing vowels and diphthongs and consonants from a tongue twister, passage, a poem, a song or a story. • Practise clear pronunciation by listening to a video, online dictionaries and recordings. • Say vocabulary items correctly and match them with their meanings. • Articulate vowels and consonants as the teacher models. • Participate in video conferencing with children from other schools or native speakers. 	<ol style="list-style-type: none"> 1. Why should you say words clearly? 2. What should you do to say words correctly?

Core Competences to be developed <ul style="list-style-type: none"> • Communication and collaboration- through pair and group practice • Self-efficacy- through proper enunciation 	
Link to PCIs <ul style="list-style-type: none"> • Ethnic, race and social integration fostered through group work and video conferencing • Sensitisation on lifestyle and non-communicable diseases by learning how to eat healthy is achieved through the theme of the farm or kitchen garden 	Link to Values respect, love, responsibility
Link to other subjects All language areas and music emphasise clear articulation of sounds	Suggested Community Service Learning Activities Learner visits a children’s home accompanied by parents or guardians and sing songs based on the theme and the learnt sounds.

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Articulating vowels and diphthongs accurately	Always articulates vowels and diphthongs accurately.	Articulates vowels and diphthongs accurately.	Occasionally articulates vowels and diphthongs accurately texts.	Rarely articulates vowels and diphthongs accurately.
Selecting words with the learnt vowel sounds and diphthongs	Always selects words with the learnt vowels and diphthongs accurately.	Selects words with the learnt vowels and diphthongs accurately.	Selects words with the learnt vowels and diphthongs with some assistance.	Selects words with the learnt vowels and diphthongs with a lot assistance.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.2 Reading	8.2.1 Reading Fluency (3 Lessons)	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) Read a text of about 300 words accurately, at the right speed and with expression for effective communication.</p> <p>b) Use fluency strategies to read a text of about 300 words related to the theme to enhance comprehension.</p> <p>c) Appreciate the importance of fluency in reading for comprehension.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Listen and follow along with audio recordings. • Perform a reader’s theater by taking turns reading their parts from a script and bring the text alive through their voices. <i>(a reader’s theater does not need any set or costumes and It is excellent for building fluency)</i> • Do paired reading and read to each other. <i>(More fluent readers should be paired with less fluent ones. They take turns reading by sentence, paragraph, or page.)</i> • Make predictions based on the pictures or the title and anticipate possible outcomes in a story of about 300 words. • Read digital or non-digital texts of about 300 words related to the theme in small groups. • Respond to oral questions that require inferences in pairs and small groups from a text of about 300 words. • Write correct answers to direct and indirect questions that require inferences. • Listen to audio-visual recordings of songs and poems; and repeat them. • Read and sing lyrics of relevant English songs. • Read poems and rhymes while paying attention to rhythm. 	<ol style="list-style-type: none"> 1. Why is it important to read at a reasonable speed? 2. How can you read a text fast?
<p>Core Competences to be developed Self-efficacy is enhanced as the learners acquire fluency in reading Digital literacy is developed through the manipulation of ICT devices</p>				
<p>Link to PCIs Clubs and societies: Forming and participating in reading clubs</p>			<p>Link to values love, responsibility, cooperation</p>	
<p>Link to other subjects Agriculture - the theme borrows content from this learning area</p>			<p>Suggested Community Service Learning Activities Learners will participate in keeping the home and school environment clean.</p>	

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Reading texts of about 300 words	Always reads texts of about 300 words with ease and at a reasonable speed.	Reads texts of about 300 words with ease and at a reasonable speed.	Occasionally reads texts of about 300 words with ease and at a reasonable speed.	Exhibits numerous challenges in reading texts of about 300 words
Answering direct and indirect questions on a reading text	Always answers direct and indirect questions on a reading text.	Answers direct and indirect questions on a reading text.	Occasionally answers direct and indirect questions on a reading text.	Exhibits numerous challenges in answering direct and indirect questions on a reading text.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.3 Grammar	8.3.1 Parts of Speech: Contracted Verb Forms / Positive/Negative Statements (3 Lessons)	By the end of the sub strand, the learner should be able to: a) Use contracted forms of verbs correctly for effective communication. b) Use positive and negative statements correctly for effective communication. c) Appreciate the importance of correct sentence structures in communication.	Learner is guided to: <ul style="list-style-type: none"> Identify contracted forms from an audio or written text. Categorise sample sentences into negative or positive statements in small groups. <i>Learner could display the work in a chart.</i> Write contracted forms of verbs and use them in sentences correctly. Change positive statements to negative statements and vice versa. Ask each other questions that elicit both positive and negative answers. Construct positive and negative sentences orally and in writing. Make and display charts containing contracted forms of verbs. Use digital devices to search for online resources on contracted verbs. 	<ol style="list-style-type: none"> Why do we shorter words like cannot to can't? What answer do you give to a question?
Core Competences to be developed				
<ul style="list-style-type: none"> Communication and collaboration - it is enhanced when learners talk about objects in their classroom Digital literacy - acquired when learners use digital devices to construct sentences 				
Link to PCIs			Link to Values	
<ul style="list-style-type: none"> Effective communication skills through interactive language activities Environmental information and knowledge on lifestyle diseases are fostered through the theme of the farm 			love, peace, responsibility, respect	
Link to other subjects			Suggested Community Service Learning Activities	
<ul style="list-style-type: none"> All languages introduce learners to verbs, and positive and negative statements 			The learner could read a newspaper article or listen to a radio programme, identify and practise the use of positive and negative statements with peers and siblings.	

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Using contracted forms of verbs correctly	Consistently uses contracted forms of verbs correctly.	Uses contracted forms of verbs correctly.	Sometimes uses contracted forms of verbs correctly.	Rarely uses contracted forms of verbs correctly.
Using positive and negative statements appropriately	Consistently uses positive and negative statements appropriately.	Uses positive and negative statements appropriately.	Sometimes uses positive and negative statements appropriately.	Hardly uses positive and negative statements appropriately.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.4 Writing	8.4.1 Creative Writing: Narrative Compositions (3 Lessons)	By the end of the sub strand, the learner should be able to: a) Describe the parts of a narrative composition in preparation for writing. b) Organise thoughts fluently, clearly and precisely in a coherent paragraph for self-expression. c) Create a narrative composition of about 60-80 words for self-expression. d) Appreciate the role of creativity in writing for different purposes.	Learner is guided to: <ul style="list-style-type: none"> • Rearrange jumbled up sentences from an oral narrative into a coherent paragraph. • Listen to a narrative on radio and rewrite it in their own words. • Plan a narrative composition in pairs or small groups. • Use similes to make the narrative interesting. • Write a narrative composition for self-expression. • Watch and dramatise a story from a digital device. • Visit a farm and write a narrative composition about their experience. 	<ol style="list-style-type: none"> 1. Why do you enjoy listening to and reading stories? 2. Which is the most interesting story you have ever heard or read?
Core Competences to be developed				
<ul style="list-style-type: none"> • Communication and collaboration- enhanced through, pair and group tasks • Self-efficacy - developed as learners create narrative compositions • Digital literacy-use of digital devices 				
Link to PCIs			Link to Values	
<ul style="list-style-type: none"> • Environmental education enhanced as the learner learns about crops and animals found in the farm as well as their welfare • Social cohesion inculcated through group activities 			responsibility, love, unity	
Link to other subjects			Suggested Community Service Learning Activities	
All language areas and Music emphasise creativity in composition			Learners visit children living with disabilities and narrate stories to them.	

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Writing narratives clearly and creatively	Always writes narratives clearly and creatively.	Writes narratives clearly and creatively.	Sometimes writes narratives clearly and creatively.	Rarely writes narratives clearly and creatively.
Applying creative writing strategies to express thoughts	Always applies creative writing strategies to express thoughts.	Applies creative writing strategies to express thoughts.	Sometimes applies creative writing strategies to express thoughts.	Rarely applies creative writing strategies to express thoughts.



9. 0 HIV AND AIDS

Suggested Vocabulary: tuberculosis, cough, share, haircut, wait, virus, sharp object, blood, death, spread, infect, affect, signs, prevention, diet, razor blade, shave, cure, medicine, pierce, needle, tweezer

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9. 1 Listening and Speaking	9.1.1 Pronunciation and Vocabulary: <i>Speaking Fluency</i> (3 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) Speak fluently and confidently on a given topic to enhance oral skills. b) Articulate sounds accurately for effective communication. c) Apply vocabulary related to the theme in a variety of oral presentations for fluency. d) Appreciate the importance speaking at a reasonable speed and without hesitation in daily life. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Listen to oral presentations such as poems and topical issues from audio recordings with words containing the sounds /s/ /z/ /h/ /f/ and digraph ‘gh’. • Identify similes with target sounds from an oral text. • Use similes in a conversation. • Incorporate similes in an oral presentation. • Pick out the sounds /s/ /z/ /h/ /f/ in ‘gh’ from an audio text. • Repeat words with target sounds /s/ /z/ /h/ /f/ and digraph ‘gh’ from the teacher or an audio recording accurately. • Speak on a familiar text accurately and at a reasonable pace and use similes where possible. • Speak expressively on a on a familiar text within a specified time. • Recite poems related to the theme. • Say vocabulary related to the theme in pairs correctly. • Fill gaps in sentences using the vocabulary learnt. • Repeat oral texts without hesitation and at a reasonable speed. • Use non verbal cues when speaking. 	<ol style="list-style-type: none"> 1. Why should you speak accurately? 2. How can you speak without unnecessary pauses?

Core Competences to be developed <ul style="list-style-type: none"> • Communication and collaboration - when learners work in pairs and groups • Self-efficacy - they develop confidence in speaking • Digital literacy- when learner interacts with digital devices 	
Link to PCIs <ul style="list-style-type: none"> • HIV and AIDs Education promoted through oral language tasks like listening comprehensions, poems and songs related to HIV and AIDs • Clubs and societies - making speeches featuring moral values 	Link to Values unity, peace, love, integrity
Links to other subjects Public speaking skills are learnt in all language areas	Suggested Community Service- Learning Activities <ul style="list-style-type: none"> • Learners share with peers, parents or guardians the importance of speaking fluently. • Learner recites poems related to the theme during community gatherings.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Speaking fluently without hesitation on a given topic	Consistently speaks fluently and without hesitation about the given topic.	Speaks fluently and without hesitation about the given topic.	Sometimes speaks fluently and without hesitation about the given topic.	Rarely speaks fluently about the given topic.
Speaking confidently on a given topic	Consistently speaks confidently about the given topic.	Speaks confidently about the given topic.	Sometimes speaks confidently about the given topic.	Rarely speaks confidently about the given topic.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.2 Reading	9.2.1 Intensive Reading: Narratives (3 lessons)	By the end of the sub strand, the learner should be able to: a) Read a short narrative of about 320 words for comprehension. b) Apply appropriate reading strategies to read a narrative of about 320 words for information. c) Appreciate reading for purposes of comprehension and information.	Learner is guided to: <ul style="list-style-type: none"> • Skim through a narrative. • Scan a narrative to obtain specific information. • Read a passage in print or non-print format and answer questions. • Discuss vocabulary from the passage and use them to construct simple sentences. • Answer factual and inferential questions from a passage in pairs or groups. • Retell stories related to the theme in pairs and groups. • Give the sequence of events in a given story or passage. • Discuss and role play events in a passage. • Read a digital text online or offline and answer questions in pairs or in groups. 	1. Why do we read narratives? 2. What kind of stories do you enjoy reading?
Core Competences to be developed <ul style="list-style-type: none"> • Communication and collaboration- through pairs and groups • Self- efficacy- when answering inferential and factual questions correctly 				
Link to PCIs <ul style="list-style-type: none"> • Clubs and societies: reading clubs, writing clubs, journalism clubs among others build learner self-esteem to become more confident readers • HIV and AIDS and lifestyle diseases 			Link to Values peace, love, unity, responsibility	
Link to other subjects Home Science, Science and Technology expose learners to content on HIV and AIDS			Suggested Community Services Learning Activities Learners participate in poetry recitations, story reading or drama in religious gatherings.	

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Responding to comprehension questions	Consistently responds to comprehension questions correctly.	Responds to comprehension questions correctly.	Sometimes responds to comprehension questions correctly.	Rarely responds to comprehension questions Correctly.
Using learnt vocabulary for self-expression	Consistently uses learnt vocabulary correctly for self-expression.	Uses learnt vocabulary correctly for self-expression.	Sometimes uses learnt vocabulary correctly for self-expression.	Rarely uses learnt vocabulary for self-expression.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.3 Grammar	9.3.1 Parts of Speech: Adverbs (3 Lessons)	By the end of the sub strand, the learner should be able to: a) Distinguish adverbs of manner, time and place for effective communication. b) Use adverbs of manner, time and place correctly in both oral and written sentences. c) Appreciate the importance of adverbs in oral and written communication.	Learner is guided to: <ul style="list-style-type: none"> Play games that involve grouping adverbs of manner, time and place. Recite poems containing adverbs of manner, time and place. Construct sentences using adverbs. Listen to a story or poem read by the teacher or from audio recordings and respond to questions. Create word lists of adverbs and use them to construct sentences on a word processor or a web page. 	<ol style="list-style-type: none"> Where do you live? How do you do your work? When do we come to school?

Core competences to be developed

- Communication and collaboration- is manifested through pair and group activities
- Self-efficacy- is gained when learner recites poems and constructs sentences

Link to PCIs

- Child rights and protection from stigmatisation
- HIV and AIDS education, communicable and non-communicable diseases

Link to Values

peace, love, unity, respect and integrity

Link to other subjects:

- Kiswahili and indigenous languages: Different types of adverbs are taught in these learning areas
- Science and Technology: Concepts on HIV and AIDS are learnt

Suggested Community Service Learning Activities

Sensitise the community about HIV and AIDS through poems.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Distinguishing adverbs correctly	Always distinguishes adverbs correctly.	Distinguishes adverbs correctly.	Sometimes distinguishes adverbs correctly.	Rarely distinguishes adverbs correctly.
Using adverbs in sentences correctly	Always uses adverbs in sentences correctly.	Uses adverbs in sentences correctly.	Sometimes uses adverbs in sentences correctly.	Rarely uses adverbs in sentences correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.4 Writing	9.4.1 Punctuation: <i>Comma</i> <i>Question Marks</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Identify commonly used punctuation marks in written texts for effective communication. b) Use commas and question marks correctly in written texts for clarity of writing. c) Appreciate the role of punctuation marks for clarity in writing.	Learner is guided to: <ul style="list-style-type: none"> • Use commas and question marks correctly to write well-punctuated sentences. • Draw the comma and question marks on cards and display them in the classroom. • Use punctuation cards to arrange or make coherent sentences and paragraphs featuring the comma and question marks in pairs. • Make punctuation cards with different punctuation marks and match them with their names. • Make stickers with correctly punctuated sentences and display them at a central place for everyone to see. • Type sentences on a word processor, tablet or mobile phone and send the work to the teacher or friends. • Play games such as punctuation ladder and punctuation posters. 	<ol style="list-style-type: none"> 1. Why should we punctuate written work? 2. How do we use these punctuation marks: comma and full stop?
Core Competences to be developed				
<ul style="list-style-type: none"> • Self-efficacy- developed as learners play punctuation games and punctuating sentences • Digital literacy – use of digital devices to type sentences and text, access and play online and offline games 				
Link to PCIs			Link to Values	
<ul style="list-style-type: none"> • Personal safety and security education with regard to HIV prevention and the need for balanced meals to for those infected by AIDs • Writing tasks based on the theme of HIV and AIDS education 			love, unity, responsibility	
Link to other subjects			Suggested Community Service Learning Activities	
<ul style="list-style-type: none"> • All learning areas - use of punctuation marks is learnt • Science and Technology- concepts on HIV and AIDS education are learnt 			Learners compose and recite poems on HIV and AIDS with help of parents or guardians.	



Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Identifying commas and question marks in texts	Always identifies commas and question marks in texts.	Identifies commas and question marks in texts.	Sometimes identifies commas and question marks in texts.	Rarely identifies commas and question marks in texts.
Using commas and question marks	Always uses commas and question marks appropriately to convey meaning.	Uses commas and question marks appropriately to convey meaning.	Sometimes uses commas and question marks appropriately to convey meaning.	Rarely uses commas and question marks to convey meaning.

10.0 HYGIENE AND SANITATION

Suggested vocabulary – cleanliness, hygiene, sanitation, toilet, flush, latrine, waste, refuse, health, wipe, wash, drainage, infection, food, diarrhoea cholera, faeces, scrub, sweep mop, broom, rinse, care, dust, safe, dangerous, unsafe, health, care, dirty, disease, tidy

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.1 Listening and Speaking	10.1.1 Pronunciation and Vocabulary: <i>Interactive Listening/Turn Taking/Riddles</i> (3 lessons)	By the end of the sub strand, the learner should be able to: a) Articulate sounds accurately for effective communication. b) Interact with a speaker actively during an oral presentation, speech or narration for listening fluency. c) Interrupt a speaker appropriately for politeness in conversation. d) Speak confidently during an oral interview or debate for self-expression. e) Use vocabulary related to the theme in a variety of contexts for self-expression. f) Appreciate the importance of turn taking in oral interviews or debates for effective oral communication.	Learner is guided to: <ul style="list-style-type: none"> • Repeat words with the sounds /ɪ/, /i:/, /s/, /ʃ/ and /əʊ/ after the teacher or audio recordings accurately. • Tell riddles with words containing the sounds /ɪ/, /i:/, /s/, /ʃ/ and /əʊ/in pairs or small groups. • Interact with a speaker or presenter through verbal and non verbal cues. • Engage the audience when making an oral presentation. • Watch a video recorded riddling session or listen to an audio recording. • Participate in a debate or interview. • Listen to a speaker and answer oral questions. • Interview one another on a topical issue. • Use facial expressions and gestures appropriately when speaking. • Listen to a poem, a story or a song based on the theme and answer questions orally. • Watch audio-visual recordings of 	<ol style="list-style-type: none"> 1. Why should we listen to others? 2. What do you do when you want to talk and your friend is still talking?

			short interviews and conduct own interview. <ul style="list-style-type: none"> • Use digital devices to record solo or choral poetry performances. • Engage in short dialogues based on the theme. 	
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Core Competences to be developed

- Communication and collaboration-when they say the words correctly and when they work in pairs and groups
- Self-efficacy-when they are able to communicate accurately they enhance their confidence

Link to PCIs Self-esteem enhanced through acquisition of better self- expression and pronunciation ability	Link to Values cooperation, respect, responsibility, love
Link to other subjects: <ul style="list-style-type: none"> • Home Science - when they interact with content related to health and sanitation • Kiswahili and indigenous languages - when they learn pronunciation 	Suggested Community Service Learning Activities Practising riddles with their parents, guardians and siblings.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Taking turns and interrupting appropriately	Always takes turns and interrupts appropriately.	Takes turns and interrupts appropriately.	Sometimes takes turns and interrupts appropriately.	Rarely takes turns and interrupts appropriately.
Speaking confidently during an oral interviews	Consistently demonstrates confidence during an oral interview.	Demonstrates confidence during an oral interview.	Sometimes demonstrates confidence during an oral interview.	Rarely demonstrates confidence during an oral interview.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.2 Reading	10.2.1 Intensive Reading: <i>Factual Texts</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Read factual texts of about 320 words related to the theme for comprehension. b) Apply appropriate reading habits in reading factual texts of about 320 words for information. c) Appreciate the importance of reading for comprehension and information.	Learner is guided to: <ul style="list-style-type: none"> • Read factual texts in print and non-print formats. • Infer the meaning of vocabulary in a text. • Answer factual and inferential questions from a variety of texts. • Retell stories related to the theme in pairs and groups. • Discuss and role play events in a story. • Watch a video related to the theme and pick out specific information. • Use the dictionary to find the meaning of new words. • Use the encyclopaedia to get more information related to the theme. 	<ol style="list-style-type: none"> 1. Why should we read at the right speed? 2. What should we do to remember what we read?
Core competences to be developed				
<ul style="list-style-type: none"> • Digital literacy - manipulating electronic dictionaries • Learning to learn - using the dictionary and children’s encyclopaedia to obtain information 				
Link to PCIs			Link to values	
<ul style="list-style-type: none"> • Personal hygiene enhanced through interactive language tasks on • Health education - learning personal hygiene and sanitation 			unity, integrity, respect, love	
Link to other subjects			Suggested Community Service Learning Activities	
Kiswahili, French, Arabic, Chinese and German – these language areas use reference materials such as dictionaries			Demonstrating to younger siblings and schoolmates how to find information from the dictionary and encyclopaedia.	



Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Using appropriate reading habits	Always uses appropriate reading habits.	Uses appropriate reading habits.	Sometimes uses appropriate reading habits.	Hardly uses appropriate reading habits.
Answering factual and inferential questions correctly	Always answers factual and inferential questions correctly.	Answers factual and inferential questions correctly.	Sometimes answers factual and inferential questions correctly.	Rarely answers factual and inferential questions correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.3 Grammar	10.3.1 Parts of Speech: Conjunctions (2 Lessons)	By the end of the sub strand, the learner should be able to: a) Identify conjunctions correctly in oral and written texts for fluency of speech. b) Engage in short dialogues featuring conjunctions for fluency of speech. c) Use conjunctions in a variety of contexts for effective oral and written communication. d) Appreciate the importance of conjunctions in communication.	Learner is guided to: <ul style="list-style-type: none"> Use the conjunctions (<i>and, but, or, yet, so, for, nor</i>) to talk about topics related to the theme. Respond appropriately to questions Construct sentences using the conjunctions (<i>and, but, or, yet, so, for, nor</i>) and type them on a digital device. Listen to a short dialogue containing the conjunctions (<i>and, but, or, yet, so, for, nor</i>) and discuss their usage in groups. Answer and ask questions involving conjunctions correctly. Fill in blank spaces in sentences using the conjunctions (<i>and, but, or, yet, so, for, nor</i>). 	<ol style="list-style-type: none"> Why do we join sentences? Which words do we use to join sentences?
Core Competences to be developed				
<ul style="list-style-type: none"> Communication and collaboration - through group tasks Digital literacy- when interacting with technology 				
Link to PCIs			Link to Values	
<ul style="list-style-type: none"> Personal hygiene promoted through interaction with content on water and sanitation 			love, unity, integrity, respect	
Link to other subjects			Suggested Community Service Learning Activities	
<ul style="list-style-type: none"> Languages- Conjunctions are feature in all languages. Content related to hygiene and sanitation learnt in Home Science, Environmental Science and Physical Health Education 			Learners will read stories with peers or parents and identify conjunctions.	



Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Identifying conjunctions	Always identifies conjunctions correctly.	Identifies conjunctions correctly.	Sometimes identifies conjunctions correctly.	Rarely identifies conjunctions correctly.
Using conjunctions	Always uses conjunctions correctly.	Uses conjunctions correctly.	Sometimes uses conjunctions correctly.	Rarely uses conjunctions correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.4 Writing	10.4.1 Creative Writing: Descriptive Compositions (3 Lessons)	By the end of the sub strand, the learner should be able to: a) Describe the parts of a descriptive composition for self-expression. b) Organise thoughts clearly, precisely and creatively into a coherent paragraph for self-expression. c) Create a descriptive composition of about 80-100 words on various topics for effective communication. d) Appreciate the role of creativity in descriptive writing for effective communication.	Learners are guided to: <ul style="list-style-type: none"> • Read a sample descriptive composition of about 80-100 words in small groups and identify the paragraphs. • Use similes or proverbs to make their writing interesting. • Use similes to make the composition interesting. • Write a composition with a proverb as a title. • Talk about different activities they engage in such as ‘how we clean our house’ in pairs. • Write four descriptive sentences on a given topic. • Write an 80-100 words descriptive composition (2– 3 coherent paragraphs). • Proofread and display their composition. • Type their compositions on a digital device. 	<ol style="list-style-type: none"> 1. Why should you organise your thoughts in clear sentences and paragraphs? 2. How can you tell others about yourself?
Core Competences to be developed <ul style="list-style-type: none"> • Self-efficacy - when learners write descriptive compositions • Learning to learn - discovering how to write descriptive compositions 				
Link to PCIs Personal hygiene - through interacting with content on the theme of hygiene and sanitation			Link to Values cooperation, respect, responsibility	

Link to other subjects Languages - Descriptive writing skills developed in all languages	Suggested Community Service Learning Activities Learners can help their siblings to describe things in the environment.
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Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Writing a descriptive composition clearly and creatively	Always writes a descriptive composition clearly and creatively.	Writes a descriptive composition clearly and creatively.	Occasionally writes a descriptive composition clearly and creatively.	Shows numerous challenges in writing a descriptive composition
Applying descriptive writing strategies to express thoughts	Always applies descriptive writing strategies to express thoughts correctly.	Applies descriptive writing strategies to express thoughts correctly.	Occasionally applies descriptive writing strategies to express thoughts correctly.	Shows numerous challenges in applying descriptive writing strategies.

11.0 SPORTS: MY FAVOURITE GAME

Suggested vocabulary: win, lose, football, throw, race, match, athletics, netball, handball, exercise, practice, relax, referee, score, cheer, whistle, kit, team, competition, captain, stadium, coach and field

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.1 Listening and speaking	11.1.1 Pronunciation and Vocabulary: <i>Listening Fluency</i> (3 lessons)	By the end of the sub strand, the learner should be able to: a) Listen to short speeches related to the theme for listening fluency. b) Apply vocabulary related to the theme in a variety of contexts for self-expression. c) Distinguish sounds and words from an oral text for listening fluency. d) Articulate sounds accurately for effective communication. e) Interpret non verbal cues correctly for listening fluency. f) Appreciate the importance of listening fluency in oral comprehension.	The learner is guided to: <ul style="list-style-type: none"> • Listen attentively to an audio recordings with the sounds /aʊ/ /ð/ /θ/ and consonant cluster ‘sk’ • Repeat words with the sounds /aʊ/ /ð/ /θ/ and consonant cluster ‘sk’ after the teacher or audio recordings accurately. • Respond to questions on given texts confidently. • Make a three-minute speech using vocabulary related to the theme. • Recite poems about games. • Role play and make speeches to imaginary audience. • Watch a video on speeches related to sports and then make similar speeches in groups. • Use and interpret non verbal cues in oral contexts correctly. 	<ol style="list-style-type: none"> 1. How do facial expressions and gestures help us to communicate well? 2. Why should we listen actively to what others are saying? 3. What should we do to make people enjoy listening to us?

Core competences to be developed

- Creativity and imagination- when learners role play non verbal cues
- Self-efficacy- learners interpreting non verbal cues



<p>Link to PCIs</p> <ul style="list-style-type: none"> • Effective communication skills developed through speeches • Peer education and career guidance enhanced during club meetings as well as presentation of speeches 	<p>Link to Values unity, peace, love, social justice</p>
<p>Link to other subjects</p> <ul style="list-style-type: none"> • All learning areas- listening is one of the skills developed • Physical Health Education - the theme is also covered in this learning area 	<p>Suggested Community Service Learning Activities Learners recite poems during community activities.</p>

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Listening attentively to short speeches and responding appropriately	Always listens attentively to short speeches and responds appropriately.	Listens attentively to short speeches and responds appropriately.	Sometimes listens attentively to short speeches and responds appropriately.	Rarely listens attentively to short speeches and responds appropriately.
Using non verbal cues	Always uses non verbal cues in speech appropriately.	Uses non verbal cues in speech appropriately.	Sometimes uses non verbal cues in speech appropriately.	Rarely uses non verbal cues in speech.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.2 Reading	11.2.1 Intensive Reading: <i>Reading with Technology</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Read grade appropriate digital poems and narratives of about 300-320 words interpretively for comprehension. b) Access grade appropriate online materials of about 300-320 words for lifelong learning. c) Appreciate reading digital resources for information.	The learner is guided to: <ul style="list-style-type: none"> • Read animated stories, comics and cartoons interpretively individually, in pairs or in groups. • Watch videos or mimes and answer questions. • Interpret visual representations such as mind maps. • Click on or highlight words read by a computer-generated voice. • Carry out simple online research on topics related to the theme. • Create simple crossword puzzles based on animated stories. • Infer the moral lesson of a story. • Read a poem or story expressively to bring out varying emotions. Learner could take cues from the teacher or an audio visual presentation of such stories or poems. 	<ol style="list-style-type: none"> 1. Why should we read using technology? 2. How do you search for information using technology?
Core Competence Developed <ul style="list-style-type: none"> • Critical thinking and problem solving - when doing simple research on topics online • Digital literacy - using digital devices to read on issues or topics online and offline 				
Link to PCIs LSP- enhanced through the theme of games and sports			Link to Values responsibility, respect, love, integrity, unity	
Link to other subjects All learning areas - research is a component in all learning areas			Suggested Community Service Learning Activities Learners help other children and people in the community to read online materials	



Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Reading grade appropriate digital texts with ease	Consistently reads grade appropriate digital texts with ease.	Reads grade appropriate digital texts with ease.	Sometimes reads grade appropriate digital texts with ease.	Rarely reads grade appropriate digital texts with ease.
Searching for grade appropriate materials online and offline	Consistently searches for grade appropriate materials online and offline.	Searches for grade appropriate materials online and offline.	Sometimes searches for grade appropriate materials online and offline.	Rarely searches for grade appropriate materials online and offline.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.3 Grammar	11.3.1 Language Patterns: Interrogatives (3 lessons)	By the end of the sub strand, the learner should be able to: a) Identify interrogatives in a variety of texts for communication clarity. b) Use interrogatives in a variety of contexts for effective communication. c) Respond to a variety of questions based on interrogatives for effective communication. d) Appreciate the importance of interrogatives in communication.	Learner is guided to: <ul style="list-style-type: none"> Identify the interrogatives <i>when, where, whose, who</i> and <i>what</i> in a variety of texts. Construct sentences with interrogatives (<i>when, where, whose, who</i> and <i>what</i>) in pairs or small groups. Answer questions based on interrogatives (<i>when, where, whose, who</i> and <i>what</i>). Identify interrogatives (<i>when, where, whose, who</i> and <i>what</i>) from online texts and use them to make own sentences. View videos, cartoons or pictures and ask one another questions, in pairs or small groups. Read a newspaper, magazine, brochures or any other authentic texts and identify the interrogative (<i>when, where, whose, who</i> and <i>what</i>) sentences. <i>They could also write them in their exercise books or type key them in on a word processor in pairs or groups.</i> 	<ol style="list-style-type: none"> Why do we ask questions? Which words do we use to ask questions?
Core Competences to be developed				
<ul style="list-style-type: none"> Learning to learn – learners use appropriate interrogatives to ask questions Digital literacy – interacting with digital devices 				
Link to PCIs Games and sports- help learners build self-esteem and discover their talents			Link to Values unity, respect, integrity	



Link to other subjects All learning areas use interrogatives to construct test items	Suggested Community Service Learning Activities Learners identify interrogatives in a sports magazine with assistance from parents, guardians and friends.
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Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Identifying interrogatives	Always identifies interrogatives in a variety of texts.	Identifies interrogatives in a variety of texts.	Sometimes identifies interrogatives in a variety of texts.	Rarely identifies interrogatives in texts.
Using interrogatives in a variety of contexts correctly	Always uses interrogatives in a variety of contexts correctly.	Uses interrogatives in a variety of contexts correctly.	Sometimes uses interrogatives correctly in a variety of contexts.	Rarely uses interrogatives correctly in a variety of contexts.

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.4 Writing	11.4.1 Spelling: Commonly Misspelt Words (2 lesson)	By the end of the sub strand, the learner should be able to: a) Identify commonly misspelt words in oral and written contexts. b) Write commonly misspelt words correctly for communication clarity. c) Appreciate the importance of writing words clearly and correctly in communication.	The learner is guided to: <ul style="list-style-type: none"> Listen to and write commonly misspelt words. Listen to a dictation and spell selected words and sentences. Search for commonly misspelt words and create a word puzzle in pairs or groups. Copy the words correctly in their vocabulary book. Construct sentences using commonly misspelt words. Form commonly misspelt words from jumbled up letters. 	<ol style="list-style-type: none"> Why is it difficult to spell some words correctly? How can we become better at spelling words?
Core competences to be developed				
<ul style="list-style-type: none"> Critical thinking and problem solving - making words from jumbled up letters Learning to learn - learning how to spell through learner centred activities 				
Link to PCIs			Link to Values	
<ul style="list-style-type: none"> Effective communication skills are enhanced as learners learn how to spell words correctly Games and sports help build confidence and self-esteem in learners. 			unity, responsibility, love	
Link to other subjects			Suggested Community Service Learning Activities	
All language areas - correct spelling of words is emphasised in writing texts			Play spelling games with peers.	



Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Identifying commonly misspelt words.	Always identifies commonly misspelt words.	Identifies commonly misspelt words.	Sometimes identifies commonly misspelt words.	Rarely identifies commonly misspelt words
Writing commonly misspelt words correctly.	Always writes commonly misspelt words correctly.	Writes commonly misspelt words correctly.	Sometimes writes commonly misspelt words correctly.	Rarely writes commonly misspelt words correctly.

12.0 CLEAN ENVIRONMENT

Suggested vocabulary: compound, bin, bush, tree, conserve, water, clear, care, sweep, rubbish pit, broom, protect, rivers, drain, neighbourhood, hills, green, grass, environment and cleanliness

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
12.1 Listening and speaking	12.1.1 Pronunciation and Vocabulary: <i>Speaking Fluency</i> (3 lessons)	By the end of the sub strand, the learner should be able to: a) Speak accurately, with expression and at the right speed (minimal hesitation) for fluency. b) Use non verbal cues appropriately for self-expression. c) Use vocabulary related to the theme in a variety of contexts for effective communication. d) Appreciate the importance of fluency in speech.	The learner is guided to: <ul style="list-style-type: none"> • Say words containing the sounds /ʌ/ /ɔ:/ and the consonant clusters ‘br’ ‘sw’ ‘pr’ ‘cl’ ‘gr’ correctly. • Select words with the the sounds /ʌ/ /ɔ:/ and the consonant clusters ‘br’ ‘sw’ ‘pr’ ‘cl’ ‘gr’ from an oral text. • Construct sentences that require a yes or no response using the vocabulary. • Listen to oral presentations such as poems and topical issues from audio recordings related to the theme in pairs or groups. • Repeat oral texts from the teacher or an audio recording without hesitations. • Respond to questions on given texts confidently in pairs and groups. • Repeat oral texts without hesitation and at a reasonable speed. • Make three-minute speeches on environment in groups. • Make short speeches accurately, at the right speed and with expression. • Use non verbal cues when speaking. • Speak expressively on a variety of topics. • Recite poems related to the theme. 	<ol style="list-style-type: none"> 1. Why should you speak at the right speed? 2. How can you make others feel what you are saying?



Core competences to be developed	
<ul style="list-style-type: none"> • Communication and collaboration - learners make short speeches in groups • Creativity and imagination - learners create speeches on topical issues 	
Link to PCIs	Link to Values
<ul style="list-style-type: none"> • Pair and group work creates social cohesion and integrity • Learners learn about cleaning their environment through the theme 	unity, peace, love, social justice
Link to other subjects	Suggested Community Service Learning Activities
All learning areas - fluency in speaking is developed in all learning areas	Learners recite poems and give speeches based on environmental themes during community ceremonies.

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Using non verbal cues in speech appropriately	Consistently uses non verbal cues in speech appropriately.	Uses non verbal cues in speech appropriately.	Sometimes uses non verbal cues in speech appropriately.	Hardly uses non verbal cues in speech.
Making short speeches with minimal hesitation	Always makes short speeches with minimal hesitation.	Makes short speeches with minimal hesitation.	Sometimes makes short speeches with minimal hesitation.	Hardly makes short speeches without hesitation.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.2 Reading	12.2. 1 Intensive Reading: <i>Poem/Song/Proverbs</i> (3 lessons)	By the end of the sub strand, the learner should be able to: a) Read a poem, song or passage containing proverbs with expression for effective communication. b) Apply basic stress and rhythm when reading a poem, song or passage containing proverbs for self-expression. c) Respond to questions based on a poem, song or passage containing proverbs for comprehension. d) Appreciate the importance of intensive reading in day-to-day communication.	Learner is guided to: <ul style="list-style-type: none"> • Apply stress and rhythm when reciting a poem, passage that incorporates proverbs or singing a song. • Read a poem, song or passage that incorporates proverbs related to the theme and answer questions. • Answer factual and inferential questions from a given poem, song or passage. • Identify events in a poem, song or passage logically. • Discuss and role play events in a passage containing proverbs, poem or a song based on the theme. • Watch a recitation of a poem on video and identify specific details. • Identify proverbs used in a passage 	<ol style="list-style-type: none"> 1. Why do we enjoy reading poems? 2. How are poems different from stories?
Core Competences to be developed <ul style="list-style-type: none"> • Communication and collaboration - learners acquire this when reading and role-playing events • Self-efficacy - answering questions from songs, poems and taking part in role play confidently 				
Link to PCIs Knowledge on personal safety emphasised when one is accessing internet resources			Link to Values love, unity, responsibility, peace	
Link to other subjects Social studies, Science and Technology - Environmental Education is covered in these learning areas			Suggested Community Service Learning Activities Learner participates in community clean-ups in their neighbourhood and perform poems related to the theme.	

Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Reading texts for comprehension	Always reads texts with comprehension.	Reads texts with comprehension.	Sometimes reads texts with comprehension.	Hardly reads texts with comprehension
Answering direct and indirect questions based on a text	Consistently answers direct and indirect questions based on a text correctly.	Answers direct and indirect questions based on a text correctly.	Sometimes answers direct and indirect questions based on a text correctly.	Rarely answers direct and indirect questions based on a text correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.3 Grammar	12.3.1 Tense: Present and Past Perfect (2 Lessons)	By the end of the sub strand, the learner should be able to: a) Identify the present and past perfect tense in varied texts for effective communication. b) Use the present perfect and past perfect tense to form correct sentences for effective communication. c) Appreciate the importance of tense in in everyday communication.	Learner is guided to: <ul style="list-style-type: none"> Respond to questions on activities they have just completed depicting the present and past perfect tenses in pairs or small groups. Identify present perfect and past perfect tenses in sentences. Use games to form sentences in the present perfect and past perfect with given verbs. Repeat sentences containing present perfect and past perfect tenses from a story or poem. Create a list of sentences in the present perfect and past perfect on a computer or tablet. Construct sentences using the present perfect and past perfect tenses in groups. Sing songs containing the present perfect and past perfect tenses. 	<ol style="list-style-type: none"> How do we show the time an action took place? How do we show that an action has been completed?
Core competences to be developed				
<ul style="list-style-type: none"> Communication and collaboration- learners engage in games in small groups Self-efficacy- when learners confidently use the correct tenses in their communication 				
Link to PCIs			Link to Values	
<ul style="list-style-type: none"> Effective communication skills perfected when tense is used correctly Gender sensitivity promoted through incorporation of boys and girls into the groups 			unity, respect, love, responsibility	
Link to other subjects			Suggested Community Service Learning Activities	
<ul style="list-style-type: none"> Tenses are learnt all language areas 			Children read stories containing present perfect and past perfect tense to the elderly, the sick, parents or their guardians.	



Suggested Formative Assessment Rubric

Indicators	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Identifying sentences in present perfect and past perfect tenses	Always identifies sentences in past perfect and present perfect tenses correctly.	Identifies sentences in past perfect and present perfect tenses correctly.	Occasionally identifies sentences in past perfect and present perfect tenses correctly.	Exhibits numerous challenges in identifying sentences in past perfect and present perfect tenses correctly.
Using present perfect and past perfect tenses in sentences correctly	Always uses the past perfect and present perfect tenses in sentences correctly.	Uses the past perfect and present perfect tenses in sentences correctly.	Occasionally uses the past and present perfect tenses in sentences correctly.	Exhibits numerous challenges in using the past perfect and present perfect tenses in sentences correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.4 Writing	12.4.1 Guided Composition: <i>Personal Diary</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Identify the components of a personal diary for effective writing. b) Write a personal diary in the right format for effective communication. c) Appreciate the role of diaries in our day today life.	Learner is guided to: <ul style="list-style-type: none"> Identify components of a diary in small groups. View samples of diaries and discuss them in pairs and small groups. Write a diary using the right format. Search for information on how to write personal diaries from electronic devices or printed sources. In groups, write a diary and display it to the rest of the class members. 	<ol style="list-style-type: none"> Why should we keep a record of what we do? What information do we record?

Core Competences to be developed

- Critical thinking and problem solving- manifested when learners come up with their own diary entries
- Digital literacy- as learners manipulate digital devices

Link to PCIs

- Environmental education enhanced through the theme of clean environment

Link to values

cooperation, responsibility, love

Link to other subjects

Home Science, Science and Technology and Social Studies handle environment as a topic

Suggested Community Service Learning Activities

Learners will work with their siblings or friends to write personal diaries.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Identifying components of a personal diary	Consistently identifies components of a personal diary.	Identifies components of a personal diary.	Always identifies components of a personal diary.	Identifies components of a personal diary with a lot of difficulty.
Writing a diary in the correct format	Always writes a diary in the correct format.	Writes a diary in the correct format.	Sometimes writes a diary in the correct format.	Writes a diary with a lot of difficulty.



13.0 MONEY

Suggested vocabulary: tax, pay, business, collect, money, honest, profit, salary, fine, loss, law, government, buy, sell, parking, market, fee, fine, bank, income, borrow, credit,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
13.1 Listening and Speaking	13.1.1 Pronunciation and Vocabulary: Intensive Listening <i>Pattern</i> / <i>Riddles/Tongue Twisters</i> (3 lessons)	By the end of the sub strand, the learner should be able to: a) Listen intensively for specific sounds, words, phrases or sentences for fluency. b) Select silent letters in words from an oral text for listening fluency. c) Use the language pattern ‘very...but...’ correctly for effective oral communication. d) Use vocabulary to construct sentences for effective communication. e) Appreciate the importance of listening to a variety of texts for information and enjoyment.	Learner is guided to: <ul style="list-style-type: none"> Identify the sounds /k/ in letter x as well as the sounds /m/ /n/ /ŋ/ from an oral text. Identify the silent letters in words such as honest, park, debt among others. To play the game: <i>Last one standing: listening for specific words. Choose a favorite word from this box and write it in big letters on a piece of paper.</i> <div style="border: 1px solid black; padding: 5px; margin: 5px 0; text-align: center;"> <i>pay buy loss tax sell fee profit bank</i> </div> <i>Now listen to the song or poem. When you hear your word stand up. If you hear it again, sit down. Last one standing wins!</i> Listen to stories related to the theme from a teacher or audio recordings. Listen to three words, phrases among others and filling in the blanks on an exercise book or a worksheet. Play the telephone game: <i>Let the children sit in rows. Whisper a word or phrase in the first child’s ear (write it down on a piece of paper). The child whispers what they</i> 	<ol style="list-style-type: none"> Why should we listen carefully? How can we learn the meaning of a new word?

			<p><i>heard to the next pupil and so on. The last pupil runs and writes the word on the board. The closest to the original wins. To make it more interesting, you could start a sentence on both ends of the line.</i></p> <ul style="list-style-type: none"> • Guess the meaning of a word or phrase after listening to a brief text. • Answer oral questions based on a text. • Identify the relevant language pattern in a text. • Listen to a story and retell it in pairs or small groups. • Use vocabulary learnt to construct sentences and compose a poem featuring the language pattern. • Discuss the use of the language pattern ‘very...but...’ in sentences. 	
Core Competences to be developed				
Communication and collaboration – enhanced as learners work in pairs or groups				
Link to PCIs		Link to Values		
Financial literacy is promoted through the theme of money		cooperation, respect, responsibility		
Links to other subjects		Suggested Community Services Learning Activities		
Religious Studies and Mathematics - handle aspects of money		Learner could tell stories related to the theme to their parents, guardians and siblings.		



Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Using the language pattern correctly	Always uses the language pattern correctly.	Uses the language pattern correctly.	Sometimes uses the language pattern correctly.	Rarely uses the language pattern correctly.
Constructing sentences using the target vocabulary	Consistently constructs sentences using the target vocabulary.	Constructs sentences using the target vocabulary.	Constructs sentences using the target vocabulary.	Rarely constructs sentences using the target vocabulary.

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.2 Reading	13.2.1 Extensive Reading: <i>Newspapers/Magazines</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Read a variety of grade-appropriate digital and print texts such as newspapers and magazines for lifelong learning. b) Demonstrate independent reading of grade appropriate digital and print texts such as newspapers, magazines and articles for information and enjoyment. c) Appreciate the importance of independent reading in lifelong learning.	The learner is guided to: <ul style="list-style-type: none"> • Visit a library and find out the articles, magazines and newspapers they have. • Read newspapers, magazines and articles. • Select and read age appropriate and high- interest materials from print and electronic sources related to the theme. • Infer the meaning of words related to the theme. • Retell the stories they have read in groups. • Share opinions and reflect on the materials they have read. • Set up an after school club where they meet on a regular basis to read books and do extensive reading activities. • Read online newspapers, magazines or articles. 	<ol style="list-style-type: none"> 1. Why is it important to read newspapers and magazines? 2. How do we choose the materials we read? 3. When do we read?
<p>Core competences to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration- enhanced when learners set up after-school clubs for reading purposes • Learning to learn- independent reading enables learners to look for information on their own 				
<p>Link to PCIs</p> <ul style="list-style-type: none"> • Financial literacy nurtured through interacting with materials on money • Problem solving skills for better living 			<p>Link to Values unity, peace, love, responsibility, respect</p>	
<p>Link to other subjects Kiswahili and indigenous languages- these learning areas encourage extensive reading for information</p>			<p>Suggested Community Service Learning Activities: Learner encourages peers to read extensively during their leisure time. Learners read the children’s section of a newspaper or magazine and</p>	

	later write own stories or articles aided by parents, guardians or siblings.
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Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Reading a variety of grade appropriate texts	Consistently reads a variety of grade appropriate print texts.	Reads a variety of grade appropriate print texts.	Sometimes reads a variety of grade appropriate print texts.	Rarely reads grade appropriate print texts.
Demonstrating independent reading of grade appropriate texts	Consistently demonstrates independent reading of grade appropriate texts.	Demonstrates independent reading of grade appropriate texts.	Sometimes demonstrates independent reading of grade appropriate texts.	Rarely demonstrates independent reading of grade appropriate texts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.3 Grammar	13.3.1 Parts of Speech: Prepositions (2 lessons)	By the end of the sub strand, the learner should be able to: a) Identify prepositions of position and direction in sentences for comprehension. b) Use prepositions correctly in oral and written contexts for effective communication. c) Appreciate the importance of prepositions for clarity in communication.	The learner is guided to: <ul style="list-style-type: none"> Identify prepositions in samples of oral or written texts sentences. Play grade appropriate preposition games online or offline. Construct sentences using prepositions. Complete gaps in sentences, matching prepositions with pictures. Complete substitution exercises on various prepositions. Watch videos, visit web pages and other online resources and pick out prepositions in pairs or in groups. Use prepositions in a role play or simulation of people paying tax. Create and display preposition charts. 	<ol style="list-style-type: none"> Why should we tell others exactly where people and things are? Which words show the position of people and things?
Core Competences Developed				
<ul style="list-style-type: none"> Self-efficacy - learners develop confidence and self-esteem Digital literacy - interacting with technology through watching videos and television programmes Learning to learn – creating and displaying charts on preposition 				
Link to PCIs			Link to Values	
<ul style="list-style-type: none"> Financial literacy is realised when learners interact with materials about money Citizenship – learning about money and tax fosters patriotism 			responsibility, respect, love, integrity, unity	
Link to Other Subjects			Suggested Community Service Learning Activities	
Social studies - patriotism is promoted in this learning area through sensitising learners about money and payment of tax.			Learners use prepositions in context through reciting poems with peers.	



Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Identifying prepositions in sentences.	Consistently identifies prepositions in sentences.	Identifies prepositions in sentences.	Identifies some prepositions in sentences.	Rarely identifies prepositions in sentences.
Using prepositions in sentences appropriately	Always uses prepositions in sentences appropriately.	Uses prepositions in sentences appropriately.	Sometimes uses prepositions in sentences appropriately.	Rarely uses prepositions in sentences appropriately.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.4 Writing	13.4.1 Spelling: <i>Double Word Consonants</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) Spell words with double consonants correctly for clarity of writing. b) Construct correct sentences using words with double consonants for cohesive writing. c) Appreciate the importance of writing words clearly and correctly in communication.	The learner is guided to: <ul style="list-style-type: none"> • Listen to the teacher or an audio recording and write words with double consonants. • Construct sentences using words with double consonants. • Watch a video and write various words in pairs. • Use jigsaw puzzle to form words with double consonants. • Make words with double consonants from jumbled up letters. • Write words and sentences as dictated by a peer in groups and in pairs. 	<ol style="list-style-type: none"> 1. Why is it important to write words correctly? 2. How can we improve our spelling?
Core competences to be developed <ul style="list-style-type: none"> • Critical thinking and problem solving- making words from jumbled up letters • Learning to learn- learning how to spell words through learner centered activities 				
Link to PCIs <ul style="list-style-type: none"> • Effective communication is enhanced as learners learn how to spell words correctly • Financial literacy is developed through knowledge on money 			Link to Values unity, responsibility, integrity, love	
Link to other subjects All language areas - correct spelling is emphasised in all languages			Suggested Community Service Learning Activities Learner plays word spelling games such as scrabble with peers.	



Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Spelling words with double consonants	Consistently spells words with double consonants correctly.	Spells words with double consonants correctly.	Sometimes spells words with double consonants correctly.	Rarely spells words with double consonants correctly.
Constructing sentences using words with double consonants	Always constructs correct sentences using words with double consonants.	Constructs correct sentences using words with double consonants.	Sometimes constructs correct sentences using words with double consonants.	Rarely constructs correct sentences using words with double consonants.

Suggested non formal learning activities

Listening and speaking	
1.1	Participation in poetry recitations during music and drama festivals.
2.1	Readers' theatres organised after classes where poems are read for fun.
3.1	Engaging in public speaking contests where knowledge on pronunciation is applied.
6.1	Preparing speeches and delivering them during prize giving days, school assembly, extravaganzas among others to enhance fluency.
7.1	Debating club contests
8.1	Taking part in the 4K club and young farmers association to reinforce learnt vocabulary.
13.1	Christian union, Catholic action, Muslim, Hindu associations could help nurture values in the learner and expand their vocabulary on moral issues.
11.1	Taking part in integrity clubs in schools to help learners hone their speaking skills.
Reading	
1.2	Reading news during the morning assembly.
3.2	Conducting virtual tours using Google maps and establishing the direction of various national parks using Google Maps.
4.2	Collecting narratives from their community for a school magazine.
5.2	Performing short plays, conversational poems or choral verses within the school or during drama festivals.
12.2	Acting as reporters, sports commentators or journalists during sports and games activities in school.
Grammar	
3.3	Essay writing competitions on different topics.
6.3	Debating club sessions to enhance their language competence.
Writing	
8.4	Establishment of writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent.
12.4	Spelling contests among schools.



Suggested Assessment Methods

Listening and Speaking	Reading Skills	Grammar	Writing Skills
<ul style="list-style-type: none"> • Oral reading or dictation recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Public speaking • Teacher-made tests • Peer assessment • Self-assessment and standardised listening tests 	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment and standardised reading tests • Keeping a record of books read 	<ul style="list-style-type: none"> • Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer • Dialogue-completion, information gap • Role play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles • Teacher made tests 	<ul style="list-style-type: none"> • Teacher-made tests • Learner journals • Peer assessment • Self-assessment learner • Portfolio dictation • Standardised writing tests

Suggested Learning Resources

Non-digital	Digital
<ul style="list-style-type: none">• Course books• Story books• Poetry books• Pictures and photographs• Newspapers• Magazines• Junior encyclopaedia• Journals• Dictionaries• Diorama• Flash cards• Word wheels• Word puzzles• Code words• Charts and realia	<ul style="list-style-type: none">• Digital story books• Pictures and photographs• Journals• Electronic and digital devices• Electronic or online dictionaries• Flash cards• Charts• Video clips• Audio-visual resources• Other web resources



KISWAHILI

Kiini cha Somo

Mwanafunzi wa lugha ya Kiswahili katika shule ya msingi daraja la juu atajenga stadi na umahiri ufaao kuwasiliana, kutangamana na kushiriki katika miktadha mbalimbali ya kitaifa, kikanda na kimataifa kwa kutumia lugha kuzungumza na kuandika. Mwanafunzi anahitaji kujifunza kunga za Kiswahili ili kuitumia lugha hii kama wenzo wa ujifunzaji. Aidha, mwanafunzi hufunzwa Kiswahili ili kushiriki na kukichangamkia katika hali zake mbalimbali. Hili humwezesha kujenga stadi za kimsingi za kusikiliza, kuzungumza, kusoma na kuandika. Kwa kujifunza sarufi na matumizi ya Kiswahili kimuktadha, mwanafunzi anaweza kuwasiliana kwa ufasaha, umahiri na kwa namna ambayo itaimarisha utangamano darasani na katika ulimwengu mpana. Nadharia ya sarufi bia ya Noam Chomsky (1965), inaeleza kuwa binadamu ana uwezo asilia wa kuvimudu vipengele vya kisarufi. Uwezo huu huchagiza ukuaji wa lugha wa mwanafunzi na hivyo mzungumzaji stadi wa lugha anaweza kubaini matumizi sahihi na yasiyo sahihi katika lugha.

Matokeo Tarajiwa ya Kijumla katika Shule ya Msingi Daraja la Juu

Kufikia mwisho wa shule ya msingi daraja la juu, mwanafunzi aweze:

- a) kusikiliza kwa makini na kuitikia ipasavyo kwa Kiswahili katika miktadha mbalimbali ya mawasiliano
- b) kuzingatia kanuni za lugha kuwasiliana kiubunifu kwa njia ya mazungumzo na maandishi
- c) kujieleza kwa ufasaha katika miktadha mbalimbali
- d) kusoma kwa ufasaha na kufahamu matini mbalimbali yaliyochapishwa na ya kidijitali na kutumia maarifa anayoyapata katika mazingira tofauti maishani
- e) kutumia hati za kimaandishi na mfumo wa kidijitali kuwasiliana ipasavyo kwa kuzingatia mitindo na miundo husika katika miktadha mbalimbali
- f) kuchangamkia matumizi ya Kiswahili kama lugha rasmi na ya taifa katika mawasiliano ya kila siku.



1.0 NYUMBANI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
1.1 Kusikiliza na Kuzungumza	1.1.1 Matamshi Bora: Silabi na Vitanzandimi (Vipindi 4)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:</p> <p>a) kutambua silabi zinazotokana na sauti zinazokaribiana katika maneno</p> <p>b) kutamka silabi zinazotokana na sauti zinazokaribiana kimatamshi</p> <p>c) kutamka vitanzandimi vinavyoundwa kwa silabi za sauti zinazokaribiana kimatamshi</p> <p>d) kuunda vitanzandimi kutokana na sauti zinazokaribiana kimatamshi</p> <p>e) kuchangamkia kukariri vitanzandimi vinavyoundwa kwa silabi za sauti zinazokaribiana kimatamshi katika kuboresha matamshi yake.</p>	<p>Mwanafunzi:</p> <ul style="list-style-type: none"> • atambue silabi za sauti, p/b, t/d, k/g, ch/j kutokana na maneno kwenye vitabu, ubaoni au kwa kutumia vifaa vya kiteknolojia • asikilize silabi za sauti lengwa zikitamkwa na mwalimu, mgeni mwalikwa au kutoka kwa vifaa vya kiteknolojia k.v. kinasasauti na rununu • atamke silabi za sauti lengwa na vitanzandimi akiwa peke yake, wakiwa wawili wawili au katika vikundi • asikilize vitanzandimi vinavyoundwa kutokana na maneno yenye sauti lengwa vikikaririwa na mwalimu, mgeni mwalikwa, katika vifaa vya kiteknolojia, n.k. (k.m. <i>baba alivua papa katika bahari pana, kila Chacha akila hali chakula kikichacha</i>) • aunde vitanzandimi vyepesi vinavyotokana na vitate husika akiwa peke yake, wawili wawili na katika vikundi • aunde vitanzandimi kwenye mitambo ya kiteknolojia na kushirikiana na wenzake mitamboni kuvirekebisha • ashiriki majadiliano kuhusu sababu za kukariri vitanzandimi maishani mwake. 	<p>1) Ni silabi zipi zinazorudiwa katika vitanzandimi ulivyokariri?</p> <p>2) Ni silabi zipi zinazorudiwa katika vitanzandimi ulivyounda?</p>

Umilisi wa kimsingi unaokuzwa

- Mawasiliano na ushirikiano - vinakuzwa mwanafunzi anaposhiriki katika mijadala.
- Ujuzi wa kidijitali – unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa kusikiliza sauti.

<ul style="list-style-type: none"> • Hamu ya ujifunzaji – inakuzwa mwanafunzi anapoendelea kukariri vitanzandimi. • Ubunifu – unakuzwa mwanafunzi anaposhiriki katika kuunda vitanzandimi. 	
Uhusiano na masuala mtambuko <ul style="list-style-type: none"> • Kujitambua na kujithamini – mwanafunzi anapoweza kukariri na kujitungia vitanzandimi. • Stadi za maisha - mwanafunzi anapopata mazoea ya kujieleza katika mijadala na kazi za vikundi. 	Uhusiano na maadili Heshima na ushirikiano kupitia kazi za vikundi.
Uhusiano na masomo mengine Music, English, Indigenous Languages na Arabic – masomo haya yanafunza sauti zinazokaribiana kimatamshi.	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Kuwashirikisha wenzake katika kukariri vitanzandimi ili kuimarisha matamshi bora.

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua na kutamka kwa ufasaha.	Mwanafunzi anatambua na kutamka jumla ya silabi za sauti lengwa kwa ufasaha na urahisi.	Mwanafunzi anatambua na kutamka jumla ya silabi za sauti lengwa kwa ufasaha.	Mwanafunzi anatambua silabi za sauti lengwa na kutamka baadhi yazo kwa ufasaha.	Mwanafunzi anatambua baadhi ya sauti lengwa na kuzitamka.
Kukariri kwa ufasaha	Mwanafunzi anakariri jumla ya vitanzandimi vinavyoundwa kutokana na silabi za sauti lengwa kwa ufasaha na kwa urahisi.	Mwanafunzi anakariri jumla ya vitanzandimi vinavyoundwa kutokana na silabi za sauti lengwa kwa ufasaha.	Mwanafunzi anakariri baadhi ya vitanzandimi vinavyoundwa kutokana na silabi za sauti lengwa kwa ufasaha.	Mwanafunzi anajaribu kukariri baadhi ya vitanzandimi vinavyoundwa kutokana na silabi lengwa.
Kuunda vitanzandimi vya sauti lengwa vyenye maana.	Mwanafunzi anaunda vitanzandimi vyenye maana, vinavyotokana na silabi za sauti lengwa kwa urahisi.	Mwanafunzi anaunda vitanzandimi vyenye maana vinavyotokana na silabi za sauti lengwa.	Mwanafunzi anaunda baadhi ya vitanzandimi vyenye maana vinavyotokana na silabi za sauti lengwa.	Mwanafunzi anajaribu kuunda vitanzandimi vinavyotokana na silabi za sauti lengwa.



1.0 NYUMBANI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
1.2 Kusoma	1.2.1 Kusoma kwa Ufahamu: Kifungu cha Hadithi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua msamiati wa mada lengwa uliotumika katika kifungu cha hadithi ili kuimarisha ufahamu b) kutumia msamiati lengwa kwa usahihi katika sentensi c) kusoma kifungu cha hadithi kwa ufasaha d) kuonyesha uelewa wa kifungu kwa kutoa muhtasari na kujibu maswali e) kujenga mazoea ya usomaji bora katika maisha ya kila siku.	Mwanafunzi: <ul style="list-style-type: none"> • atambue msamiati wa nyumbani (k.v. <i>meza, sebule, balbu/globu, kizingiti, fremu, neti, tendegu, mtoto wa meza, mvungu, figa, kinu, tumbuu, kochi, kupiga deki</i>) kwa kutumia kadi za maneno, michoro, chati na mti maneno • atambue msamiati wa nyumbani kwa kutumia tarakilishi na projekta • achore na kuonyesha vifaa vya nyumbani kwenye tarakilishi • ashiriki katika vikundi kujadili maana na matumizi ya msamiati lengwa katika sentensi • aimbe nyimbo zinazolenga msamiati lengwa • asome kifungu kinachohusiana na mada lengwa kwenye kitabu au kwenye tarakilishi akiwa peke yake, wawili wawili au katika vikundi • atoe muhtasari kuhusu kifungu alichokisoma • aulize au ajibu maswali kutokana na kifungu alichosoma. 	1) Ni vifaa vipi vya nyumbani unavyovijua? 2) Vifungu vya kusoma vina umuhimu gani?
Umilisi wa kimsingi unaokuzwa				
<ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa mwanafunzi anaposhiriki katika mijadala na kazi za vikundi. • Ujuzi wa kidijitali – unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa kusoma maneno. • Hamu ya ujifunzaji – inakuzwa mwanafunzi anapoyatafakari maswali dadisi. 				
Uhusiano na masuala mtambuko Uraia kutokana na kufanya kazi pamoja.			Uhusiano na maadili Heshima na adabu hasa katika shughuli za vikundi.	
Uhusiano na masomo mengine			Mapendekezo ya shughuli za huduma za kijamii zinazochangia	

English, Indigenous Languages na Arabic – masomo haya yana stadi ya kusoma.	ujifunzaji Kuwashirikisha wenzake shuleni na nyumbani katika kusoma na kutambua msamiati wa nyumbani.
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Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kueleza maana na kutumia msamiati lengwa kwa ufasaha.	Mwanafunzi anaeleza maana ya msamiati lengwa na kuutumia kwa ufasaha na urahisi.	Mwanafunzi anaeleza maana ya msamiati lengwa na kuutumia kwa ufasaha.	Mwanafunzi anaeleza maana ya baadhi ya msamiati lengwa na kuutumia kwa ufasaha.	Mwanafunzi anajaribu kueleza maana ya baadhi ya msamiati lengwa.
Kusoma kwa kuzingatia ujumbe na kwa ufasaha.	Mwanafunzi anasoma kwa ufasaha na urahisi kwa kuzingatia ujumbe.	Mwanafunzi anasoma kwa ufasaha na kwa kuzingatia ujumbe.	Mwanafunzi anasoma kwa ufasaha.	Mwanafunzi anajaribu kusoma sehemu za kifungu.
Kujibu maswali ya ufahamu na kutoa muhtasari wa kifungu kwa usahihi.	Mwanafunzi anajibu maswali ya ufahamu na kutoa muhtasari wa kifungu kwa usahihi na urahisi.	Mwanafunzi anajibu maswali ya ufahamu na kutoa muhtasari wa kifungu kwa usahihi.	Mwanafunzi anajibu baadhi ya maswali ya ufahamu kwa usahihi.	Mwanafunzi anajaribu kujibu baadhi ya maswali ya ufahamu.



1.0 NYUMBANI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
1.3 Kuandika	1.3.1 Kuandika Insha: Insha ya Wasifu (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua insha ya wasifu kwa kuzingatia muundo b) kuandika insha ya wasifu kwa kuzingatia ujumbe, mtindo na muundo ufaao c) kuchangamkia utunzi mzuri wa insha ya wasifu ili kujenga ubunifu wake.	Mwanafunzi: <ul style="list-style-type: none"> • atambue insha ya wasifu kwa kurejelea vielelezo vya insha vilivyoandikwa kwenye matini mbalimbali au tarakilishi • aandae vidokezo vitakavyomwongoza kuandika insha yake • aandike insha daftarini inayoeleza sifa za mtu kama vile mzazi au mlezi, rafiki, mwalimu au kiongozi yeyote kwa kuzingatia anwani, mpangilio mzuri wa mawazo, hati safi, tahajia, kanuni za kisarufi, uakifishaji mwafaka na kwa ubunifu • ashiriki na wenzake kujadili mada ya insha na muundo wa insha ya wasifu • aandike insha ya wasifu mtandaoni na kuisambaza kwa wenzake na mwalimu ili waisome na kuitathmini • awesomee wenzake insha aliyoandika ili waitathmini. 	Je, unazingatia mambo gani unapoandika insha nzuri ya wasifu?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa mwanafunzi anaposhiriki katika mijadala na kazi za vikundi. • Ujuzi wa kidijitali – unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa kuandika na kusambaza insha mtandaoni na kurejelea kielelezo cha insha ya wasifu. • Ubunifu – unakuzwa mwanafunzi anapoandika insha ya wasifu. • Hamu ya ujifunzaji – inakuzwa mwanafunzi anapoyatafakari maswali dadisi na anapoimarisha ujuzi wake wa kutumia tarakilishi na vyombo vingine vya kiteknolojia. 				
<p>Uhusiano na masuala mtambuko Uraia kutokana na kufanya kazi pamoja.</p>			<p>Uhusiano na maadili</p> <ul style="list-style-type: none"> • Heshima na adabu hasa katika shughuli za vikundi. • Insha ya wasifu yaweza kulenga watu ambao wanajulikana 	

	kwa uaminifu, uwajibikaji, upendo na uzalendo.
Uhusiano na masomo mengine English na Indigenous Languages – masomo haya yanashughulikia stadi ya kuandika.	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu umuhimu wa uandishi bora katika mawasiliano.

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kuandika insha ya wasifu kwa kuzingatia kanuni za lugha, mpangilio mzuri wa mawazo na lugha ya kiubunifu.	Mwanafunzi anaandika insha ya wasifu kwa kuzingatia kanuni za lugha, mpangilio mzuri wa mawazo na kwa ubunifu wa hali ya juu.	Mwanafunzi anaandika insha ya wasifu kwa kuzingatia kanuni za lugha, mpangilio mzuri wa mawazo na lugha ya kiubunifu.	Mwanafunzi anaandika insha ya wasifu kwa kuzingatia baadhi ya kanuni za lugha.	Mwanafunzi anajaribu kuandika insha ya wasifu.



1.0 NYUMBANI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
1.4 Sarufi	1.4.1 Aina za Maneno: Nomino (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kueleza maana ya nomino ili kuitofautisha na aina nyingine za maneno b) kutambua nomino katika kundi la maneno na sentensi c) kutumia nomino kwa njia sahihi katika sentensi d) kuonea fahari matumizi ya nomino katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • ashirikiane na wenzake kueleza maana ya nomino na kuzitungia sentensi • atambue nomino katika kundi la maneno aliyopewa • ashirikiane na wenzake kutoa mifano ya nomino • apewe maneno kwenye tarakilishi achague nomino na aziburure na kuzitia kapuni akiwa peke yake au kwenye vikundi • atumie nomino kutunga sentensi kwenye daftari na mtandaoni ili wenzake wazisome na kuzisahihisha. 	Je, ni vitu gani tunavyoweza kupata nyumbani?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa mwanafunzi anaposhiriki katika mijadala, kazi za vikundi na mawasiliano mtandaoni. • Ujuzi wa kidijitali – unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa katika kutambua nomino na kutunga sentensi mtandaoni. • Ubunifu – unakuzwa mwanafunzi anapotunga sentensi akitumia nomino. • Kujiamini - kunakuzwa mwanafunzi anapofaulu kutambua nomino na kuzitungia sentensi sahihi. • Hamu ya ujifunzaji – inakuzwa mwanafunzi anayatafakari swali dadisi na anapoimarisha ujuzi wake wa kutumia tarakilishi. 				
<p>Uhusiano na masuala mtambuko</p> <ul style="list-style-type: none"> • Uraia kutokana na kufanya kazi pamoja. • Masuala mtambuko anuwai kutokana na sentensi zinazoelekeza utoaji wa maelezo kuhusu masuala hayo k.v. utunzaji wa mazingira, afya bora na utunzaji wa wanyama. 			<p>Uhusiano na Maadili</p> <ul style="list-style-type: none"> • Heshima na adabu hasa katika shughuli za vikundi. • Maadili mbalimbali yanaweza kulengwa katika sentensi k.v. upendo, uaminifu, uzalendo, amani na umoja. 	
<p>Uhusiano na masomo mengine English na Indigenous Languages – masomo haya hushughulikia mada ya sarufi.</p>			<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamashe wenzake shuleni na nyumbani kuhusu mawasiliano yenye kuzingatia kanuni za kisarufi.</p>	

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua nomino kwa usahihi.	Mwanafunzi anatambua nomino kwa usahihi na urahisi.	Mwanafunzi anatambua nomino kwa usahihi.	Mwanafunzi anatambua baadhi ya nomino kwa usahihi.	Mwanafunzi anajaribu kutambua nomino.
Kueleza maana na kutoa mifano ya nomino kwa usahihi.	Mwanafunzi anaeleza maana na kutoa mifano ya nomino kwa usahihi na urahisi.	Mwanafunzi anaeleza maana na kutoa mifano ya nomino kwa usahihi.	Mwanafunzi anaeleza maana na kujaribu kutoa mifano ya nomino.	Mwanafunzi anajaribu kueleza maana ya nomino
Kutumia nomino kwa usahihi.	Mwanafunzi anatumia nomino kwa usahihi na urahisi.	Mwanafunzi anatumia nomino kwa usahihi.	Mwanafunzi anatumia baadhi ya nomino kwa usahihi.	Mwanafunzi anajaribu kutumia nomino.



1.0 NYUMBANI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
1.4 Sarufi	1.4.2 Aina za Maneno: Vitenzi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kueleza maana ya vitenzi ili kuvitofautisha na aina nyingine za maneno b) kutambua vitenzi katika kundi la maneno na sentensi c) kutumia vitenzi ipasavyo katika mawasiliano d) kuonea fahari matumizi ya vitenzi katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • ashirikiane na wenzake kueleza maana ya vitenzi na kuvitungia sentensi • ashirikiane na wenzake kutoa mifano ya vitenzi (<i>k.v. soma, andika, keti, simama, cheka</i>) katika kadi za maneno, kapu maneno, ubao, vifaa vya kidijitali n.k. • atambue vitenzi katika kundi la maneno aliyopewa kwenye tarakilishi ili achague vitenzi, aviburure na kuvitia kapuni akiwa peke yake au kwenye vikundi • aweze kutambua vitendo vinavyofanyika katika picha • aigize vitenzi mbalimbali akishirikiana na wenzake • atumie vitenzi kutunga sentensi na kujaza mapengo kwenye sentensi daftarini akiwa peke yake na vilevile akishirikiana na wenzake • atumie vitenzi kutunga sentensi mtandaoni ili wenzake wazisome na kuzisahihisha. 	Ni shughuli gani unazofanya kila siku?
Umilisi wa kimsingi unaokuzwa				
<ul style="list-style-type: none"> • Mawasiliano na ushirikiano – vinakuzwa mwanafunzi anaposhiriki katika mijadala, kazi za vikundi na mawasiliano mtandaoni. • Ujuzi wa kidijitali – unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa katika kutambua vitenzi na kutunga sentensi mtandaoni. • Ubunifu – unakuzwa mwanafunzi anapotunga sentensi akitumia vitenzi. • Kujiamini - kunakuzwa mwanafunzi anapofaulu kutambua vitenzi na kuvitungia sentensi sahihi. • Hamu ya ujifunzaji – inakuzwa mwanafunzi anapotafakari swali dadisi na anapomarisha ujuzi wake wa kutumia vifaa vya kidijitali. 				
Uhusiano na masuala mtambuko			Uhusiano na maadili	
<ul style="list-style-type: none"> • Uraia kutokana na kufanya kazi pamoja. 			<ul style="list-style-type: none"> • Heshima na adabu hasa katika shughuli za vikundi. 	

<ul style="list-style-type: none"> Masuala mtambuko anuwai kutokana na sentensi zinazoelekeza utoaji wa maelezo kuhusu masuala hayo k.v. utunzaji wa mazingira, afya bora na utunzaji wa wanyama. 	<ul style="list-style-type: none"> Maadili mbalimbali yaliyolengwa katika sentensi k.v. upendo, uaminifu, uzalendo, amani na umoja.
Uhusiano na masomo mengine English na Indigenous Languages – masomo haya yana mada kuhusu vitenzi.	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu mawasiliano yanayozingatia kanuni za kisarufi.

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua vitenzi kwa usahihi.	Mwanafunzi anatambua vitenzi kwa usahihi na urahisi.	Mwanafunzi anatambua vitenzi kwa usahihi.	Mwanafunzi anatambua baadhi ya vitenzi kwa usahihi.	Mwanafunzi anajaribu kutambua vitenzi.
Kueleza maana na kutoa mifano ya vitenzi kwa usahihi.	Mwanafunzi anaeleza maana na kutoa mifano ya vitenzi kwa usahihi na urahisi.	Mwanafunzi anaeleza maana na kutoa mifano ya vitenzi kwa usahihi.	Mwanafunzi anaeleza maana na kujaribu kutoa mifano ya vitenzi.	Mwanafunzi anajaribu kueleza maana ya vitenzi.
Kutumia vitenzi kwa njia sahihi.	Mwanafunzi anatumia vitenzi kwa usahihi na urahisi.	Mwanafunzi anatumia vitenzi kwa usahihi.	Mwanafunzi anatumia baadhi ya vitenzi kwa usahihi.	Mwanafunzi anajaribu kutumia vitenzi.



1.0 NYUMBANI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
1.4 Sarufi	1.4.3 Aina za maneno: Vivumishi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: <ol style="list-style-type: none"> kueleza maana ya kivumishi ili kukitofautisha na aina nyingine za maneno kutambua vivumishi katika kundi la maneno na sentensi kutumia vivumishi ipasavyo katika sentensi na kifungu kuonea fahari matumizi ya vivumishi katika sentensi. 	Mwanafunzi: <ul style="list-style-type: none"> atambue vivumishi katika kundi la maneno aliyopewa (<i>k.m. -zuri, -baya, -refu, -fupi, -eusi, -eupe, n.k</i>) ashirikiane na wenzake kueleza maana ya vivumishi na kuvitungia sentensi apewe maneno kwenye tarakilishi achague vivumishi, aviburure na kuvitia kapuni akiwa peke yake au kwenye vikundi atumie vivumishi kutunga sentensi daftarini na mtandaoni ili wenzake wazisome na kuzisahihisha aandike aya fupi akitumia vivumishi kueleza kitu, mtu, hali na mahali. 	Ni sifa zipi unazoweza kutambua katika nomino mbalimbali?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> Mawasiliano na ushirikiano – vinakuzwa mwanafunzi anaposhiriki katika mijadala, kazi za vikundi na mawasiliano mtandaoni. Ujuzi wa kidijitali - unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa katika kutambua vivumishi na kutunga sentensi mtandaoni. Ubunifu - unakuzwa mwanafunzi anapotunga sentensi akitumia vivumishi. Kujiamini - kunakuzwa mwanafunzi anapofaulu kutambua vivumishi na kuvitungia sentensi sahihi. Hamu ya ujifunzaji - inakuzwa mwanafunzi anapotafakari swali dadisi na anapoimarisha ujuzi wake wa kutumia vifaa vya kiteknolojia 				
<p>Uhusiano na masuala mtambuko</p> <ul style="list-style-type: none"> Uraia kutokana na kufanya kazi pamoja. Masuala mtambuko anuwai kutokana na sentensi zinazoelekeza utoaji wa maelezo kuhusu masuala hayo k.v. utunzaji wa mazingira, afya bora na utunzaji wa wanyama. 			<p>Uhusiano na maadili</p> <ul style="list-style-type: none"> Heshima na adabu hasa katika shughuli za vikundi. Maadili mbalimbali yaliyolengwa katika sentensi k.v. upendo uaminifu, uzalendo, amani na umoja. 	
<p>Uhusiano na masomo mengine English na Indigenous Languages - masomo haya yanashughulikia mada ya sarufi.</p>			<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu mawasiliano yenye kuzingatia kanuni za kisarufi.</p>	

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua vivumishi kwa usahihi.	Mwanafunzi anatambua vivumishi kwa usahihi na urahisi.	Mwanafunzi anatambua vivumishi kwa usahihi.	Mwanafunzi anatambua baadhi ya vivumishi kwa usahihii.	Mwanafunzi anajaribu kutambua vivumishi.
Kueleza maana na kutoa mifano ya vivumishi kwa usahihi.	Mwanafunzi anaeleza maana na kutoa mifano ya vivumishi kwa usahihi na urahisi.	Mwanafunzi anaeleza maana na kutoa mifano ya vivumishi kwa usahihi.	Mwanafunzi anaeleza maana na kujaribu kutoa mifano ya vivumishi.	Mwanafunzi anajaribu kueleza maana ya vivumishi.
Kutumia vivumishi kwa usahihi.	Mwanafunzi anatumia vivumishi kwa usahihi na urahisi.	Mwanafunzi anatumia vivumishi kwa usahihi.	Mwanafunzi anatumia baadhi ya vivumishi kwa usahihi.	Mwanafunzi anajaribu kutumia vivumishi.



2.0 NIDHAMU MEZANI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
2.1 Kusikiliza na Kuzungumza	2.1.1 Maamkuzi na Maagano (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: <ol style="list-style-type: none"> a) kutambua aina mbalimbali za maamkuzi na maagano katika mawasiliano b) kueleza maamkuzi na maagano yanayotumika katika miktadha mbalimbali c) kutumia aina mbalimbali za maamkuzi na maagano katika mawasiliano d) kuchangamkia maamkuzi na maagano katika mahusiano. 	Mwanafunzi: <ul style="list-style-type: none"> • atambue maamkuzi (<i>k.v. U mzima? U hali gani? Alamsiki, Lala unono, Siku njema, Makiwa</i>) kutoka kwenye chati, ubao au vifaa vya kidijitali, michoro na picha • ashiriki mjadala na mwenzake au katika vikundi kuhusu maamkuzi na maagano yanayolengwa na matumizi yake • ashirikiane na wenzake kuigiza maamkuzi na maagano lengwa • atazame watu wakiamkuana na kuagana katika vifaa vya kidijitali • apewe orodha ya maamkuzi na maagano ili kuyaambatanisha na majibu sahihi kwenye tarakilishi 	<ol style="list-style-type: none"> 1) Je, watu husalimiana vipi katika jamii yako? 2) Je, watu huagana vipi katika jamii yako?
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Mawasiliano na ushirikiano – vinakuzwa mwanafunzi anaposhirikiana na wenzake kuigiza maamkuzi na maagano. • Ujuzi wa kidijitali - unakuzwa mwanafunzi anapotumia vifaa vya kidijitali kujifunza. • Kujiamini - kunakuzwa mwanafunzi anapotumia maamkuzi na maagano ipasavyo. 				
Uhusiano na masuala mtambuko <ul style="list-style-type: none"> • Elimu ya amani - kwa kusalimiana na kuagana. • Umoja wa kijamii - kupitia kuamkua na kujibu maamkuzi na maagano. 			Uhusiano na maadili <ul style="list-style-type: none"> • Heshima - maamkuzi na maagano huimarisha heshima. • Upendo - maamkuzi na maagano huashiria upendo. • Umoja - maamkuzi na maagano huimarisha umoja na uhusiano mwema. 	
Uhusiano na masomo mengine English na Indigenous Languages – masomo haya yana mada kuhusu maamkuzi.			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake katika jamii kuhusu jinsi ya kuamkua, kuagana na umuhimu wa maamkuzi na maagano.	

Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua maamkuzi na maagano mbalimbali na kuyatumia katika miktadha tofauti kwa ufasaha.	Mwanafunzi anatambua maamkuzi na maagano mbalimbali na kuyatumia katika miktadha tofauti kwa ufasaha na urahisi.	Mwanafunzi anatambua maamkuzi na maagano mbalimbali na kuyatumia katika miktadha tofauti kwa ufasaha.	Mwanafunzi anatambua baadhi ya maamkuzi na maagano na kuyatumia katika miktadha tofauti.	Mwanafunzi anajaribu kutambua maamkuzi na maagano na kuyatumia.



2.0 NIDHAMU MEZANI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
2.2 Kusoma	2.2.1 Kusoma kwa Ufahamu: Matumizi ya Kamusi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kueleza maana ya kamusi ili kuitofautisha na vitabu vingine b) kutumia kamusi ipasavyo kutafuta maana za maneno asiyoyajua ili kukuza msamiati wake c) kuchangamkia umuhimu wa kamusi katika kukuza msamiati wake.	Mwanafunzi: <ul style="list-style-type: none"> • ashiriki kujadiliana na wenzake kuhusu maana na matumizi ya kamusi • ajadiliane na wenzake kuhusu mpangilio wa maneno katika kamusi. • atumie kamusi kutafuta maana za maneno mbalimbali akiwa peke yake, wawili wawili au katika vikundi • atumie mtandao kutafuta maana za maneno • atumie mtandao kusikiliza na kusoma maelezo kuhusu msamiati anaotafutia maana. 	1) Unatafutaje maneno kwenye kamusi? 2) Kamusi ina umuhimu gani?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Mawasiliano na ushirikiano – vinakuzwa mwanafunzi anaposhirikiana na wenzake kutafuta maana za maneno. • Ujuzi wa kidijitali – unakuzwa mwanafunzi anapotumia mtandao kutafuta maana za maneno. • Hamu ya ujifunzaji – inakuzwa mwanafunzi anapoanza kutumia kamusi kutafuta maana za maneno. 				
<p>Uhusiano na masuala mtambuko</p> <ul style="list-style-type: none"> • Stadi za maisha – uwezo wa kujitegemea katika kutumia kamusi. 			<p>Uhusiano na maadili</p> <p>Uzalendo – hamu ya kukuza msamiati ili kuweza kutumia lugha ya Kiswahili kama lugha ya taifa.</p>	
<p>Uhusiano na masomo mengine</p> <p>English na Indigenous Languages – masomo haya husisitiza matumizi mbalimbali ya kamusi.</p>			<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji</p> <p>Mwanafunzi ataelekeza utumiaji sahihi wa maneno.</p>	

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutumia kamusi kwa kwa kuzingatia mpangilio wa maneno na kujikita katika maana za maneno lengwa.	Mwanafunzi anatumia kamusi kwa urahisi akizingatia mpangilio wa maneno na anajikita katika maana za maneno lengwa.	Mwanafunzi anatumia kamusi akizingatia mpangilio wa maneno na anajikita katika maana za maneno lengwa.	Mwanafunzi anatumia kamusi akizingatia mpangilio wa maneno bila kujikita katika maana za maneno lengwa.	Mwanafunzi anajaribu kutumia kamusi.



2.0 NIDHAMU MEZANI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
2.3 Kuandika	2.3.1 Kuandika Insha: Insha ya Masimulizi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua insha ya masimulizi kwa kuzingatia muundo b) kuandika insha ya masimulizi inayozingatia mada, ujumbe, mtindo na muundo ufaao c) kuchangamkia utunzi mzuri wa insha ya masimulizi ili kukuza ubunifu wake.	Mwanafunzi: <ul style="list-style-type: none"> • atambue insha ya masimulizi kwa kurejelea vielelezo vya insha zilizoandikwa kwenye matini mbalimbali au tarakilishi • aanda vidokezo vitakavyomwongoza kuandika insha yake • aandike insha inayosimulia kisa kinachohusu nidhamu mezani kwa kuzingatia anwani, mpangilio mzuri wa mawazo, hati safi, tahajia, kanuni za kisarufi, uakifishaji mwafaka na kwa lugha ya kiubunifu • ashiriki na wenzake kujadili mada ya insha na muundo wa insha ya masimulizi • aandike insha ya masimulizi mtandaoni na kuisambaza kwa wenzake na mwalimu ili waisome na kuitathmini • awesome wenzake insha aliyoandika ili waitathmini. 	1) Insha ya masimulizi inahusu nini? 2) Je, unazingatia nini unapoandika insha ya masimulizi?
Umilisi wa kimsingi unaokuzwa				
<ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa mwanafunzi anaposhiriki katika mijadala na kazi za vikundi. • Ujuzi wa kidijitali - unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa kuandika insha mtandaoni na kurejelea kielelezo cha insha ya masimulizi. • Ubunifu – unakuzwa mwanafunzi anapoandika insha ya masimulizi. • Hamu ya ujifunzaji - inakuzwa mwanafunzi anapoyatafakari maswali dadisi na anapoimarisha ujuzi wake wa kutumia tarakilishi. 				
Uhusiano na masuala mtambuko Uraia kutokana na kufanya kazi pamoja.			Uhusiano na maadili Heshima na adabu hasa katika shughuli za vikundi.	
Uhusiano na masomo mengine English na Indigenous Languages – masomo haya yana mada kuhusu insha.			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu umuhimu wa uandishi bora katika mawasiliano.	

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kuandika insha ya masimulizi kwa kuzingatia kanuni za lugha, mpangilio mzuri wa mawazo na lugha ya kiubunifu.	Mwanafunzi anaandika insha ya masimulizi kwa kuzingatia kanuni za lugha, mpangilio mzuri wa mawazo na kwa ubunifu wa hali ya juu.	Mwanafunzi anaandika insha ya masimulizi kwa kuzingatia kanuni za lugha, mpangilio mzuri wa mawazo na lugha ya kiubunifu.	Mwanafunzi anaandika insha ya masimulizi kwa kuzingatia kanuni za lugha na mpangilio mzuri wa mawazo.	Mwanafunzi anajaribu kuandika insha ya masimulizi.



2.0 NIDHAMU MEZANI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
2.4 Sarufi	2.4.1 Aina za Maneno: Viwakilishi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: <ol style="list-style-type: none"> a) kueleza maana ya kiwakilishi ili kukibainisha b) kutambua viwakilishi katika kundi la maneno na sentensi c) kutumia viwakilishi ipasavyo katika sentensi d) kuonea fahari matumizi ya viwakilishi katika mawasiliano. 	Mwanafunzi: <ul style="list-style-type: none"> • ashirikiane na wenzake kueleza maana ya viwakilishi na kuvitungia sentensi • atambue viwakilishi katika kundi la maneno aliyopewa • apewe maneno kwenye tarakilishi achague viwakilishi, aviburure na kuvitia kapuni akiwa peke yake au kwenye vikundi • atumie viwakilishi kutunga sentensi daftarini na mtandaoni ili wenzake wazisome na kuzisahihisha • ajaze mapengo kwa kutumia viwakilishi mwafaka. 	Ni maneno gani yanayoweza kutumiwa kutoa habari zaidi kuhusu nomino unazojua?
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa mwanafunzi anaposhiriki katika mijadala, kazi za vikundi na mawasiliano mtandaoni. • Ujuzi wa kidijitali - unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa katika kutambua viwakilishi na kutunga sentensi mtandaoni. • Ubunifu - unakuzwa mwanafunzi anapotunga sentensi akitumia viwakilishi. • Kujiamini - kunakuzwa mwanafunzi anapofaulu kutambua viwakilishi na kuvitungia sentensi sahihi. • Hamu ya ujifunzaji - inakuzwa mwanafunzi anapotafakari swali dadisi na anapoimarisha ujuzi wake wa kutumia tarakilishi. 				
Uhusiano na masuala mtambuko <ul style="list-style-type: none"> • Uraia kutokana na kufanya kazi pamoja. • Masuala mtambuko anuwai kutokana na sentensi zinazoelekeza utoaji wa maelezo kuhusu masuala hayo k.v. utunzaji wa mazingira, afya bora na utunzaji wa wanyama. 			Uhusiano na maadili <ul style="list-style-type: none"> • Heshima na adabu hasa katika shughuli za vikundi. • Maadili mbalimbali yaliyolengwa katika sentensi k.v. upendo uaminifu, uzalendo, amani na umoja. 	
Uhusiano na masomo mengine English na Indigenous Languages – masomo haya yanafunza kanuni za lugha.			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu mawasiliano yenye kuzingatia kanuni za kisarufi.	

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kuelezea maana na kutoa mifano ya viwakilishi kwa usahihi.	Mwanafunzi anaeleza maana na kutoa mifano ya viwakilishi kwa usahihi na urahisi.	Mwanafunzi anaeleza maana na kutoa mifano ya viwakilishi kwa usahihi.	Mwanafunzi anaeleza maana na kujaribu kutoa mifano ya viwakilishi.	Mwanafunzi anajaribu kueleza maana ya viwakilishi.
Kutambua viwakilishi kwa usahihi.	Mwanafunzi anatambua viwakilishi kwa usahihi na urahisi.	Mwanafunzi anatambua viwakilishi kwa usahihi.	Mwanafunzi anatambua baadhi ya viwakilishi kwa urahisi.	Mwanafunzi anajaribu kutambua baadhi ya viwakilishi.
Kutumia viwakilishi kwa usahihi.	Mwanafunzi anatumia viwakilishi kwa usahihi na urahisi.	Mwanafunzi anatumia viwakilishi kwa usahihi.	Mwanafunzi anatumia baadhi ya viwakilishi kwa usahihi.	Mwanafunzi anajaribu kutumia viwakilishi.



2.0 NIDHAMU MEZANI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
2.4 Sarufi	2.4.2 Aina za Maneno: Vielezi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kueleza maana ya kielezi ili kukibainisha b) kutambua vielezi katika kundi la maneno na sentensi c) kutumia vielezi ipasavyo katika mawasiliano d) kuonea fahari matumizi ya vielezi katika sentensi.	Mwanafunzi: <ul style="list-style-type: none"> • ashirikiane na wenzake kueleza maana ya vielezi na kuvitungia sentensi (<i>k.v polepole, haraka, sana, vizuri, kisheria, jana, shuleni, uwanjani n.k</i>) • atambue vielezi katika kundi la maneno aliyopewa katika kadi za maneno, chati, mti maneno, ubao, vifaa vya kidijitali n.k. • achague vielezi kutoka kwenye kundi la maneno kwa kutumia tarakilishi kwa kuviburura na kuvitia kapuni akiwa peke yake au kwenye vikundi • aigize vielezi mbalimbali panapofaa akishirikiana na wenzake • atambue vitendo kwa maneno katika video na kuvitungia sentensi akitumia vielezi vifaavyo • atumie vielezi kutunga sentensi na kujaza mapengo kukamilisha sentensi kwa vielezi mwafaka • atumie vielezi kutunga sentensi mtandaoni ili wenzake wazisome na kuzisahihisha. 	Unafanyaje shughuli zako za kila siku?
Umilisi wa kimsingi unaokuzwa				
<ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa mwanafunzi anaposhiriki katika mijadala, kazi za vikundi na mawasiliano mtandaoni. • Ujuzi wa kidijitali - unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa katika kutambua vielezi na kutunga sentensi mtandaoni. • Ubunifu – unakuzwa mwanafunzi anapotunga sentensi akitumia vielezi na kuviigiza. • Kujiamini – unakuzwa mwanafunzi anapofaulu kutambua vielezi na kuvitungia sentensi sahihi. • Hamu ya ujifunzaji - inakuzwa mwanafunzi anapotafakari swali dadisi na anapoirarisha ujuzi wake wa kutumia tarakilishi. 				
Uhusiano na masuala mtambuko			Uhusiano na maadili	
<ul style="list-style-type: none"> • Uraia kutokana na kufanya kazi pamoja. 			<ul style="list-style-type: none"> • Heshima na adabu hasa katika shughuli za vikundi. 	

<ul style="list-style-type: none"> Masuala mtambuko anuwai kutokana na sentensi zinazoelekeza utoaji wa maelezo kuhusu masuala hayo k.v. utunzaji wa mazingira, afya bora na utunzaji wa wanyama. 	<ul style="list-style-type: none"> Maadili mbalimbali yaliyolengwa katika sentensi k.v. upendo, uaminifu, uzalendo, amani na umoja.
<p>Uhusiano na masomo mengine English na Indigenous Languages – masomo haya yana mada kuhusu vielezi.</p>	<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu mawasiliano yenye kuzingatia kanuni za kisarufi.</p>

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kueleza maana na kutoa mifano ya vielezi kwa usahihi.	Mwanafunzi anaeleza maana na kutoa mifano ya vielezi kwa usahihi na urahisi.	Mwanafunzi anaeleza maana na kutoa mifano ya vielezi kwa usahihi.	Mwanafunzi anaeleza maana na kujaribu kutoa mifano ya vielezi.	Mwanafunzi anajaribu kueleza maana ya vielezi.
Kutambua vielezi kwa usahihi.	Mwanafunzi anatambua vielezi kwa usahihi na urahisi.	Mwanafunzi anatambua vielezi kwa usahihi.	Mwanafunzi anatambua baadhi ya vielezi kwa usahihi.	Mwanafunzi anajaribu kutambua baadhi ya vielezi.
Kutumia vielezi usahihi.	Mwanafunzi anatumia vielezi kwa usahihi na urahisi.	Mwanafunzi anatumia vielezi kwa usahihi.	Mwanafunzi anatumia baadhi ya vielezi kwa usahihi.	Mwanafunzi anajaribu kutumia vielezi.



3.0 MAVAZI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
3.1 Kusikiliza na kuzungumza	3.1.1 Matamshi Bora: Vitendawili (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua vitendawili vyenye sauti radidi kwenye orodha b) kutamka maneno yenye sauti radidi katika vitendawili lengwa c) kutega na kutegua vitendawili vyenye sauti radidi ili kujenga matamshi bora d) kuchangamkia matumizi ya vitendawili vyenye sauti radidi kama njia ya kujenga utamkaji bora wa maneno.	Mwanafunzi: <ul style="list-style-type: none"> • atambue vitendawili vyenye uradidi wa sauti (<i>p/b, t/d, k/g, ch/j na w/y</i>) katika chati, ubao au katika vifaa vya kidijitali (<i>k.m. Nifungue nikufunike (Mwavuli); Pitia huku nami nipitie kule, tupatane pale (mshipi); Ukinitembelea nyayo zi salama (viatu)</i>) • ashiriki katika kutega na kutegua vitendawili vyenye sauti radidi wakiwa wawili wawili au katika vikundi • asikilize vitendawili vikitegwa na kuteguliwa kupitia vyombo vya kidijitali. 	Je, unajua kutega na kutegua vitendawili gani?
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Mawasiliano na ushirikiano – vinakuzwa mwanafunzi anaposhiriki katika kutega na kutegua vitendawili kwenye vikundi. • Uwazaji kina na utatuzi wa matatizo – unakuzwa mwanafunzi anapofikiria kuhusu majibu ya vitendawili. • Ujuzi wa kidijitali – unakuzwa mwanafunzi anapotumia vyombo vya kidijitali kusikiliza vitendawili vikitegwa na kuteguliwa. • Kujiamini – kunakuzwa mwanafunzi anapotega na kutegua vitendawili. 				
Uhusiano na masuala mtambuko <ul style="list-style-type: none"> • Umoja wa kijamii kutokana na kushiriki katika vikundi. • Stadi za maisha kutokana na maudhui katika vitendawili. 			Uhusiano na maadili <ul style="list-style-type: none"> • Heshima - mwanafunzi anachangamkia maoni ya wenzake. • Umoja - wanafunzi wanapofanya kazi kwa vikundi. 	
Uhusiano na masomo mengine English and Indegineous Languages - masomo haya yana mada kuhusu vitendawili.			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi anatarajiwa kukabiliana na masuala mbalimbali yanayohitaji uwazaji kina katika jamii.	

Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua na kutamka kwa usahihi maneno yenye sauti radidi katika vitendawili.	Mwanafunzi anatambua na kutamka kwa usahihi na urahisi maneno yenye sauti radidi katika vitendawili.	Mwanafunzi anatambua na kutamka kwa usahihi maneno yenye sauti radidi katika vitendawili.	Mwanafunzi anatambua maneno yenye sauti radidi katika vitendawili na kutamka baadhi ya maneno hayo.	Mwanafunzi anajaribu kutambua maneno yenye sauti radidi katika vitendawili.
Kutega na kutegua vitendawili vya sauti radidi kwa usahihi.	Mwanafunzi anatega na kutegua vitendawili vyenye sauti radidi kwa usahihi na urahisi.	Mwanafunzi anatega na kutegua vitendawili vyenye sauti radidi kwa usahihi.	Mwanafunzi anatega na kutegua baadhi ya vitendawili vyenye sauti radidi.	Mwanafunzi anajaribu kutega na kutegua vitendawili vya sauti radidi.



3.0 MAVAZI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
3.2 Kusoma	3.2.1 Kusoma kwa Ufahamu: Kifungu cha Hadithi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua msamiati wa mada lengwa uliotumika katika hadithi ili kuimarisha ufahamu b) kutumia msamiati lengwa kwa usahihi katika sentensi c) kusoma kifungu kwa ufasaha ili kupata ujumbe uliolengwa d) kuonyesha ufahamu wa kifungu kwa kutoa muhtasari na kujibu maswali e) kujenga mazoea ya usomaji bora katika maisha ya kila siku.	Mwanafunzi: <ul style="list-style-type: none"> • atambue msamiati unaohusu mavazi (k.m. <i>suruali, rinda, chupi, suti, soksi na tai</i>) kwa kutumia kadi za maneno, michoro, chati, mti maneno, vitabu na mitandao • atambue msamiati wa mavazi kwa kutumia tarakilishi na projekta • achore na kuonyesha mavazi mbalimbali kwenye tarakilishi na daftarinini • ashiriki katika vikundi kujadili mavazi mbalimbali na umuhimu wake • atazame vibonzo vikivaa na vikiwa na mavazi mbalimbali inapowezekana kwenye tarakilishi au video • asome kifungu chenye mada lengwa kwenye kitabu au kwenye tarakilishi akiwa peke yake, wawili wawili au katika vikundi • atoe muhtasari kuhusu kifungu alichokisoma • aulize au ajibu maswali kutokana na kifungu alichokisoma. 	1) Je, unapenda mavazi gani? 2) Ni mambo gani mtu huzingatia anapochagua mavazi yake?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa mwanafunzi anaposhiriki katika mijadala na kazi za vikundi. • Ujuzi wa kidijitali - unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa katika kutazama vibonzo na michoro kwenye video na tarakilishi. • Ubunifu – unakuzwa mwanafunzi anapochora mavazi mbalimbali. • Kujiamini - kunakuzwa mwanafunzi anaposhiriki mijadala darasani na kujibu maswali kwa usahihi. • Hamu ya ujifunzaji - inakuzwa mwanafunzi anapoyatafakari maswali dadisi na anapoimarisha ujuzi wake wa kutumia tarakilishi. 				

<p>Uhusiano na masuala mtambuko Uraia kutokana na kufanya kazi pamoja.</p>	<p>Uhusiano na maadili Heshima na adabu hasa katika shughuli za vikundi.</p>
<p>Uhusiano na masomo mengine English na Indigenous Languages – masomo haya yanakuza stadi ya kusoma.</p>	<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu mavazi yafaayo.</p>

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kueleza na kutumia msamiati lengwa kwa ufasaha.	Mwanafunzi anaeleza msamiati ulio katika kifungu na kuutumia kwa ufasaha na wepesi.	Mwanafunzi anaeleza msamiati ulio katika kifungu na kuutumia kwa ufasaha.	Mwanafunzi anaeleza baadhi ya msamiati ulio katika kifungu na kuutumia.	Mwanafunzi anajaribu kueleza msamiati ulio katika kifungu.
Kusoma kwa ufasaha na kuzingatia ujumbe.	Mwanafunzi anasoma kwa ufasaha na wepesi kwa kuzingatia ujumbe.	Mwanafunzi anasoma kwa ufasaha na kwa kuzingatia ujumbe.	Mwanafunzi anasoma sehemu ya kifungu.	Mwanafunzi anajaribu kusoma sehemu ya kifungu.
Kuonyesha ufahamu wa ujumbe kwa kujibu maswali na kutoa muhtasari kwa usahihi.	Mwanafunzi anaonyesha ufahamu wa kifungu kwa kujibu maswali yanayotokana na kifungu na kutoa muhtasari kwa usahihi na urahisi.	Mwanafunzi anaonyesha ufahamu wa kifungu kwa kujibu maswali yanayotokana na kifungu na kutoa muhtasari kwa usahihi.	Mwanafunzi anajibu baadhi ya maswali yanayotokana na kifungu.	Mwanafunzi anajaribu kujibu maswali ya ufahamu.



3.0 MAVAZI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
3.3 Kuandika	3.3.1 Kuandika kwa kutumia tarakilishi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: <ol style="list-style-type: none"> a) kutambua sehemu mbalimbali za tarakilishi zinazotumika kupigia chapa b) kufungua na kufunga tarakilishi ili kuandika kazi na kuihifadhi c) kuandikia mada lengwa kwa kutumia tarakilishi d) kuhariri kazi yake kwa kuzingatia uakifishaji ufaao e) kuhifadhi kazi aliyoiandika kwenye tarakilishi f) kujenga mazoea ya kuandika kwa kutumia tarakilishi na kuhifadhi kazi yake ya maandishi. 	Mwanafunzi: <ul style="list-style-type: none"> • atambue sehemu za kimsingi za tarakilishi za kupigia chapa (k.v. <i>kiibodi, kipanya, kiwambo, kitufe na faili</i>) • azingatie hatua za kufungua na kufunga tarakilishi • aandike mada lengwa kwa kutumia tarakilishi akizingatia chapa koza, italiki na kupigia mistari panapofaa. • aandike aya kuhusu mavazi katika tarakilishi na kuihariri • atumie mtandao kusambaza kazi aliyoiandika ili kuitathmini na kuiimarisha • ahifadhi kazi yake kwenye faili ya tarakilishi. 	Je, ni sehemu zipi za tarakilishi unazotumia kuandika ?
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Mawasiliano na ushirikiano – vinakuzwa mwanafunzi anaposhirikiana na wenzake katika vikundi. • Ujuzi wa kidijitali – unakuzwa mwanafunzi anapotumia tarakilishi kuandika na kuhifadhi kazi yake kwenye faili. • Hamu ya ujifunzaji – inakuzwa mwanafunzi anapotagusana na vyombo vya kidijitali kama vile kutumia tarakilishi, kipakatalishi n.k. 				
Uhusiano na masuala mtambuko Elimu ya maendeleo endelevu - mwanafunzi anatumia ujuzi wa kiteknolojia kufanikisha uandishi.			Uhusiano na maadili <ul style="list-style-type: none"> • Ushirikiano - unakuzwa kupitia kwa kazi za vikundi • Uwajibikaji - mwanafunzi anaweza kuhifadhi vyombo vya kidijitali. 	

<p>Uhusiano wa masomo mengine Science and Technology na English – masomo haya yanahimiza matumizi ya tarakilishi.</p>	<p>Mapendekezo ya shughuli za huduma za jamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu umuhimu wa teknolojia na matumizi yake kurahisisha shughuli za kila siku.</p>
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Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia matarajio	Kukaribia matarajio	Mbali na matarajio
<p>Kutambua sehemu mbalimbali za tarakilishi za kupigia chapa, kutumia sehemu hizo kupiga chapa, kuhariri na kuhifadhi kazi kwenye tarakilishi.</p>	<p>Mwanafunzi anatambua sehemu mbalimbali za tarakilishi za kupigia chapa, anapiga chapa, anahariri na kuhifadhi kazi kwenye tarakilishi kwa urahisi.</p>	<p>Mwanafunzi anatambua sehemu mbalimbali za tarakilishi, anapiga chapa, anahariri na kuhifadhi kazi kwenye tarakilishi.</p>	<p>Mwanafunzi anatambua sehemu mbalimbali za tarakilishi na anapiga chapa.</p>	<p>Mwanafunzi anajaribu kutambua sehemu za tarakilishi na anajaribu kupiga chapa.</p>



3.0 MAVAZI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
3.4 Sarufi	3.4.1 Aina za Maneno: Viunganishi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kueleza maana ya kiunganishi ili kukibainisha b) kutambua viunganishi katika kundi la maneno na sentensi c) kutumia viunganishi kwa njia sahihi katika mawasiliano d) kuonea fahari matumizi ya viunganishi katika sentensi.	Mwanafunzi: <ul style="list-style-type: none"> • atambue viunganishi katika kundi la maneno aliyopewa (<i>k.v. na, pia, kwa sababu, lakini</i>) • achague viunganishi kutoka kwenye kundi la maneno yaliyo kwenye tarakilishi, aviburure na kuvitia kapuni akiwa peke yake au kwenye vikundi • ashirikiane na wenzake kueleza maana ya viunganishi na kuvitungia sentensi • atumie viunganishi kutunga sentensi mtandaoni ili wenzake wazisome na kuzisahihisha. 	Ni viunganishi gani unavyoweza kutumia sentensi?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Mawasiliano na ushirikiano – vinakuzwa wanafunzi wanaposhiriki katika mijadala, kazi za vikundi na mawasiliano mtandaoni. • Ujuzi wa kidijitali - unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa katika kutambua viunganishi na kutunga sentensi mtandaoni. • Ubunifu - unakuzwa mwanafunzi anapotunga sentensi akitumia viunganishi. • Kujiamini - kunakuzwa mwanafunzi anapofaulu kutambua viunganishi na kuvitungia sentensi sahihi. • Hamu ya ujifunzaji - inakuzwa mwanafunzi anapotafakari swali dadisi na anapoimarisha ujuzi wake wa kutumia tarakilishi. 				
<p>Uhusiano na masuala mtambuko</p> <ul style="list-style-type: none"> • Uraia kutokana na kufanya kazi pamoja. • Masuala mtambuko anuwai kutokana na sentensi zinazoelekeza utoaji wa maelezo kuhusu masuala hayo k.v. utunzaji wa mazingira, afya bora na utunzaji wa wanyama. 			<p>Uhusiano na maadili</p> <ul style="list-style-type: none"> • Heshima na adabu hasa katika shughuli za vikundi. • Maadili mbalimbali yaliyolengwa katika sentensi k.v. upendo, uaminifu, uzalendo, amani na umoja. 	
<p>Uhusiano na masomo mengine English na Indigenous Languages – masomo haya yana mada kuhusu viunganishi.</p>			<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu mawasiliano yenye kuzingatia kanuni za kisarufi.</p>	

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kuelezea maana na kutoa mifano ya viunganishi kwa usahihi.	Mwanafunzi anaeleza maana na kutoa mifano ya viunganishi kwa usahihi na urahisi.	Mwanafunzi anaeleza maana na kutoa mifano ya viunganishi kwa usahihi.	Mwanafunzi anatoa mifano ya baadhi ya viunganishi kwa usahihi.	Mwanafunzi anajaribu kutoa mifano ya viunganishi.
Kutambua viunganishi kwa usahihi.	Mwanafunzi anatambua viunganishi kwa usahihi na urahisi.	Mwanafunzi anatambua viunganishi kwa usahihi.	Mwanafunzi anatambua baadhi ya viunganishi kwa urahisi.	Mwanafunzi anajaribu kutambua viunganishi.
Kutumia viunganishi kwa usahihi.	Mwanafunzi anatumia viunganishi kwa usahihi na urahisi.	Mwanafunzi anatumia viunganishi kwa usahihi.	Mwanafunzi anatumia baadhi ya viunganishi.	Mwanafunzi anajaribu kutumia viunganishi.



3.0 MAVAZI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
3.4 Sarufi	3.4.2 Aina za Maneno: Vihusishi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kueleza maana ya kihusishi ili kukibainisha b) kutambua vihusishi katika kundi la maneno na sentensi c) kutumia vihusishi ipasavyo katika sentensi d) kuonea fahari matumizi ya vihusishi katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • ashirikiane na wenzake kueleza maana ya vihusishi na kuvitolea mifano (k.m. <i>karibu na, mbali na, juu ya, chini ya, nje ya na ndani ya</i>) • atambue vihusishi katika kundi la maneno aliyopewa • atumie vihusishi kutunga sentensi kwenye daftari akiwa peke yake au akishirikiana na wenzake • achague vihusishi kwenye kundi la maneno katika tarakilishi aviburure na kuvitia kapuni akiwa peke yake au kwenye vikundi • atumie vihusishi kutunga sentensi mtandaoni ili wenzake wazisome na kuzitathmini. 	Ni vihusishi gani unavyoweza kutumia katika sentensi?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa mwanafunzi anaposhiriki katika mijadala, kazi za vikundi na mawasiliano mtandaoni. • Ujuzi wa kidijitali - unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa katika kutambua vihusishi na kutunga sentensi mtandaoni. • Ubunifu - unakuzwa mwanafunzi anapotunga sentensi akitumia vihusishi. • Kujiamini - kunakuzwa mwanafunzi anapofaulu kutambua vihusishi na kuvitungia sentensi sahihi. • Hamu ya ujifunzaji - inakuzwa mwanafunzi anatafakari swali dadisi na anapoimarisha ujuzi wake wa kutumia tarakilishi. 				
<p>Uhusiano na masuala mtambuko</p> <ul style="list-style-type: none"> • Uraia kutokana na kufanya kazi pamoja. • Masuala mtambuko anuwai kutokana na sentensi zinazoelekeza utoaji wa maelezo kuhusu masuala hayo k.v. utunzaji wa mazingira, afya bora na utunzaji wa wanyama. 			<p>Uhusiano na maadili</p> <ul style="list-style-type: none"> • Heshima na adabu hasa katika shughuli za vikundi. • Maadili mbalimbali yaliyolengwa katika sentensi k.v. upendo, uaminifu, uzalendo, amani na umoja. 	

<p>Uhusiano na masomo mengine English na Indigenous Languages – masomo haya yana mada kuhusu vihusishi.</p>	<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu mawasiliano yenye kuzingatia kanuni za kisarufi.</p>
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Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kuelezea maana na kutoa mifano ya vihusishi kwa usahihi.	Mwanafunzi anaeleza maana na kutoa mifano ya vihusishi kwa usahihi na urahisi.	Mwanafunzi anaeleza maana na kutoa mifano ya vihusishi kwa usahihi.	Mwanafunzi anatoa mifano ya vihusishi.	Mwanafunzi anajaribu kutoa mifano ya vihusishi.
Kutambua vihusishi kwa usahihi.	Mwanafunzi anatambua vihusishi kwa usahihi na urahisi.	Mwanafunzi anatambua vihusishi kwa usahihi.	Mwanafunzi anatambua baadhi ya vihusishi.	Mwanafunzi anajaribu kutambua vihusishi.
Kutumia vihusishi kwa usahihi.	Mwanafunzi anatumia vihusishi kwa usahihi na urahisi.	Mwanafunzi anatumia vihusishi kwa usahihi.	Mwanafunzi anatumia baadhi ya vihusishi kwa usahihi.	Mwanafunzi anajaribu kutumia vihusishi.



3.0 MAVAZI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
3.4 Sarufi	3.4.3 Aina za Maneno: Vihisishi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kueleza maana ya kihisishi ili kukibainisha b) kutambua vihisishi katika kundi la maneno na sentensi c) kutumia vihisishi ipasavyo katika sentensi d) kuonea fahari matumizi ya vihisishi katika miktadha mbalimbali.	Mwanafunzi, <ul style="list-style-type: none"> • ashirikiane na wenzake kueleza maana ya vihisishi na kuvitolea mifano (k.m. <i>Lo!, Ala!, Salalee!, Mama ee!, Oyee!</i> na <i>Aha!</i>) • atambue vihisishi katika kundi la maneno aliyopewa • atumie vihisishi kutunga sentensi kwenye daftari akiwa peke yake au akishirikiana na wenzake • achague vihisishi kwenye kundi la maneno katika tarakilishi aviburure na kuvitia kapuni akiwa peke yake au kwenye vikundi • atumie vihisishi kutunga sentensi mtandaoni ili wenzake wazisome na kuzitathmini. 	Ni vihisishi vipi unavyoweza kutumia katika sentensi?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa mwanafunzi anaposhiriki katika mijadala, kazi za vikundi na mawasiliano mtandaoni. • Ujuzi wa kidijitali - unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa katika kutambua vihisishi na kutunga sentensi mtandaoni. • Ubunifu - unakuzwa mwanafunzi anapotunga sentensi akitumia vihisishi. • Kujiamini - kunakuzwa mwanafunzi anapofaulu kutambua vihisishi na kuvitungia sentensi sahihi. • Hamu ya ujifunzaji - inakuzwa mwanafunzi anayatafakari swali dadisi na anapoirisha ujuzi wake wa kutumia tarakilishi. 				
<p>Uhusiano na masuala mtambuko</p> <ul style="list-style-type: none"> • Uraia kutokana na kufanya kazi pamoja. • Masuala mtambuko anuwai kutokana na sentensi zinazoelekeza utoaji wa maelezo kuhusu masuala hayo k.v. utunzaji wa mazingira, afya bora na utunzaji wa wanyama. 			<p>Uhusiano na maadili</p> <ul style="list-style-type: none"> • Heshima na adabu hasa katika shughuli za vikundi. • Maadili mbalimbali yaliyolengwa katika sentensi k.v. upendo, uaminifu, uzalendo, amani na umoja. 	

<p>Uhusiano na masomo mengine English na Indigenous Languages – masomo haya yana mada kuhusu vihisishi.</p>	<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu mawasiliano yenye kuzingatia kanuni za kisarufi.</p>
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Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kuelezea maana na kutoa mifano ya vihisishi kwa usahihi.	Mwanafunzi anaeleza maana na kutoa mifano ya vihisishi kwa usahihi na urahisi.	Mwanafunzi anaeleza maana na kutoa mifano ya vihisishi kwa usahihi.	Mwanafunzi anatoa mifano ya vihisishi.	Mwanafunzi anajaribu kutoa mifano ya vihisishi.
Kutambua vihisishi.	Mwanafunzi anatambua vihisishi kwa usahihi na urahisi.	Mwanafunzi anatambua vihisishi kwa usahihi.	Mwanafunzi anatambua baadhi ya vihisishi.	Mwanafunzi anajaribu kutambua vihisishi.
Kutumia vihisishi kwa usahihi.	Mwanafunzi anatumia vihisishi kwa usahihi na urahisi.	Mwanafunzi anatumia vihisishi kwa usahihi.	Mwanafunzi anatumia baadhi ya vihisishi kwa usahihi.	Mwanafunzi anajaribu kutumia vihisishi.



4.0 DIRA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
4.1 Kusikiliza na kuzungumza	4.1.1 Heshima, Adabu na Vyeo: Maneno ya upole (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua maneno ya upole yanayotumiwa katika mawasiliano b) kutumia maneno ya upole katika mawasiliano c) kuthamini matumizi ya maneno ya upole katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • atambue na aeleze maana ya maneno ya upole (k.m. <i>kwenda msalani, kwenda haja kubwa, kwenda haja ndogo, kuendesha, makalio, sehemu za siri na kujifungua</i>) katika chati, mti maneno, kapu maneno, ubao, vyombo vya kidijitali n.k. • ashiriki katika kujadili maneno ya upole wakiwa wawili wawili na katika vikundi • atazame maigizo kuhusu matumizi ya maneno ya upole katika video na mitandaoni • ashiriki katika maigizo yanayohusu matumizi ya maneno ya upole • atumie maneno ya upole katika sentensi. 	Ni maneno gani yanayotumiwa kuonyesha upole katika mazungumzo?
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Mawasiliano na ushirikiano – vinakuzwa wanafunzi wanapojadiliana na kuigiza katika vikundi. • Ujuzi wa kidijitali – unakuzwa mwanafunzi anapotumia vyombo vya kidijitali katika ujifunzaji. 				
Uhusiano na masuala mtambuko <ul style="list-style-type: none"> • Umoja wa kijamii katika kujadiliana kwenye vikundi. • Stadi za maisha anapotumia maneno ya upole. 			Uhusiano na maadili <ul style="list-style-type: none"> • Heshima - mwanafunzi anapotumia maneno ya upole. • Upendo - mwanafunzi anapoonyesha upendo kwa kushirikiana na wenzake katika vikundi. 	
Uhusiano na masomo mengine English, Indigenous Languages na Religious Studies – lugha ya upole hufunzwa katika masomo haya.			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake kuhusu matumizi ya maneno ya upole katika mahusiano yao.	

Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kuyatambua maneno ya upole na kuyatumia ipasavyo.	Mwanafunzi anayatambua maneno ya upole na kuyatumia ipasavyo kwa urahisi.	Mwanafunzi anayatambua maneno ya upole na kuyatumia ipasavyo.	Mwanafunzi anayatambua baadhi ya maneno ya upole na kuyatumia ipasavyo.	Mwanafunzi anajaribu kuyatambua maneno ya upole.



4.0 DIRA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
4.2 Kusoma	4.2.1 Kusoma kwa Mapana: Matini ya kidijitali (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua na kufungua faili iliyo na kifungu cha kusoma b) kutambua na kuzingatia hatua za kiusalama katika matumizi ya vifaa vya kidijitali c) kusakura matini kwenye tovuti salama ili kupata vifungu vya kusoma vyenye mada lengwa d) kutumia vyombo vya kidijitali kwa urahisi kupata matini yanayolengwa e) kuchangamkia matumizi ya vifaa vya kidijitali katika kutafuta na kusoma ujumbe ili kuimarisha maarifa yake.	Mwanafunzi: <ul style="list-style-type: none"> • atambue na kuzingatia hatua za kiusalama (<i>k.m. kutowasiliana na watu asiowajua, kuwajibika anaposakura tovuti mbalimbali</i>) kutoka kwenye chati au kwenye tarakilishi na mitandao • atambue jina la faili lengwa kwenye tarakilishi na kufanya mazoezi ya kufungua na kufunga • atambue mitandao salama yenye matini inayoafiki kiwango na mahitaji yake • atambue umuhimu wa kutoa habari kwa mwalimu, mzazi au mlezi wake endapo atapata ujumbe kutoka kwa watu asiowajua mtandaoni na kutowasiliana nao • atafute maana za maneno kuhusu mada lengwa (<i>k.m. kaskazini, kusini, magharibi, mashariki, kaskazini mashariki, kaskazini magharibi, kusini mashariki na kusini magharibi</i>) kwenye kamusi mtandaoni • asikilize matamshi na maelezo kuhusu anachokisoma mtandaoni panapowezekana 	1) Ni hatua zipi za kiusalama unazofaa kuzingatia unapotumia mtandao? 2) Utafanya nini ili kufikia matini ya kusoma mtandaoni?

			<ul style="list-style-type: none"> • atoe habari kuhusu matini aliyosoma kwa muhtasari na kujibu maswali katika maandishi au mazungumzo na wenzake. 	
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Ujuzi wa kidijitali – unakuzwa vifaa vya kiteknolojia vinapotumika katika kutafuta, kusakura na kusoma. • Hamu ya kujifunza – inakuzwa mwanafunzi anapotafuta matini ya kusoma kwenye tarakilishi na mitandaoni. 				
Uhusiano na masuala mtambuko Stadi za maisha – ujuzi wa kidijitali na usalama mitandaoni.		Uhusiano na maadili Uwajibikaji – katika utunzaji wa vifaa vya kidijitali na kuzingatia mitandao salama.		
Uhusiano na masomo mengine Masomo yote kwa vile yanatakiwa kuzingatia ujuzi wa kidijitali.		Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu usalama mitandaoni na manufaa ya ujuzi wa kidijitali katika kuimarisha usomaji na kupata maarifa yanayohusu nyanja mbalimbali.		

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua na kuzingatia hatua za kiusalama mtandaoni, kutambua tovuti salama zenye habari lengwa, kutafuta matini kwenye kifaa cha kidijitali au mtandaoni na kunakili maneno na habari muhimu alizosoma.	Mwanafunzi anatambua na kuzingatia hatua za kiusalama mtandaoni, anatambua tovuti salama zenye habari lengwa, anatafuta matini kwenye kifaa cha kidijitali au mtandaoni na ananakili maneno na habari muhimu alizosoma kwa urahisi.	Mwanafunzi anatambua na kuzingatia hatua za kiusalama mtandaoni, anatambua tovuti salama zenye habari lengwa, anatafuta matini kwenye kifaa cha kidijitali au mtandaoni na ananakili maneno na habari muhimu alizosoma.	Mwanafunzi anatambua na kuzingatia baadhi ya hatua za kiusalama mtandaoni na anatafuta matini kwenye kifaa cha kidijitali au mtandaoni na kunakili aliyoyasoma.	Mwanafunzi anatafuta baadhi ya matini kwenye kifaa cha kidijitali au mtandaoni na kujaribu kuyasoma bila kuzingatia hatua za kiusalama.



4.0 DIRA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
4.3 Kuandika	4.3.1 Kuandika Barua: Barua ya Kirafiki (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: <ol style="list-style-type: none"> a) kutambua barua ya kirafiki kwa kuzingatia muundo wake b) kuandika barua ya kirafiki inayozingatia mada kwa kufuata kanuni zifaazo c) kujadili umuhimu wa barua ya kirafiki katika mawasiliano d) kuchangamkia utunzi wa barua ya kirafiki katika mawasiliano. 	Mwanafunzi: <ul style="list-style-type: none"> • atambue barua ya kirafiki kwa kurejelea vielelezo vya barua za kirafiki zilizoandikwa kwenye matini mbalimbali au tarakilishi • aandae vidokezo vitakavyomwongoza kuandika insha yake • aandike barua ya kirafiki kwa rafiki, ndugu, mzazi, n.k. daftarini kwa kuzingatia anwani, mpangilio mzuri wa mawazo, hati safi, tahajia, kanuni za kisarufi, uakifishaji mwafaka na kwa lugha ya kiubunifu • ashirikishe msamiati wa mada lengwa (dira) katika barua yake • ashirikiane na wenzake kujadili mada ya barua ya kirafiki na vipengele vyake/ yale yanayofaa kujumuishwa • aandike barua ya kirafiki mtandaoni na kuisambaza kwa wenzake na mwalimu ili waisome na kuitathmini • awasomee wenzake barua ya kirafiki aliyoandika ili waitathmini • ashirikiane na wenzake katika vikundi kujadili umuhimu wa barua za kirafiki katika mawasiliano. 	<ol style="list-style-type: none"> 1) Je, unazingatia nini ili kuandika barua nzuri ya kirafiki? 2) Barua za kirafiki inashughulikia masuala gani?
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa mwanafunzi anaposhiriki katika mijadala na kazi za vikundi. • Ujuzi wa kidijitali - unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa kuandika insha mtandaoni na kurejelea vielelezo vya 				

barua za kirafiki. • Ubunifu – unakuzwa mwanafunzi anapoandika barua za kirafiki. • Hamu ya ujifunzaji - inakuzwa mwanafunzi anapoyatafakari maswali dadisi na anapoimarisha ujuzi wake wa kutumia tarakilishi.	
Uhusiano na masuala mtambuko Uraia kutokana na kufanya kazi pamoja.	Uhusiano na maadili Heshima na adabu hasa katika shughuli za vikundi.
Uhusiano na masomo mengine English na Indigenous Languages – masomo haya hushughulikia uandishi wa barua.	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Kuendeleza mawasiliano na wenzake pamoja na wazazi kwa kutumia barua za kirafiki.

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kuandika barua ya kirafiki kwa kuzingatia muundo, mtindo, ujumbe, mpangilio mzuri wa mawazo na lugha ya kuvutia.	Mwanafunzi anaandika barua ya kirafiki kwa kuzingatia muundo, mtindo, ujumbe, mpangilio mzuri wa mawazo na lugha ya kuvutia.	Mwanafunzi anaandika barua ya kirafiki kwa kuzingatia muundo, mtindo, ujumbe, na mpangilio mzuri wa mawazo.	Mwanafunzi anaandika barua ya kirafiki kwa kuzingatia muundo, mtindo na ujumbe.	Mwanafunzi anajaribu kuandika barua ya kirafiki.



4.0 DIRA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
4.4 Sarufi	4.4.1 Ngeli za Nomino: Umoja na wingi wa nomino katika Ngeli ya A-WA (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kueleza maana ya ngeli za nomino ili kuzibainisha b) kutambua nomino katika ngeli ya A-WA c) kuandika nomino za ngeli ya A-WA katika umoja na wingi d) kuandika umoja na wingi wa mafungu ya maneno katika ngeli ya A-WA e) kuchangamkia kutumia nomino za ngeli ya A-WA katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • aeleeze maana ya ngeli za nomino • atambue nomino katika ngeli ya A-WA kwenye kadi, mti maneno, tarakilishi au kapu maneno • aandike nomino za ngeli ya A-WA katika umoja na wingi akiwa peke yake, wawili wawili au katika vikundi • asikilize usomaji wa nomino za ngeli ya A-WA katika umoja na wingi kwenye kinasasauti • aandike mafungu ya maneno yenye nomino za ngeli ya A-WA katika umoja na wingi • ajaze mapengo kwa kutumia viambishi vya umoja na wingi wa nomino katika ngeli ya A-WA kwa hati ya mkono au kwenye tarakilishi. 	Nomino zinazorejelea viumbe hai ni zipi?
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Mawasiliano na ushirikiano – vinakuzwa mwanafunzi anaposhirikiana na wenzake katika vikundi. • Ubunifu - unakuzwa mwanafunzi anapotunga mafungu ya maneno. • Kufikiri kwa kina - kunakuzwa mwanafunzi anapowaza kwa kina kuhusu atakachoandika. • Ujuzi wa kidijitali - unakuzwa tarakilishi inapotumika kutambua nomino na mafungu ya maneno kwenye kinasasauti. 				
Uhusiano na masuala mtambuko			Uhusiano na maadili	
<ul style="list-style-type: none"> • Utangamano – unakuzwa kupitia kazi za vikundi. • Stadi za Maisha - zinakuzwa mwanafunzi anapojifanyia kazi darasani. 			<ul style="list-style-type: none"> • Uwajibikaji - kutunza vipakatalishi anavyotumia. • Uzalendo - kufanya kazi na wengine kwenye vikundi. 	
Uhusiano na masomo mengine			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji	
English na Indigenous Languages – masomo haya hufundisha mada ya sarufi.			Kutumia lugha sanifu miongoni mwa wenzake shuleni na	

Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua umoja na wingi wa nomino katika ngeli ya A-WA na kizitumia kwenye mafungu ya maneno yenye maana kwa usahihi.	Mwanafunzi anatambua umoja na wingi wa nomino katika ngeli ya A-WA na anazitumia kwenye mafungu ya maneno yenye maana kwa usahihi na urahisi.	Mwanafunzi anatambua umoja na wingi wa nomino katika ngeli ya A-WA na anazitumia kwenye mafungu ya maneno yenye maana kwa usahihi.	Mwanafunzi anatambua umoja na wingi wa baadhi ya nomino katika ngeli ya A-WA na kutumia baadhi ya nomino hizo kwenye mafungu ya maneno kwa usahihi.	Mwanafunzi anajaribu kutambua umoja na wingi wa nomino katika ngeli ya A-WA.



4.0 DIRA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
4.4 Sarufi	4.4.2 Ngeli za Nomino: Umoja na wingi wa sentensi katika Ngeli ya A-WA (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua sentensi zilizoundwa kutokana na nomino za ngeli ya A-WA katika umoja na wingi b) kuunda sentensi akitumia nomino za ngeli ya A-WA, katika umoja na wingi akizingatia upatanisho wa kisarufi c) kufurahia matumizi ya nomino za ngeli ya A-WA katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • ataje nomino za ngeli ya A-WA (k.v. <i>mtu – watu, mwalimu – walimu, ng’ombe - ng’ombe</i> na <i>kipepeo – vipepeo</i>) katika umoja na wingi akishirikiana na wenzake katika vikundi • asome sentensi zilizoundwa kutokana na nomino za ngeli ya A-WA katika umoja na wingi akiwa peke yake au katika vikundi kutoka kitabuni, ubaoni, tarakilishi au mtandaoni • aunde sentensi sahihi akitumia nomino za ngeli ya A-WA katika umoja na wingi akizingatia upatanisho wa kisarufi • ashiriki katika mchezo wa kuchopoa kadi za sentensi zenye nomino za ngeli ya A-WA kutoka kwenye kikapu au boksi na kisha kuzisoma • atumie tarakilishi kuunda sentensi katika umoja na wingi akirejelea ngeli ya A-WA kisha azisambaze kwa wenzake mtandaoni ili wachangie kuziboresha. 	Je, unajua nomino gani za ngeli ya A-WA?
Umilisi wa kimsingi unaokuzwa				
<ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa wanafunzi wanaposhiriki katika kazi za vikundi. • Ubunifu - unakuzwa wanafunzi wanaposhiriki katika kutunga sentensi. • Ujuzi wa kidijitali - unakuzwa mwanafunzi anapotumia tarakilishi kusakura mtandaoni. 				
Uhusiano na masuala mtambuko			Uhusiano na maadili	
<ul style="list-style-type: none"> • Elimu endelevu – mwanafunzi anatoa mifano ya sentensi zinazohusu nomino zinazohusu masuala mtambuko k.v. mwanamazingira. • Stadi za maisha – mwanafunzi anatunga sentensi zinazohusu 			<ul style="list-style-type: none"> • Uwajibikaji – mwanafunzi anapotunza tarakilishi na vifaa vingine pamoja na kuzingatia tovuti salama. • Heshima – mwanafunzi anapofanya kazi na wenzake katika vikundi. 	

pande zote za dira na kuelewa alipo.	
Uhusiano na masomo mengine English na Indigenous Languages – masomo haya hushughulikia sarufi.	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu mawasiliano yenye kuzingatia kanuni za kisarufi.

Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutunga sentensi sahihi zinazozingatia upatanisho wa kisarufi wa ngeli ya A-WA katika umoja na wingi.	Mwanafunzi anatunga sentensi sahihi zinazozingatia upatanisho wa kisarufi wa ngeli ya A-WA katika umoja na wingi kwa urahisi.	Mwanafunzi anatunga sentensi sahihi zinazozingatia upatanisho wa kisarufi wa ngeli ya A-WA katika umoja na wingi.	Mwanafunzi anatunga baadhi ya sentensi zinazozingatia upatanisho wa kisarufi wa ngeli ya A-WA katika umoja na wingi.	Mwanafunzi anajaribu kutunga sentensi zinazozingatia upatanisho wa kisarufi wa ngeli ya A-WA.



5.0 USHAURI-NASAHA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
5.1 Kusikiliza na Kuzungumza	5.1.1 Methali: Methali zinazohusu Malezi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua methali katika matini tofauti tofauti b) kutaja methali zinazohusu malezi ili kuzitumia katika mawasiliano c) kueleza maana za methali kuhusu malezi. d) kutumia methali zinazohusu malezi katika mawasiliano e) kuchangamkia matumizi ya methali katika miktadha mbalimbali.	Mwanafunzi: <ul style="list-style-type: none"> • atambue methali kwenye matini mbalimbali mtandaoni na kwenye chati • aweze kutambua methali kuhusu malezi (k.v. <i>mtoto umleavyo ndivyo akuavyo, mtoto wa nyoka ni nyoka na mtoto hutazama kisogo cha nina</i>) kutoka kwa kundi la methali • aweze kukamilisha methali alizopewa • ashirikiane na wenzake kueleza maana za methali kuhusu malezi • atumie methali kuhusu malezi katika kifungu kifupi na masimulizi akiwa peke yake, wawili wawili na katika vikundi. 	1) Ni methali gani zinazohusu malezi? 2) Methali hutumiwa kufanya nini?
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa mwanafunzi anapohusishwa katika kazi ya vikundi. • Ujuzi wa kidijitali - unakuzwa mwanafunzi anapotumia mtandao kutambua methali. • Ubunifu – unakuzwa mwanafunzi anapotumia methali kujieleza. 				
Uhusiano na masuala mtambuko <ul style="list-style-type: none"> • Ushauri nasaha – methali zinahusu malezi mema. • Stadi za maisha – mwanafunzi anatumia methali kujieleza. 			Uhusiano na maadili Heshima na upendo – mwanafunzi anajifunza kumheshimu, kumpenda na kumwajibikia mzazi au mlezi wake.	
Uhusiano na masomo mengine English na Indigenous Languages – masomo haya yana mada kuhusu methali.			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi atawahamasisha wenzake shuleni na nyumbani kuhusu matumizi ya methali ili kuimarisha mawasiliano.	

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua methali za malezi, kueleza maana ya methali hizo na kutumia methali hizo kwa ufasaha.	Mwanafunzi anatambua methali za malezi, anazitolea maelezo mwafaka na anazitumia kwa ufasaha na urahisi katika mawasiliano.	Mwanafunzi anatambua methali za malezi, anazitolea maelezo mwafaka na anazitumia katika mawasiliano.	Mwanafunzi anatambua baadhi ya methali za malezi na anazitolea maelezo mwafaka.	Mwanafunzi anajaribu kutambua methali za malezi.



5.0 USHAURI - NASAHA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
5.2 Kusoma	5.2.1 Kusoma kwa Ufahamu: Ujumbe na Lugha katika Ushairi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kueleza maana ya shairi, ubeti na mshororo ili kuvibainisha b) kusoma shairi kwa ufasaha kwa kuzingatia ujumbe c) kutambua beti na mishororo katika shairi d) kutambua shairi kutokana na umbo lake e) kufurahia kutumia lugha ya ushairi anapozungumzia ushairi.	Mwanafunzi: <ul style="list-style-type: none"> • atambue shairi, beti na mishororo katika matini mbalimbali kama vile vitabu, chati na vilevile kwa kutumia tarakilishi • ashiriki katika majadiliano kuhusu maana za shairi, ubeti na mishororo • asome akizingatia msamiati wa mada lengwa • asikilize mashairi yanayokaririwa kwenye vifaa vya kidijitali • asome au kukariri shairi kwa mahadhi mbalimbali akizingatia ujumbe • ashiriki mjadala kuhusu ujumbe unaojitokeza kwenye shairi • asome mashairi kwenye mitandao. 	1) Unaufahamu msamiati gani wa ushairi? 2) Mashairi yanaweza kuwasilisha ujumbe gani?
Umilisi wa kimsingi unaokuzwa				
<ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa wanafunzi wanaposhiriki katika kazi za vikundi. • Ujuzi wa kidijitali – unakuzwa vyombo vya kidijitali vinapotumiwa kufanikisha somo. • Uwazaji kina – unakuzwa mwanafunzi anapong’amua ujumbe uliomo kwenye shairi. • Kujiamini – kunakuzwa mwanafunzi anapoimba au kukariri shairi. 				
Uhusiano na masuala mtambuko			Uhusiano na maadili	
<ul style="list-style-type: none"> • Elimu ya maendeleo endelevu - mwanafunzi anapotafuta suluhu kwa masuala mtambuko yanayojitokeza kwenye mashairi. • Stadi za maisha – kutokana na ujumbe katika shairi (ushauri nasaha). 			Heshima – mashairi yanahusu ushauri nasaha na kuendeleza shughuli za vikundi.	
Uhusiano na masomo mengine			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji	
English, Music, Indigenous languages na Religious Education – masomo haya yanashughulikia nyimbo na ushairi.			Kuwahamasisha wengine kuhusu umuhimu wa mashairi katika jamii.	

Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua shairi, ubeti mshororo na ujumbe na kulisoma au kulikariri kwa ufasaha.	Mwanafunzi anatambua shairi, ubeti mshororo na ujumbe na analisoma au kulikariri kwa ufasaha na urahisi.	Mwanafunzi anatambua shairi, ubeti mshororo na ujumbe na analisoma au kulikariri kwa ufasaha.	Mwanafunzi anatambua baadhi ya vipengele vya shairi na analisoma au kulikariri.	Mwanafunzi anajaribu kutambua baadhi ya vipengele vya shairi na pia anajaribu kulisoma au kulikariri.



5.0 USHAURI – NASAHA				
Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
5.3 Kuandika	5.3.1 Kuandika Insha: Insha ya Maelezo (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua vifungu vya maelezo katika matini b) kuandika insha ya maelezo kwa kufuata kanuni zifaazo c) kuchangamkia utunzi mzuri wa insha ya maelezo ili kujenga ubunifu wake.	Mwanafunzi: <ul style="list-style-type: none"> atambue vifungu vya maelezo vilivyoandikwa kwenye matini mbalimbali au tarakilishi aandae vidokezo vitakavyomwongoza kuandika insha yake aandike insha ya maelezo kuhusu mada lengwa (ushauri-nasaha) akitumia vivumishi na vielezi vifaavyo kutoa picha dhahiri kuhusu anachokielezea akizingatia anwani, mpangilio mzuri wa mawazo, hati safi, tahajia, kanuni za kisarufi, uakifishaji mwafaka na kwa lugha ya kiubunifu ashiriki na wenzake kujadili mada ya insha na muundo wa insha ya maelezo. aandike insha ya maelezo mtandaoni na kuisambaza kwa wenzake na mwalimu ili waisome na kuitathmini awasome wenzake insha aliyoandika ili kuisikiliza na kuitathmini. 	1) Insha ya maelezo inahusu nini? 2) Unazingatia nini unapoandika insha ya maelezo?
Umilisi wa kimsingi unaokuzwa				
<ul style="list-style-type: none"> Mawasiliano na ushirikiano - vinakuzwa wanafunzi wanaposhiriki katika mijadala na kazi za vikundi. Ujuzi wa kidijitali - unakuzwa vifaa vya kiteknolojia vinapotumiwa kuandika na kusambaza insha mtandaoni na kurejelea kielelezo cha insha ya maelezo. Ubunifu – unakuzwa mwanafunzi anapoandika insha ya maelezo. Hamu ya ujifunzaji - inakuzwa mwanafunzi anapoyatafakari maswali dadisi na anapoimarisha ujuzi wake wa kutumia tarakilishi. 				
Uhusiano na masuala mtambuko Uraia kutokana na kufanya kazi pamoja.			Uhusiano na maadili Heshima na adabu hasa katika shughuli za vikundi.	
Uhusiano na masomo mengine			Mapendekezo ya shughuli za huduma za kijamii	

English na Indigenous Languages – masomo haya hufundisha uandishi kama mojawapo ya stadi nne za lugha.

zinazochangia ujifunzaji

Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu umuhimu wa uandishi mzuri katika mawasiliano.

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kuandika insha ya maelezo inayotumia vivumishi na vielezi kwa ufasaha kujenga picha dhahiri na yenye kuzingatia kanuni za lugha na mpangilio mzuri wa mawazo.	Mwanafunzi anaandika insha ya maelezo akitumia vivumishi na vielezi kwa ufasaha kujenga picha dhahiri na anazingatia kanuni za lugha na mpangilio mzuri wa mawazo kwa urahisi.	Mwanafunzi anaandika insha ya maelezo akitumia vivumishi na vielezi kwa ufasaha kujenga picha dhahiri na anazingatia kanuni za lugha na mpangilio mzuri wa mawazo.	Mwanafunzi anaandika insha ya maelezo akitumia vivumishi na vielezi kwa uchache na anazingatia baadhi ya kanuni za lugha.	Mwanafunzi anajaribu kuandika insha ya maelezo.



5.0 USHAURI-NASAHA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
5.4 Sarufi	5.4.1 Umoja na wingi wa Nomino: Ngeli ya U-I (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: <ol style="list-style-type: none"> a) kutambua nomino katika ngeli ya U-I b) kuandika nomino za ngeli ya U-I katika umoja na wingi c) kuandika umoja na wingi wa mafungu ya maneno katika ngeli ya U-I d) kuchangamkia kutumia nomino za ngeli ya U-I katika mawasiliano. 	Mwanafunzi: <ul style="list-style-type: none"> • atambue nomino katika ngeli ya U-I kwenye kadi, mti maneno, tarakilishi au kapu maneno • aandike nomino za ngeli ya U-I katika umoja na wingi akiwa peke yake, wawili wawili au katika vikundi • asikilize usomaji wa nomino za ngeli ya U-I katika umoja na wingi kwenye kinasasauti • aandike mafungu ya maneno yenye nomino za ngeli ya U-I katika umoja na wingi • ajaze mapengo kwa kutumia viambishi vya umoja na wingi wa nomino katika ngeli ya U-I kwa hati ya mkono au kwenye tarakilishi. 	Nomino zinazorejelea mimea na vitu vya kimaumbile ni zipi?
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Mawasiliano na ushirikiano – vinakuzwa mwanafunzi anaposhirikiana na wenzake katika vikundi. • Ubunifu - unakuzwa mwanafunzi anapotunga sentensi. • Kufikiri kwa kina - unakuzwa mwanafunzi anapowaza kwa kina kuhusu atakachoandika. • Ujuzi wa kidijitali - unakuzwa tarakilishi inapotumika kutambua nomino na katika kusikiliza mafungu ya maneno kwenye kinasasauti. 				
Uhusiano na masuala mtambuko <ul style="list-style-type: none"> • Utangamano – kufanya kazi kwa vikundi. • Stadi za Maisha - kujifanyia kazi darasani. 			Uhusiano na maadili <ul style="list-style-type: none"> • Uwajibikaji - kutunza vipakatalishi na vifaa vingine anavyotumia. • Uzalendo - kufanya kazi na wengine kwenye vikundi. 	
Uhusiano na masomo mengine English na Indigenous Languages – masomo haya hufundisha mada ya sarufi.			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Kutumia lugha sanifu miongoni mwa wenzake shuleni na nyumbani kama kielelezo cha kuzingatia Kiswahili sanifu.	

Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua umoja na wingi wa nomino katika ngeli ya U-I na kizitumia kwenye mafungu ya maneno yenye maana kwa usahihi.	Mwanafunzi anatambua umoja na wingi wa nomino katika ngeli ya U-I na anazitumia kwenye mafungu ya maneno yenye maana kwa usahihi na urahisi.	Mwanafunzi anatambua umoja na wingi wa nomino katika ngeli ya U-I na anazitumia kwenye mafungu ya maneno yenye maana kwa usahihi.	Mwanafunzi anatambua umoja na wingi wa baadhi ya nomino katika ngeli ya U-I na kutumia baadhi ya nomino hizo kwenye mafungu ya maneno kwa usahihi.	Mwanafunzi anajaribu kutambua umoja na wingi wa nomino katika ngeli ya U-I.



5.0 USHAURI - NASAHA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
5.4 Sarufi	5.4.2 Umoja na Wingi wa Sentensi: Ngeli ya U-I (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua sentensi zilizoundwa kutokana na nomino za ngeli ya U-I katika umoja na wingi b) kuunda sentensi akitumia nomino za ngeli ya U-I, katika umoja na wingi akizingatia upatanisho wa kisarufi c) kufurahia matumizi ya nomino za ngeli ya U-I katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • ataje nomino za ngeli ya U-I (k.v. <i>mti – miti, mlima – milima, mto – mito, muwa – miwa, mwaka – miaka</i>) katika umoja na wingi akishirikiana na wenzake katika vikundi • asome sentensi zilizoundwa kutokana na nomino za ngeli ya U-I katika umoja na wingi akiwa peke yake au katika vikundi kutoka kitabuni, ubaoni, katika tarakilishi au mitandaoni • aunde sentensi sahihi akitumia nomino za ngeli ya U-I katika umoja na wingi akizingatia upatanisho wa kisarufi • ashiriki katika mchezo wa kuchopoa kadi za sentensi zenye nomino za ngeli ya U-I kutoka kwenye kikapu au boksi na kisha kuzisoma • atumie tarakilishi kuunda sentensi katika umoja na wingi akirejelea ngeli ya U-I kisha azisambaze kwa wenzake mtandaoni ili wachangie kuziboresha. 	Ni nomino gani za ngeli ya U-I unazozijua?
Umilisi wa kimsingi unaokuzwa				
<ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa mwanafunzi anaposhiriki katika kazi za vikundi. • Ubunifu - unakuzwa mwanafunzi anaposhiriki katika kutunga sentensi. • Ujuzi wa kidijitali - unakuzwa mwanafunzi anapotumia tarakilishi na mtandao katika mada. 				
Uhusiano na masuala mtambuko			Uhusiano na maadili	
<ul style="list-style-type: none"> • Elimu endelevu – mwanafunzi anatoa mifano ya nomino zinazohusu masuala mtambuko k.v. ushauri nasaha na mazingira. 			<ul style="list-style-type: none"> • Uwajibikaji – mwanafunzi anapotunza tarakilishi na vifaa vingine. 	

<ul style="list-style-type: none"> Stadi za maisha – mwanafunzi anatunga sentensi zinazohusu ushauri nasaha. 	<ul style="list-style-type: none"> Heshima – mwanafunzi anapofanya kazi na wenzake katika vikundi.
Uhusiano na masomo mengine English na Indigenous Languages - mada ya sarufi hushughulikiwa.	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu mawasiliano yenye kuzingatia kanuni za kisarufi.

Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutunga sentensi sahihi zinazozingatia upatanisho wa kisarufi wa ngeli ya U-I katika umoja na wingi.	Mwanafunzi anatumia sentensi sahihi zinazozingatia upatanisho wa kisarufi wa ngeli ya U-I katika umoja na wingi kwa urahisi.	Mwanafunzi anatumia sentensi sahihi zinazozingatia upatanisho wa kisarufi wa ngeli ya U-I katika umoja na wingi.	Mwanafunzi anatumia baadhi ya sentensi zinazozingatia upatanisho wa kisarufi wa ngeli ya U-I katika umoja na wingi.	Mwanafunzi anajaribu kutunga sentensi zinazozingatia upatanisho wa kisarufi wa ngeli ya U-I.



6.0 BENDERA YA TAIFA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
6.1 Kusikiliza na Kuzungumza	6.1.1 Kuzungumza na Kujieleza kwa Ufasaha: Ushairi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kukariri au kuimba shairi kwa kuzingatia matamshi na mahadhi mbalimbali b) kueleza maana ya msamiati uliotumiwa katika shairi c) kutumia msamiati uliotumiwa katika shairi ili kuboresha mawasiliano d) kueleza ujumbe wa shairi ili kudhihirisha ufahamu wake e) kuchangamkia ushairi kama njia ya kujieleza kwa ufasaha.	Mwanafunzi: <ul style="list-style-type: none"> • akariri shairi kuhusu mada lengwa (bendera ya taifa) kwa kuzingatia matamshi na mahadhi mbalimbali • asikilize shairi lengwa likikaririwa au kuimbwa na mwalimu, mgeni mwalikwa (mghani) au kupitia vifaa vya kidijitali • ashirikiane na wenzake kukariri au kuimba shairi kwa mahadhi mbalimbali • atambue msamiati uliotumika katika ushairi kuhusu maadili (k.v. <i>uhuru, bendera, rangi za bendera, kupandisha na kushukisha bendera</i>) na kueleza akiwa peke yake au kwa kushirikiana na wenzake • ashirikiane na wenzake kujadili ujumbe katika shairi • ajibu maswali yanayotokana na shairi alilosikiliza, aliloimba au kukariri. 	Ushairi unaweza kuboresha mazungumzo yako vipi?
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Mawasiliano na ushirikiano – vinakuzwa mwanafunzi anaposhirikiana na wenzake katika vikundi. • Ujuzi wa kidijitali - unakuzwa mwanafunzi anaposikiliza shairi lililorekodiwa likikaririwa kupitia vyombo vya kidijitali. • Kujiamini – kunakuzwa mwanafunzi anapojenga umilisi huu anapokariri shairi. 				
Uhusiano na masuala mtambuko Stadi za maisha - anapokariri shairi kwa mahadhi mbalimbali.			Uhusiano na maadili <ul style="list-style-type: none"> • Heshima – kukariri na kujadiliana katika vikundi. • Uwajibikaji – majukumu katika vikundi na kufuata mafunzo katika shairi. 	
Uhusiano na masomo mengine <ul style="list-style-type: none"> • English – somo hili lina mada kuhusu ushairi. 			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji	

<ul style="list-style-type: none"> • Music – Somo hili hushughulikia nyimbo za mahadhi mbalimbali. 	<ul style="list-style-type: none"> • Mwanafunzi atawahamasisha wenzake shuleni na nyumbani umuhimu wa mashairi katika kuboresha mazungumzo. • Mwanafunzi atawakariria watu mashairi katika hafla mbalimbali.
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Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kukariri au kuimba shairi kwa mahadhi mbalimbali kwa ufasaha.	Mwanafunzi anakariri au kuimba shairi kwa mahadhi mbalimbali kwa ufasaha na urahisi.	Mwanafunzi anakariri au kuimba shairi kwa mahadhi mbalimbali kwa ufasaha.	Mwanafunzi anakariri au kuimba sehemu za shairi kwa kuzingatia baadhi ya mahadhi.	Mwanafunzi anajaribu kukariri au kuimba sehemu za shairi.
Kueleza na kutumia msamiati lengwa katika tungo kwa usahihi.	Mwanafunzi anaeleza msamiati uliotumiwa kwenye shairi na kuutumia katika tungo kwa usahihi na urahisi.	Mwanafunzi anaeleza msamiati uliotumiwa kwenye shairi na kuutumia katika tungo kwa usahihi.	Mwanafunzi anaeleza baadhi ya msamiati uliotumiwa kwenye shairi na kuutumia katika tungo kwa usahihi.	Mwanafunzi anajaribu kueleza baadhi ya msamiati uliotumiwa kwenye shairi.
Kueleza ujumbe, matukio na wahusika katika shairi kwa usahihi.	Mwanafunzi anaeleza ujumbe, matukio na wahusika katika shairi kwa usahihi na urahisi.	Mwanafunzi anaeleza ujumbe, matukio na wahusika katika shairi kwa usahihi.	Mwanafunzi anatoa baadhi ya maelezo kuhusu ujumbe, matukio na wahusika katika shairi kwa usahihi.	Mwanafunzi anajaribu kutoa maelezo kuhusu ujumbe, matukio na wahusika katika shairi.



6.0 BENDERA YA TAIFA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
6.2 Kusoma	6.2.1 Kusoma kwa Kina: Makala (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kusoma makala kwa kuzingatia vipengele mbalimbali vinavyoyajenga b) kusoma na kutambua umuhimu wa ujumbe wa makala husika c) kufurahia kusoma makala mbalimbali ili kukuza ufahamu.	Mwanafunzi: <ul style="list-style-type: none"> asome makala ya aina mbalimbali (k.m. <i>hadithi fupi, michezo mifupi, mashairi mafupi</i>) akizingatia vipengele kama vile tahajia, sarufi, wahusika na ujumbe kutoka kwa kitabu, gazeti au blogi ajadiliane na wenzake kuhusu makala aliyoyasoma na umuhimu wake atumie kamusi kupata maana za msamiati uliotumika katika makala. 	1) Kusoma hadithi kuna umuhimu gani? 2) Ni ujumbe upi uliopata kwenye makala uliyowahi kusoma?
Umilisi wa kimsingi unaokuzwa				
<ul style="list-style-type: none"> Mawasiliano na ushirikiano – vinakuzwa anapojadiliana na wenzake katika vikundi. Ujuzi wa kidijitali - unakuzwa mwanafunzi anaposoma makala katika blogi. Kujiamini – mwanafunzi anajenga umilisi huu anaposimulia alichokisoma. 				
Uhusiano na masuala mtambuko			Uhusiano na maadili	
Stadi za maisha – uwezo wa kuongoza na kuelekeza usomaji wake			Maadili mbalimbali kutegemea makala yaliyoteuliwa kama vile heshima, upendo, uzalendo n.k.	
Uhusiano na masomo mengine			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji	
Social Studies na English – uraia mwema na uzalendo unafundishwa katika masomo haya.			Mwanafunzi atatumia mawazo na maadili aliyopata kutokana na hadithi kuelekeza wenzake.	

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kusoma kwa kuzingatia ujumbe, vipengele vya makala na kueleza alichokisoma.	Mwanafunzi anasoma akizingatia ujumbe, vipengele vya makala na kueleza alichokisoma kwa urahisi.	Mwanafunzi anasoma akizingatia ujumbe, vipengele vya makala na kueleza alichokisoma.	Mwanafunzi anasoma akizingatia sehemu za ujumbe, anafahamu baadhi ya vipengele vya makala na kueleza baadhi ya aliyoyasoma.	Mwanafunzi anasoma sehemu za makala.

6.0 BENDERA YA TAIFA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
6.3 Kuandika	6.3.1 Kuandika Insha: Insha ya Wasifu (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua insha ya wasifu kwa kuzingatia muundo b) kuandika insha ya wasifu kwa kufuata kanuni zifaazo akizingatia vivumishi na vielezi kujenga picha dhahiri ya anachokielezea c) kuchangamkia utunzi mzuri wa kuandika insha ya wasifu ili kukuza ubunifu.	Mwanafunzi: <ul style="list-style-type: none"> atambue insha ya wasifu kwa kurejelea vielelezo vya insha zilizoandikwa kwenye matini mbalimbali au tarakilishi aandae vidokezo vitakavyomwongoza kuandika insha yake aandike insha inayoeleza sifa za mtu kama vile mzazi au mlezi, rafiki, mwalimu au kiongozi yeyote (kwa kutumia vivumishi na vielezi ili kujenga picha dhahiri ya anachokiandikia) daftarini kwa kuzingatia anwani, mpangilio mzuri wa mawazo, hati safi, tahajia, kanuni za kisarufi, uakifishaji mwafaka na kwa lugha ya kiubunifu ashiriki na wenzake kujadili mada ya insha na muundo wa insha ya wasifu aandike insha ya wasifu mtandaoni na kuisambaza kwa wenzake na mwalimu ili waisome na kuitathmini 	Insha ya wasifu inahusu nini?



			<ul style="list-style-type: none"> • awasomee wenzake insha aliyoandika ili waitathmini. 	
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa wanafunzi wanaposhiriki katika mijadala na kazi za vikundi. • Ujuzi wa kidijitali - unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa kuandika insha mtandaoni na kurejelea kielelezo cha insha ya wasifu. • Ubunifu – unakuzwa mwanafunzi anapoandika insha ya wasifu. • Hamu ya ujifunzaji - inakuzwa mwanafunzi anayatafakari swali dadisi na anapoimarisha ujuzi wake wa kutumia tarakilishi. 				
Uhusiano na masuala mtambuko Uraia kutokana na kufanya kazi pamoja.		Uhusiano na maadili <ul style="list-style-type: none"> • Heshima na adabu hasa katika shughuli za vikundi • Insha ya wasifu yaweza kulenga watu ambao wanajulikana kwa uaminifu, uwajibikaji, upendo na uzalendo. 		
Uhusiano na masomo mengine <ul style="list-style-type: none"> • English na Indigenous Languages – masomo haya hushughulikia uandishi kama mojawapo ya stadi za lugha • Social Studies – somo hili hushughulikia uraia na uzalendo. 		Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu umuhimu wa uandishi bora katika mawasiliano.		

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kuandika insha ya wasifu kwa kuzingatia kanuni za lugha, mpangilio mzuri wa mawazo na lugha ya kiubunifu.	Mwanafunzi anaandika insha ya wasifu kwa kuzingatia kanuni za lugha, mpangilio mzuri wa mawazo na kwa ubunifu wa hali ya juu.	Mwanafunzi anaandika insha ya wasifu kwa kuzingatia kanuni za lugha, mpangilio mzuri wa mawazo na lugha ya kiubunifu.	Mwanafunzi anaandika insha ya wasifu kwa kuzingatia baadhi ya kanuni za lugha.	Mwanafunzi anajaribu kuandika insha ya wasifu.

6.0 BENDERA YA TAIFA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
6.4 Sarufi	6.4.1 Ngeli za Nomino: Umoja na wingi wa nomino katika Ngeli ya LI-YA (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua nomino katika ngeli ya LI-YA b) kuandika nomino za ngeli ya LI-YA katika umoja na wingi c) kuandika umoja na wingi wa mafungu ya maneno katika ngeli ya LI-YA d) kuchangamkia kutumia nomino za ngeli ya LI-YA katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • atambue nomino katika ngeli ya LI-YA kwenye kadi, mti maneno, tarakilishi au kapu maneno • aandike nomino za ngeli ya LI-YA katika umoja na wingi akiwa peke yake, wawili wawili au katika vikundi • asikilize usomaji wa nomino za ngeli ya LI-YA katika umoja na wingi kwenye tepurekoda au kinasasauti • aandike mafungu ya maneno yenye nomino za ngeli ya LI-YA katika umoja na wingi • ajaze mapengo kwa kutumia viambishi vya umoja na wingi wa nomino katika ngeli ya LI-YA kwa hati ya mkono au kwenye tarakilishi. 	1) Nomino zinazorejelea matunda ni zipi? 2) Nomino zinazorejelea viungo vya mwili ni zipi?
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Ubunifu – unakuzwa mwanafunzi anapotunga mafungu ya maneno. • Kufikiri kwa kina - unakuzwa mwanafunzi anapowaza kwa kina kuhusu atakachoandika. • Ujuzi wa kidijitali - unakuzwa tarakilishi inapotumiwa kutambua nomino na katika kusikiliza mafungu kwenye tepurekoda. 				
Uhusiano na masuala mtambuko <ul style="list-style-type: none"> • Utangamano – kufanya kazi kwa vikundi. • Stadi za Maisha - kujifanyia kazi darasani. 			Uhusiano na maadili <ul style="list-style-type: none"> • Uwajibikaji - kutunza vipakatalishi anavyotumia. • Uzalendo - kufanya kazi na wengine kwenye vikundi. 	
Uhusiano na masomo mengine English na Indigenous Languages – masomo haya hufundisha sarufi.			Mapendekezo ya shughuli za huduma za Kijamii zinazochangia ujifunzaji Kutumia lugha sanifu miongoni mwa wenzake shuleni na nyumbani kama kielelezo cha kuzingatia Kiswahili sanifu.	



Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua umoja na wingi wa nomino katika ngeli ya LI-YA na kizitumia kwenye mafungu ya maneno yenye maana kwa usahihi.	Mwanafunzi anatambua umoja na wingi wa nomino katika ngeli ya LI-YA na anazitumia kwenye mafungu ya maneno yenye maana kwa usahihi na urahisi.	Mwanafunzi anatambua umoja na wingi wa nomino katika ngeli ya LI-YA na anazitumia kwenye mafungu ya maneno yenye maana kwa usahihi.	Mwanafunzi anatambua umoja na wingi wa baadhi ya nomino katika ngeli ya LI-YA na kutumia baadhi ya nomino hizo kwenye mafungu ya maneno kwa usahihi.	Mwanafunzi anajaribu kutambua umoja na wingi wa nomino katika ngeli ya LI-YA.

6.0 BENDERA YA TAIFA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
6.4 Sarufi	6.4.2 Ngeli za Nomino: Umoja na wingi wa sentensi katika Ngeli ya LI-YA (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua sentensi zilizoundwa kutokana na nomino za ngeli ya LI-YA katika umoja na wingi b) kuunda sentensi sahihi akitumia nomino za ngeli ya LI-YA, katika umoja na wingi akizingatia upatanisho wa kisarufi c) kufurahia matumizi ya nomino za ngeli ya LI-YA katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> ataje nomino za ngeli ya LI-YA (k.v. <i>jiwe- mawe, jiko-meko/majiko, yai-mayai</i>) katika umoja na wingi akishirikiana na wenzake katika vikundi asome sentensi zilizoundwa kutokana na nomino za ngeli ya LI-YA katika umoja na wingi akiwa peke yake au katika vikundi kutoka kitabuni, ubaoni, tarakilishi au mtandaoni aunde sentensi akitumia nomino za ngeli ya LI-YA katika umoja na wingi akizingatia upatanisho wa kisarufi ashiriki katika mchezo wa kuchopoa kadi za sentensi zenye nomino za ngeli ya LI-YA kutoka kwenye kikapu au boksi na kisha kuzisoma 	Ni nomino gan za ngeli ya LI-YA unazozijua

			<ul style="list-style-type: none"> • atumie tarakilishi kuunda sentensi katika umoja na wingi akirejelea ngeli ya LI-YA kisha azisambaze kwa wenzake mtandaoni ili wachangie kuziboresha. 	
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Umilisi wa kimsingi unaokuzwa

- Mawasiliano na ushirikiano - vinakuzwa wanafunzi wanaposhiriki katika kazi za vikundi.
- Ubunifu - unakuzwa wanafunzi wanapotunga sentensi.
- Ujuzi wa kidijitali - unakuzwa mwanafunzi anapotumia tarakilishi na mtandao katika mada.

Uhusiano na masuala mtambuko

Elimu endelevu – mwanafunzi anatoa mifano ya sentensi zinazohusu masuala mtambuko k.v. upanzi na utunzaji wa mimea, mazingira, uzalendo, ugaidi n.k.

Uhusiano na maadili

- Uwajibikaji – mwanafunzi anapotunza tarakilishi.
- Heshima – mwanafunzi anapofanya kazi na wenzake katika vikundi.
- Uzalendo – mwanafunzi anaposhughulikia masuala yanayohusu bendera ya taifa.

Uhusiano na masomo mengine

English na Indigenous Languages – masomo haya yanajumuisha mada ya sarufi.

Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji

Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu mawasiliano yenye kuzingatia kanuni za kisarufi.

Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutunga sentensi sahihi zinazozingatia upatanisho wa kisarufi wa ngeli ya LI-YA katika umoja na wingi.	Mwanafunzi anatunga sentensi sahihi zinazozingatia upatanisho wa kisarufi wa ngeli ya LI-YA katika umoja na wingi kwa urahisi.	Mwanafunzi anatunga sentensi sahihi zinazozingatia upatanisho wa kisarufi wa ngeli ya LI-YA katika umoja na wingi.	Mwanafunzi anatunga baadhi ya sentensi zinazozingatia upatanisho wa kisarufi wa ngeli ya LI-YA katika umoja na wingi.	Mwanafunzi anajaribu kutunga sentensi zinazozingatia upatanisho wa kisarufi wa ngeli ya LI-YA.



6.0 BENDERA YA TAIFA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
6.4 Sarufi	6.4.3 Ngeli za Nomino: Umoja na wingi wa nomino katika Ngeli ya KI-VI (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua nomino katika ngeli ya KI-VI b) kutambua viambishi vipatanishi vya ngeli kwenye mafungu ya maneno c) kutumia nomino za ngeli ya KI-VI katika sentensi d) kuchangamkia kutumia nomino za ngeli ya KI-VI katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • atambue nomino katika ngeli ya KI-VI (k.m. <i>kitabu, kikombe, kisu, chakula, choo</i>) kwenye kadi, mti maneno, tarakilishi au kapu maneno • atambue viambishi vya ngeli ya KI-VI katika mafungu ya maneno kwa kuvipigia mstari au kuvikoleza rangi katika tarakilishi • atumie nomino za ngeli ya KI-VI katika sentensi akiwa peke yake, wawili wawili au katika vikundi • asikilize usomaji wa sentensi zenye nomino katika ngeli ya KI-VI kutoka kwenye tepurekoda au kinasasauti • aandike mafungu ya maneno yenye nomino za ngeli ya KI-VI katika umoja na wingi • atunge sentensi kwa kutumia nomino katika ngeli ya KI-VI akiwa peke yake au kwa kushirikiana na wengine • ajaze mapengo kwa kutumia viambishi vya ngeli ya KI-VI kwa hati ya mkono au kwenye tarakilishi. 	Ni nomino zipi zilizo katika ngeli ya KI-VI?
Umilisi wa kimsingi unaokuzwa				
<ul style="list-style-type: none"> • Ubunifu - unakuzwa mwanafunzi anapotunga sentensi. • Uwazaji kina - unakuzwa mwanafunzi anapowaza kwa kina kuhusu atakachoandika. • Ujuzi wa kidijitali - unakuzwa tarakilishi inapotumiwa kutambua maneno na katika kusikiliza sentensi kwenye tepurekoda. 				
Uhusiano na masuala mtambuko			Uhusiano na maadili	

<ul style="list-style-type: none"> • Utangamano – kufanya kazi kwa vikundi. • Stadi za maisha - kujifanyia kazi darasani. 	<ul style="list-style-type: none"> • Uwajibikaji - kutunza vipakatalishi anavyotumia. • Uzalendo - kufanya kazi na wengine kwenye vikundi.
Uhusiano na Masomo Mengine English na Indigenous Languages – masomo haya hushughulikia mada ya sarufi.	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Kutumia lugha sanifu miongoni mwa wenzake shuleni na nyumbani kama kielelezo cha kuzingatia Kiswahili sanifu.

Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua umoja na wingi wa nomino katika ngeli ya KI-VI na kizitumia kwenye mafungu ya maneno yenye maana kwa usahihi.	Mwanafunzi anatambua umoja na wingi wa nomino katika ngeli ya KI-VI na anazitumia kwenye mafungu ya maneno yenye maana kwa usahihi na urahisi.	Mwanafunzi anatambua umoja na wingi wa nomino katika ngeli ya KI-VI na anazitumia kwenye mafungu ya maneno yenye maana kwa usahihi.	Mwanafunzi anatambua umoja na wingi wa baadhi ya nomino katika ngeli ya KI-VI na kutumia baadhi ya nomino hizo kwenye mafungu ya maneno kwa usahihi.	Mwanafunzi anajaribu kutambua umoja na wingi wa nomino katika ngeli ya KI-VI.



7.0 MATUNDA NA MIMEA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
7.1 Kusikiliza na Kuzungumza	7.1.1 Nahau: Nahau za maadili na uraia (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua nahau za maadili na uraia katika matini mbalimbali b) kutambua maana za nahau mbalimbali za maadili na uraia katika mazungumzo c) kutumia nahau za maadili na uraia katika mawasiliano d) kuthamini matumizi ya nahau za maadili na uraia katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • atambue nahau za maadili na uraia (k.v. <i>fanya haki, omba kibali, omba ruhusa, piga hodi na taka idhini</i>) katika chati, michoro, picha, kapu maneno, mti maneno, chati na katika vyombo vya kidijitali • ashiriki katika kujadili na wenzake maana za nahau za maadili na uraia • kutumia nahau za maadili na uraia kutunga sentensi akiwa pekee au kwa kushirikiana na wenzake • atazame vibonzo vikijibizana kuhusu nahau na maana zake • ashirikiane na wenzake kuteua nahau za maadili na uraia kutoka kwenye kundi la nahau. 	1) Je, ni nahau zipi zinazohusu maadili? 2) Je, ni nahau zipi zinahusu uraia?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - mwanafunzi anaposhiriki katika shughuli za vikundi. • Ujuzi wa kidijitali - matumizi ya vifaa vya kidijitali. • Hamu ya kuendelea kujifunza – inakuzwa mwanafunzi anapotafuta maana za nahau na kuzitumia kwa ufasaha katika mawasiliano. • Uwazaji kina na utatuzi wa matatizo - mwanafunzi anapofikiria kuhusu maana za nahau na matumizi yake. 				
<p>Uhusiano na masuala mtambuko</p> <ul style="list-style-type: none"> • Umoja wa kijamii - majadiliano kwa vikundi. • Stadi za maisha (kujiamini) - kutumia nahau kujieleza kwa njia ya upole. 			<p>Uhusiano na maadili</p> <p>Umoja na heshima hasa katika kufanya kazi kwa vikundi na wanafunzi wanaposhirikiana katika majadiliano.</p>	
<p>Uhusiano na masomo mengine</p> <p>English na Indigenous Languages – nahau hufundishwa katika masomo haya.</p>			<p>Mapendekezo ya shughuli za huduma za Kijamii zinazochangia ujifunzaji</p> <p>Mwanafunzi kuwa kielelezo kwa wengine katika matumizi ya lugha kiubunifu.</p>	

Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua nahau za maadili, kueleza maana za nahau hizo na kuzitumia kujieleza kwa ufasaha.	Mwanafunzi anatambua nahau za maadili, anaeleza maana za nahau hizo na kuzitumia kujieleza kwa ufasaha na kwa urahisi.	Mwanafunzi anatambua nahau za maadili, anaeleza maana za nahau hizo na kuzitumia kujieleza kwa ufasaha.	Mwanafunzi anatambua baadhi ya nahau za maadili, anaeleza maana za nahau hizo na kuzitumia kujieleza kwa ufasaha.	Mwanafunzi anajaribu kutambua nahau za maadili.
Kutambua nahau za uraia, kueleza maana za nahau hizo na kuzitumia kujieleza kwa ufasaha.	Mwanafunzi anatambua nahau za uraia, anaeleza maana za nahau hizo na kuzitumia kujieleza kwa ufasaha na kwa urahisi.	Mwanafunzi anatambua nahau za uraia, anaeleza maana za nahau hizo na kuzitumia kujieleza kwa ufasaha.	Mwanafunzi anatambua baadhi ya nahau za uraia, anaeleza maana za nahau hizo na kuzitumia kujieleza kwa ufasaha.	Mwanafunzi anajaribu kutambua nahau za uraia.



7.0 MATUNDA NA MIMEA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
7.2 Kusoma	7.2.1 Kusoma kwa Mapana: Matini (Vipindi 3)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua matini ya aina mbalimbali ya kusoma na kuchagua yanayomvutia b) kusoma matini aliyochagua ili kufaidi ujumbe na lugha iliyotumiwa c) kufurahia usomaji wa aina mbalimbali za matini.	Mwanafunzi: <ul style="list-style-type: none"> • atambue matini (k.v. <i>vitabu, majarida, magazeti</i>) yanayomvutia maktabani na mtandaoni • asome matini aliyochagua ili kufaidi ujumbe na lugha iliyotumiwa • awasimulie wenzake kuhusu matini aliyosoma ili kupashana ujumbe na kuchocheana kusoma zaidi kwa ajili ya kujifurahisha • ajadiliane na wenzake matini ambayo wamesoma. 	<ol style="list-style-type: none"> 1) Kwa nini unapenda kusoma? 2) Ni nini kinachokufanya uchague kitabu au makala ya kusoma? 3) Ni nini kinachokuvutia unaposoma hadithi?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - unakuzwa mwanafunzi anaposimulia na kujadiliana na wenzake. • Ujuzi wa kidijitali - unakuzwa mwanafunzi anapotumia tarakilishi na mtandao kupata matini ya kusoma. • Hamu ya ujifunzaji – inakuzwa mwanafunzi anapojichagulia matini na kuyasoma. 				
<p>Uhusiano na masuala mtambuko</p> <p>Matini anayochagua mwanafunzi yatakuwa na masuala mtambuko mbalimbali k.v. mazingira, utoshelevu wa chakula n.k.</p>			<p>Uhusiano na maadili</p> <ul style="list-style-type: none"> • Uwajibikaji – mwanafunzi anapotunza tarakilishi anayotumia katika mada. • Heshima – mwanafunzi anapojadiliana na wenzake kuhusu alichokisoma. 	
<p>Uhusiano na masomo mengine</p> <p>English na Indigenous Languages – Masomo haya yanajumuisha mada ya kusoma kama mojawapo ya stadi za lugha.</p>			<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji</p> <ul style="list-style-type: none"> • Kuwa kielelezo cha utamaduni wa kusoma shuleni na nyumbani. • Maarifa anayopata mwanafunzi kutokana na usomaji wake anayatumia shuleni na nyumbani kuifaidi jamii. 	

Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Utamaduni mzuri wa kusoma matini ya aina mbalimbali shuleni na nje ya shule na kusimulia kwa ufasaha alichokisoma.	Mwanafunzi ana utamaduni mzuri wa kusoma matini ya aina mbalimbali shuleni na nje ya shule na anapenda kusimulia kwa ufasaha na urahisi alichokisoma.	Mwanafunzi ana utamaduni mzuri wa kusoma matini ya aina mbalimbali shuleni na nje ya shule na anasimulia kwa ufasaha alichokisoma.	Mwanafunzi ana utamaduni wa kusoma baadhi ya sampuli za matini shuleni na kusimulia.	Mwanafunzi anajaribu kusoma baadhi ya matini shuleni.



7.0 MATUNDA NA MIMEA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
7.3 Kuandika	7.3.1 Kuandika Insha: Insha ya Maelezo (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: <ol style="list-style-type: none"> a) kutambua insha ya maelezo katika matini b) kuandika insha ya maelezo kwa kufuata kanuni zifaazo c) kuchangamkia utunzi mzuri wa insha ya maelezo ili kukuza ubunifu. 	Mwanafunzi: <ul style="list-style-type: none"> • atambue vifungu vya maelezo vilivyoandikwa kwenye matini mbalimbali au tarakilishi • ashiriki na wenzake kujadili mada na muundo wa insha ya maelezo • aandae vidokezo vitakavyomwongoza kuandika insha yake • aandike insha ya maelezo akizingatia mada lengwa (k.v. <i>upanzi wa miti na mimea, utunzaji wa mimea, shamba la matunda</i> n.k.) hasa akizingatia vivumishi na vielezi vifaavyo kutoa picha dhahiri kuhusu anachokielezea • aandike insha ya maelezo akizingatia anwani, mpangilio mzuri wa mawazo, hati safi, tahajia, kanuni za kisarufi, uakifishaji mwafaka na kwa lugha ya kiubunifu inayojumuisha methali na nahau alizojifunza awali • aandike insha ya maelezo mtandaoni na kuisambaza kwa wenzake na mwalimu ili waisome na kuitathmini • awasomee wenzake insha aliyoandika ili waisikilize na kuitathmini. 	Je, ni vitu gani vinavyoweza kuandikiwa insha ya maelezo?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa wanafunzi wanaposhiriki katika mijadala na kazi za vikundi. • Ujuzi wa kidijitali - unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa kuandika insha mtandaoni na kurejelea kielelezo cha insha ya maelezo. • Ubunifu – unakuzwa mwanafunzi anapoandika insha ya maelezo. • Hamu ya ujifunzaji - inakuzwa mwanafunzi anapoyatafakari maswali dadisi na anapoimarisha ujuzi wake wa kutumia tarakilishi. 				

Uhusiano na masuala mtambuko Uraia kutokana na kufanya kazi pamoja.	Uhusiano na maadili Heshima na adabu hasa katika shughuli za vikundi.
Uhusiano na masomo mengine English na Indigenous Languages – masomo haya hushughulikia uandishi wa insha.	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu umuhimu wa uandishi mzuri katika mawasiliano.

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kuandika insha ya maelezo inayotumia vivumishi na vielezi kwa ufasaha kujenga picha dhahiri, yenye kuzingatia kanuni za lugha na mpangilio mzuri wa mawazo.	Mwanafunzi anaandika insha ya maelezo akitumia vivumishi na vielezi kwa ufasaha kujenga picha dhahiri, akizingatia kanuni za lugha na mpangilio mzuri wa mawazo kwa urahisi.	Mwanafunzi anaandika insha ya maelezo akitumia vivumishi na vielezi kwa ufasaha kujenga picha dhahiri, akizingatia kanuni za lugha na mpangilio mzuri wa mawazo.	Mwanafunzi anaandika insha ya maelezo akitumia vivumishi na vielezi kwa uchache, akizingatia baadhi ya kanuni za lugha.	Mwanafunzi anajaribu kuandika insha ya maelezo.



7.0 MATUNDA NA MIMEA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
7.4 Sarufi	7.4.1 Umoja na Wingi wa Sentensi: Sentensi katika Ngeli ya KI-VI (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua sentensi zilizoundwa kutokana na nomino za ngeli ya KI-VI katika umoja na wingi b) kuunda sentensi sahihi akitumia nomino za ngeli ya KI-VI, katika umoja na wingi akizingatia upatanisho wa kisarufi c) kufurahia matumizi ya nomino za ngeli ya KI-VI katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • ataje nomino za ngeli ya KI-VI (k.v. <i>kiatu - viatu, chakula - vyakula, kioo - vioo, choo-vyoo n.k.</i>) katika umoja na wingi akishirikiana na wenzake katika vikundi • asome sentensi zilizoundwa kutokana na nomino za ngeli ya KI-VI katika umoja na wingi akiwa peke yake au katika vikundi kutoka kitabuni, ubaoni, kwenye tarakilishi au mtandaoni • aunde sentensi sahihi akitumia nomino za ngeli ya KI-VI katika umoja na wingi akizingatia upatanisho wa kisarufi • ashiriki katika mchezo wa kuchopoa kadi za sentensi zenye nomino za ngeli ya KI-VI kutoka kwenye kikapu au boksi na kisha kuzisoma • atumie tarakilishi kuunda sentensi katika umoja na wingi akirejelea ngeli ya KI-VI kisha azisambaze kwa wenzake mtandaoni ili wachangie kuziboresha. 	Ni nomino gani za ngeli ya KI-VI unazozijua?
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa wanafunzi wanaposhiriki katika kazi za vikundi. • Ubunifu - unakuzwa mwanafunzi anaposhiriki katika kutunga sentensi. • Ujuzi wa kidijitali – unakuzwa mwanafunzi anapotumia tarakilishi na mtandao. 				
Uhusiano na masuala mtambuko Elimu endelevu – wanafunzi wanapotoa mifano ya nomino zinazohusu masuala mtambuko k.v. upanzi wa mimea, mazingira, ugaidi n.k			Uhusiano na maadili <ul style="list-style-type: none"> • Uwajibikaji – mwanafunzi anapotunza tarakilishi. • Heshima – mwanafunzi anapofanya kazi na wenzake katika vikundi. 	
Uhusiano na masomo mengine			Mapendekezo ya shughuli za huduma za kijamii	

English na Indigenous Languages - Masomo haya hushughulikia sarufi.	zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu mawasiliano yenye kuzingatia kanuni za kisarufi.
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Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutunga sentensi sahihi zinazozingatia upatanisho wa kisarufi wa ngeli ya KI-VI katika umoja na wingi.	Mwanafunzi anatunga sentensi sahihi zinazozingatia upatanisho wa kisarufi wa ngeli ya KI-VI katika umoja na wingi kwa urahisi.	Mwanafunzi anatunga sentensi sahihi zinazozingatia upatanisho wa kisarufi wa ngeli ya KI-VI katika umoja na wingi.	Mwanafunzi anatunga baadhi ya sentensi zinazozingatia upatanisho wa kisarufi wa ngeli ya KI-VI katika umoja na wingi.	Mwanafunzi anajaribu kutunga sentensi zinazozingatia upatanisho wa kisarufi wa ngeli ya KI-VI.



7.0 MATUNDA NA MIMEA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
7.4 Sarufi	7.4.2 Umoja na Wingi wa nomino: Nomino katika Ngeli ya LI-LI (Kipindi 1)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua nomino katika ngeli ya LI-LI b) kuandika nomino za ngeli ya LI-LI katika umoja na wingi c) kuandika umoja na wingi wa mafungu ya maneno katika ngeli ya LI-LI d) kuchangamkia kutumia nomino za ngeli ya LI-LI katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • atambue nomino katika ngeli ya LI-LI (k.m. <i>jua-jua, giza-giza, bombo-bombo, chaguo – chaguo</i> na <i>huba-huba</i>) kwenye kadi, mti maneno, tarakilishi au kapu maneno • aandike nomino za ngeli ya LI-LI katika umoja na wingi akiwa peke yake, wawili wawili au katika vikundi • asikilize usomaji wa nomino za ngeli ya LI-LI katika umoja na wingi kwenye tepurekoda au kinasasauti • aandike mafungu ya maneno yenye nomino za ngeli ya LI-LI katika umoja na wingi • ajaze mapengo kwa kutumia viambishi vya umoja na wingi wa nomino katika ngeli ya LI-LI kwa hati ya mkono au kwenye tarakilishi. 	Ni nomino zipi zilizo katika ngeli ya LI-LI?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Ubunifu – unakuzwa mwanafunzi anapotunga mafungu ya maneno • Kufikiri kwa kina - unakuzwa mwanafunzi anapowaza kwa kina kuhusu atakachoandika. • Ujuzi wa kidijitali – unakuzwa mwanafunzi anapotumia tarakilishi kutambua nomino na katika kusikiliza mafungu ya maneno yakisomwa. 				
<p>Uhusiano na masuala mtambuko</p> <ul style="list-style-type: none"> • Utangamano – kufanya kazi kwa vikundi. • Stadi za Maisha - kujifanyia kazi darasani. 			<p>Uhusiano na maadili</p> <ul style="list-style-type: none"> • Uwajibikaji - kutunza vipakatalishi anavyotumia. • Uzalendo - kufanya kazi na wengine kwenye vikundi. 	
<p>Uhusiano na Masomo Mengine English na Indigenous Languages- nomino hufundishwa katika masomo haya.</p>			<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Kutumia lugha sanifu miongoni mwa wenzake shuleni na nyumbani kama kielelezo cha kuzingatia Kiswahili sanifu.</p>	

Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua umoja na wingi wa nomino katika ngeli ya LI-LI na kizitumia kwenye mafungu ya maneno yenye maana kwa usahihi.	Mwanafunzi anatambua umoja na wingi wa nomino katika ngeli ya LI-LI na anazitumia kwenye mafungu ya maneno yenye maana kwa usahihi na urahisi.	Mwanafunzi anatambua umoja na wingi wa nomino katika ngeli ya LI-LI na anazitumia kwenye mafungu ya maneno yenye maana kwa usahihi.	Mwanafunzi anatambua umoja na wingi wa baadhi ya nomino katika ngeli ya LI-LI na kutumia baadhi ya nomino hizo kwenye mafungu ya maneno kwa usahihi.	Mwanafunzi anajaribu kutambua umoja na wingi wa nomino katika ngeli ya LI-LI.



7.0 MATUNDA NA MIMEA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
7.4 Sarufi	7.4.3 Umoja na Wingi wa Sentensi: Ngeli ya LI-LI (Kipindi 1)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua sentensi zilizoundwa kutokana na nomino za ngeli ya LI-LI katika umoja na wingi b) kuunda sentensi sahihi akitumia nomino katika ngeli ya LI-LI, katika umoja na wingi akizingatia upatanisho wa kisarufi c) kufurahia matumizi ya nomino za ngeli ya LI-LI katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • ataje nomino za ngeli ya LI-LI (k.v. <i>jua-jua, giza-giza, bombo-bombo, chaguo – chaguo</i> na <i>huba-huba</i>) katika umoja na wingi akishirikiana na wenzake katika vikundi • asome sentensi zilizoundwa kutokana na nomino za ngeli ya LI-LI katika umoja na wingi akiwa peke yake au katika vikundi kutoka kitabuni, ubaoni, tarakilishi au mtandaoni • aunde sentensi sahihi akitumia nomino za ngeli ya LI-LI katika umoja na wingi akizingatia upatanisho wa kisarufi • ashiriki katika mchezo wa kuchopoa kadi za sentensi zenye nomino za ngeli ya LI-LI kutoka kwenye kikapu au boksi na kisha kuzisoma • atumie tarakilishi kuunda sentensi katika umoja na wingi akirejelea ngeli ya LI-LI kisha azisambaze kwa wenzake mtandaoni ili wachangie kuziboresha. 	Ni nomino gani za ngeli ya LI-LI unazozijua?
Umilisi wa kimsingi unaokuzwa				
<ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa wanafunzi wanaposhiriki katika kazi za vikundi. • Ubunifu - unakuzwa mwanafunzi anaposhiriki katika kutunga sentensi. • Ujuzi wa kidijitali - unakuzwa mwanafunzi anatumia tarakilishi na mtandao katika mada. 				
Uhusiano na masuala mtambuko Elimu endelevu – mwanafunzi anatoa mifano ya nomino zinazohusu masuala mtambuko k.v. upanzi na utunzaji wa mimea na matunda, mazingira n.k.			Uhusiano na maadili <ul style="list-style-type: none"> • Uwajibikaji – mwanafunzi anapotunza tarakilishi. • Heshima – mwanafunzi anapofanya kazi na wenzake katika vikundi. 	

<p>Uhusiano na masomo mengine English na Indigenous Languages – masomo haya hushughulikia sarufi.</p>	<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu mawasiliano yenye kuzingatia kanuni za kisarufi.</p>
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Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutunga sentensi sahihi zinazozingatia upatanisho wa kisarufi wa ngeli ya LI-LI katika umoja na wingi.	Mwanafunzi anatunga sentensi sahihi zinazozingatia upatanisho wa kisarufi wa ngeli ya LI-LI katika umoja na wingi kwa urahisi.	Mwanafunzi anatunga sentensi sahihi zinazozingatia upatanisho wa kisarufi wa ngeli ya LI-LI katika umoja na wingi.	Mwanafunzi anatunga baadhi ya sentensi zinazozingatia upatanisho wa kisarufi wa ngeli ya LI-LI katika umoja na wingi.	Mwanafunzi anajaribu kutunga sentensi zinazozingatia upatanisho wa kisarufi wa ngeli ya LI-LI.



8.0 WANYAMA WA PORINI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
8.1 Kusikiliza na Kuzungumza	8.1.1 Visawe: Visawe vya maneno mawili (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kueleza maana ya kisawe ili kukibainisha b) kutambua visawe vya maneno mawili katika kundi la maneno c) kutumia visawe vya kiwango chake ifaavyo katika mawasiliano d) kuthamini matumizi ya visawe katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • aeleze maana ya neno kisawe akiwa peke yake au kwa kujadiliana na wenzake • atambue visawe vya maneno mawili vya kiwango chake (<i>k.v. tembo – ndovu, kinyonga – lumbwi, adui-hasimu, siri-faragha, baba-abu, barua-waraka, ami-amu, televisheni-runinga</i>) kwa kurejelea kapu maneno, kadi za maneno na mti maneno • aambatanishe visawe katika kapu maneno, mti maneno, ubao, chati, vyombo vya kidijitali, kadi za maneno n.k. • ahusishe visawe na vifaa halisi, picha, michoro kwenye chati, kitabu au katika vyombo vya kidijitali • ashiriki kujadili visawe mbalimbali katika vikundi vya wanafunzi wawili wawili au zaidi • atumie kisawe kimoja kuchukua nafasi ya kingine katika sentensi. 	Unajua maneno gani ya Kiswahili yaliyo na maana sawa?
Umilisi wa kimsingi unaokuzwa				
<ul style="list-style-type: none"> • Mawasiliano na ushirikiano – vinakuzwa mwanafunzi anapofanya kazi katika vikundi. • Uwazaji kina na utatuzi wa matatizo – unakuzwa mwanafunzi anapofikiria kuhusu visawe mwafaka vya maneno. • Ujuzi wa kidijitali – unakuzwa wanafunzi wanapotumia vifaa vya kidijitali kama nyenzo za kufaulisha mada. 				
Uhusiano na masuala mtambuko			Uhusiano na maadili	
<ul style="list-style-type: none"> • Umoja wa kijamii kwa kufanya kazi katika vikundi. • Stadi za Maisha - katika kujieleza kwa visawe mbalimbali. 			Umoja, uzalendo na upendo – mwanafunzi anapofanya kazi pamoja katika vikundi Uwajibikaji – mwanafunzi anapotekeleza majukumu yao katika vikundi na vilevile kutunza vifaa anavyotumia katika somo.	

<p>Uhusiano na masomo mengine English - Somo hili hushirikisha mada ya visawe.</p>	<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awe kielelezo kwa wanajamii katika kutumia lugha mwafaka na maneno tofauti kujieleza.</p>
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Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua visawe vya maneno mawili na kubadilisha kisawe kimoja na kingine ifaavyo katika sentensi.	Mwanafunzi anatambua visawe vya maneno mawili, anabadilisha kisawe kimoja na kingine ifaavyo katika sentensi kwa urahisi.	Mwanafunzi anatambua visawe vya maneno mawili, anabadilisha kisawe kimoja na kingine ifaavyo katika sentensi.	Mwanafunzi anatambua baadhi ya visawe vya maneno mawili, anabadilisha kisawe kimoja na kingine ifaavyo katika sentensi.	Mwanafunzi anajaribu kutambua visawe vya maneno mawili.



8.0 WANYAMA WA PORINI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
8.2 Kusoma	8.2.1 Kusoma kwa Ufahamu: Mchezo mfupi wa kuigiza (Vipindi 3)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kueleza maana ya mchezo wa kuigiza, mhusika na maelekezo b) kutambua mchezo wa kuigiza katika matini c) kutambua wahusika na maelekezo katika mchezo mfupi wa kuigiza d) kusoma mchezo mfupi wa kuigiza kwa ufasaha kwa kuzingatia ujumbe e) kuigiza mchezo mfupi kwa kuzingatia maelekezo f) kufurahia kusoma michezo na kuigiza.	Mwanafunzi: <ul style="list-style-type: none"> • ashiriki katika majadiliano kuhusu maana za mchezo wa kuigiza, mhusika na maelekezo • atambue mchezo wa kuigiza, wahusika na maelekezo katika matini mbalimbali kama vile vitabu, chati na vilevile kwa kutumia tarakilishi • atazame mchezo mfupi wa kuigiza ukiigizwa darasani au kwenye vifaa vya kidijitali • asome mchezo wa kuigiza akizingatia maelekezo na ujumbe • ashiriki mjadala kuhusu ujumbe unaojitokeza kwenye mchezo wa kuigiza • asome mchezo wa kuigiza kwenye mtandao • ajibu maswali yanayotokana na mchezo wa kuigiza aliosoma. 	1) Je, mhusika katika mchezo wa kuigiza ni nani? 2) Je, maelekezo katika mchezo wa kuigiza ni nini? 3) Je, unapata vipi ujumbe katika mchezo wa kuigiza?
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa wanafunzi wanaposhiriki katika kazi za vikundi. • Ujuzi wa kidijitali – unakuzwa vifaa vya kidijitali vinapotumiwa kufanikisha somo. • Uwazaji wa kina – unakuzwa mwanafunzi anapong’amua ujumbe uliomo kwenye mchezo. • Kujiamini – kunakuzwa mwanafunzi anaposhiriki katika kusoma na kuigiza mchezo. 				
Uhusiano na masuala mtambuko Elimu ya maendeleo endelevu - mwanafunzi anapopata maarifa kuhusu utunzaji wa wanyama wa porini.			Uhusiano na maadili Heshima – heshima kwa wanyama wa porini na kuendeleza shughuli za vikundi.	

<p>Uhusiano na masomo mengine English na Indigenous languages – masomo haya hushughulikia michezo ya kuigiza.</p>	<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Kuwahamasisha wengine kuhusu umuhimu wa kutunza wanyama wa porini na ujenzi wa vipawa hasa katika uigizaji.</p>
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Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kueleza na kutumia msamiati lengwa katika tungo kwa usahihi.	Mwanafunzi anaeleza msamiati lengwa na kuutumia katika tungo kwa usahihi na urahisi.	Mwanafunzi anaeleza msamiati lengwa na kuutumia katika tungo kwa usahihi.	Mwanafunzi anaeleza baadhi ya msamiati lengwa na kuutumia katika tungo kwa usahihi.	Mwanafunzi anajaribu kueleza msamiati lengwa.
Kusoma kifungu kwa ufasaha kwa kuzingatia ujumbe.	Mwanafunzi anasoma kifungu kwa ufasaha na wepesi kwa kuzingatia ujumbe.	Mwanafunzi anasoma kifungu kwa ufasaha na kwa kuzingatia ujumbe.	Mwanafunzi anasoma kifungu kwa kuzingatia ujumbe.	Mwanafunzi anajaribu kusoma kifungu.
Kujibu maswali yanayolenga ujumbe, matukio na wahusika katika kifungu kwa usahihi.	Mwanafunzi anajibu maswali yanayolenga ujumbe, matukio na wahusika katika kifungu kwa usahihi na urahisi.	Mwanafunzi anajibu maswali yanayolenga ujumbe, matukio na wahusika katika kifungu kwa usahihi.	Mwanafunzi anajibu baadhi ya maswali yanayolenga ujumbe na wahusika katika kifungu kwa usahihi.	Mwanafunzi anajaribu kujibu maswali yanayolenga ujumbe na wahusika katika kifungu.



8.0 WANYAMA WA PORINI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
8.3 Kuandika	8.3.1 Kuandika Insha: Insha ya Masimulizi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua insha ya masimulizi kwa kuzingatia muundo b) kuandika insha ya masimulizi kwa kufuata kanuni zifaazo c) kuchangamkia utunzi wa mzuri wa insha ya masimulizi ili kujenga ubunifu wake.	Mwanafunzi: <ul style="list-style-type: none"> • atambue insha ya masimulizi kwa kurejelea vielelezo vya insha zilizoandikwa kwenye matini mbalimbali au tarakilishi • aandae vidokezo vitakavyomwongoza kuandika insha yake • aandike insha inayosimulia kisa cha tukio linalohusiana na wanyama wa porini kwa kuzingatia anwani, mpangilio mzuri wa mawazo, hati safi, tahajia, kanuni za kisarufi, uakifishaji mwafaka na kwa lugha ya kiubunifu • ashiriki na wenzake kujadili mada ya insha na muundo wa insha ya masimulizi • aandike insha ya masimulizi mtandaoni na kuisambaza kwa wenzake na mwalimu ili waisome na kuitathmini • awasomee wenzake insha aliyoandika ili waisikilize na kuitathmini. 	1) Insha ya masimulizi inahusu nini? 2) Je, unazingatia nini ili kuandika insha nzuri ya masimulizi?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa wanafunzi wanaposhiriki katika mijadala na kazi za vikundi. • Ujuzi wa kidijitali - unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa kuandika insha mtandaoni na kurejelea kielelezo cha insha ya masimulizi. • Ubunifu – unakuzwa mwanafunzi anapoandika insha ya masimulizi. • Hamu ya ujifunzaji - inakuzwa mwanafunzi anapoyatafakari maswali dadisi na anapoimarisha ujuzi wake wa kutumia tarakilishi. 				

<p>Uhusiano na masuala mtambuko</p> <ul style="list-style-type: none"> • Uraia kutokana na kufanya kazi pamoja. • Utunzaji wa wanyama wa porini. 	<p>Uhusiano na maadili Heshima na adabu hasa katika shughuli za vikundi.</p>
<p>Uhusiano na masomo mengine English na Indigenous Languages - masomo haya hushughulikia uandishi kama mojawapo ya stadi za lugha.</p>	<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamashe wenzake shuleni na nyumbani kuhusu umuhimu wa uandishi bora katika mawasiliano.</p>

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kuandika insha ya masimulizi kwa kuzingatia kanuni za lugha, mpangilio mzuri wa mawazo na lugha ya kiubunifu.	Mwanafunzi anaandika insha ya masimulizi kwa kuzingatia kanuni za lugha, mpangilio mzuri wa mawazo na kwa ubunifu wa hali ya juu.	Mwanafunzi anaandika insha ya masimulizi kwa kuzingatia kanuni za lugha, mpangilio mzuri wa mawazo na lugha ya kiubunifu.	Mwanafunzi anaandika insha ya masimulizi kwa kuzingatia baadhi ya kanuni za lugha.	Mwanafunzi anajaribu kuandika insha ya masimulizi.



8.0 WANYAMA WA PORINI

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
8.4 Sarufi	8.4.1 Mnyambuliko wa Vitenzi: Kauli za kutenda, kutendea na kutendwa (Vipindi 3)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:</p> <p>a) kueleza maana ya mnyambuliko wa vitenzi ili kuubainisha</p> <p>b) kueleza maana ya kauli za kutenda, kutendea na kutendwa ili kuzitofautisha</p> <p>c) kutambua vitenzi katika kauli za kutenda, kutendea na kutendwa katika matini</p> <p>d) kutumia vitenzi katika kauli za kutenda, kutendea na kutendwa ipasavyo anapowasiliana</p> <p>e) kuchangamkia matumizi ya vitenzi katika kauli za kutenda, kutendea na kutendwa kwenye mawasiliano.</p>	<p>Mwanafunzi:</p> <ul style="list-style-type: none"> • ashirikiane na wenzake kueleza maana za mnyambuliko wa vitenzi, kauli ya kutenda, kauli ya kutendea na kauli ya kutendwa • atambue vitenzi katika kauli za kutenda, kutendea na kutendwa katika chati, jedwali, kapu maneno, mti maneno, ubao na vyombo vya kidijitali • anyambue vitenzi katika kauli lengwa akiwa peke yake, wakiwa wawili wawili au katika vikundi • atumie vitenzi katika kauli lengwa kwenye sentensi • ashirikiane na wenzake kujaza mapengo katika jedwali la mnyambuliko wa vitenzi kwenye daftari au kwa kutumia tarakilishi • aandike sentensi upya kwa kutumia vitenzi katika kauli mbalimbali. 	Je, vitenzi vinaweza kubadilika vipi mwishoni ili kuleta maana mbalimbali?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa wanafunzi wanapofanya kazi wakiwa wawili wawili na katika vikundi. • Uwazaji kina na utatuzi wa matatizo - unakuzwa mwanafunzi anaponyambua vitenzi katika kauli mbalimbali. • Kujiamini- kunakuzwa wanafunzi wanapotoa majibu na kushiriki katika shughuli mbalimbali. 				
<p>Uhusiano na masuala mtambuko</p> <ul style="list-style-type: none"> • Umoja wa kijamii - kufanya kazi pamoja. 			<p>Uhusiano na maadili</p> <p>Maadili mbalimbali k.v. upendo, umoja, ushirikiano, heshima na uzalendo vinajitokeza wanafunzi wanaposhirikiana katika somo na vilevile katika sentensi zitakazotungwa.</p>	
<p>Uhusiano na masomo mengine</p> <p>English na Indigenous Languages - masomo haya yanashughulikia</p>			<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji</p>	

vitenzi kama mada muhimu.	Mwanafunzi awe kielelezo cha matumizi ya lugha ifaavyo katika kuwasilisha ujumbe.
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Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua vitenzi katika kauli za kutenda, kutendea na kutendwa, kuvibadilisha katika kauli hizi na kuvitumia katika sentensi ifaavyo.	Mwanafunzi anatambua vitenzi katika kauli za kutenda, kutendea na kutendwa, anavibadilisha katika kauli hizi na kuvitumia katika sentensi ifaavyo na kwa urahisi.	Mwanafunzi anatambua vitenzi katika kauli za kutenda, kutendea na kutendwa, anavibadilisha katika kauli hizi na kuvitumia katika sentensi ifaavyo.	Mwanafunzi anatambua baadhi ya vitenzi katika kauli za kutenda, kutendea na kutendwa ambavyo anavibadilisha katika kauli hizi na kuvitumia katika sentensi ifaavyo.	Mwanafunzi anajaribu kutambua vitenzi katika kauli za kutenda, kutendea na kutendwa.

9.0 AFYA BORA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
9.1 Kusikiliza na Kuzungumza	9.1.1 Mazungumzo: Mazungumzo katika miktadha isiyo rasmi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua miktadha ya mawasiliano isiyo rasmi b) kutumia lugha kuhusiana ipasavyo katika miktadha isiyo rasmi c) kuchangamkia matumizi ya lugha katika miktadha isiyo rasmi.	Mwanafunzi: <ul style="list-style-type: none"> atambue mazungumzo yasiyo rasmi kwa kutazama maigizo ya mazungumzo lengwa kwenye video na tarakilishi ashirikiane na wenzake kuigiza mazungumzo katika miktadha isiyo rasmi (k.m. <i>akicheza na wenzake, akizungumza na wazazi, ndugu, nyanya au babu nyumbani</i>) atambue umuhimu wa nidhamu ya lugha, hata katika mazingira yasiyo rasmi (k.m. <i>kutumia lugha ya upole, heshima na kumpa mwenzake nafasi ya</i> 	Ni lini tunatumia lugha isiyo rasmi?



			<p><i>kuzungumza na kusikiliza kwa makini anaposhiriki katika mazungumzo)</i></p> <ul style="list-style-type: none"> • ashirikiane na wenzake kutaja miktadha ya mazungumzo yasiyo rasmi (k.v. <i>wanapocheza, wanapozungumza na marafiki, wakiwa nyumbani, n.k)</i> • asikilize mazungumzo kati ya mtoto na babu au nyanya ama kati ya watoto pekee yaliyorekodiwa kwa kutumia vifaa vya kidijitali. 	
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Mawasiliano na ushirikiano – zinakuzwa kupitia kwa kushiriki katika kazi ya vikundi. • Ubunifu – unakuzwa mwanafunzi anaposhiriki katika mazungumzo. • Ujuzi wa kidijitali – unakuzwa mwanafunzi anapotumia vifaa vya kidijitali kusikiliza na kutazama mazungumzo. 				
<p>Uhusiano na masuala mtambuko Mazungumzo yahusishe masuala mtambuko k.v. lishe bora na mazingira.</p>			<p>Uhusiano na maadili</p> <ul style="list-style-type: none"> • Uwajibikaji katika kutunza vifaa vya kidijitali. • Heshima na ushirikiano katika uigizaji na kushiriki katika mazungumzo. 	
<p>Uhusiano na masomo mengine English na Indigenous Languages – masomo haya yanashughulikia matumizi ya lugha katika miktadha mbalimbali.</p>			<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awe kielelezo cha wengine katika kutumia lugha kwa heshima na ufasaha katika miktadha isiyo rasmi.</p>	

Viwango vya kuzingatia katika tathmini

Viwango	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua lugha isiyo rasmi na kuitumia kuleta utangamano, kuheshimu maoni ya wengine na kushiriki mazungumzo na wenzake.	Mwanafunzi anatambua lugha isiyo rasmi na kuitumia kwa urahisi kuleta utangamano, anaheshimu maoni ya wengine na kushiriki mazungumzo na wenzake.	Mwanafunzi anatambua lugha isiyo rasmi na kuitumia kuleta utangamano, anaheshimu maoni ya wengine na kushiriki mazungumzo na wenzake.	Mwanafunzi anatambua kwa kiasi, lugha isiyo rasmi na kuitumia katika mazungumzo na wenzake.	Mwanafunzi anatumia lugha katika mazungumzo.

9.0 AFYA BORA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
9.2 Kusoma	9.2.1 Kusoma kwa Mapana: Matini (Vipindi 3)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua matini ya kusoma ya aina mbalimbali na kuchagua zinazomvutia b) kusoma matini aliyochagua ili kufaidi ujumbe na lugha iliyotumiwa c) kufurahia usomaji wa aina mbalimbali za matini ili kupanua mawazo yake.	Mwanafunzi: <ul style="list-style-type: none"> • atambue matini (k.v. <i>vitabu, majarida, magazeti</i>) yanayovutia maktabani na mtandaoni • asome matini aliyochagua (yakijumuisha yale yenye mada ya afya bora) ili kufaidi ujumbe na lugha iliyotumiwa • awasimulie wenzake kuhusu matini aliyosoma ili kupashana ujumbe na kuchocheana kusoma zaidi kwa ajili ya kujifurahisha • ajadiliane na wenzake matini ambayo wamesoma. 	<ol style="list-style-type: none"> 1) kwa nini unapenda kusoma? 2) Ni nini kinachokufanya uchague kitabu au makala ya kusoma? 3) Ni nini kinachokuvutia unaposoma hadithi?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Mawasiliano na ushirikiano – vinakuzwa mwanafunzi anaposimulia na kujadiliana na wenzake. • Ujuzi wa kidijitali - unakuzwa mwanafunzi anapotumia tarakilishi na mtandao kupata matini ya kusoma. • Hamu ya ujifunzaji – inakuzwa mwanafunzi anapojichagulia matini na kuyasoma kwa mapana. 				
<p>Uhusiano na masuala mtambuko</p> <p>Matini anayochagua mwanafunzi yatakuwa na masuala mtambuko mbalimbali k.m chanjo ya watoto, utapiamlo na mihadarati.</p>			<p>Uhusiano na maadili</p> <ul style="list-style-type: none"> • Uwajibikaji – mwanafunzi anapotunza matini anayosoma. • Heshima – mwanafunzi anapojadiliana na wenzake kuhusu alichokisoma. 	
<p>Uhusiano na masomo mengine</p> <p>English na Indigenous Languages - masomo haya hushughulikia mada ya kusikiliza na kuzungumza.</p>			<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji</p> <ul style="list-style-type: none"> • Kuwa kielelezo cha utamaduni wa kusoma shuleni na nyumbani. • Maarifa anayopata mwanafunzi kutokana na usomaji wake anayatumia shuleni na nyumbani kuifaidi jamii. 	



Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Utamaduni mzuri wa kusoma matini ya aina mbalimbali shuleni na nje ya shule na kusimulia kwa ufasaha alichokisoma.	Mwanafunzi ana utamaduni mzuri wa kusoma matini ya aina mbalimbali shuleni na nje ya shule na anapenda kusimulia kwa ufasaha na kwa urahisi alichokisoma.	Mwanafunzi ana utamaduni mzuri wa kusoma matini ya aina mbalimbali shuleni na nje ya shule na kusimulia alichokisoma.	Mwanafunzi ana utamaduni wa kusoma baadhi ya sampuli za matini shuleni na kuzisimulia.	Mwanafunzi anajaribu kusoma baadhi ya matini shuleni.

9.0 AFYA BORA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
9.3 Kuandika	9.3.1 Kuandika Insha: Insha ya Maelezo (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua insha ya maelezo katika matini b) kuandika insha ya maelezo kwa kufuata kanuni zifaazo c) kuchangamkia utunzi wa insha ya maelezo ili kujenga ubunifu wake.	Mwanafunzi: <ul style="list-style-type: none"> • atambue vifungu vya maelezo vilivyoandikwa kwenye matini mbalimbali au tarakilishi • aandae vidokezo vitakavyomwongoza kuandika insha yake • aandike insha ya maelezo akitumia lugha ifaayo kutoa picha dhahiri kuhusu anachokieleza • aandike insha ya maelezo akizingatia anwani, mpangilio mzuri wa mawazo, hati safi, tahajia, kanuni za kisarufi, uakifishaji mwafaka na lugha ya kiubunifu inayojumuisha methali na nahau alizojifunza awali • ashiriki na wenzake kujadili mada ya insha (<i>ihusiane na mada ya afya bora</i>) na muundo wa insha ya maelezo • aandike insha ya maelezo mtandaoni na kuisambaza kwa wenzake na mwalimu ili waisome na kuitathmini • awasomee wenzake insha aliyoandika ili waisikilize na kuitathmini. 	<ol style="list-style-type: none"> 1) Je, ni vitu gani vinavyoweza kutungiwa insha ya maelezo? 2) Ni mambo gani unayostahili kuzingatia unapoandika insha ya maelezo?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa wanafunzi wanaposhiriki katika mijadala na kazi za vikundi. • Ujuzi wa kidijitali - unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa kuandika insha mtandaoni na kurejelea kielelezo cha insha ya maelezo. • Ubunifu – unakuzwa mwanafunzi anapoandika insha ya maelezo. • Hamu ya ujifunzaji - inakuzwa mwanafunzi anapoyatafakari maswali dadisi na anapoimarisha ujuzi wake wa kutumia tarakilishi. 				



<p>Uhusiano na masuala mtambuko Uraia kutokana na kufanya kazi pamoja.</p>	<p>Uhusiano na maadili Heshima na adabu hasa katika shughuli za vikundi.</p>
<p>Uhusiano na masomo mengine English na Indigenous Languages – masomo haya yanafunza uandishi wa insha ya maelezo.</p>	<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Kuwahamasisha wenzake shuleni na nyumbani kuhusu umuhimu wa uandishi mzuri katika mawasiliano.</p>

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kuandika insha ya maelezo fasaha inayozingatia lugha ya kiubunifu ili kujenga picha dhahiri, yenye kuzingatia kanuni za lugha na mpangilio mzuri wa mawazo.	Mwanafunzi anaandika insha ya maelezo fasaha akizingatia lugha ya kiubunifu ili kujenga picha dhahiri, anazingatia kanuni za lugha na mpangilio mzuri wa mawazo kwa urahisi.	Mwanafunzi anaandika insha ya maelezo fasaha inayozingatia lugha ya kiubunifu ili kujenga picha dhahiri, anazingatia kanuni za lugha na mpangilio mzuri wa mawazo.	Mwanafunzi anaandika insha ya maelezo akizingatia lugha ya kiubunifu.	Mwanafunzi anajaribu kuandika insha ya maelezo.

9.0 AFYA BORA

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
9.4 Sarufi	9.4.1 Vinyume vya Nomino (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kueleza maana ya kinyume cha nomino ili kukibainisha b) kutambua vinyume vya nomino katika matini c) kuunda sentensi kwa kutumia vinyume vya nomino ipasavyo d) kuchangamkia matumizi ya vinyume vya nomino katika mawasiliano ya kila siku.	Mwanafunzi: <ul style="list-style-type: none"> atambue vinyume vya nomino (k.v. <i>rafiki – adui, mgeni – mwenyeji, furaha – huzuni, uhuru-utumwa, mfalme-malkia, usiku – mchana, tajiri – maskini, n.k</i>) katika chati, kadi za maneno, kapu maneno, mti maneno au vifaa vya kidijitali ashirikiane na wenzake kutafuta vinyume vya nomino kwa kurejelea orodha ya nomino alizopewa atalii mazingira yake na kuunda orodha ya vinyume vya nomino za vitu halisi anavyoweza kutambua atunge sentensi kwa kutumia vinyume vya nomino kwa kuzingatia upatanisho wa kisarufi. 	Je, ni nomino gani unazoweza kutambua vinyume vyake?
Umilisi wa kimsingi unaokuzwa				
<ul style="list-style-type: none"> Mawasiliano na ushirikiano - kupitia kushiriki kazi ya vikundi. Ubunifu - unadhiriika anapotunga sentensi. Ujuzi wa kidijitali - unakuzwa mwanafunzi anapotumia vifaa vya kidijitali. 				
Uhusiano na masuala mtambuko			Uhusiano na maadili	
Elimu endelevu - mwanafunzi anapanua mawazo kuhusu mazingira yake anapotambua vinyume vya nomino kutoka kwa mazingira hayo.			<ul style="list-style-type: none"> Uwajibikaji katika kutunza vifaa vya kidijitali. Heshima na ushirikiano katika shughuli za vikundi. 	
Uhusiano na Masomo Mengine			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji	
English na Indigenous Languages - hushughulikia mada ya sarufi.			Mwanafunzi awe kielelezo cha wengine katika kutumia lugha kwa ufasaha.	



Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua vinyume vya nomino mbalimbali na kuvitumia katika sentensi ipasavyo.	Mwanafunzi anatambua vinyume vya nomino mbalimbali na kuvitumia katika sentensi ipasavyo kwa urahisi.	Mwanafunzi anatambua vinyume vya nomino mbalimbali na kuvitumia katika sentensi ipasavyo.	Mwanafunzi anatambua baadhi ya vinyume vya nomino na kuvitumia katika sentensi ipasavyo.	Mwanafunzi anajaribu kutambua vinyume vya nomino.

10.0 KUKABILIANA NA UHALIFU

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
10.1 Kusikiliza na kuzungumza	10.1.1 Tashbihi: Tashbihi za kimo na umbo (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kueleza maana ya tashbihi ili kuibainisha b) kutambua tashbihi za kimo na umbo katika matini c) kutumia tashbihi za kimo na umbo kwa usahihi katika sentensi d) kufurahia matumizi ya tashbihi za kimo na umbo katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • ashirikiane na wenzake kuelezea maana ya tashbihi • atambue tashbihi za kimo na umbo (k.v. <i>mrefu kama twiga, mfupi kama nyundo, mwembamba kama sindano, konda kama ng'onda</i>) katika vitabu, chati na vyombo vya kidijitali • arejeele picha au michoro kwenye chati au tarakilishi ili kutumia tashbihi zifaazo kutolea maelezo • atunge sentensi akitumia tashbihi za kimo na umbo akiwa peke yake au katika vikundi • akamilishe sentensi zinazolinganisha vitu viwili kwa kutumia tashbihi za kimo na umbo. 	Ni tashbihi zipi hutumiwa kuelezea kimo na umbo la kitu?
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Mawasiliano na ushirikiano – vinakuzwa mwanafunzi anaposhiriki katika kazi ya vikundi. • Hamu ya kujifunza – inakuzwa kutokana na kazi ya ziada anayopewa mwanafunzi kuhusu tashbihi za kimo na umbo. • Ujuzi wa kidijitali - unakuzwa mwanafunzi anapotumia vifaa vya kidijitali katika kujifunza tashbihi. 				
Uhusiano na masuala mtambuko Elimu ya mazingira - mwanafunzi anarejeele mifano ya vitu na viumbe katika mazingira yake.			Uhusiano na maadili Heshima na adabu – kupitia kazi ya vikundi.	
Uhusiano na Masomo Mengine English na Indigenous Languages – masomo haya hushughulikia mada ya tashbihi.			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi anatarajiwa kuwa kielelezo cha kutumia lugha kwa ufasaha shuleni na nyumbani.	

Viwango vya kuzingatia katika tathmini



Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua tashbihi za kimo na umbo na kuzitumia kwa usahihi katika sentensi.	Mwanafunzi anatambua tashbihi za kimo na umbo na kuzitumia kwa usahihi na urahisi katika sentensi.	Mwanafunzi anatambua tashbihi za kimo na umbo na kuzitumia kwa usahihi katika sentensi.	Mwanafunzi anatambua baadhi ya tashbihi za kimo na umbo na kuzitumia kwa usahihi katika sentensi.	Mwanafunzi anajaribu kutambua baadhi ya tashbihi za kimo na umbo.

10.0 KUKABILIANA NA UHALIFU

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
10.2 Kusoma	10.2 Kusoma kwa Mapana: Matini ya kidijitali (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua na kuzingatia hatua za kiusalama katika matumizi ya vifaa vya kidijitali b) kutambua na kufungua faili iliyo na kifungu cha kusoma ili kuimarisha umilisi wake wa kutumia tarakilishi c) kusakura matini kwenye tovuti salama ili kupata vifungu vya kusoma vyenye mada lengwa d) kusoma matini lengwa ili kupata ujumbe e) kuchangamkia matumizi ya vifaa vya kidijitali katika kutafuta na kusoma ujumbe ili kuimarisha maarifa yake.	Mwanafunzi: <ul style="list-style-type: none"> • atambue na kuzingatia hatua za kiusalama kutoka kwenye chati au kwenye tarakilishi na mitandao • atambue jina la faili lengwa kwenye tarakilishi na kufanya mazoezi ya kuifungua na kuifunga • atambue mitandao salama yenye matini yanayoafiki kiwango na mahitaji yake • atambue umuhimu wa kutoa habari kwa mwalimu, mzazi au mlezi wake endapo atapata ujumbe kutoka kwa watu asiowajua mtandaoni na kutowasiliana nao • atafute maana za maneno mapya kwenye kamusi mtandaoni • asome matini kwenye tovuti salama • asikilize matamshi na maelezo kuhusu anachokisoma mtandaoni panapowezezana • atoe habari kuhusu matini aliyosoma kwa muhtasari na kujibu maswali katika maandishi au mazungumzo na wenzake. 	<ol style="list-style-type: none"> 1) Ni makala gani ambayo umewahi kusoma mtandaoni? 2) Ukitaka kufikia matini ya kusoma mtandaoni utafanya nini? 3) Utafanya nini mtu usiyemjua akikutumia ujumbe mtandaoni?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Ujuzi wa kidijitali – unakuzwa vifaa vya kiteknolojia vinapotumiwa katika kutafuta, kusakura na kusoma. • Hamu ya kujifunza – inakuzwa mwanafunzi anapopata hamu ya kutafuta matini ya kusoma kwenye tarakilishi na mitandaoni. 				
<p>Uhusiano na masuala mtambuko Stadi za maisha – ujuzi wa kidijitali na usalama mitandaoni.</p>			<p>Uhusiano na maadili Uwajibikaji – katika utunzaji wa vifaa vya kidijitali na kuzingatia</p>	

	mitandao salama.
Uhusiano na masomo mengine Masomo yote kwa vile yanatakiwa kuzingatia ujuzi wa kidijitali.	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamashe wenzake shuleni na nyumbani kuhusu usalama mitandaoni na manufaa ya ujuzi wa kidijitali katika kuimarisha usomaji na kupata maarifa yanayohusu nyanja mbalimbali.

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua na kuzingatia hatua za kiusalama mtandaoni, kutambua tovuti salama zenye habari lengwa, kutafuta matini kwenye kifaa cha kidijitali au mtandaoni na kunakili maneno na habari muhimu alizosoma.	Mwanafunzi anatambua na kuzingatia hatua za kiusalama mtandaoni, anatambua tovuti salama zenye habari lengwa, anatafuta matini kwenye kifaa cha kidijitali au mtandaoni na ananakili maneno na habari muhimu alizosoma kwa urahisi.	Mwanafunzi anatambua na kuzingatia hatua za kiusalama mtandaoni, anatambua tovuti salama zenye habari lengwa, anatafuta matini kwenye kifaa cha kidijitali au mtandaoni na kuyasoma.	Mwanafunzi anatafuta matini mtandaoni na kwenye kifaa cha kidijitali au mtandaoni na kuyasoma.	Mwanafunzi anajaribu kutafuta matini mtandaoni au kwenye kifaa cha kidijitali.

10.0 KUKABILIANA NA UHALIFU

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
10.3 Kuandika	10.3.1 Kuandika Insha: Insha ya Masimulizi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua insha ya masimulizi kwa kuzingatia ujumbe, mtindo na muundo b) kuandika insha ya masimulizi kwa kufuata kanuni zifaazo c) kuchangamkia utunzi mzuri wa insha ya masimulizi ili kujenga ubunifu wake.	Mwanafunzi: <ul style="list-style-type: none"> • atambue insha ya masimulizi kwa kurejelea vielelezo vya insha zilizoandikwa kwenye matini mbalimbali au tarakilishi • aandae vidokezo vitakavyomwongoza kuandika insha yake • ashirikiane na wenzake kujadili mada ya insha na muundo wa insha ya masimulizi • aandike insha inayosimulia kisa cha tukio linalohusiana na uhalifu wa kawaida daftarini kwa kuzingatia anwani, mpangilio mzuri wa mawazo, hati safi, tahajia, kanuni za kisarufi, uakifishaji mwafaka na kwa lugha ya kiubunifu • aandike insha ya masimulizi mtandaoni na kuisambaza kwa wenzake na mwalimu ili waisome na kuitathmini • awasomee wenzake insha aliyoandika ili waitathmini. 	Je, unazingatia nini ili kuandika insha nzuri ya masimulizi?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa wanafunzi wanaposhiriki katika mijadala na kazi za vikundi. • Ujuzi wa kidijitali - unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa kuandika insha mtandaoni na kurejelea kielelezo cha insha ya masimulizi. • Ubunifu – unakuzwa mwanafunzi anapoandika insha ya masimulizi. • Hamu ya ujifunzaji - inakuzwa mwanafunzi anapoyatafakari maswali dadisi na anapoimarisha ujuzi wake wa kutumia tarakilishi. 				
Uhusiano na masuala mtambuko			Uhusiano na maadili Heshima na adabu hasa katika shughuli za vikundi.	



<ul style="list-style-type: none"> • Uraia kutokana na kufanya kazi pamoja. • Jinsi ya kukabiliana na uhalifu kulingana na mada. 	
Uhusiano na masomo mengine English na Indigenous Languages – masomo haya huishughulikia mada ya kuandika.	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu umuhimu wa uandishi bora katika mawasiliano.

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kuandika insha ya masimulizi kwa kuzingatia kanuni za lugha, mpangilio mzuri wa mawazo na lugha ya kiubunifu.	Mwanafunzi anaandika insha ya masimulizi kwa kuzingatia kanuni za lugha, mpangilio mzuri wa mawazo na kwa ubunifu wa hali ya juu.	Mwanafunzi anaandika insha ya masimulizi kwa kuzingatia kanuni za lugha, mpangilio mzuri wa mawazo na lugha ya kiubunifu.	Mwanafunzi anaandika insha ya masimulizi kwa kuzingatia baadhi ya kanuni za lugha.	Mwanafunzi ajaribu kuandika insha ya masimulizi.

10.0 KUKABILIANA NA UHALIFU

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
10.4 Sarufi	10.4.1 Nyakati na hali: Wakati uliopita; uliopo na ujao hali ya kuendelea (Vipindi 3)	Kufikia mwisho wa mada, mwanafunzi aweze: <ol style="list-style-type: none"> a) kutambua viambishi vya nyakati kwenye vitenzi b) kutambua vitenzi katika nyakati tofauti hali ya kuendelea kwenye matini c) kutunga sentensi akitumia vitenzi katika nyakati mbalimbali hali ya kuendelea d) kufurahia zoezi la kutunga sentensi akiwa na wenzake. 	Mwanafunzi: <ul style="list-style-type: none"> • atambue viambishi vinavyobainisha nyakati mbalimbali (<i>uliopita, uliopo na ujao</i>) kwenye sentensi zilizoonyeshwa kwenye chati, ubao au kwa kutumia vifaa vya kidijitali k.v. tarakilishi na projekta • atunge sentensi akitumia vitenzi katika nyakati mbalimbali hali ya kuendelea katika mazungumzo, kuandika daftarinini au kupiga chapa kwenye tarakilishi/kipakatalishi • ashirikiane na wenzake katika vikundi kutaja sentensi katika wakati fulani na kuzibadilisha katika wakati tofauti hali ya kuendelea • atunge sentensi katika nyakati mbalimbali hali ya kuendelea kwenye blogi ili wenzake waweze kuzisoma na kuzitathmini • aandike upya sentensi katika wakati mmoja hali ya kuendelea ziwe katika nyakati tofauti hali ya kuendelea daftarinini • ajaze mapengo kwenye sentensi kwa kutumia vitenzi katika nyakati mbalimbali hali ya kuendelea. 	Ni viambishi vipi hutumika kuwakilisha nyakati mbalimbali katika vitenzi?
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Mawasiliano na ushirikiano – vinakuzwa mwanafunzi anaposhiriki katika shughuli za vikundi darasani na mtandaoni. • Ubunifu – unakuzwa mwanafunzi anapotunga sentensi. • Hamu ya ujifunzaji – inakuzwa mwanafunzi anapofaulu kutunga sentensi sahihi katika nyakati mbalimbali hali ya kuendelea. 				



<ul style="list-style-type: none"> Ujuzi wa kidijitali – unakuzwa mwanafunzi anapotumia kipakatalishi au tarakilishi kutunga sentensi na vilevile kuzisambaza mtandaoni. 	
Uhusiano na masuala mtambuko Stadi za maisha - kujitambua na kujithamini anapotunga sentensi na kuzitumia kujieleza.	Uhusiano na maadili Heshima - anapojifunza kuthamini maoni ya wengine.
Uhusiano na masomo mengine English na Indigenous Languages – masomo haya yanashughulikia mada za nyakati na hali.	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi anaibuka kuwa kielelezo kwa wenzake shuleni na nyumbani katika kutumia Kiswahili kwa kuzingatia kanuni za kisarufi.

Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua viambishi vya wakati uliopita hali ya kuendelea na kuvitumia katika sentensi kwa usahihi.	Mwanafunzi anatambua viambishi vya wakati uliopita hali ya kuendelea na kuvitumia katika sentensi kwa usahihi na urahisi.	Mwanafunzi anatambua viambishi vya wakati uliopita hali ya kuendelea na kuvitumia katika sentensi kwa usahihi.	Mwanafunzi anatambua viambishi vya wakati uliopita hali ya kuendelea katika baadhi ya vitenzi.	Mwanafunzi anajaribu kutambua viambishi vya wakati uliopita hali ya kuendelea katika vitenzi.
Kutambua viambishi vya wakati uliopo hali ya kuendelea na kuvitumia katika sentensi kwa usahihi.	Mwanafunzi anatambua viambishi vya wakati uliopo hali ya kuendelea na kuvitumia katika sentensi kwa usahihi na urahisi.	Mwanafunzi anatambua viambishi vya wakati uliopo hali ya kuendelea na kuvitumia katika sentensi kwa usahihi.	Mwanafunzi anatambua viambishi vya wakati uliopo hali ya kuendelea katika baadhi ya vitenzi.	Mwanafunzi anajaribu kutambua viambishi vya wakati uliopo hali ya kuendelea katika vitenzi.
Kutambua viambishi vya wakati ujao hali ya kuendelea na kuvitumia katika sentensi kwa usahihi.	Mwanafunzi anatambua viambishi vya wakati ujao hali ya kuendelea na kuvitumia katika sentensi kwa usahihi na urahisi.	Mwanafunzi anatambua viambishi vya wakati ujao hali ya kuendelea na kuvitumia katika sentensi kwa usahihi.	Mwanafunzi anatambua viambishi vya wakati ujao hali ya kuendelea katika baadhi ya vitenzi.	Mwanafunzi anajaribu kutambua viambishi vya wakati ujao hali ya kuendelea katika vitenzi.

11.0 MAPATO				
Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
11.1 Kusikiliza na kuzungumza	11.1.1 Kuzungumza na Kujieleza kwa ufasaha: Masimulizi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kusimulia tungo kwa kuzingatia mada, ubunifu na usanifu wa lugha mbele ya wenzake b) kutumia ishara zifaazo ili kuimarisha masimulizi yake c) kuchangamkia masimulizi katika mazingira mbalimbali.	Mwanafunzi: <ul style="list-style-type: none"> asikilize masimulizi yanayohusiana na mada lengwa yakitolewa na mgeni mwalikwa, mwalimu, mwanafunzi mwenzake au kutokana na vifaa vya kidijitali abuni simulizi linalohusiana na mada husika kwa kutazama picha, michoro au kujadiliana na wenzake atoe maelezo kuhusu mada lengwa (k.v. <i>jinsi ya kujipatia riziki, Jinsi ya kutumia mapato yake, n.k.</i>) atumie ishara za mwili zifaazo k.v ishara za uso, za mikono, mabega kuimarisha masimulizi yake ajadiliane na wenzake kuhusu ubora wa masimulizi aliyosikiliza. 	Je, ni nini unachozingatia unapotoa simulizi?
Umilisi wa kimsingi unaokuzwa				
<ul style="list-style-type: none"> Mawasiliano na ushirikiano – vinakuzwa mwanafunzi anaposhiriki mijadala katika vikundi. Ubunifu - unakuzwa mwanafunzi anapotunga na kusimulia visa mbalimbali. Kujiamini – kunakuzwa mwanafunzi anaposimulia visa mbele ya wenzake. 				
Uhusiano na masuala mtambuko Ujuzi wa matumizi ya fedha anaposimulia kuhusu mapato.			Uhusiano na maadili Uwajibikaji - kukamilisha shughuli mbalimbali.	
Uhusiano na masomo mengine English – somo hili linashughulikia ufasaha wa kusema kwa ubunifu.			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi atoe masimulizi kuhusu mapato kwa wenzake katika miktadha mbalimbali.	



Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kubuni na kusimulia tungo kwa kuzingatia ujumbe, ufasaha wa lugha na ishara zifaazo.	Mwanafunzi anabuni na kusimulia tungo kwa kuzingatia ujumbe, ufasaha wa lugha na ishara zifaazo kwa urahisi.	Mwanafunzi anabuni na kusimulia tungo kwa kuzingatia ujumbe, ufasaha wa lugha na ishara zifaazo	Mwanafunzi anabuni na kusimulia tungo kwa kuzingatia ujumbe.	Mwanafunzi anajaribu kubuni na kusimulia tungo.

11.0 MAPATO

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
11.2 Kusoma	11.2.1 Kusoma kwa Ufahamu: Kifungu cha Hadithi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:</p> <ol style="list-style-type: none"> a) kutambua msamiati wa mapato uliotumika katika hadithi ili kuimarisha ufahamu b) kutumia msamiati lengwa kwa usahihi katika sentensi c) kusoma kifungu kwa ufasaha ili kuimarisha ufahamu d) kuonyesha ufahamu wa kifungu kwa kutoa muhtasari na kujibu maswali e) kujenga mazoea ya usomaji bora katika maisha ya kila siku. 	<p>Mwanafunzi:</p> <ul style="list-style-type: none"> • atambue msamiati unaohusu mapato (<i>k.m. nunua, uza, mshahara, malipo, mauzo, mteja, bidhaa, riziki, faida, mtaji, akiba, wekeza, pesa zinazolipwa Serikali za Kaunti (k.v. za leseni, kuegesha magari, kuuza sokoni), n.k.</i>) kwa kutumia kadi za maneno, chati, mti maneno, kitabu na mtandao • atambue msamiati wa mapato kwa kutumia tarakilishi na projekta • ashiriki katika vikundi kujadili umuhimu wa mapato • aigize na wenzake matukio yanayolenga msamiati lengwa • atazame vibonzo vinavyoonyesha shughuli za mapato kwenye tarakilishi au video • asome kifungu kuhusu mapato kwenye kitabu au kwenye tarakilishi akiwa peke yake, wawili wawili au katika vikundi • atoe muhtasari kuhusu kifungu alichokisoma • aulize au ajibu maswali kutokana na kifungu alichokisoma. 	<ol style="list-style-type: none"> 1) Unajua shughuli gani za mapato? 2) Je, kwa nini mapato ni muhimu?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa mwanafunzi anaposhiriki katika mijadala na kazi za vikundi. • Ujuzi wa kidijitali - unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa katika kutazama vibonzo na michoro kwenye video na tarakilishi. • Ubunifu – unakuzwa mwanafunzi anapoigiza matukio yanayohusu shughuli za mapato. 				



<ul style="list-style-type: none"> • Ubunifu - unakuzwa mwanafunzi anaposhiriki kwenye mijadala darasani, anapoigiza na kujibu maswali kwa usahihi. • Hamu ya ujifunzaji - inakuzwa mwanafunzi anapoyatafakari maswali dadisi na anapoimarisha ujuzi wake wa kutumia tarakilishi. 	
Uhusiano na masuala mtambuko Uraia kutokana na kufanya kazi pamoja. Ujuzi wa matumizi ya fedha mwanafunzi anapotumia msamiati wa mapato.	Uhusiano na maadili Heshima na adabu hasa katika shughuli za vikundi.
Uhusiano na masomo mengine English na Literacy Activities – masomo haya hushughulikia mada ya ufahamu.	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi awahamasishe wenzake shuleni na nyumbani kuhusu mapato.

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kueleza na kutumia msamiati lengwa katika tungo kwa usahihi.	Mwanafunzi anaeleza msamiati lengwa na kuutumia katika tungo kwa usahihi na urahisi.	Mwanafunzi anaeleza msamiati lengwa na kuutumia katika tungo kwa usahihi.	Mwanafunzi anaeleza baadhi ya msamiati lengwa na kuutumia katika tungo kwa usahihi.	Mwanafunzi anajaribu kueleza msamiati lengwa.
Kujibu maswali yanayolenga ujumbe, matukio na wahusika katika kifungu kwa usahihi.	Mwanafunzi anajibu maswali yanayolenga ujumbe, matukio na wahusika katika kifungu kwa usahihi na urahisi.	Mwanafunzi anajibu maswali yanayolenga ujumbe, matukio na wahusika katika kifungu kwa usahihi.	Mwanafunzi anajibu baadhi ya maswali yanayolenga ujumbe na wahusika katika kifungu kwa usahihi.	Mwanafunzi anajaribu kujibu maswali yanayolenga ujumbe na wahusika katika kifungu.

11.0 MAPATO

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
11.3 Kuandika	11.3.1 Kuandika Barua: Barua ya Kirafiki (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kutambua barua ya kirafiki kwa kuzingatia muundo b) kuandika barua ya kirafiki kwa kuzingatia ujumbe, mtindo na muundo ufaao c) kuchangamkia umuhimu wa barua katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • atambue barua ya kirafiki kwa kurejelea vielelezo vya barua za kirafiki zilizoandikwa kwenye matini mbalimbali au tarakilishi • aandae vidokezo vitakavyomwongoza kuandika insha yake • ashirikiane na wenzake kujadili mada ya barua ya kirafiki na vipengele vyake • aandike barua ya kirafiki daftarini yenye kuzingatia mada ya mapato kwa rafiki, ndugu, mzazi n.k. kwa kuzingatia anwani, mpangilio mzuri wa mawazo, hati safi, tahajia, kanuni za kisarufi, uakifishaji mwafaka na kwa lugha ya kiubunifu • aandike barua ya kirafiki mtandaoni na kuisambaza kwa wenzake na mwalimu ili waisome na kuitathmini • awesomee wenzake barua ya kirafiki aliyoandika ili waitathmini • ashirikiane na wenzake katika vikundi kujadili kuhusu umuhimu wa barua za kirafiki katika mawasiliano. 	1) Je, unazingatia nini ili kuandika barua nzuri ya kirafiki? 2) Barua za kirafiki zina umuhimu gani?

Umilisi wa kimsingi unaokuzwa

- Mawasiliano na ushirikiano - vinakuzwa mwanafunzi anaposhiriki katika mijadala na kazi za vikundi.
- Ujuzi wa kidijitali - unakuzwa wakati vifaa vya kiteknolojia vinapotumiwa kuandika insha mtandaoni na kurejelea vielelezo vya barua za kirafiki.
- Ubunifu – unakuzwa mwanafunzi anapoandika barua za kirafiki.



<ul style="list-style-type: none"> Hamu ya ujifunzaji - inakuzwa mwanafunzi anapoyatafakari maswali dadisi na anapoimarisha ujuzi wake wa kutumia tarakilishi. 	
Uhusiano na masuala mtambuko <ul style="list-style-type: none"> Uraia kutokana na kufanya kazi pamoja. Ujuzi wa matumizi ya fedha - unajitokeza katika kushughulikia mapato yanayotokana na shughuli mbalimbali. 	Uhusiano na maadili Heshima, adabu na upendo hasa katika shughuli za vikundi na kutokana na ujumbe wa barua.
Uhusiano na masomo mengine English na Indigenous Languages - masomo haya hushughulikia uandishi kama mojawapo ya stadi za lugha.	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Kuendeleza mawasiliano na wenzake pamoja na wazazi kwa kutumia barua za kirafiki.

Viwango vya kuzingatia katika kutathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kuandika barua ya kirafiki kwa kuzingatia ujumbe, muundo, mpangilio mzuri wa mawazo na lugha yenye ubunifu.	Mwanafunzi anaandika barua ya kirafiki kwa kuzingatia ujumbe, muundo, mpangilio mzuri wa mawazo na lugha yenye ubunifu wa hali ya juu.	Mwanafunzi anaandika barua ya kirafiki kwa kuzingatia ujumbe, muundo, mpangilio mzuri wa mawazo na lugha yenye ubunifu.	Mwanafunzi anaandika barua ya kirafiki kwa kuzingatia baadhi ya vipengee vya insha husika.	Mwanafunzi anajaribu kuandika barua ya kirafiki.

11.0 MAPATO

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Maswali Dadisi
11.4 Sarufi	11.4.1 Ukanushaji: Ukanushaji wa Maneno na Sentensi (Vipindi 3)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kueleza maana ya ukanushaji ili kuubainisha b) kutambua maneno yaliyokanushwa katika kundi la maneno c) kutambua viambishi vya nafsi na wakati katika maneno d) kukanusha maneno na sentensi kwa kuzingatia nafsi na wakati katika mawasiliano e) kuchangamkia ukanushaji wa maneno katika mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> ashirikiane na wenzake kueleza maana ya ukanushaji atambue maneno yaliyokanushwa kwenye chati, ubao, kapu maneno, mti maneno na vyombo vya kidijitali atambue viambishi vya nafsi na wakati katika maneno akishirikiana na wenzake akanushe maneno na sentensi akizingatia nafsi na nyakati kwenye daftari au kwa kutumia tarakilishi asikilize au kutazama vipindi vya ukanushaji wa nafsi na wakati kupitia vyombo vya kidijitali. 	<ol style="list-style-type: none"> Unajua nafsi gani? Unajua viambishi gani vya nafsi? Unajua viambishi gani vya wakati?
<p>Umilisi wa kimsingi unaokuzwa</p> <ul style="list-style-type: none"> Mawasiliano na ushirikiano- vinakuzwa mwanafunzi anaposhirikiana na wenzake kujadili mada kwenye vikundi. Uwazaji kina na utatuzi wa matatizo – unakuzwa mwanafunzi anapojaribu kukanusha maneno na sentensi. Ujuzi wa kidijitali – unakuzwa mwanafunzi anapotumia vifaa vya kidijitali katika somo. 				
<p>Uhusiano na masuala mtambuko Stadi za maisha - mwanafunzi anakuza uwezo wa kukabili au kukataa mambo mbalimbali maishani.</p>			<p>Uhusiano na maadili Heshima na ushirikiano – mwanafunzi anaposhiriki katika kazi za vikundi.</p>	
<p>Uhusiano na masomo mengine English na Indigenous Languages - masomo haya hushughulikia mada ya sarufi.</p>			<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi anakuwa kielelezo kwa wenzake katika kutumia Kiswahili ifaavyo.</p>	



Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua viambishi vya nafsi na wakati katika maneno na kukanusha maneno na sentensi kwa kuzingatia wakati na nafsi kwa usahihi.	Mwanafunzi anatambua viambishi vya nafsi na wakati katika maneno na kukanusha maneno na sentensi kwa kuzingatia wakati na nafsi kwa usahihi na urahisi.	Mwanafunzi anatambua viambishi vya nafsi na wakati katika maneno na kukanusha maneno na sentensi kwa kuzingatia wakati na nafsi kwa usahihi.	Mwanafunzi anatambua baadhi ya viambishi vya nafsi na wakati katika maneno na kukanusha baadhi ya maneno na sentensi kwa kuzingatia wakati na nafsi kwa usahihi.	Mwanafunzi anajaribu kukanusha maneno na sentensi

11.0 MAPATO

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
11.4 Sarufi	11.4.2 Ukubwa na udogo wa nomino: Ukubwa wa nomino zinazoanza kwa m- na zenye mzizi wa silabi moja (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kueleza maana ya ukubwa wa nomino ili kuubainisha b) kutambua nomino zinazoanza kwa herufi m- na zenye mzizi wa silabi moja c) kutambua nomino katika hali ya ukubwa d) kubadilisha nomino kutoka hali wastani kuwa katika hali ya ukubwa e) kutumia nomino katika hali ya ukubwa kwenye sentensi f) kufurahia kutumia nomino katika hali ya ukubwa kwa usahihi ili kuimarisha mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • atambue nomino zinazoanza kwa herufi m- na zenye mzizi wa silabi moja (<i>k.m mti, mto, mji</i>) kwenye chati, ubao, mti maneno, kapu maneno au kifaa cha kidijitali • ashiriki katika vikundi kubadilisha nomino kutoka hali ya wastani hadi hali ya ukubwa • ashiriki katika mchezo wa vikundi; kikundi kimoja kitaje wastani wa nomino na kingine kitaje ukubwa wa nomino hiyo • apewe orodha ya nomino katika hali ya ukubwa na orodha nyingine ya nomino katika hali ya wastani kwenye tarakilishi ili aziburure na kuziambatanisha • atunge sentensi zinazorejelea nomino lengwa katika ukubwa akiwa peke yake au kwenye vikundi. 	Ni nomino gani unazoweza kutaja ukubwa wake?
Umilisi wa kimsingi unaokuzwa				
<ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa mwanafunzi anaposhiriki mijadala kuhusu mada lengwa. • Ubunifu- unakuzwa mwanafunzi anapotunga sentensi katika hali ya ukubwa. • Ujuzi wa kidijitali - unakuzwa mwanafunzi anapotumia tarakilishi kutambua na kuambatanisha nomino katika hali ya wastani na ukubwa. 				
Uhusiano na masuala mtambuko Uraia – kutunga sentensi zinazolenga uraia mwema.			Uhusiano na maadili Ushirikiano- kufanya kazi katika vikundi.	
Uhusiano na masomo mengine English na Indigenous Languages - masomo haya hushughulikia mada ya sarufi.			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi atakuwa kielelezo cha kutumia lugha kwa ufasaha shuleni na nyumbani.	



Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua nomino zinazoanza kwa herufi m- za mzizi wa silabi moja kwa usahihi.	Mwanafunzi anatambua nomino zinazoanza kwa herufi m- za mzizi wa silabi moja kwa usahihi na kwa urahisi.	Mwanafunzi anatambua nomino zinazoanza kwa herufi m- za mzizi wa silabi moja kwa usahihi.	Mwanafunzi anatambua baadhi ya nomino zinazoanza kwa herufi m- za mzizi wa silabi moja.	Mwanafunzi anajaribu kutambua nomino zinazoanza kwa herufi m- za mzizi wa silabi moja.
Kutambua nomino katika hali ya ukubwa na kuzitumia kwenye sentensi kwa usahihi.	Mwanafunzi anatambua nomino katika hali ya ukubwa na anazitumia kwenye sentensi kwa usahihi na kwa urahisi.	Mwanafunzi anatambua nomino katika hali ya ukubwa na anazitumia kwenye sentensi kwa usahihi.	Mwanafunzi anatambua baadhi ya nomino katika hali ya ukubwa na anatumia nomino alizotambua kwenye sentensi kwa usahihi.	Mwanafunzi anajaribu kutambua nomino katika hali ya ukubwa na vilevile anajaribu kuzitumia kwenye sentensi.

11.0 MAPATO

Mada	Mada Ndogo	Matokeo Tarajiwa Maalumu	Mapendekezo ya Shughuli za Ujifunzaji	Swali Dadisi
11.4 Sarufi	11.4.3 Ukubwa na udogo wa nomino: Udogo wa nomino zinazoanza kwa m- na zenye mzizi wa silabi moja (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze: a) kueleza maana ya udogo wa nomino ili kuubainisha b) kutambua nomino zinazoanza kwa herufi m- na zenye mzizi wa silabi moja c) kutambua nomino katika hali ya udogo d) kubadilisha nomino katika hali wastani kuwa katika hali ya udogo e) kutumia nomino katika hali ya udogo kwenye sentensi f) kufurahia kutumia nomino katika hali ya udogo ili kuimarisha mawasiliano.	Mwanafunzi: <ul style="list-style-type: none"> • atambue nomino zinazoanza kwa herufi m- na zenye mzizi wa silabi moja (<i>k.m mti, mto, mji</i>) kwenye chati, ubao, mti maneno, kapu maneno au kifaa cha kidijitali • ashiriki katika vikundi kubadilisha nomino kutoka hali ya wastani hadi hali ya udogo • ashiriki katika mchezo wa vikundi; kikundi kimoja kitaje wastani wa nomino na kingine kitaje udogo wa nomino husika • apewe orodha ya nomino katika hali ya udogo na orodha nyingine ya nomino katika hali ya wastani kwenye tarakilishi ili aziburure na kuziambatanisha • atunge sentensi zinazorejelea nomino lengwa katika udogo akiwa peke yake au kwenye vikundi. 	Ni nomino gani unazoweza kutaja udogo wake?
Umilisi wa kimsingi unaokuzwa <ul style="list-style-type: none"> • Mawasiliano na ushirikiano - vinakuzwa mwanafunzi anaposhiriki mijadala kuhusu mada hii. • Ubunifu- unakuzwa mwanafunzi anapotunga sentensi katika hali ya udogo. • Ujuzi wa kidijitali - unakuzwa mwanafunzi anapotumia tarakilishi kutambua na kuambatanisha nomino katika hali ya wastani na udogo. 				
Uhusiano na masuala mtambuko Uraia - kutunga sentensi zinazolenga uraia mwema.			Uhusiano na maadili Ushirikiano- kufanya kazi katika makundi.	
Uhusiano na masomo mengine English na Indigenous Languages - masomo haya hushughulikia sarufi.			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji Mwanafunzi atakuwa kielelezo cha kutumia lugha kwa ufasaha shuleni na nyumbani.	

Viwango vya kuzingatia katika tathmini

Vigezo	Kuzidi Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Kutambua nomino zinazoanza kwa herufi m- za mzizi wa silabi moja kwa usahihi.	Mwanafunzi anatambua nomino zinazoanza kwa herufi m- za mzizi wa silabi moja kwa usahihi na kwa urahisi.	Mwanafunzi anatambua nomino zinazoanza kwa herufi m- za mzizi wa silabi moja kwa usahihi.	Mwanafunzi anatambua baadhi ya nomino zinazoanza kwa herufi m- za mzizi wa silabi moja.	Mwanafunzi anajaribu kutambua nomino zinazoanza kwa herufi m- za mzizi wa silabi moja.
Kutambua nomino katika hali ya udogo na kuzitumia kwenye sentensi kwa usahihi.	Mwanafunzi anatambua nomino katika hali ya udogo na anazitumia kwenye sentensi kwa usahihi na kwa urahisi.	Mwanafunzi anatambua nomino katika hali ya udogo na anazitumia kwenye sentensi kwa usahihi.	Mwanafunzi anatambua baadhi ya nomino katika hali ya udogo na anatumia nomino alizotambua kwenye sentensi kwa usahihi.	Mwanafunzi anajaribu kutambua nomino katika hali ya udogo na anajaribu kuzitumia nomino kwenye sentensi.

MAPENDEKEZO YA NYENZO ZA KUFUNDISHIA

Kapu maneno	Tarakilishi/vipakatalishi	Nakala ya shairi
Mti maneno	Kinasasauti	Kielelezo cha insha ya wasifu
Kadi za maneno	Rununu	Kielelezo cha insha ya masimulizi
Picha za vitu mbalimbali	projekta	Kielelezo cha insha ya maelezo
Michoro	Kamusi mbalimbali	Nyenzo halisi
Chati	Nakala ya barua ya kirafiki	Mgeni mwalikwa
Mabango	Sanamu	

MAPENDEKEZO YA MBINU ZA KUTATHMINI

- Kumakinikia jinsi mwanafunzi anavyotumia lugha katika mawasiliano
- Kutambua k.m. kwenye orodha
- Kutunga sentensi k.m. kwa kutumia msamiati lengwa
- Kuambatanisha maneno lengwa
- Kujaza mapengo
- Kuandika tungo mbalimbali
- Kujibu maswali k.m. katika ufahamu
- Kutoa muhtasari wa ufahamu au matini yaliyosomwa
- Kujaza fumbo maneno
- Kazi mradi
- Kukariri na kuimba mashairi

MAPENDEKEZO YA SHUGHULI NYINGINE ZILIZORATIBIWA ZA UJIFUNZAJI

- Kazi ya vikundi
- Vyama vya ushirika shuleni
- Mijadala inayohusu masuala mtambuko mbalimbali ya mtambuko
- Ziara za nyanjani
- Kutagusanan na vyombo vya habari na vifaa vingine vya kidijitali



KENYA SIGN LANGUAGE

Essence Statement

Kenyan Sign Language (KSL), as any other language is conceptualized as the mind's use of common manual/visual symbol codes in aspect of human communication. It enhances comprehension of oral or signed language through hearing or seeing (speech reading), signing or fingerspelling. Comprehension of written language can be enhanced through reading or formulation and expression of language using the KSL grammatical pattern when speaking, signing, fingerspelling and writing.

In this context learners who are Hard of Hearing (HOH), may benefit from listening, speech/lip-reading signing and speaking while those who are Deaf may benefit by use of observation, speech reading, fingerspelling and signing.

Therefore the teacher should embrace Total communication by using both modes of communication during learning process with emphasis on grammatical sentence structure pattern of KSL which is different from English language pattern being an independent Language Learning area.

KSL (Kenya Sign Language) Learning Outcomes

By the end of early years' education, the learner should be able to:

1. Demonstrate basic literacy and numeracy skills for learning.
2. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts.
3. Demonstrate appropriate etiquette in social relationships.
4. Apply creativity and critical thinking skills in problem solving.
5. Explore the immediate environment for learning and enjoyment.
6. Practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing.
7. Demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living.
8. Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence.
9. Apply digital literacy skills for learning and enjoyment.



Strands

1. Observation and Signing
2. Demonstration high ability in Constructing simple sentences involving common diseases
3. Writing and Representing

Suggested Time Allocation Governance in Kenya

No.	Strands	Number of Lessons
1	Observation and Signing	4
2	Demonstration high ability in Constructing simple sentences involving common diseases	4
3	Writing and Representing	4
TOTAL		12

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
1.0 Observation and Signing	1.1 Kenyan Sign Language (KSL) and sign system (Composing signs)	By the end of the sub strand, the learner should be able to: a) Practice signing simple sentences using KSL b) Watch videos showing learners signing in KSL c) Appreciate use of KSL in communication.	<ul style="list-style-type: none"> • Learners could be guided to sign simple sentences in KSL • In pairs learners practice signing simple sentences using KSL • Demonstrate the use of KSL in pairs or small groups <ul style="list-style-type: none"> - videos showing learners signing in KSL 	How do we sign sentences in KSL?
Core competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration- is developed as learners practice signing sentences using Signed Exact English (SEE) and Kenyan Sign Language (KSL) • Citizenship – is enhanced as learners demonstrate the use of KSL 				
Links to PCIs: <ul style="list-style-type: none"> • Life skills and value education – as learners appreciate and support each other as they sign sentences in KSL 			Link to values: <ul style="list-style-type: none"> • Love – love for one another as they work together. • Responsibility – as each learner practices signing • Respect – as they take turns during signing 	
Link to other subjects: <ul style="list-style-type: none"> • English Language 			Suggested community service learning <ul style="list-style-type: none"> • Recite poems in KSL during school assembly. 	
Non-formal activities to support learning: <ul style="list-style-type: none"> • Recite poems 			Suggested assessment: <ul style="list-style-type: none"> • Observation • Signing 	
Suggested resources: <ul style="list-style-type: none"> • Flash cards with sentences 				



Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Differentiate Signed Exact English (SEE) from Kenyan Sign Language (KSL)	<ul style="list-style-type: none"> Outstandingly able to differentiate SEE from KSL in simple sentences. 	<ul style="list-style-type: none"> Can differentiate SEE from KSL in simple sentences. 	<ul style="list-style-type: none"> Can differentiate very few sentences in SEE and KSL. 	<ul style="list-style-type: none"> Has difficulty in differentiating SEE from KSL in simple sentences.
	1.2 Deaf culture (signing etiquette)	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> Use eye contact signing during communication; Practice turn taking during signing; Practice drawing attention to others during communication; Appreciate etiquette in their day to day interaction. 	<ul style="list-style-type: none"> Play games that will maintain eye contact. In pairs learners share experiences in school and at home to enhance turn taking during signing. Observe turn taking during signing; Watch a video showing learners taking turns during communication. In groups learners will role play on drawing attention during signing. 	<ol style="list-style-type: none"> How do we maintain effective communication during signing? How do we interrupt communication in signing?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration – As learners share their experiences Self-efficacy – As learners express themselves Digital literacy – As learners watch videos showing turn taking in communication. 				
<p>Links to PCIs:</p> <ul style="list-style-type: none"> Life skills – self-esteem as learners express themselves 			<p>Link to values:</p> <ul style="list-style-type: none"> Love – As they maintain eye contact during signing Respect – As they take turns in communication 	
<p>Link to other subjects</p> <ul style="list-style-type: none"> English Language 			<p>Suggested community service learning:</p> <ul style="list-style-type: none"> Use eye contact and turn taking as they relate and communicate with other people in the community. 	

Non-formal activities to support learning: <ul style="list-style-type: none"> • Debating 	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signing
Suggested resources <ul style="list-style-type: none"> • Video clips • Books 	

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Deaf culture (Signing etiquette)	<ul style="list-style-type: none"> • Demonstrate high ability in turn taking and maintaining eye contact during communication. 	<ul style="list-style-type: none"> • Demonstrates fair ability in turn taking and maintaining eye contact during communication. 	<ul style="list-style-type: none"> • Rarely demonstrated ability in turn taking and maintaining eye contact during communication. 	<ul style="list-style-type: none"> • Has challenges in turn taking and maintaining eye contact during communication.
	<ul style="list-style-type: none"> • Demonstrate high ability in drawing attention during communication the role play. 	<ul style="list-style-type: none"> • Demonstrates fair ability in drawing attention during communication in the role play. 	<ul style="list-style-type: none"> • Rarely demonstrates ability in drawing attention during communication in the role play. 	<ul style="list-style-type: none"> • Has challenges in drawing attention communication in the role play.
	1.3 Use of language (Grammar) Word order Full stop // KSL tenses	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> Identify KSL word order in sentences. Make simple sentences following the KSL word order (SUBJECT OBJECT VERB). Apply full stop punctuation mark (//) when signing KSL 	<ul style="list-style-type: none"> • Learners could be guided to identify SUBJECT, OBJECT and VERB in simple KSL sentences. • In pairs or groups, learners make sentences following the KSL word order. • Apply full stop punctuation mark (//) at when signing KSL sentences. 	<ol style="list-style-type: none"> How do we sign sentences in KSL? How do we apply a full stop in KSL sentences? How do we use tenses in KSL?



		<p>sentences.</p> <p>d) Sign simple KSL sentences involving tenses.</p> <p>e) Appreciate the use of KSL word order, full stop punctuation mark and tenses in communication.</p>	<ul style="list-style-type: none"> In pairs or groups learners sign simple KSL sentences involving tenses. (Today, Yesterday and Tomorrow) 	
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration – As they work in pairs and groups as they make sentences following KSL word order. Critical thinking and problem solving – As they identify KSL word order and tenses. Learning to learn – As they use KSL word order and punctuation mark. 				
<p>Links to PCIs:</p> <ul style="list-style-type: none"> Life skill – Self-esteem as they sign sentences using KSL word order. 		<p>Link to values:</p> <ul style="list-style-type: none"> Respect – As they work in pairs and groups during signing. 		
<p>Link to other subjects:</p> <ul style="list-style-type: none"> English Language 		<p>Suggested community service learning:</p> <ul style="list-style-type: none"> Involve community in practicing word order in KSL 		
<p>Non-formal activities to support learning:</p> <ul style="list-style-type: none"> Poems on word order. 		<p>Suggested assessment:</p> <ul style="list-style-type: none"> Observation Signing. 		
<p>Suggested resources:</p> <ul style="list-style-type: none"> Books flash cards with KSL word order, full stop and tenses. 				

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
KSL word order	<ul style="list-style-type: none"> • Able to identify KSL word order in sentences 	<ul style="list-style-type: none"> • Able to identify KSL word order in some sentences. 	<ul style="list-style-type: none"> • Able to identify KSL word order in very few sentences. 	<ul style="list-style-type: none"> • Has difficulty in identifying KSL word order in sentences.
	<ul style="list-style-type: none"> • Able to make very correct sentences using KSL word order. 	<ul style="list-style-type: none"> • Able to make fairly correct sentences using KSL word order 	<ul style="list-style-type: none"> • Rarely uses KSL word order while making sentences 	<ul style="list-style-type: none"> • Exhibits challenges in making sentences in KSL order
	<ul style="list-style-type: none"> • Easily applies full stop when signing KSL sentences 	<ul style="list-style-type: none"> • Moderately applies full stop when signing KSL sentences 	<ul style="list-style-type: none"> • Attempts to apply full stop when signing KSL sentences 	<ul style="list-style-type: none"> • Has difficulty in applying full stop when signing KSL sentences
	<ul style="list-style-type: none"> • Easily applies appropriate tenses, when signing 	<ul style="list-style-type: none"> • Moderately applies appropriate tenses when signing KSL sentences 	<ul style="list-style-type: none"> • Attempts to apply appropriate tenses in a few KSL sentences 	<ul style="list-style-type: none"> • Has challenges applying appropriate tenses when signing KSL sentences



Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Approaching Expectations
	1.4 Vocabulary Home (various Structures) Family (Extended family members)	By the end of the sub strand the learner should be able to: a) Demonstrate fluency in signing names of various structures at home; b) Use appropriate signs for title names of the extended family members; c) Carry out a project to collect photos of different structures in a homestead. d) Use digital device to capture photos of different structures in a homestead. e) Draw and colour different structures found in a homestead. f) Sign title names of extended family members g) Watch a video clip with family set up. h) Visit a nearby homestead and identify various structures (toilet, cowshed, food store) i) Appreciate knowledge of different relatives in the family and structures in the homestead.	<ul style="list-style-type: none"> • Sign names of various structures at home fluently. • Apply appropriate signs when signing title names of extended family members. • Projects where they collect photos of different structures in a homestead. • Take photographs of different structures in the homestead. • Draw and color different structures found in a homestead. • In pairs and groups, learners could be guided to sign title names of extended family members. • Watch a video clip with family set up. • Visit a nearby homestead and identify various structures (toilets, cowshed, food stores). 	<ol style="list-style-type: none"> 1. What are the sign names of various structures found in your home? 2. What are the sign names of members of your extended family?
Core competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration – as they sign names of various structures in the home and the extended family members • Citizenship – as they visit nearby homestead 				
Links to PCIs: <ul style="list-style-type: none"> • Citizenship – as they meet other persons during the visit. 			Link to values: <ul style="list-style-type: none"> • Responsibility – as they visit 	

	<ul style="list-style-type: none"> • Love – as they relate with each other and members of the community • Unity – as they work together.
Link to other subjects: <ul style="list-style-type: none"> • English Language • Social Studies 	Suggested community service learning: <ul style="list-style-type: none"> • Share signs of various structure in a home and extended family members with people they meet during their visit.
Non-formal activities to support learning: <ul style="list-style-type: none"> • Poems on extended family members. 	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signing
Suggested resources: <ul style="list-style-type: none"> • Resource persons • Pictures • Video clip on family members • Photos of structures in a home. 	

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Signing names	<ul style="list-style-type: none"> • Able to sign names of structures at home and title names of the extended family members and describe them 	<ul style="list-style-type: none"> • Able to sign names of structures at home and title names of the extended family members 	<ul style="list-style-type: none"> • Able to sign some names of structures at home and title names of the extended family members 	<ul style="list-style-type: none"> • Has difficulties in signing names of structures at home and title names of the extended family members
	1.5 Uses of domestic animals (Chicken, cow, goat, sheep, dog, cat, camel, donkey)	By the end of the sub strand learner should be able to: <ol style="list-style-type: none"> a) Sign different uses of domestic animals; b) Sign simple sentences on uses of domestic animals; c) Use pictures to sign 	<ul style="list-style-type: none"> • In groups learners sign different uses of domestic animals (chicken, cow goat sheep, dog cat, camel, donkey). • In pairs learners sign simple sentences related to uses of domestic 	1. What are the different uses of domestic animals?



		different uses of domestic animals; d) Appreciate the use of and taking care of domestic animals at home.	animals. • Learners use pictures to sign different uses of domestic animals.	
Core competences to be developed:				
<ul style="list-style-type: none"> • Communication and collaboration – As learners sign different uses of domestic animals. • Self-efficacy – As learners meet with other members of their community during visit to the home. 				
Links to PCIs:			Link to values:	
<ul style="list-style-type: none"> • Life skills – Self-esteem as learners visit homes. 			<ul style="list-style-type: none"> • Love – As they meet people in different people during their visit. • Responsibility –As they work together during their visit. 	
Link to other subjects:			Suggested community service learning:	
<ul style="list-style-type: none"> • English Language • Social Studies 			<ul style="list-style-type: none"> • Share signs of domestic animals with community members. 	
Non-formal activities to support learning:			Suggested assessment:	
<ul style="list-style-type: none"> • Poems on domestic animals. 			<ul style="list-style-type: none"> • Observation • Signing 	
Suggested resources:				
<ul style="list-style-type: none"> • Pictures • Photos • Resource persons 				

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Importance of domestic animals	<ul style="list-style-type: none"> Outstandingly able to sign uses of domestic animals and sign simple sentences on uses of domestic animals 	<ul style="list-style-type: none"> Able to sign uses of domestic animals and sign simple sentences on uses of domestic animals 	<ul style="list-style-type: none"> Able to sign some uses of domestic animals and sign simple sentences on uses of domestic animals 	<ul style="list-style-type: none"> Has challenges in signing some of the domestic animals and simple sentences on uses of domestic animals
	1.6 Occupation (local)	<p>By the end of the sub strand the learner should be able to</p> <ol style="list-style-type: none"> Finger spell names of local occupations in their community; Sign names of local occupations in their community; Role play different local occupations in their community; Collect photos and pictures of people involved in different occupations. Watch video showing people involved in different occupations; Appreciate the different local occupations done by people in the community. 	<ul style="list-style-type: none"> Take turns to finger spell names of occupations of people found in the community. Sign names of local occupations in their community Role play different local occupations in their community. Learners could be guided to collect photos and pictures of people involved in different occupations. Watch video showing people involved in different local occupations. 	<ol style="list-style-type: none"> How do you fingerspell the names of local occupations found in your locality? How do you sign the names of local occupations found in your locality?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration – as they finger spell and sign different occupations in their community. 				



<ul style="list-style-type: none"> • Creativity and imagination – as they role different occupations in their community. • Digital literacy – as they watch video on different occupations. 	
Links to PCIs: <ul style="list-style-type: none"> • Citizenship - as learners appreciate different occupations in their community. • Education for sustainable development – as learners sign names of different occupations. 	Link to values: Love – as they appreciate different occupations Respect – as learners sign different local occupations in their community.
Link to other subjects: <ul style="list-style-type: none"> • English Language • Social Studies 	Suggested community service learning: <ul style="list-style-type: none"> • Share signs of local occupation in their community with family members and friends.
Non-formal activities to support learning: <ul style="list-style-type: none"> • Poems on occupations 	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signing
Suggested resources: <ul style="list-style-type: none"> • Resource persons • Books • Photos • Pictures 	

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Fingerspelling names of local occupations in their community	<ul style="list-style-type: none"> • Demonstrate high ability in finger spelling and signing names of local occupations in their community 	<ul style="list-style-type: none"> • Able to fingerspell and sign names of local occupations in their community 	<ul style="list-style-type: none"> • Able to fingerspell and sign some names of local occupations in their community 	<ul style="list-style-type: none"> • Has difficulties in fingerspelling and signing names of local occupations in their community

	1.7 Major towns and cities, in our county	<p>By the end of the sub strand the learner should be able to:</p> <p>a) Finger spelt names of cities and towns in our county in where their school is found.</p> <p>b) Sign names of cities and towns in our county where the school is located.</p> <p>c) Construct simple sentences with names of cities and towns in our county where school is located.</p> <p>d) Appreciated the sign names of cities and towns in our county where the school is found.</p>	<ul style="list-style-type: none"> • Fingerspell names of cities and towns in our county where their school is found. • Learners in groups sign names of cities and towns in the county where school is found. • In pairs, learners could construct simple sentences involving signs of cities and towns in the county where their school is found. 	<ol style="list-style-type: none"> 1. What are the signs of cities found in our county? 2. What are the sign name of town in our county in where our school is located?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration – as learners in group sign name of cities and major towns in the county where the school is located. • Citizenship – as learners appreciate sign names of cities and major towns in the county where the school is located. 				
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Citizenship – as learners sign names cities and major towns in their county. 			<p>Links to values:</p> <ul style="list-style-type: none"> • Respect – as they sign names of cities in Kenya and towns in the county where the school is located. 	
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Social Studies 			<p>Suggested community service learning:</p> <ul style="list-style-type: none"> • Learners share signs of cities and major towns in their county where the school is located with family members and friends. 	
<p>Non-formal activities to support learning:</p> <ul style="list-style-type: none"> • Recite poems on cities and towns. 			<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Observation 	

- Signing

Suggested resources:

- Resource persons
- Map showing location of cities in Kenya and towns in the county where the school is located.

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Fingerspell and sign names of cities and towns in the county where the school is located.	<ul style="list-style-type: none"> • Demonstrates high ability in fingerspelling, signing names and constructing simple sentences with names of cities and towns in the county where the school is located. 	<ul style="list-style-type: none"> • Able to fingerspell sign names and constructs simple sentences with names of cities and towns in in the county where the school is located. 	<ul style="list-style-type: none"> • Able to fingerspell and sign some names and construct simple sentence with names of cities and towns in the county where the school is located. 	<ul style="list-style-type: none"> • Has challenges in fingerspelling and signing names of cities and towns in the county where the school is located.

	1.8 People in our community	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> Fingerspell names of different tribes found in their community. Sign names of different tribes found in their community. Sign simple sentences involving names of different tribes found in their community. Watch a video clip of different tribes living in their community. Appreciate the sign names of different tribes in their community. 	<ul style="list-style-type: none"> • Fingerspell names of different tribes found in their community. • In pairs, sign names of different tribes found in their community. • Sign simple sentences involving names of different tribes found in their community. • Watch a video clip of different tribes living in their community • Collect and display artifacts from different tribes in their 	<ol style="list-style-type: none"> How do we fingerspell names of different tribes living in our community? What are the sign names of the different tribes in our community?
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			community.	
Core competences to be developed:				
<ul style="list-style-type: none"> • Communication and collaboration – when they sign names of different tribes in their community in pairs. • Digital literacy – when they watch video clips of different people in their community. • Learning to learn – when they collect artefacts from different communities around them. 				
Links to PCIs:			Link to values:	
<ul style="list-style-type: none"> • Citizenship – as they fingerspell, sign and collect artefacts on different people in their community. 			<ul style="list-style-type: none"> • Responsibility – as they carry out the project. • Love – as they appreciated different tribes living in their community. 	
Links to other subjects:			Suggested community service learning:	
<ul style="list-style-type: none"> • Social Studies • English 			<ul style="list-style-type: none"> • As they collect artefacts from different communities. 	
Non-formal activities to support learning:			Suggested assessment:	
<ul style="list-style-type: none"> • As they sign, collect, display and share artefacts. 			<ul style="list-style-type: none"> • Observation • Finger spelling • Signing 	
Suggested resources:				
<ul style="list-style-type: none"> • Resource persons • Realia from different communities • Books • Video clips 				



Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Fingerspelling, signing names of different communities in the locality. 	<ul style="list-style-type: none"> Outstandingly able to fingerspell and sign names of different communities in the locality. 	<ul style="list-style-type: none"> Able to fingerspell and sign names of different communities in the locality. 	<ul style="list-style-type: none"> Able to fingerspell and sign some names of different communities in the locality. 	<ul style="list-style-type: none"> Has challenges in fingerspell and signing names of different communities in the locality.
<ul style="list-style-type: none"> Construct simple sentences with names of different communities in the locality. 	<ul style="list-style-type: none"> Outstandingly able to construct simple sentences with names of different communities in the locality. 	<ul style="list-style-type: none"> Able to fingerspell to construct simple sentences with names of different communities in the locality. 	<ul style="list-style-type: none"> Able to fingerspell and sign simple sentences with names of different communities in the locality. 	<ul style="list-style-type: none"> Has difficulties in fingerspelling and signing simple sentences with names of different communities in the locality.
	1.9 Shopping	By the end of the sub strand the learner should be able to: a) Finger spelt names of various places of shopping (market, butchery and shop). b) Sign names of various places of shopping (market, butchery and shop) c) Sign names of items bought from common places of shopping. d) Appreciate variety of available shopping places.	<ul style="list-style-type: none"> Learners fingerspell names of various places of shopping. Sign names of various places of shopping. Sign names of different items bought from various places of shopping. Learners' role play market scene. Work in groups to set up a shop in the class. 	1. What are the sign name of common shopping place?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration – As they finger spell and sign names of various places of shopping. 				

<ul style="list-style-type: none"> • Creativity and imagination – when they role play market set up and set up a shop in the classroom. • Self-efficacy – as they express themselves while they role play market scene. 	
Links to PCIs: <ul style="list-style-type: none"> • Education for sustainable development – as they role play market scene, fingerspell and sign names of different places of shopping. 	Link to values: <ul style="list-style-type: none"> • Unity – As they fingerspell and sign names of different places and items in shopping. • Responsibility – As they practice role play market scene and set up a shop in the class.
Link to other subjects: <ul style="list-style-type: none"> • Social Studies • English 	Suggested community service learning: <ul style="list-style-type: none"> • As they collect various items to set up a shop in the classroom.
Non-formal activities to support learning: <ul style="list-style-type: none"> • Recite poems 	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signing • Project
Suggested resources: <ul style="list-style-type: none"> • Books • Pictures of various shopping places • Items of shopping. 	

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Fingerspelling and signing names of places of shopping. 	<ul style="list-style-type: none"> • Exhibits high ability in fingerspelling and signing names of places of shopping. 	<ul style="list-style-type: none"> • Can fingerspell and sign names of places of shopping. 	<ul style="list-style-type: none"> • Able to fingerspell and sign some names of places of shopping. 	<ul style="list-style-type: none"> • Has challenges in fingerspelling and signing names of places of shopping.
<ul style="list-style-type: none"> • Signing names of items found in the local shopping centres. 	<ul style="list-style-type: none"> • Outstandingly able to sign names of items found in the local shopping centres. 	<ul style="list-style-type: none"> • Can sign names of items found in the local shopping centres. 	<ul style="list-style-type: none"> • Able to sign names of items found in the local shopping centres. 	<ul style="list-style-type: none"> • Has difficulties in signing names of items found in the local shopping centres.



	1.10 Diseases (common)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) Finger spell names of common diseases (flu, malaria, whooping cough)</p> <p>b) Sign names of common diseases;</p> <p>c) Sign simple sentences involving common diseases;</p> <p>d) Appreciate observing hygiene in their day to day to protect themselves from diseases;</p>	<ul style="list-style-type: none"> • Learners could be guided to fingerspell names of common diseases (flu, malaria, whooping cough) • Learners could be guided to sign names of common diseases (flu, malaria and whooping cough). • Sign simple sentences involving common diseases. • In groups, learners discuss how to protect themselves from common diseases. • Learners to participate in activities that promote hygiene. (hand washing) at school, home and in the community. 	<ol style="list-style-type: none"> 1. What are the sign names of common diseases? 2. How can we protect ourselves from common diseases? 3. Which activities promote hygiene?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration- as they fingerspell and sign names of common diseases. • Self-efficacy – As learners express themselves in groups. 				
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Health Education – As they practice personal hygiene. • Life skills – self-esteem as the shop by themselves. 			<p>Link to values:</p> <p>Love – As learners in groups discuss how to project themselves from common disease.</p>	
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • English Language • Science Activities 			<p>Suggested community service learning</p> <ul style="list-style-type: none"> • Recite poem in KSL on shopping. 	
<p>Non-formal activities to support learning:</p> <ul style="list-style-type: none"> • As they participate in various activities that promote personal hygiene at home and the rest of the community. 			<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Observation • Signing • Fingerspelling 	
<p>Suggested resources:</p> <ul style="list-style-type: none"> • Books • Pictures of people showing suffering from various diseases. 				

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Fingerspelling and signing names of common diseases. 	<ul style="list-style-type: none"> Exhibits high ability in finger spelling and signing names of common diseases. 	<ul style="list-style-type: none"> Able to fingerspell and sign names of common diseases. 	<ul style="list-style-type: none"> Able to fingerspell and sign some names of common diseases. 	<ul style="list-style-type: none"> Has difficulties in fingerspelling and signing names of common diseases.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
Constructing simple sentences involving common diseases.	<ul style="list-style-type: none"> Demonstrate high ability in constructing simple sentences involving common diseases. 	<ul style="list-style-type: none"> Able to construct simple sentences involving common diseases. 	<ul style="list-style-type: none"> Able to construct a few sentences involving common diseases. 	<ul style="list-style-type: none"> Has challenges in constructing sentences involving common diseases.
Reading and viewing	2.1 Use of language (Grammar) Word order Full stop // Tenses in KSL	By the end of the sub strand the learner should be able to: a) Identify the KSL word order in a sentence; b) Sign read simple sentences in KSL; c) Identify full stop in KSL sentences; d) Identify tenses in KSL sentences; e) Appreciate the use of word order, full stop and tenses in KSL.	<ul style="list-style-type: none"> Learners could be guided to identify the word order in KSL sentences. Sign read simple sentences in KSL. In pairs or groups, learners to identify the full stop, punctuation mark in KSL sentences. Learners identify tenses in KSL sentences in pairs. 	<ol style="list-style-type: none"> How do you order words in a KSL sentence? How do we show a full stop when sign-reading KSL sentences? How do we identify tenses in KSL sentences?

Core competences to be developed:

- Communication and collaboration – As they sign simple sentences in groups.
- Learning to learn - As they apply KSL word order, full stop and tenses to make simple sentences.

Links to PCIs:

- Life skill – as learners appreciate and support use of (grammar) word order in

Link to values:

Unity – As they work in pairs as groups as they identify



KSL.	full stops, tenses in KSL.
Link to other subjects: <ul style="list-style-type: none"> English 	Suggested community service learning: <ul style="list-style-type: none"> Visiting a home and practicing signing of KSL grammar.
Non-formal activities to support learning: <ul style="list-style-type: none"> Recite poem using word order in KSL. 	Suggested assessment: <ul style="list-style-type: none"> Observation Signing
Suggested resources: <ul style="list-style-type: none"> Books 	

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Identifying word order and reading simple sentences. 	<ul style="list-style-type: none"> Demonstrates high ability in identifying word order and reading simple sentences. 	<ul style="list-style-type: none"> Able to identify word order and read simple sentences. 	<ul style="list-style-type: none"> Can identify word order and read some simple sentences. 	<ul style="list-style-type: none"> Has limitations in identifying word order and reading simple sentences.
<ul style="list-style-type: none"> Identifying full stop and tenses in KSL sentences. 	<ul style="list-style-type: none"> Exhibits high ability in identifying full stop and tenses in KSL sentences. 	<ul style="list-style-type: none"> Able to identify full stop and tenses in KSL sentences. 	<ul style="list-style-type: none"> Can identify full stop and some tenses in KSL sentences. 	<ul style="list-style-type: none"> Has challenges in identifying full stop and tenses in KSL sentences.

	<p>2.2 Vocabulary Home (various Structures) Family (Extended family)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> Read finger spelt words related to various structures at home; Read finger spelt words related to title names of extended family members; Sign read words related to various structures at home; Sign read simple sentences related to various structures at home; Sign read words related to the extended family members; Sign read words related to various structures at home. Sign-read simple sentences related to extended family members; Appreciate sign-reading of words and simple sentences related to structures at home, and the extended family. 	<ul style="list-style-type: none"> Learners fingerspell words related to various structures at home. Fingerspell words related to title names of extended family members. Sign read simple sentences related to various structures at home. Learners could be guided to sign-read word related to the extended family. Sign read title names of extended family members. Learners could be guided to sign-read word related to various structures at home. In pairs, learners sign read simple sentences related to various structures at home. Watch video clip related to structures at home. Watch video clips related to extended family members. Sign information gathered from visual materials related to home structures. Sign information gathered from visual material related to extended family members. 	<ol style="list-style-type: none"> How do we sign-read words related to structures at home? How do we sign-read sentences related to structures at home? How do we sign-read words related to the extended family? How do we sign-read sentences related to the extended family?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration – As they fingerspell, sign read and watch video clips on structures at home and extended family members. Digital literacy – when they sign information gathered from visual materials related to home structures and extended family members. Learning to learn – As they sign read words and make simple sentences related to home structures and extended family members. 				



Links to PCIs: <ul style="list-style-type: none"> • Citizenship – when they discuss on extended family members. 	Link to values: Love – As they watch video clips on extended family members.
Link to other subjects: <ul style="list-style-type: none"> • English • Social Studies 	Suggested community service learning: <ul style="list-style-type: none"> • Recite poem on extended family members.
Non-formal activities to support learning: <ul style="list-style-type: none"> • As they sign title names of extended family members and home structures to their friends, family and the rest of the community. 	Suggested assessment: <ul style="list-style-type: none"> • Observation • Signing • Fingerspelling
Suggested resources: <ul style="list-style-type: none"> • Books • Visual materials • Pictures of extended family 	

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Reading finger spelt words and sentences related to structures at home. 	<ul style="list-style-type: none"> • Demonstrate high ability of reading finger spelt words and sentences related to structures at home. 	<ul style="list-style-type: none"> • Able to read finger spelt words and sentences related to structures at home. 	<ul style="list-style-type: none"> • Can read some finger spelt words and sentences related to structures at home. 	<ul style="list-style-type: none"> • Has difficulties in reading finger spelt words and sentences related to structures at home.
<ul style="list-style-type: none"> • Reading finger spelt words and sentences related to extended family members. 	<ul style="list-style-type: none"> • Exhibits high ability in reading finger spelt words and sentences related to extended family members. 	<ul style="list-style-type: none"> • Able to read finger spelt words and sentences related to extended family members. 	<ul style="list-style-type: none"> • Can read a few finger spelt words and sentences related to family members. 	<ul style="list-style-type: none"> • Has challenges in reading finger spelt words and sentences related to structures at home.

	2.3 Uses of domestic animals	By the end of the sub strand learner should be able to: a) Read finger spelt names of domestic animals; b) Sign read names of domestic animals (goat sheep, chicken, cows); c) Sign read simple sentences on uses of domestic animals; d) Appreciate the use of and taking care of domestic animals.	<ul style="list-style-type: none"> • In pairs, learners to read finger spelt names of domestic animals. • In groups learners sign read names of domestic animals (chicken, cow goat sheep, dog cat, camel, donkey) and their uses. • In pairs learners sign read simple sentences of domestic animals. • Learners use pictures to sign read names of domestic animals and their corresponding uses. 	<ol style="list-style-type: none"> 1. What are the signs names of domestic animals? 2. What are the signs for uses of domestic animals?
Core competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration – As they fingerspell, sign read simple sentences of domestic animals. • Self-efficacy – As they sign in group names of domestic animals and their uses. 				
Links to PCIs: <ul style="list-style-type: none"> • Education for Sustainable Development (ESD) 			Links to values: <ul style="list-style-type: none"> • Responsibility – As they sign about domestic animals, their uses and care. 	
Link to other subjects: <ul style="list-style-type: none"> • English • Science Activities 			Suggested community service learning: <ul style="list-style-type: none"> • Visit community and care for the domestic animals. 	
Non-formal activities to support learning: <ul style="list-style-type: none"> • As they take care of domestic animals at home. 			Suggested assessment: <ul style="list-style-type: none"> • Fingerspelling • Observation • Signing 	



Suggested resources:

- Books
- Pictures/photos of domestic animals

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Reading finger spelt names of domestic animals. 	<ul style="list-style-type: none"> • Outstandingly able to read finger spelt names of domestic animals. 	<ul style="list-style-type: none"> • Able to read finger spelt names of domestic animals. 	<ul style="list-style-type: none"> • Able to read some finger spelt names of domestic animals. 	<ul style="list-style-type: none"> • Experiences difficulties in reading finger spelt names of domestic animals.
<ul style="list-style-type: none"> • Sign read names of domestic animals. 	<ul style="list-style-type: none"> • Exhibit exceptionally high ability of sign reading names of domestic animals. 	<ul style="list-style-type: none"> • Able to sign read names of domestic animals. 	<ul style="list-style-type: none"> • Able to sign read names of domestic animals. 	<ul style="list-style-type: none"> • Has difficulties in sign reading names of domestic animals.
<ul style="list-style-type: none"> • Sign reading simple sentences on uses of domestic animals. 	<ul style="list-style-type: none"> • Demonstrates high ability in sign reading simple sentences on uses of domestic animals. 	<ul style="list-style-type: none"> • Able to read simple sentences on uses of domestic animals. 	<ul style="list-style-type: none"> • Able to sign read simple sentences on uses of domestic animals. 	<ul style="list-style-type: none"> • Has difficulties in sign reading simple sentences on uses of domestic animals.

	2.4 Occupation (local)	By the end of the sub – strand, the learner should be able to: a) Read finger spelt words related to local occupation in their community; b) Sign- read words related to various local occupation in their community;	<ul style="list-style-type: none"> • Practice fingerspelling of words related to occupation in their community. • Learners could be guided in sign-reading words related to various occupations. • In pairs and in groups, practice sign-reading simple sentences related to the various occupations within 	<ol style="list-style-type: none"> 1. How do we sign-read words related to occupations in your community? 2. How do we sign-read sentences related to occupations in your community?
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		c) Appreciate sign-reading words related to the different occupation in their community; d) Develop a positive attitude towards reading.	their environment. • Learners visit a local library to read various books.	
Core competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration – as they fingerspell and sign read words related to different occupations in their community. • Respect – as they practice sign reading simple sentences related to different occupations in the community. • Self-efficacy – as they develop positive attitude towards reading. 				
Links to PCIs: <ul style="list-style-type: none"> • Citizenship – as they appreciate and sign about different occupations. • Education for Sustainable Development (ESD) 			Link to values: <ul style="list-style-type: none"> • Respect – as they sign read words related to different occupations in their community. 	
Link to other subjects: <ul style="list-style-type: none"> • English • Social Studies 			Suggested community service learning: <ul style="list-style-type: none"> • Share signs of occupations with the community. 	
Non-formal activities to support learning: <ul style="list-style-type: none"> • Poems on occupations 			Suggested assessments: <ul style="list-style-type: none"> • Signing • Fingerspelling • Observation 	
Suggested resources: <ul style="list-style-type: none"> • Books • Library 				



Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Reading finger spelt words and sign read words related to various occupations in the community. 	<ul style="list-style-type: none"> Exhibits high ability of reading finger spelt words and sign read words related to various occupations in the community. 	<ul style="list-style-type: none"> Able to read finger spelt words and sign read words related to various occupation in the community. 	<ul style="list-style-type: none"> Able to read some finger spelt words and sign read words related to various occupation in the community. 	<ul style="list-style-type: none"> Has challenges in reading finger spelt words and sign read words related to various occupations in the community.
	<p>2.5 Towns and cities in the county where our school is found</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> Read finger spelt names of cities and towns in county where school is located; Sign read names of cities and towns in the county where our school is found; Sign read simple sentences with names of cities and towns in county where our school is found. 	<ul style="list-style-type: none"> Practice fingerspelling names of cities and towns where their school is found. Learners could be guided to sign read names of cities and towns where their school is found. In pairs learners could sign read simple sentences involving cities and towns in county where school is found. 	<ol style="list-style-type: none"> How do we sign read names of cities and towns in our county? How do we sign read names of towns in county where our school is found in our county?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration – as they fingerspell and sign read simple sentences with names of cities and towns in their county. Citizenship – as they fingerspell and sign names of cities and towns in the county where their school is found. 				
<p>Links to PCIs:</p> <ul style="list-style-type: none"> Citizenship – as they sign about cities and towns in the county where their school is found. 			<p>Link to values:</p> <ul style="list-style-type: none"> Unity – as they sign simple sentences about cities in Kenya and towns in the county where their school is 	

	found.
Link to other subjects: <ul style="list-style-type: none"> • Social Studies • English 	Suggested community service learning: <ul style="list-style-type: none"> • Share sign names of cities and towns in their county
Non-formal activities to support learning: <ul style="list-style-type: none"> • Visit towns and cities in their county 	Suggested assessments: <ul style="list-style-type: none"> • Observation • Signing
Suggested resources: <ul style="list-style-type: none"> • Books • Map of the county 	

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Reading finger spelt and sign reading names of cities and local towns in their county.	<ul style="list-style-type: none"> • Demonstrates high ability in reading finger spelt names of cities and local towns in their county. 	<ul style="list-style-type: none"> • Able to read finger spelt and sign read names of cities in Kenya and local towns. 	<ul style="list-style-type: none"> • Able to read a few finger spelt names of cities and towns and sign read them. 	<ul style="list-style-type: none"> • Has challenges in reading finger spelt names , sign read cities and local towns in their county.



	2.6 People in our community	<p>By the end of the sub strand the learner should be able to:</p> <p>a) Read fingerspelt names of different tribes in the locality;</p> <p>b) Sign read names of different tribes found in their locality;</p> <p>c) Sign read simple sentences involving names of different communities in their locality;</p> <p>d) Appreciate sign reading of names of different communities in their locality.</p>	<ul style="list-style-type: none"> • Learners in pairs, fingerspell different people in their community. • Sign read names of different people found in their community. • Sign read simple sentences involving different people in their community. 	1. How do we sign read names of the different people in our community?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration – as they sign read simple sentences involving names of different people in the community. • Citizenship – as they fingerspell, sign and appreciate different people in their community. 				
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Citizenship – as they appreciate different people in their community. 		<p>Link to values:</p> <ul style="list-style-type: none"> • Love – as they fingerspell, sign names of different people in the community. • Peace – as they fingerspell, sign names of different people in the community • Respect – as they fingerspell, sign names of different people in the community. 		
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Social Studies , English 		<p>Suggested community service learning:</p> <ul style="list-style-type: none"> • Share signs of different people in our community. 		
<p>Non-formal activities to support learning:</p> <ul style="list-style-type: none"> • Project work on different people in our community. 		<p>Suggested assessments:</p> <ul style="list-style-type: none"> • Observation • Signing • Fingerspelling 		
<p>Suggested resources:</p> <ul style="list-style-type: none"> • Books • Resource persons 				

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Reading finger spelt names of sign read names of different communities in the locality.	<ul style="list-style-type: none"> Demonstrates high ability in reading finger spelt names and sign read names of different communities in the locality. 	<ul style="list-style-type: none"> Able to read finger spelt names and sign read names of different communities in the locality. 	<ul style="list-style-type: none"> Can read some finger spelt names and sign read names of different communities in the locality. 	<ul style="list-style-type: none"> Has difficulties in reading finger spelt names and sign reading names of different communities in the locality.
<ul style="list-style-type: none"> Sign read simple sentences involving names of communities in the locality. 	<ul style="list-style-type: none"> Exhibits high potential in sign reading simple sentences involving names of communities in their locality. 	<ul style="list-style-type: none"> Able to sign read simple sentences involving names of communities in their locality. 	<ul style="list-style-type: none"> Can read some simple sentences involving names of communities in their locality. 	<ul style="list-style-type: none"> Has challenges in reading simple sentences involving names of communities in their locality.

	2.7 Shopping (markets, shop, butchery)	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> Signs read names of common places of shopping; Sign read names of items bought in common places; Sign read simple sentences on shopping Role play market sceneries Appreciate planning before going shopping. 	<ul style="list-style-type: none"> Sign read names of common places of shopping (markets, shop, butchery) Sign read names of items bought from common places of shopping. (butchery, market and shop). Sign read simple sentences on shopping. Learners' role play market scenarios, set up a shop in the class. 	<ol style="list-style-type: none"> How do we sign read names of common shopping places in our community? What is the sign of various items bought from common places of shopping?
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Core competences to be developed:

- Communication and collaboration – as they sign read names of common places of shopping.
- Self-efficacy – as they role play market scenario and set up a shop.



Links to PCIs: <ul style="list-style-type: none"> • Responsibility – as they set up • Education for Sustainable Development – as they role play and set up shopping places 	Link to values: <ul style="list-style-type: none"> • Unity – as they set up a shop in the class. • Love – as they role play market set up. • Responsibility – as they set up a shop.
Link to other subjects: <ul style="list-style-type: none"> • English • Social Studies 	Suggested community service learning:
Non-formal activities to support learning: <ul style="list-style-type: none"> • As they collect items for setting up a shop from home and the community. 	Suggested assessments: <ul style="list-style-type: none"> • Signing • Observation
Suggested resources: <ul style="list-style-type: none"> • Books • Various items for the shop. 	

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Sign reading names of common places of shopping	<ul style="list-style-type: none"> • Demonstrates high ability in sign reading common places of shopping. 	<ul style="list-style-type: none"> • Able to sign read names of common places of shopping. 	<ul style="list-style-type: none"> • Able to sign read names of common places of shopping. 	<ul style="list-style-type: none"> • Has difficulties in sign reading names of common places of shopping.
Sign reading names of items bought in common places.	<ul style="list-style-type: none"> • Exhibits high potential in sign reading names of items bought in common places. 	<ul style="list-style-type: none"> • Able to sign read names of items bought in common places. 	<ul style="list-style-type: none"> • Able to sign read a few names of items bought in common places. 	<ul style="list-style-type: none"> • Has challenges in sign reading names of items bought in common places.

	2.8 Diseases (common)	By the end of the sub strand the learner should be able to: a) Sign read names of common diseases; b) Sign read simple sentences involving common diseases; c) Appreciate observing hygiene in their day to day to protect themselves from common diseases.	<ul style="list-style-type: none"> Learners could be guided to sign read names of common diseases (flu, malaria, whooping cough). Learners sign read simple sentences involving common diseases (flu, malaria, whooping cough) Watch videos on common diseases. 	<ol style="list-style-type: none"> How do we sign read names of common diseases? How can we protect ourselves from common diseases?
Core competences to be developed: <ul style="list-style-type: none"> Communication and collaboration- as they sign read names of common diseases. 				
Links to PCIs: <ul style="list-style-type: none"> Health and education – personal hygiene Life skills 			Link to values: <ul style="list-style-type: none"> Responsibility – as they practice personal hygiene 	
Link to other subjects: Science activities			Suggested community service learning Use eye contact and turn taking as they relate and communicate with other people in the community.	
Non-formal activities to support learning: <ul style="list-style-type: none"> As they participate in various activities that protect themselves from diseases. 			Suggested assessment: <ul style="list-style-type: none"> Observation Signing 	
Suggested resources: <ul style="list-style-type: none"> Resource persons Books Charts on common diseases. 				



Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Sign reading names and sentences of common diseases.	<ul style="list-style-type: none"> Exhibits outstanding abilities in sign reading names and sentences of common diseases. 	<ul style="list-style-type: none"> Able to sign read names and sentences of common diseases. 	<ul style="list-style-type: none"> Can sign read some sentences of common diseases. 	<ul style="list-style-type: none"> Has challenges in sign reading names and sentences of common diseases.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry question(s)
3.0 Writing and Representing	3.0 Use of language (Grammar) Word order Full stop // Tenses in KSL	By the end of the sub strand the learner should be able to: a) Write sentences using KSL word order; b) Use full stops when writing KSL sentences; c) Write simple sentences using KSL tenses; d) Appreciate writing sentences using full stops, KSL word order, and tenses.	<ul style="list-style-type: none"> Learner could be guided to write sentences following KSL word order. Learners could be guided to use full stops when writing KSL sentences. Practice writing simple sentences using KSL tenses. Use digital devices to write simple KSL sentences. 	<ol style="list-style-type: none"> How do we write sentences using KSI word order? How do we place full stops in KSL sentences? How do we apply tenses in KSL sentences? How do we use digital devices to write sentences in KSL?

Core competences to be developed:

- Communication and collaboration – as they use full stops, KSL word order and tenses in sentences.
- Digital literacy – as they use digital devices to write simple KSL sentences.

Links to PCIs:

- Life skill – Self-esteem as they use sentences in language (grammar)

Link to values:

- Responsibility – as they use digital devices to write simple sentences.
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Link to other subjects: <ul style="list-style-type: none"> English 	Suggested community service learning <ul style="list-style-type: none"> Give rural signs when using KSL at home.
Non-formal activities to support learning: <ul style="list-style-type: none"> Recite poems using KSL Grammar. 	Suggested assessment: <ul style="list-style-type: none"> Observation Writing
Suggested resources: <ul style="list-style-type: none"> Books Digital resources 	

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Writing sentences using KSL word order and use of full stop in KSL sentences. 	<ul style="list-style-type: none"> Exhibits high potential in writing sentences using KSL word order and also using full stop. 	<ul style="list-style-type: none"> Able to write sentences using KSL word order and using full stop in KSL sentences. 	<ul style="list-style-type: none"> Can write some sentences using KSL word order and also use full stop in KSL sentences. 	<ul style="list-style-type: none"> Has challenges in writing some sentences using KSL word order and also use full stop in KSL sentences.
<ul style="list-style-type: none"> Writing simple sentences using KSL tenses. 	<ul style="list-style-type: none"> Demonstrates high ability in writing simple sentences using KSL tenses. 	<ul style="list-style-type: none"> Able to write simple sentences using KSL tenses. 	<ul style="list-style-type: none"> Can write some simple sentences using KSL tenses. 	<ul style="list-style-type: none"> Experiences difficulties in writing some simple sentences using KSL tenses.



Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
	3.2 Vocabulary Home (various structures) Family (Extended family)	By the end of the sub strand the learner should be able to: a) Observe signs of various home structures and write their spelling; b) Observe signs of title names of extended family members and write their spelling; c) Represent various home structures in pictorial forms; d) Appreciate writing the names of structures found at home and title names of extended family members.	<ul style="list-style-type: none"> • Write spelling of dictated signs of different home structures. • Write spellings of dictated signs of title names of extended family members. • Draw various structures found at home. • Color the drawn structures at home. • Watch video clips of extended family members and write their title names. • Watch clips on various home structures. 	<ol style="list-style-type: none"> 1. How do we write names of different structures in a home? 2. How do we write title names of extended family members?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Digital literacy – as they watch video clips of extended family members. • Creativity and imagination – as they draw and colour structure found at home. • Communication and collaboration – as they observe dictated signs and write their spelling. 				
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Responsibility – as they use digital devices to watch clips on various home structures. 			<p>Link to values:</p> <ul style="list-style-type: none"> • Love – as they draw various structures found at home. 	

Link to other subjects: <ul style="list-style-type: none"> English Social Studies 	Suggested community service learning <ul style="list-style-type: none"> Involve community in signing names of home structures.
Non-formal activities to support learning: <ul style="list-style-type: none"> As they display and share work on home structures and extended family members. 	Suggested assessment: <ul style="list-style-type: none"> Observation Dictation Finished drawings
Suggested resources: <ul style="list-style-type: none"> Digital resources Crayons Drawing materials 	

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Writing names of home structures	<ul style="list-style-type: none"> Exceptionally writes names of home structures and represent them in pictorial form. 	<ul style="list-style-type: none"> Write names of home structures and draws them. 	<ul style="list-style-type: none"> Write names of some of the structures at home. 	<ul style="list-style-type: none"> Has difficulties in writing names of structures at home.
Writing names of extended family members.	<ul style="list-style-type: none"> Exhibits high potential in writing names of extended family members. 	<ul style="list-style-type: none"> Able to write names of extended family members. 	<ul style="list-style-type: none"> Write a few names of extended family members. 	<ul style="list-style-type: none"> Has challenges in writing names of extended family members.

Writing/representing	3.3 Uses of domestic animals	By the end of the sub strand learner should be able to: a) Write names of domestic animals; b) Write simple sentences on uses of	<ul style="list-style-type: none"> Learners be guided to write names of domestic animals. In groups learners write the uses of domestic animals (chicken, cow 	<ol style="list-style-type: none"> How do we sign name o various domestic animals? What are the uses of domestic animals?
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		domestic animals; c) Appreciate writing words and sentences on uses of domestic animals.	goat sheep, dog cat, camel, donkey). <ul style="list-style-type: none"> • Learners can draw pictures of domestic animals • Learners could be guided to model animals of domestic animals. 	
Core competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration – when writing names and sentences on uses of domestic animals. 				
Links to PCIs: <ul style="list-style-type: none"> • Education for Sustainable Development as they write names and simple sentences on uses of domestic animals. 			Link to values: <ul style="list-style-type: none"> • Unity – as they work in groups. 	
Link to other subjects: <ul style="list-style-type: none"> • English • Social Studies 			Suggested community service learning <ul style="list-style-type: none"> • Community involved in caring of domestic animals. 	
Non-formal activities to support learning: <ul style="list-style-type: none"> • Care for domestic animals. 			Suggested assessment: <ul style="list-style-type: none"> • Observation 	
Suggested resources: <ul style="list-style-type: none"> • Pictures on domestic animals • Books 				

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Writing names of domestic animals. 	<ul style="list-style-type: none"> Outstanding ability in writing names of domestic animals. 	<ul style="list-style-type: none"> Able to write names of domestic animals. 	<ul style="list-style-type: none"> Can write some names of domestic animals. 	<ul style="list-style-type: none"> Has difficulties in writing names of domestic animals.
<ul style="list-style-type: none"> Writing sentences on the uses of domestic animals. 	<ul style="list-style-type: none"> Exhibits high potential in writing sentences on the uses of domestic animals. 	<ul style="list-style-type: none"> Able to write sentences on the uses of domestic animals. 	<ul style="list-style-type: none"> Can write a few sentences on the uses of domestic animals. 	<ul style="list-style-type: none"> Has challenges in writing sentences on the uses of domestic animals.

	3.4 Occupation (local)	<p>By the end of the sub – strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) Write names of different occupation in their community; b) Fill in gaps with names of common occupations; c) Appreciate writing names of various occupation in the community. 	<ul style="list-style-type: none"> Learner could be guided to fill in gaps with names of various occupation in the community. Practice writing names of various occupation in the community using digital devices. Learners could watch videos on various occupations. 	<ol style="list-style-type: none"> How do we write names of various occupations in our community? How do we use digital devices to write names of different occupation in their community?
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Core competences to be developed:

- Digital literacy – as they use digital devices to write names of different occupation in the community.
- Communication and collaboration – as they write names of various occupation in the community.

Links to PCIs:

- Education for Sustainable Development – as they appreciate various

Link to values:

- Respect – as they sign names of different occupation in



occupation in their community.	their community.
Link to other subjects: <ul style="list-style-type: none"> English Social Studies 	Suggested community service learning <ul style="list-style-type: none"> Share signs of local occupations with their community
Non-formal activities to support learning: <ul style="list-style-type: none"> As they sign different occupation with friends and family members. 	Suggested assessment: <ul style="list-style-type: none"> Filling in the gaps exercises
Suggested resources: <ul style="list-style-type: none"> Digital devices Books 	

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Occupation (Local)	<ul style="list-style-type: none"> Learner can accurately write words and sentences related to various common occupations in their community. 	<ul style="list-style-type: none"> Learner can words and sentences related to various common occupations in their community. 	<ul style="list-style-type: none"> Learner can write a few words and sentences related to various common occupations in their community. 	<ul style="list-style-type: none"> Learner experiences challenges in writing words and sentences related to various common occupations in their community.
	3.5 Cities and towns in the county where their school is found	By the end of the sub strand the learner should be able to: <ul style="list-style-type: none"> a) Write names of cities in Kenya and towns in county where school is found; b) Write simple sentences with names of cities in Kenya and towns in county where their school is 	<ul style="list-style-type: none"> Learners could be guided to write names of cities in Kenya and towns in county where school is found. In pairs learners could write simple sentences involving cities in Kenya and towns in where their school is found. Learners could identify 	<ol style="list-style-type: none"> How do we write names of cities in Kenya? How do we write names of towns in in the county where our schoo is found?

		found.	cities and towns from a map of Kenya.	
Core competences to be developed:				
<ul style="list-style-type: none"> • Communication and collaboration – as they write names of towns in the county. 				
Links to PCIs:			Link to values:	
<ul style="list-style-type: none"> • Citizenship – as they sign towns in the county where their school is found. 			<ul style="list-style-type: none"> • Unity – as they work in pairs to write names of towns in Kenya. 	
Link to other subjects:			Suggested community service learning	
<ul style="list-style-type: none"> • Social Studies • English 			<ul style="list-style-type: none"> • Learners share signs of cities and towns with the community. 	
Non-formal activities to support learning:			Suggested assessment:	
<ul style="list-style-type: none"> • Recite poems on towns and cities. 			<ul style="list-style-type: none"> • Writing • Observation 	
Suggested resources:				
<ul style="list-style-type: none"> • Books • Map of the county 				

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Writing names and simple sentences on cities in Kenya and towns the locality.	<ul style="list-style-type: none"> • Exhibits high ability in writing names and simple sentences on cities in Kenya and towns in locality. 	<ul style="list-style-type: none"> • Able to write names and simple sentences on cities in Kenya and towns in locality. 	<ul style="list-style-type: none"> • Can write some names and simple sentences on cities in Kenya and towns in locality. 	<ul style="list-style-type: none"> • Experiences difficulties in writing simple sentences on cities in Kenya and towns in locality.



	3.6 People in our community	<p>By the end of the sub strand the learner should be able to:</p> <p>a) Write names of different people in their community;</p> <p>b) Write simple sentences involving names of different people in their community;</p> <p>c) Appreciate writing names of different people in their communities.</p>	<ul style="list-style-type: none"> • Learners, in pairs, write names of different people in their community. • Learners practice writing simple sentences involving name of different people in their community. • Learners could watch videos on different communities in Kenya. • Learners could be guided to construct and write sentences on different communities in Kenya. 	1. How do we write names of the different people in our community?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration – as they write names and simple sentences involving names of different people in their community. • Citizenship – as they write simple sentences about different people in their communities. 				
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Citizenship – as they appreciate writing names of different people in the communities. 		<p>Link to values:</p> <ul style="list-style-type: none"> • Respect – as they appreciate writing names of different people in their communities. 		
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • English • Social Studies 		<p>Suggested community service learning</p> <ul style="list-style-type: none"> • As they collect artefacts from different communities. 		
<p>Non-formal activities to support learning:</p> <ul style="list-style-type: none"> • As they write names of different people in their community and share with family members. 		<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Writing • Exercises 		
<p>Suggested resources:</p> <ul style="list-style-type: none"> • Books 				

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Writing names and simple sentences involving names of different communities in the locality. 	<ul style="list-style-type: none"> Demonstrates high ability in writing names and simple sentences involving names of different communities in the locality. 	<ul style="list-style-type: none"> Able to write names and simple sentences involving names of different communities in the locality. 	<ul style="list-style-type: none"> Can write some names and sentences involving names of different communities in the locality. 	<ul style="list-style-type: none"> Experiences difficulties in writing names and sentences involving names of different communities in the locality.
	3.7 Shopping (common places of shopping)	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> Write names of various common places of shopping; Write names of items bought from common places of shopping; Writing simple sentences on common places of shopping. Appreciate writing names of shopping places and different items to be bought during shopping. 	<ul style="list-style-type: none"> Learners' write words involving common shopping places In groups learners write names of items bought from different places of shopping. (shopping list) Learners could take a guided tour the local shopping centres. Learners could watch videos and pictures of items bought at the shopping places. 	<ol style="list-style-type: none"> How do we write names of common shopping place? What items do we buy from different common places of shopping?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration – as they write names of items bought from common places of shopping. 				
<p>Links to PCIs:</p> <ul style="list-style-type: none"> Education for Sustainable Development as they write names of items and 			<p>Link to values:</p> <ul style="list-style-type: none"> Unity – as they work in groups. 	



common places of shopping.	
Link to other subjects: <ul style="list-style-type: none"> English Social Studies 	Suggested community service learning: <ul style="list-style-type: none"> As they collect names of various shopping places and items.
Non-formal activities to support learning: <ul style="list-style-type: none"> Recite shopping items to the community. 	Suggested assessment: <ul style="list-style-type: none"> Writing exercises
Suggested resources: <ul style="list-style-type: none"> Books Charts of common shopping places. Items of shopping/shopping lists 	

Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Writing names of shopping places.	<ul style="list-style-type: none"> Exhibits high potential in writing names of shopping places. 	<ul style="list-style-type: none"> Able to write names of shopping places. 	<ul style="list-style-type: none"> Can write some names of shopping places. 	<ul style="list-style-type: none"> Has difficulties in writing some names of shopping places.
Writing names of items bought in the shopping places.	<ul style="list-style-type: none"> Demonstrates high ability in writing names of items bought in the shopping places. 	<ul style="list-style-type: none"> Able to write names of items bought in the shopping places. 	<ul style="list-style-type: none"> Can write some names of items bought in the shopping places. 	<ul style="list-style-type: none"> Has challenges in writing some names of items bought in the shopping places.

	3.8 Diseases (common)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) Write names of common diseases;</p> <p>b) Write simple sentences involving common diseases;</p> <p>c) Appreciate writing names and sentences involving common diseases.</p>	<ul style="list-style-type: none"> • Learners could be guided to write names of common diseases (flu, malaria, diarrhea, vomiting) • Learners write simple sentences involving common diseases. • Fill in gaps with missing letters with names of common diseases. • Learners could watch videos of common diseases. 	1. How do we write names of common diseases?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving – as they fill in missing letters of names of common diseases. • Learning to learn – as they write simple sentences involving common diseases. 				
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Health Education – as they write names of common diseases. 			<p>Link to values:</p> <ul style="list-style-type: none"> • Love – as learners involve in a project to prevent diseases. 	
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • English • Science activities 			<p>Suggested community service learning</p> <ul style="list-style-type: none"> • Recite poems on diseases. 	
<p>Non-formal activities to support learning:</p>			<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Filling in the gaps. 	
<p>Suggested resources:</p> <ul style="list-style-type: none"> • Books • Charts of common diseases 				



Assessment Rubrics

Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Writing names and simple sentences on common diseases	<ul style="list-style-type: none">Exhibits high ability in writing names and simple sentences on common diseases.	<ul style="list-style-type: none">Able to write names and simple sentences on common diseases.	<ul style="list-style-type: none">Can write some names and simple sentences on common diseases.	<ul style="list-style-type: none">Has challenges writing names and simple sentences on common diseases.

MUSIC



Essence Statement

Music is an art as well as part and parcel of human cultural activities. Music is an avenue for expressing feelings, ideas and emotions. Music learning promotes the transmission of diverse cultural knowledge and expressions in both formal and non-formal settings in education. The UN declaration of Human rights (Article 27) affirms the rights of everyone to participate in the cultural life of the community and enjoy the arts. Kenya is a signatory to this declaration and therefore the inclusion of music in education.

Music is a practical and creative endeavour offering the learner opportunities to develop new skills while drawing from previous experiences. Dewey's Social Constructivism Theory supports this learning area asserting that learning should be experiential, participatory and arise from the learners' interests.

The learning area is organized in three strands namely: i) Performing ii) Creating/ Composing and iii) Listening, Responding and Appreciation. These are the fundamental music processes that humans engage in. Since music learning is cumulative in nature, the spiral approach is used where progressions of learning opportunities in all the three strands will be achieved by building on the learning experiences from previous levels.

The learning experiences are structured to develop learners' creativity and to nurture their functional aesthetic sensitivity. Music offers learners enjoyable and purposeful experiences through singing, playing instruments, moving to and creating music which will enable the learner to acquire music skills as well as cultural knowledge. Music literacy (learning to read and write music) will equip the learner with skills to explore music independently and with others. The experiences also provide opportunities for acquisition of transferable skills useful in other learning areas and contexts.

In line with emerging trends in learning, appropriate technologies will be integrated to enhance the learning experience. Overall, the learner will be equipped with prerequisite music knowledge, skills and attitudes to achieve their potential in order to progress to the next level and participate in a diverse and global society.

It is expected that music knowledge, skills, values and attitudes will help the learner to develop the core competencies in basic education in order to produce an engaged, empowered and ethical citizen.

Subject General Learning Outcomes

By the end of the upper primary school, the learner should be able to:

1. Sing alone and with others different genres of music to promote diverse cultural knowledge and expression.
2. Create rhythms and melodies within specified guidelines for enjoyment.
3. Play instruments alone and with others for individual development, self-fulfillment and enjoyment.
4. Use locally available materials to make instruments and costumes for use in music making
5. Perform a dance for self and cultural expression.
6. Evaluate music and music performances to make meaningful connections to creating, performing and responding to Music
7. Use available technology to enhance learning and develop creativity in music



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 PERFORMING	1.1 Songs (5 lessons)	<p>By the end of the Sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) sing different types of songs, with accuracy in pitch, rhythm and dynamics controlling the expressive elements b) perform songs as an individual (solo) or in a group (choral) c) sing 2-part songs to explore the concept of harmony <p>PROJECT</p> <ul style="list-style-type: none"> a) use digital devices to record individual (solo) and group (choral) performances for sharing and documentation 	<ul style="list-style-type: none"> • Learners sing different types of familiar songs • Learners listen to/watch recordings of songs and imitate with accuracy in pitch and rhythm • Individually (solo) and in groups, (choral) learners are guided in singing different types of songs: Patriotic, Action, Sacred and Topical songs on pertinent & contemporary issues with accuracy in pitch, rhythm and dynamics (soft and loud) • Learners watch/listen to live/recorded performances of solo and choral music and are guided in identifying expressive elements (dynamics, articulation, and tempo) in the performance • Individually and in groups learners discuss the message in the songs • Individually and in groups learners perform different types of songs employing the appropriate expressive elements (dynamics, articulation, and tempo) • Learners watch live or recorded performances of two part songs for familiarisation • In groups, learners are guided in singing two part songs with accuracy in pitch, rhythm and 	<ol style="list-style-type: none"> 1. Why do you sing? 2. During which occasion music performed in your community? 3. What should one do to ensure they sing well? 4. What do the songs we sing talk about? 5. How do you express yourself while singing?

			<p>dynamics.</p> <ul style="list-style-type: none"> • At home and in school, learners use digital devices to record individual (solo) and group (choral) performances guided by the teacher and parent/guardian. • Learners watch/listen to recorded performances and discuss the types of songs in the performances 	
<p>Core Competences to be developed:</p> <p>Communication: Singing different types of songs individually and in groups ensures communication of specific messages.</p> <p>Collaboration: Singing in groups enhances collaboration</p> <p>Digital literacy: Using digital devices to research and record performances develops digital literacy</p> <p>Self-efficacy: achieved through singing individually and in groups</p> <p>Creativity and Imagination: developed through expressing feelings, ideas and emotions through singing</p>				
<p>PCIs: Health education- promoted through singing topical and Art songs on Nutrition, HIV and AIDS.</p> <p>Disaster risk reduction & Safety and security education: addressed through singing topical songs on safety.</p>			<p>Values: love, respect, peace and patriotism are instilled and enhanced through singing patriotic and other songs with relevant themes.</p>	
<p>Links to other subjects : English/Kiswahili: Singing actions songs in English/Kiswahili enhances concepts and vocabulary in English/Kiswahili</p> <p>Agriculture: singing songs on topical issues such as; water and soil conservation and Animal welfare builds on concepts covered in Agriculture</p> <p>Mathematical activities: Singing action songs on Number work, Religious Education: singing sacred songs</p>			<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Performing topical songs during social events in the community such as festivals. • Using resource persons and facilities from the community to facilitate learning of different types of songs. • Attending and recording music performances in the community. 	



Assessment Rubrics

Indicator	Exceeding Expectation	Meeting Expectation	Approaching expectation	Below expectation
Pitch accuracy	Confidently and consistently sings with the accurate pitches	Sings with accurate pitches	Sings with some inaccuracies pitch	Sings pitches with frequent pitch inaccuracies
Rhythm accuracy	Sings in the correct rhythm and accentuation	Sings in the correct rhythm	Sings with minimal rhythmic inaccuracies	Sings with frequent rhythmic inaccuracies
Dynamics	Sings with appropriate dynamics as indicated and creatively improvises dynamics where not indicated	Sings with appropriate dynamics as indicated	Sings with some inconsistency in dynamic variation	Sings often too loud or too soft that that the song cannot be heard
General musicianship	Confidently and consistently sings with appropriate phrasings, and articulation expressing the desired emotions, feelings and ideas.	Sings with appropriate phrasings, and articulation expressing the desired emotions, feelings and ideas.	Sings with some appropriate phrasings, and articulation at times expressing the desired emotions, feelings and ideas.	Sings with incorrect phrasings and articulation with difficulty expressing the desired emotions, feelings and ideas.
Solo/choral singing	Confidently and independently sings alone and with others keeping to their part	Sings alone and with others keeping to their part	Sings only alone or with others keeping to their part	Has difficulty singing alone and with others keeping to their part

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	<p>1.2 Kenyan Folk songs</p> <p>(5 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> sing folk songs drawn from local community discuss the message and values in a folk song perform folk songs with co-ordinated body movements observe safety in the performance of a folk song observe etiquette in a folk song to enhance acceptable social relationships use appropriate instrumental accompaniment in a folk song. 	<ul style="list-style-type: none"> Learners listen to/watch live/recorded performances of folk songs from the local community Learners visit community cultural centres to watch and learn folk songs In groups, learners are guided to perform folk songs with co-ordinated body movements Learners take different roles in performing folk songs Learners observe safety while performing folk songs and in the use of props In groups, learners practice etiquette such as appropriate dressing and morally acceptable body movements while performing folk songs Learners use appropriate instruments to accompany folk songs guided by the teacher Individually and in groups, learners identify and discuss the messages and values in folk songs 	<ol style="list-style-type: none"> Which traditional songs are performed in your local community? What is the message in the folk song? What values can we learn from folk songs? What safety measures should be observed when performing traditional folk songs? Which instruments are used to accompany folk songs?
<p>Core Competences to be developed:</p>				
<p>Communication and Collaboration: enhanced through performing and analysing folk songs individually and in groups</p>				
<p>Self-efficacy: achieved through taking different roles in folk songs</p>				
<p>Citizenship: instilled through performing folk songs from local community</p>				
<p>Learning to learn: acquires the competence through visiting resource persons community cultural centres to learn new folk songs</p>				
<p>Link to PCIs: Safety: achieved through observing safety in performing a folk</p>			<p>Link to Values: acquire values through singing and analysing the</p>	



<p>song</p> <p>Animal welfare: awareness on animal welfare is created through singing folks songs about animals.</p>	<p>messages in folk songs that have values such as love, respect, peace patriotism and social justice</p>
<p>Links to other subject areas:</p> <p>Indigenous languages- learners acquire new vocabulary through singing folk songs from the local communities</p>	<p>Suggested Community Service Learning activities:</p> <ol style="list-style-type: none"> 1. Using resource persons from the local community to facilitate the learning of folk songs 2. Visits to local cultural centres to watch and learn folk songs 3. Performing folk songs during social events in the community.

Assessment Rubrics

Level Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Singing a folk song	Confidently and creatively sings folk songs from local community with proper intonation	Sings folk songs from local community with proper pronunciation and text	Sings folk songs from local community with some errors in pronunciation and text.	Sings folk songs from local community with several errors in pronunciation and text.
Performing with coordinated body movements	Confidently and creatively performs folk songs from local community with coordinated body movements	Performs folk songs from local community with coordinated body movements observing safety and performance etiquette	Performs folk songs from local community with minimal errors in coordination of body movements	Performs folk songs from local community with uncoordinated body movements
Observing safety and performance etiquette	Consistently performs dance observing safety and etiquette	Performs dance observing safety and etiquette	Performs dance sometime observing safety or etiquette	Performs dance with difficulty in observing safety and etiquette
Instrumental accompaniment	Demonstrates exemplary ability to use appropriate instrumental accompaniment	Demonstrates the ability to use appropriate instrumental accompaniment	Demonstrates ability to use appropriate instrumental accompaniment with some challenges	Has limited ability in using appropriate instrumental accompaniment
Analysing messages and values in folk songs	Elaborately describes aspects of folk songs in relation to the message and values	Describes aspects of folk songs in relation to message and values	Describes some aspects of folk songs in relation to message and values	Describes aspects of folk songs in relation to message and values with difficulty



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	<p>1.3 Musical instruments</p> <p>1.3.1 Kenyan traditional Musical instruments- Percussion Instruments</p> <p>(3 lessons)</p>	<p>By the end of the Sub strand the learner should be able to:</p> <p>a) classify percussion instruments from Kenya</p> <p>b) aurally and visually identify melodic and non-melodic percussion instruments from Kenya</p> <p>c) identify the parts of a percussion instrument</p> <p>d) tune a drum in order to produce the desired sound</p> <p>e) play a percussion instrument to provide appropriate accompaniment to a song or dance</p> <p>PROJECT</p> <p>a) Make a percussion instrument using locally available materials to accompany a song or dance</p> <p>b) Use digital devices to record music made by percussion instruments for sharing and documentation.</p>	<ul style="list-style-type: none"> • Learners watch live/ recorded performance of percussion instruments • Learners aurally and visually identify percussion instruments as melodic or non-melodic • Learners observe pictures of /real percussion instruments and classify them as melodic and non-melodic percussion instruments. • Learners play different percussion instruments to identify whether the instrument is melodic or non-melodic • Learners observe real/pictures of different percussion instruments and are guided in naming the parts • In groups learners tune a drum using the appropriate method (tightening laces and or warming the membrane). • Individually and in groups learners play different percussion instruments (melodic and non- melodic) to accompany song and dance guided by the teacher/resource person • In groups learners make percussion instruments observing own and others’ safety • Learners record music made by percussion instruments, share and discuss the percussion instruments used with peers 	<ol style="list-style-type: none"> 1. How are percussion instruments played? 2. Which percussion instruments can play a melody? 3. Which locally available materials can be used to make percussion instruments? 4. Why is a drum tuned? 5. How is a drum tuned?

	<p>1.3.2 Descant Recorder</p> <p>(3 lessons)</p>	<p>a) Play the notes B A G on a descant recorder</p> <p>b) Play simple melodies using the notes B A G on the descant recorder</p> <p>c) Practice hygiene measures in the use of the descant recorder</p>	<ul style="list-style-type: none"> • Learners explore the recorder by identifying the parts guided by the teacher • Learners discuss and practice hygiene measures in using the descant recorder • Learners practice holding and blowing the recorder with the appropriate posture and fingering • Learners learn finger numbers on hand and fingerings for B A G on recorder • Clap rhythmic patterns before playing the patterns with assigned tones (B A G) • Learners play B A G as demonstrated by the teacher using rhythmic patterns built on <i>taa, ta-te (crotchets and quavers)</i> • Individually and in groups learners play melodies built on B A G • Individually learners practice playing the notes and melodies learnt at home. 	<ol style="list-style-type: none"> 1. How are different pitches produced on a descant recorder? 2. How do you care and maintain the descant recorder?
<p>Core Competences to be developed:</p> <p>Communication and Collaboration: tuning, playing and making percussion instruments in groups, playing in a recorder ensemble.</p> <p>Creativity and Imagination: Playing melodies using the recorder and making percussion instruments</p> <p>Critical thinking and Problem solving: collecting and using locally available materials to make percussion instruments</p> <p>Self-efficacy: developing proficiency in playing the recorder</p> <p>Digital literacy: using digital devices to record percussion instruments</p>				
<p>Link to PCIs:</p> <p>Communicable diseases; practice of hygiene in use of the recorder prevents transmission of communicable diseases.</p> <p>Disaster risk reduction; safety is observed during the making of percussion instruments.</p> <p>Education for Sustainable Development- use of locally available materials in making percussion instruments ensures the Environment is kept clean and resources are not wasted.</p>		<p>Link to Values: Responsibility-through taking care of the percussion instruments and descant recorder, learners become responsible.</p> <p>Respect- use and appreciation of traditional instruments drawn from different Kenyan communities instils respect.</p> <p>Unity-working in groups in making and playing percussion instruments.</p>		
<p>Links to other Subject areas: Art & Craft- Designing and making percussion instruments using skills gained in Art & Craft</p>		<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Use of resource persons from the community to facilitate making of 		



Social studies- Study of traditional instruments from Kenyan communities covered in social studies	percussion instruments <ul style="list-style-type: none"> • Borrowing of percussion instruments from the community for use in learning
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Assessment Rubrics

Level Indicators	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Classifying percussion instruments	Accurately classifies percussion instruments as melodic and non-melodic and explains why	Accurately classifies all percussion instruments as melodic and non-melodic	Classifies most percussion instruments as melodic and non-melodic	Classifies a few percussion instruments as melodic and non-melodic
Naming parts of a percussion instrument	Accurately names parts of a percussion instrument and explains their functions	Accurately names all parts of percussion instrument	Names most parts of a percussion instrument	Names a few parts of a percussion instrument
Tuning a drum	Demonstrates exemplary ability to tune and play a drum	Demonstrates ability to tune and play a drum	Demonstrates some ability to tune and play a drum	Has difficulty in tuning and playing a drum
Playing a percussion instrument	Demonstrates exemplary ability to play a percussion instrument	Demonstrates ability to play a percussion instrument	Demonstrates some ability to play a percussion instrument	Has difficulty playing a percussion instrument
Playing the notes B A G on the descant recorder	Accurately and consistently plays notes B A G on a descant recorder	Accurately plays notes B A G on the descant recorder	Plays notes B A G on the descant recorder with some inaccuracies	Plays notes B A G on the descant recorder with frequent inaccuracies
Playing melodies using the notes B A G on the descant recorder	Accurately plays a wide variety of simple melodies on notes B A G	Accurately plays simple melodies on notes B A G	Plays simple melodies on notes B A G with some inaccuracies	Plays simple melodies B A G on the descant recorder with frequent inaccuracies

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.4 Dance (3 lessons)	By the end of the Sub strand the learner should be able to: <ol style="list-style-type: none"> perform a Kenyan folk dance from their local community apply basic elements of dance in a dance performance perform a Kenyan folk dance with coordinated body movements create dance formations for aesthetic value perform a folk dance observing own and others safety <p>PROJECT</p> <ol style="list-style-type: none"> record Kenyan folk dances for sharing and documentation 	<ul style="list-style-type: none"> Learners watch a live/recorded Kenyan folk dance from the local community Learners perform a dance from the local community guided by the teacher observing the basic elements of dance (time, space, energy and relationships) Individually and in groups learners perform a folk dance with coordinated body movements In groups learners perform a Kenyan folk dance incorporating formations observing own and others' safety Learners record dances performed in school and the community and share their experiences in class 	<ol style="list-style-type: none"> Why do people dance? How do we perform a folk dance? Which dances are performed in the community?
<p>Core Competences to be developed:</p> <p>Communication: communicating messages through dance movements, formations and the accompanying songs</p> <p>Collaboration: achieved through cooperation in group performance of a dance</p> <p>Creativity and imagination: performing a dance incorporating dance formations encourages creativity and imagination.</p> <p>Self-efficacy: acquired through proficiency in dance performance</p> <p>Citizenship: performing a Kenyan folk dance enhances citizenship</p> <p>Learning to learn: using and applying knowledge and skills acquired through dance in a variety of contexts-performing a new dance from the local community</p>				
<p>Link to PCIs: Safety: Disaster risk reduction- observing own and others safety in dance</p> <p>Self-esteem: acquired through performance of a dance.</p>			<p>Link to Values: Respect- observing the element of dance-relationships in dance promotes respect</p> <p>Unity-achieved through performing group dance</p>	

<p>Human sexuality: self-awareness and expression is developed through using appropriate dance movements in a dance performance.</p>	<p>Responsibility-taking different roles in dance enhances responsibility</p> <p>Patriotism- performing a Kenyan folk dance enhances patriotism.</p>
<p>Links to other subject areas: Physical Education & Health- exercising through dance movements</p> <p>Indigenous languages- use of local languages in the songs accompanying the dance enhances language skills in indigenous languages</p> <p>Social studies- performing of dances drawn from different communities learnt in Social studies</p>	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Use of resource persons from the community to facilitate learning of a folk dance. • Performing dances in relevant community activities such as cultural festivals. • Visiting cultural centres in the community to learn folk dances.

Assessment Rubrics

Level Indicators	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Applying the elements of dance	Confidently and creatively performs a Kenyan folk dance applying all elements of dance	Performs a Kenyan folk dance applying basic elements of dance	Performs a Kenyan folk dance applying some basic elements of dance	Performs a Kenyan folk dance with no attention to basic elements of dance
Performing Dance movements	Creatively and accurately performs all dance movements observing own and others safety	Accurately performs all dance movements observing own and others safety	Performs some dance movements at times observing own and others safety	Performs dance movements with errors rarely observing own and others safety
Creating dance formations	Skilfully and imaginatively creates formations in a folk dance	Creates formations in a folk dance	Creates some formations in a folk dance	Creates formations mostly with errors

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 CREATING/ COMPOSING MUSIC	2.1 Rhythm (4 lessons)	By the end of the sub- strand, the learner should be able to: a) interpret rhythmic pattern involving crotchet and quaver using French rhythm names (taa, ta-te) b) create simple rhythms using French rhythm names (taa, ta-te) for crotchet and quaver PROJECT a) record own and others' created rhythms for documentation	<ul style="list-style-type: none"> Individually and in groups, learners clap/tap rhythms of words involving taa, ta-te (crotchet and quaver) maintaining a steady beat. Learners interpret (orally) rhythmic patterns involving crotchet and quaver using French rhythm names (taa, ta-te) Individually and in groups learners create short rhythmic patterns using the French rhythm names taa, ta-te Learners individually and in groups tap/clap own and others created rhythms as they pronounce the French rhythm names Learners record their own and others' created rhythms In groups learners listen to the recorded rhythmic patterns and imitate through clapping /tapping 	1. How are rhythms created?
<p>Core Competences to be developed:</p> <p>Communication and Collaboration: enhanced through clapping/tapping and creating rhythmic patterns in groups</p> <p>Creativity and imagination: creating rhythmic patterns</p> <p>Self-efficacy- achieved through the ability to create own rhythmic patterns</p> <p>Digital literacy: using digital devices to record created rhythms develops digital literacy</p> <p>Learning to learn: developed through using and applying knowledge and skills acquired through creating/composing rhythms in a variety of contexts</p>				
<p>Link to PCIs: Life skills- interpersonal relationships in groups Decision making- deciding on appropriate rhythms</p>			<p>Link to Values: Respect: instilled through listening and clapping back rhythmic patterns created by other learners. Unity-achieved through group work Responsibility: showing commitment in recording own and others' rhythms</p>	
<p>Links to other subject areas: English- speech rhythms, Mathematics- in interpreting rhythms (taa, ta-te- one, one-two), Indigenous languages-using words from indigenous languages in rhythm</p>			<p>Suggested Community Service Learning activities: N/A</p>	



Assessment Rubrics

Indicator \ Level	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
French rhythm names for crotchet and quavers	Accurately and consistently interprets a variety of rhythmic patterns involving the crotchet and quaver using French rhythm names	Accurately interprets rhythmic patterns involving the crotchet and quaver using French rhythm names	Interprets rhythmic patterns involving the crotchet and quaver using French rhythm names with some errors	interprets rhythmic patterns involving the crotchet and quaver using French rhythm names with many errors
Creating rhythmic patterns using French rhythm names	Imaginatively creates varied rhythmic patterns using French rhythm names for crotchet and quaver.	Creates varied rhythmic patterns using French rhythm names for crotchet and quaver.	Creates rhythmic patterns using French rhythm names involving crotchet and quaver with little variation	Creates rhythmic patterns using French rhythm names involving crotchet and quaver with no variation

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	2.2 Melody (4 lessons)	<p>By the end of the sub- strand the learner should be able to:</p> <p>a) sing <i>d, r, m</i> for pitch discrimination</p> <p>b) interpret corresponding hand signs for <i>d, r, m</i> for pitch discrimination</p> <p>c) aurally recognise the sol-fa sounds <i>d, r, m</i> in simple melodies</p> <p>d) create short melodies using <i>d, r, m</i> for self-expression</p> <p>e) create short melodies using B A G on the descant recorder</p> <p>PROJECT</p> <p>a) record own melody based on <i>d,r,m</i></p>	<ul style="list-style-type: none"> • Individually and in groups learners sing a short familiar song based on <i>d, r, m</i> • Individually and in groups, learners identify, and sing the pitches <i>d, r, m</i> in ascending and descending order. • Learners are guided to identify hand signs representing the pitches <i>d, r, m</i> • Learners sing learnt pitches (<i>d, r, m</i>) indicated by hand signs • While singing, learners are guided to recognize sol-fa-sounds <i>d, r, m</i> in simple melodies • Learners sing simple familiar songs built on the pitches <i>d, r, m</i> using sol-fa names • Learners create short melodies using the pitches <i>d, r, m</i> using the French rhythm names learnt (<i>taa, ta-te</i>) • Individually and in groups learners create short melodies using <i>B A G</i> and the rhythms learnt (<i>ta, ta-te</i>) on the descant recorder • Learners record own melodies using recording devices 	<ol style="list-style-type: none"> 1. What is pitch? 2. Which pitches do you know? 3. How is a melody created?
<p>Core Competences to be developed: Communication and Collaboration; learners collaborate in recording each other’s melodies and discussing them</p>				



<p>Creativity and imagination: developed through creating own melodies</p> <p>Self-efficacy: through writing and performing own melodies self-efficacy is developed.</p> <p>Learning to learn: using and applying knowledge and skills acquired through creating/composing melodies in a variety of contexts</p>	
<p>Link to PCIs: Life skills-interpersonal relationships acquired through in group work</p>	<p>Link to Values: Respect- learners acquire respect through listening and clapping back others' created rhythmic patterns,</p>
<p>Links to other learning areas: Mathematics: counting in rhythmic patterns in relation to note values (<i>taa, ta-te</i>) enhances the number concept in Mathematics. English/Kiswahili: Singing familiar songs in English/Kiswahili enhances language skills</p>	<p>Suggested Community Service Learning activities:</p> <ol style="list-style-type: none"> 1. Playing created tunes on descant recorder in community events for entertainment 2. Teaching other children in the community how to play the descant recorder 3. Playing the recorder in school or community bands

Assessment Rubrics

Level Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below expectation
Singing pitches	Accurately and expressively sings the given pitches (d, r, m)	Accurately sings the given pitches (d, r, m)	Sings two of the given pitches (d, r, m) accurately	Sings one or none of the pitches accurately
Interpreting Hand signs	Swiftly and accurately interprets all the given hand signs (d, r, m) all the time	Accurately interprets all the given hand signs (d, r, m) all the time	Accurately interprets most of the given hand signs (d, r, m)	Interprets the given hand signs (d, r, m) with inaccuracies
Pitch	Precisely and consistently, sings familiar songs using the sol-fa names d, r, m	Accurately sings familiar songs using the sol-fa names d, r, m	Sings familiar songs using the sol-fa names d, r, m with some inaccuracies	Sings familiar songs using the sol-fa names d, r, m with a lot of inaccuracies
Creating melodies using d, r, m	Creates original and varied melodies using <i>d r m</i>	Creates original melodies using <i>d r m</i>	Creates some original melodies using <i>d r m</i> with some inaccuracies in pitch discrimination	Creates original melodies using d, r, m with a lot of inaccuracies in pitch discrimination
Recording own Melody	Possesses exemplary skills in recording own melody using digital devices	Records own melody using digital devices	Records own melody using digital devices with a few challenges	Largely experiences challenges in recording own melody using digital devices
Creating melodies on the descant recorder	Imaginatively and skilfully creates simple melodies involving B A G on the descant recorder	Creates simple melodies involving B A G on the descant recorder	Creates simple melodies involving B A G on the descant recorder with some challenges	Creates simple melodies involving B A G on the descant recorder with a lot of challenges



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 LISTENING, RESPONDING AND APPRECIATION	3.1 Elements of Music (3 lessons)	By the end of the Sub strand the learner should be able to: a) practice critical listening to music b) identify changes in the elements of music listened to for aural discrimination c) describe music listened to using appropriate terminology d) relate selected music to personal experience/story/event e) appreciate music drawn from different cultures	<ul style="list-style-type: none"> • Learners listen to selected music drawn from different cultures and are guided in practicing critical listening • Learners listen to live/recorded music and identify changes in the elements of music (rhythm, pitch and dynamics) • Learners refer to specific music and relate it to experiences/story/event • Learners listen to music and describe it using appropriate terminology such as; pitch, rhythm and dynamics, 	<ol style="list-style-type: none"> 1. Why do you listen to music? 2. How do you respond to music? 3. How does music make you feel? 4. Which events can you relate to the music you listen to? 5. Which changes do you notice in the music you listen to?
<p>Core Competences to be developed:</p> <p>Communication: acquired through the use of appropriate terminology in describing music</p> <p>Collaboration: holding discussions on music listened to enhances collaboration.</p> <p>Digital literacy: through manipulation of digital devices to listen to music for analysis the learner acquires digital literacy</p> <p>Self-efficacy: gains self-efficacy having the ability to listen, respond and appreciate music performances.</p> <p>Critical thinking: discussing different elements in recorded/live music develops critical thinking.</p> <p>Citizenship- listening and analysing music drawn from Kenyan communities promotes citizenship.</p>				
<p>Link to PCIs: Life skill- communication develops effective communication while describing music listened to.</p> <p>Animal welfare, disaster risk reduction: Listening to and discussing music addressing issues such as animal welfare or disaster risk reduction creates awareness.</p>			<p>Link to Values: Respect-acquired through appreciation of music listened to.</p> <p>Unity- enhanced through group discussions on music listened to.</p> <p>Patriotism-through listening to and analysing Music from Kenya</p>	
<p>Links to other subject areas: Religious education- listening to sacred music learnt in Religious activities for analysis,</p> <p>Indigenous languages/English/Kiswahili: listening to recorded/live music in different languages enhances acquisition of language vocabulary of those languages</p>			<p>Suggested Community Service Learning activities</p> <ol style="list-style-type: none"> 1. Attend music concerts in the community and discuss the performances. 	

Assessment Rubrics

Level Indicator	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Critical Listening	Demonstrates an outstanding ability to listen to music critically and describes changes in pitch, rhythm and dynamics using appropriate terminology	Demonstrates the ability to listen to music critically and describes changes in pitch, rhythm and dynamics using appropriate terminology	Demonstrates the ability to listen to music critically and describes changes in pitch, rhythm and dynamics with a few errors in using appropriate terminology	Demonstrates limited ability to listen to music critically and in t use of appropriate terminology t describe changes in pitch, rhyth and dynamics
Affective response to music	Demonstrates an outstanding ability to express personal reactions to music through oral communication	Demonstrates ability to express personal reactions to music through oral communication	Demonstrates some ability to express personal reactions to music through oral communication	Demonstrates limited ability to express personal reactions to music through oral communication
Appreciating music from diverse cultures	Expresses positive attitude towards music drawn from diverse cultures through comprehension, enjoyment and performance of the music in relation to its elements.	Expresses positive attitude towards music drawn from diverse cultures through comprehension and enjoyment of the music in relation to its elements	Expresses a positive attitude towards music drawn from diverse cultures through comprehension of the music in relation to its elements	Selectively expresses a positive attitude towards music drawn from diverse cultures through comprehension of the music in relation to its elements



APPENDIX

SUGGESTED ASSESSMENT METHODS

STRAND	SUB STRAND	SUGGESTED ASSESSMENT METHODS
PERFORMING	Songs	Portfolio, Observation checklist, Oral/aural questions, Project-record individual (solo) and group (choral) performances
	Kenyan Folk songs	Portfolio, Practical Tests - Observation checklist, Oral questions.
	Musical instruments	Portfolio, Observation check list, Aural questions, Oral questions, Written tests, Assignments, Project work: making percussion instruments
	Dance	Practical - Observation list, Field work reports
CREATING/COMPOSING	Rhythm	Oral tests, Aural tests, Written tests
	Melody	
LISTENING, RESPONDING AND APPRECIATION	Elements of Music	Oral questions, Aural tests, Written tests, Short reports (on performances attended)

SUGGESTED RESOURCES

STRAND	SUB STRAND	SUGGESTED RESOURCES
PERFORMING	Songs	Sheet music, Resource persons, Audio/visual recordings of songs, Pitching device, Song book, ICT devices, Internet connectivity, Flash cards with lyrics of songs
	Kenyan Folk songs	Traditional musical instruments, Resource persons, Costumes and props, Audio/visual recordings of folk songs
	Musical instruments	Descant Recorders, Melodic and non-melodic Kenyan traditional Percussion instruments, Resource persons, and recorder stands.
	Dance	Traditional musical instruments, Videos of dances, ICT devices, Resource persons, Pictures of dance formations
CREATING/COMPOSING	Rhythm	Sheet music, melodic instruments, flash cards- of rhythmic patterns, melodies and sol-fa names
	Melody	
LISTENING, RESPONDING AND APPRECIATION	Elements of Music	Audio/visuals recordings of simple songs drawn from different cultures, Resource person



NON-FORMAL ACTIVITIES

1. **Field visits** - Visiting Cultural and Music centres to learn folk songs, dances, Percussion instruments, Attend live performances for basic analysis.
2. **Apprenticeship** - Connections with Musicians in the community, learning from the example of older people or instrumentalists in both traditional and western music.
3. **Musical concerts** - participating in music concerts such as Christmas cantata within the school and places of worship
4. **Project work** - recording of performances, construction of percussion instruments
5. **Music club**-Participating in Music club activities within the school
6. **Music festivals/Inter -house/class music competitions** - Performing and learning from music competitions held in school
7. **Participating during Cultural day/week**
8. **School assembly activities** - performing songs or listening to performances during school assemblies.
9. **School events:** performing during events such as parents and sports day.
10. **Art and Craft club** - participating in Art and Craft clubs to make percussion instruments
11. **Scout/Girl guide activities** - Participating in the school band by playing descant recorder and percussion instruments
12. **Pastoral programme of instruction (PPI)** - performing during PPI lessons/activities