



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

INDIGENOUS LANGUAGES

GRADE 4



First Published 2017

Revised 2024

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FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.

HON. EZEKIEL Ombaki MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION



PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it incorporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.

DR. BELIO R. KIPSANG, CBS
PRINCIPAL SECRETARY STATE DEPARTMENT FOR
EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION



ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.

PROF. CHARLES O. ONG'ONDO, PhD., MBS.
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT



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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-fulfillment

Education should provide opportunities for the learner to develop to their 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.



LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons Per Week
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral/Religious Instruction Programme	1
Total		35

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

By the end of Primary School Education, the learner should be able to:

- use verbal and or non-verbal cues to convey information in varied contexts.
- demonstrate mastery of number concepts to solve problems in day to day life.
- use appropriate social skills, moral and religious values to positively impact the society.
- develop individual talents and interests for self-efficacy.
- make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- devise innovative strategies for environmental conservation and sustainability.
- apply digital literacy skills for learning and enjoyment.
- appreciate Kenya's rich and diverse cultural heritage for harmonious living.



ESSENCE STATEMENT

Indigenous Language at this level develops the language skills acquired in Lower Primary as well as positive attitudes and behaviour towards learning and life in general. Having been previously exposed to concrete learning activities and basic literacy skills in a formal dimension to learning, the learner's thought processes are more mature. This is supported by Piaget who emphasises that at this level, the learner is capable of solving problems in a more logical manner. In this Grade, the learner will be provided with a rich and supportive environment to develop their Indigenous Language through the non-formal learning dimension. They will also be equipped with language skills to enable them acquire a second language more proficiently and competently. In addition, learning in a language they are already familiar with will give the learners the required confidence to express themselves clearly, participate more actively in the learning process and think critically and imaginatively.

The Indigenous Language will further enable the learner to interact with others effectively thus enhancing their cognitive and affective development. This resonates with Vygotsky's social cultural development theory which asserts that learning is majorly a social activity. Moreover, the learning area will provide opportunities for nurturing acceptance and appreciation of cultural diversity. Further, the knowledge and skills acquired at this level will support cognitive learning development at the Junior Secondary level. Continuous advancement of knowledge in Indigenous Languages could guide the learner to make decisions on future career choices such as acting, broadcasting, development of orthography and editing, among others.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) respond appropriately to a variety of communication in the indigenous language,
- b) express themselves confidently and appropriately in a variety of social contexts,
- c) comprehend information in different contexts in the indigenous language,
- d) read texts accurately and fluently with comprehension,
- e) write legibly in different formats to express a variety of ideas and opinions,
- f) enjoy communicating using a variety of cultural language strategies.



SUMMARY OF STRANDS AND SUB STRANDS		
STRANDS	SUB STRANDS	NUMBER OF LESSONS
LISTENING AND SPEAKING	• Attentive Listening	4
	• Listening for information (instructions)	4
	• Listening for comprehension	2
	• Self-expression	6
	• Expressing self creatively	2
Total		18
READING	• Reading for information	4
	• Reading fluency (intonation, pace)	4
	• Reading for comprehension (poetry, dialogue)	6
	• Extensive reading (News and adverts readers)	4
Total		18
WRITING	• Handwriting	2
	• Punctuation (the full stop, the comma, capitalization)	2
	• Sequencing ideas	2
	• Writing sentences	2
	• Creative writing (imaginative composition, story, dialogue)	6
	• Functional Writing (filling forms, instruction charts)	4
Total		18
Showcasing concepts and skills in Indigenous Languages		6
TOTAL NUMBER OF LESSONS		60

NOTE: The suggested number of lessons per Sub Strand may be less or more depending on the context.



THEME 1: CULTURAL FOODS				
Suggested Vocabulary: food, indigenous cuisines, spicy, delicious, tasty, sour, bitter, serve, roast, boil, share, dry, preserve, breakfast, lunch, supper				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Attentive Listening (2 lessons) <ul style="list-style-type: none">• <i>Nouns-singular and plural</i>• <i>Verbal instructions-Songs</i>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none">a) identify nouns in singular and plural forms from a song for information,b) respond to verbal instructions for information,c) appreciate listening to various cultural songs for information.	The learner is guided to: <ul style="list-style-type: none">• work with peers to list cultural foods on charts,• identify nouns in singular form and change them to their plural forms,• recite singing games based on the theme,• respond to lead instructions in singing games as given by the soloist,• work collaboratively to collect varied songs on the theme from the community,• organise the songs collected in the class portfolio,• listen to recordings about various cultural foods in class and pick out their names.	How should we respond to instructions?

**Core Competencies to be developed:**

- Communication and Collaboration: This is enhanced as the learner contributes to group decision making when working with peers to collect varied songs on the theme from the community.
- Digital Literacy: This is promoted as the learner interacts with digital content when listening to recordings about various cultural foods.

Values:

- Responsibility: This is enhanced as the learner exhibits a self-driven attitude when organising the songs collected in the class portfolio.
- Unity: This is developed as the learner cooperates with peers to collect varied songs on the theme from the community.

Pertinent and Contemporary Issues (PCIs):

Cultural awareness: This is enhanced as the learner is made aware of culture when collecting and listening to cultural songs from the community.

Link to other Learning Areas:

The learner can relate the concept of attentive listening to their learning of listening skills in English.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Reading for Information (2 lessons) <ul style="list-style-type: none"> <i>Vocabulary building</i> <i>Nouns-singular and plural</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify vocabulary items in a text for comprehension, read a text based on the theme for information, appreciate reading texts for information. 	The learner is guided to: <ul style="list-style-type: none"> search for simple passages based on cultural foods from print or non-print sources, list vocabulary items based on the theme on flashcards, compile singular and plural forms of nouns from the passages, work with peers to create a vocabulary bank for the vocabulary identified, in small groups, practice reading the texts fluently, conduct peer reviews on each group's presentation, make a list of cultural foods identified from the text, conduct a language reading game from the words on the flashcards. 	How do you read to acquire information in texts?
Core Competencies to be developed: <ul style="list-style-type: none"> Learning to Learn: This is developed as the learner builds on their own learning experience when searching for simple passages from print and non-print sources based on the theme. Communication and Collaboration: This is enhanced as the learner engages actively when working with peers to create a vocabulary bank for the vocabulary identified. 				

**Values:**

- Respect: This is enhanced as the learner makes honest and constructive feedback during the peer review on presentations.
- Unity: This is promoted as the learner collaborates and cooperates with peers to read texts fluently.

Pertinent and Contemporary Issues (PCIs):

Cultural appreciation: This is promoted as the learner interacts with various texts on cultural foods in various communities.

Link to other Learning Areas:

The learner can relate the concept of nouns and their forms to their learning of similar concepts in Kiswahili.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Writing	1.3.1 Handwriting (2 lessons) <ul style="list-style-type: none"> • <i>Letters of the alphabet</i> • <i>Neatness and legibility-sentences</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify letters of the alphabet in the language for effective communication, b) write simple sentences legibly and neatly for written communication, c) appreciate neatness and legibility in writing for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • trace, model and paint letters of the alphabet in the language, • form simple words based on the theme, • work jointly to fish sentence cards with the simple words and copy the sentences neatly and legibly, • work with peers to fill in blank spaces to complete sentences using vocabulary, • display their neatly written sentences on sentence strips in class and conduct gallery walks, • take part in a class writing competition focusing on handwriting. 	Why is it important to write legibly and neatly?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: This is enhanced as the learner works with peers to peer review each other's written work for improvement during gallery walks. 				



- **Learning to Learn:** This is developed as the learner builds on their learning when organising and carrying out a class writing competition focusing on handwriting.

Values:

- **Unity:** This is enhanced as the learner works harmoniously with peers to fill in blank spaces to complete sentences.
- **Integrity:** This is promoted as the learner displays transparency by willingly presenting their own work for peer review.

Pertinent and Contemporary Issues (PCIs):

Self-esteem: This is promoted as the learner develops confidence in their neat and legible handwriting for effective communication.

Link to other Learning Areas:

The learner can relate the concept of good handwriting to their learning in Kiswahili and English.



THEME 2: WEATHER				
Suggested Vocabulary: cold, rain, sun, wind, clouds, warm, clothes, hot, shelter, sky				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.1 Listening and Speaking	2.1.1 Listening for Information (2 lessons) <ul style="list-style-type: none">• <i>Responding to instructions</i>• <i>Verbs-introduction</i>	By the end of the Sub Strand, the learner should be able to: a) select instructions from an oral text for information, b) respond to instructions for comprehension, c) appreciate the need for clarity in providing instructions for effective communication.	The learner is guided to: <ul style="list-style-type: none">• listen to audio recordings related to the theme involving giving instructions,• pick out the instructions from the oral text listened to,• play the ‘<i>Simon says</i>’ language game or the ‘<i>Chinese whisper</i>’ language game to practice giving and responding to instructions,• give instructions on how to carry out a task in pairs e.g. <i>what to do when it is raining</i>,• conduct a peer review on the task based on instructions given,• work jointly to list the verbs used in the instructions given on charts with peers.	<ol style="list-style-type: none">1. Why should we give clear instructions in speech?2. How is weather forecasting done in communities?

**Core Competencies to be developed:**

- Learning to Learn: This is developed as the learner is motivated to learn continuously when listening to audio recordings related to the theme involving giving instructions.
- Communication and Collaboration: This is enhanced as the learner engages actively with peers to play language games to practice giving and responding to instructions.

Values:

- Unity: This is promoted as the learner works collaboratively with peers to accomplish tasks.
- Respect: This is developed as the learner reviews peer's work by giving respectful and constructive comments.

Pertinent and Contemporary Issues (PCIs):

Self-esteem: This is enhanced as the learner gives instructions with clarity, confidence and correctness.

Link to other Learning Areas:

The learner can link the concept of giving and responding to instructions to similar concepts in English.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.1 Reading Fluency (2 lessons) <ul style="list-style-type: none">• <i>Intonation</i>• <i>Reading with expression</i>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none">a) read a story with correct intonation for effective communication,b) use correct expression when reading a text for fluency,c) appreciate reading a variety of texts for fluency.	The learner is guided to: <ul style="list-style-type: none">• conduct a reader's theatre to read a short passage on the theme with correct intonation,• watch a video recording illustrating reading with expression in class,• role play reading a news bulletin report on the weather forecast creatively and with expression,• record the role play using a digital device for peer review,• share experiences about reading fluently in small groups.	<ol style="list-style-type: none">1. How can we ensure we read fluently?2. Why is reading fluently important?
Core Competencies to be developed: <ul style="list-style-type: none">• Digital Literacy: This is enhanced as the learner interacts with technology to record the role-play using a digital device for peer review.• Critical Thinking and Problem Solving: This is developed as the learner explores views when sharing experiences about reading fluently in small groups				

**Values:**

- Responsibility: This is developed as the learner diligently takes up assigned roles during group activities.
- Unity: This is promoted as the learner interacts harmoniously with peers to role-play a news bulletin report on weather.

Pertinent and Contemporary Issues (PCIs):

Environmental Education: This is promoted as the learner acquires knowledge on elements of weather and weather patterns.

Link to other Learning Areas:

The learner can relate the concept of weather to their learning of similar concepts in Social Studies.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Writing	2.3.1 Punctuation (2 lessons) <ul style="list-style-type: none">• <i>The full stop</i>• <i>The comma</i>• <i>Capitalization</i>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none">a) identify punctuation marks in written sentences for information,b) use punctuation marks in sentences for effective communication,c) appreciate the role of punctuation in writing for communication.	The learner is guided to: <ul style="list-style-type: none">• work with peers to copy sentences and underline the punctuation marks (<i>full stops, comma and capital letters</i>) in sentences,• share tasks to rewrite the punctuation marks on flash cards,• discuss the use of commas, full stops and capital letters in sentences,• write simple sentences using the punctuation marks (<i>the comma, the full stop and capital letters</i>) appropriately,• share their written sentences with peers for review,• work collaboratively to identify correct and incorrect use of punctuation marks in short passages,• create a short paragraph on weather with correct punctuation.	What is the importance of punctuation in writing?

**Core Competencies to be developed:**

- Critical Thinking and Problem Solving: This is enhanced as the learner analyses concepts when creating a short paragraph with correct punctuation.
- Communication and Collaboration: This is enhanced as the learner contributes to group decision making when identifying correct and incorrect use of punctuation marks in a passage.

Values:

- Respect: This is enhanced as the learner accommodates varied ideas from peers when discussing the use of punctuation marks in sentences.
- Love: This is enhanced as the learner shares their opinions during peer reviews to improve on each other's work.

Pertinent and Contemporary Issues (PCIs):

Environmental awareness: This is promoted as the learner appreciates different aspects of the weather in their day-to-day experiences.

Link to other Learning Areas:

The learner can relate the concept of punctuation to their learning in Kiswahili and English.



THEME 3: PERSONAL SAFETY				
Suggested Vocabulary: accident, first aid, wound, burn, doctor, careful, bandage, precaution, safety, electricity				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Listening for Comprehension (2 lessons) <ul style="list-style-type: none">• <i>Responding to questions</i>• <i>Verbs- introduction</i>	By the end of the Sub Strand, the learner should be able to: a) identify verbs from an oral text, b) respond to questions from an oral passage for comprehension, c) appreciate listening to oral texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none">• listen to an oral passage from a pre-recorded audio or resource person on the theme,• team up to list down verbs identified from the oral text,• complete sentences orally by filling in the gaps using verbs,• play ‘the guessing language game’ where they use actions to describe verbs for peers to guess what verb it is,• answer comprehension questions from the oral text,• share experiences about personal safety in groups.	1.How do we ensure personal safety in school? 2.Why should we read oral texts?

**Core Competencies to be developed:**

- Critical Thinking and Problem Solving: This is enhanced as the learner explores views when completing sentences orally by filling in the gaps using verbs.
- Self-efficacy: This is promoted as the learner shows defining personal skills as they share experiences about personal safety.

Values:

- Love: This is promoted as the learner portrays a caring attitude when working with peers to play the language guessing game.
- Responsibility: This is enhanced as the learner takes up assigned roles when teaming up to list down verbs identified from the oral text.

Pertinent and Contemporary Issues (PCIs):

Safety and security: This is promoted as the learner is exposed to content on personal safety.

Link to other Learning Areas:

The learner can relate their learning to concepts on personal safety in Science and Technology.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.1 Reading for comprehension (2 lessons) <ul style="list-style-type: none">• <i>Dialogues-vocabulary building</i>• <i>Inferring meaning</i>	By the end of the Sub Strand, the learner should be able to: a) read a dialogue based on the theme for comprehension, b) infer meaning of vocabulary from a text for comprehension, c) seek to read texts for information based on the theme.	The learner is guided to: <ul style="list-style-type: none">• take turns to read dialogues related to the theme fluently,• answer comprehension questions based on the dialogues read,• work closely with peers to identify vocabulary items from the text,• create and fill word puzzles using vocabulary on the theme collaboratively,• work jointly to match the vocabulary identified with their meaning,• work together to use a simple dictionary to look up the meaning of the vocabulary,• collaborate with peers to roleplay a dialogue on personal safety.	How do you tell the meaning of a word from a text?

**Core Competencies to be developed:**

- Communication and Collaboration: This is developed as the learner engages actively when taking turns to read dialogues in class.
- Learning to Learn: This is enhanced as the learner engages in collective learning when collaborating to create and fill word puzzles using vocabulary.

Values:

Unity: This is acquired as the learner cooperates with peers to look up the meaning of words from a simple dictionary.

Pertinent and Contemporary Issues (PCIs):

Safety and security: This is addressed as the learner interacts with texts related to the theme on personal safety.

Link to other Learning Areas:

The learner can relate concepts on personal safety to their learning of similar concepts in Agriculture.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Writing	3.3.1 Sequencing Ideas (2 lessons) <ul style="list-style-type: none">• <i>Sequencing in a paragraph</i>• <i>Verbs</i>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none">a) identify main ideas in a simple paragraph for comprehension,b) compose a paragraph on the theme for self-expression,c) value the need to sequence ideas well in writing based on the theme.	The learner is guided to: <ul style="list-style-type: none">• work in partnership with peers to identify verbs in sentences from newspaper cuttings,• collaborate with peers to pick out the main ideas in a passage and peer review,• engage in a digital language game to drag and drop word segments to create simple sentences,• reorganise jumbled up sentences to make a well sequenced paragraph,• write a short paragraph on the theme with well sequenced ideas,• collaborate with peers to publish their final paragraph in the class or school magazine.	Why should we sequence ideas in a story?
Core Competencies to be developed: <ul style="list-style-type: none">• Digital Literacy: This is enhanced as the learner interacts with technology in a digital language game to drag and drop word segments to create a simple sentence.• Creativity and Imagination: This is promoted as the learner exchanges new ideas when composing paragraphs on the theme to present well-sequenced ideas.				

**Values:**

- Respect: This is enhanced as the learner takes into account other learner's opinions during the peer review.
- Responsibility: This is enhanced as the learner diligently uses the digital devices to play digital language games as guided.

Pertinent and Contemporary Issues (PCIs):

ICT: This is promoted as the learner is able to learn how to engage with technology when playing a digital game to create simple sentences.

Link to other Learning Areas:

The learner can relate concepts on paragraph writing to their learning of similar concepts in English and Kiswahili.



THEME 4: SCHOOL RULES				
Suggested Vocabulary: obey, rules, punishment, report, discipline, peers, obedient, award, teacher-on-duty				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4 .1 Listening and Speaking	4.1.1 Self – expression (2 lessons) <ul style="list-style-type: none">• <i>Oral narratives</i>• <i>Similes</i>• <i>Metaphors</i>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none">a) identify similes and metaphors commonly used in the community,b) recite oral narratives fluently for pronunciation,c) appreciate use of similes and metaphors for self-expression.	The learner is guided to: <ul style="list-style-type: none">• collaborate with peers to outline similes and metaphors used in the community,• work jointly with peers to discuss meaning of different metaphors,• practise using similes and metaphors in sentences appropriately,• write the similes, metaphors and their meaning on wall charts,• display the wall charts in class for peer review through gallery walks,• compose an oral narrative on the theme using similes and metaphors,• team up to stage the oral narrative in class for peer review.	<ol style="list-style-type: none">1. Why are school rules important?2. Why is it important to speak fluently?

**Core Competencies to be developed:**

- Creativity and Imagination: This is enhanced as the learner exchanges ideas that inspire creativity when staging an oral narrative in class for peer review.
- Critical Thinking and Problem Solving: This is developed as the learner explores views when discussing meaning of different metaphors.

Values:

- Unity: This is shown as the learner cooperates with peers to identify similes and metaphors used in their community.
- Respect: This is enhanced as the learner accommodates diverse opinions when discussing meaning of different metaphors.

Pertinent and Contemporary Issues (PCIs):

Good governance: This is promoted as the learner familiarises with the school rules and their importance.

Link to other Learning Areas:

The learner can relate the concept of similes and metaphors to their learning of similar concepts in Kiswahili.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.1 Extensive Reading (2 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building</i> • <i>Proverbs and sayings</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify proverbs and sayings from level readers for comprehension, infer the meaning of vocabulary from context for comprehension, enjoy reading silently and widely for pleasure. 	The learner is guided to: <ul style="list-style-type: none"> • create a collection of simple Indigenous Languages readers for the class library, • conduct a readers' theatre to read the class indigenous books in the collection, • work jointly to build a list of proverbs and sayings from the readers, • tease out vocabulary from the readers, • use simple level dictionaries to look up the meaning of vocabulary, • work jointly to fill code word tables or crossword puzzles using vocabulary, • team up to establish a reading club for the class to collect and read varied readers. 	<ol style="list-style-type: none"> 1. Why do we read silently? 2. What makes a book interesting to read?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: This is enhanced as the learner explores views to solve code word tables and crossword puzzles using vocabulary. • Learning to Learn: This is promoted as the learner builds on their own learning experience by finding meaning of new words in simple level dictionaries. 				

**Values:**

- Unity: This is promoted as the learner works harmoniously to team up to establish a reading club for the class to collect and read varied readers.
- Peace: This is enhanced as the learner displays tolerance when working with peers to conduct a reader's theatre to read stories.

Pertinent and Contemporary Issues (PCIs):

Nationalism: This is enhanced as the learner appreciates harmonious living with others in the society by obeying rules and regulations, similar to obeying school rules.

Link to other Learning Areas:

The learner can relate the concept of living together to similar content in Religious Education.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Writing	4.3.1 Creative Writing (2 lessons) <ul style="list-style-type: none"> • <i>Proverbs and sayings</i> • <i>Imaginative compositions</i> 	By the end of the Sub Strand, the learner should be able to: a) identify proverbs and sayings for information, b) write an imaginative composition using proverbs and sayings, c) appreciate proverbs and sayings for cultural awareness.	The learner is guided to: <ul style="list-style-type: none"> • work jointly to put together a collection of proverbs and sayings from the community, • team up to list the proverbs and sayings on sentence strips for display, • organise their collection of proverbs and sayings in a group portfolio, • engage in a language game to find meaning of community proverbs and sayings, • write a composition on the theme using proverbs and sayings • share their compositions with peers for peer review, • publish the best compositions in a class reading club. 	Why are proverbs and sayings important?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: This is enhanced as the learner analyses concepts when engaging in language games to find meaning of community proverbs and sayings. 				



- **Creativity and Imagination:** This is enhanced as the learner exchanges new ideas that inspire creativity when writing compositions on the theme using proverbs and sayings.

Values:

Love: This is enhanced as the learner portrays a caring attitude when sharing their compositions with peers for constructive feedback.

Pertinent and Contemporary Issues (PCIs):

Good governance: This is enhanced as the learner appreciates and obeys the school rules.

Link to other Learning Areas:

The learner can relate the concept of sayings and proverbs to their learning in English and Kiswahili.



THEME 5: MONEY				
Suggested Vocabulary: money, trade, profit, loss, customer, buyer, seller, conman, business, products, services				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Expressing Self Creatively (2 lessons) <ul style="list-style-type: none"> • <i>Describe personal experiences</i> • <i>Use of ‘when’</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) describe personal experiences and events for fluency, b) use ‘when’ as a conjunction in sentences for expression, c) enjoy describing events and experiences creatively. 	The learner is guided to: <ul style="list-style-type: none"> • conduct a storytelling session to describe an outstanding personal event or experience with money, • collaborate to use digital devices to record narrations on the event descriptions, • work jointly with peers to play a language train game to construct sentences using the conjunction ‘when’ (<i>one learner gives a starting sentence and the next continues the narration beginning with ‘when’</i>), • narrate events based on the theme using the conjunction ‘when’, • work collaboratively to role play a creative skit on an interesting event taking place in the market. 	How do we describe events and experiences?

**Core Competencies to be developed:**

- Creativity and Imagination: This is enhanced as the learner embraces ideas that inspire creativity when conducting a storytelling session to describe an outstanding personal event or experience with money.
- Communication and Collaboration: This is promoted as the learner engages actively with peers to narrate events based on the theme using the conjunction 'when'.

Values:

- Responsibility: This is portrayed as the learner offers leadership and guidance by handling digital devices appropriately when recording oral narrations.
- Respect: This is promoted as the learner ensures positive regard for others when role playing a creative skit on an interesting event taking place in the market.

Pertinent and Contemporary Issues (PCIs):

Financial Literacy: This is promoted as the learner engages in discussions based on money and trade.

Link to other Learning Areas:

The learner can learn the concept of money and trade and relate it to Social Studies.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.1 Reading for Information (2 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building</i> • <i>Reading strategies-skimming and scanning</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify vocabulary related to the theme for comprehension, b) apply reading strategies (skimming and scanning) to acquire information from a text, c) appreciate reading varied texts for information. 	The learner is guided to: <ul style="list-style-type: none"> • read a short passage based on the theme on money, • scan for specific vocabulary from the passage, • work collaboratively to build a vocabulary bank based on the words identified, • share tasks to use a simple language dictionary to find the meaning of vocabulary identified, • skim for the main idea in the passage and share with peers, • collaborate to answer comprehension questions based on the passage. 	<ol style="list-style-type: none"> 1. Why is it important to comprehend the meaning of vocabulary in context? 2. How do we read to get information?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: This is developed as the learner engages actively to find the meaning of vocabulary. • Creative thinking and imagination: This is promoted as the learner finds creative ways to build a vocabulary bank with peers. 				

**Values:**

- Unity: This is cultivated as the learner works harmoniously with others to build a vocabulary bank based on words identified from the texts.
- Love: This is enhanced as the learner displays trustworthiness when sharing tasks to use a simple language dictionary to find the meaning of vocabulary identified.

Pertinent and Contemporary Issues (PCIs):

Financial literacy: This is developed as the learner reads texts about trade and money for information.

Link to other Learning Areas:

The learner can relate the concept of trade and money to their learning in Social Studies and Mathematics.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Writing	5.3.1 Writing Sentences (2 lessons) <ul style="list-style-type: none">• <i>Vocabulary building</i>• <i>Parts of a sentence</i>• <i>Compound sentences</i>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none">a) identify parts that make a sentence for comprehension,b) construct sentences using different language structures to give information,c) appreciate using sentences for effective communication.	The learner is guided to: <ul style="list-style-type: none">• work jointly to re-order jumbled up words to form correct sentences,• cooperate with peers to play a digital language game to drag and drop coordinating conjunctions to join parts of sentences,• work together to discuss new words related to the theme,• write the new words on flash cards for display in class,• build a vocabulary bank based on the new vocabulary acquired on the theme,• construct compound sentences using the new words acquired.	How do we connect ideas in sentences?

**Core Competencies to be developed:**

- Creativity and Imagination: This is enhanced as the learner exchanges new ideas that inspire creativity when constructing compound sentences using the new words acquired.
- Critical Thinking and Problem Solving: This is enhanced as the learner explores views when discussing the vocabulary acquired related to the theme.

Values:

Integrity: This is enhanced as the learner displays transparency when using digital devices to play language games without diverting to other sites.

Pertinent and Contemporary Issues (PCIs):

Financial literacy: This is enhanced as the learner gets to learn about money when handling the theme.

Link to other Learning Areas:

The learner can relate the concept of compound sentences and sentence structures to their learning in English.



THEME 6: ANIMAL WELFARE				
Suggested Vocabulary: animal, care, mistreat, safe, rescue, feed, veterinary doctor, domestic animal, wild animal				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Listening and Speaking	6.1.1 Listening for Information (2 lessons) <ul style="list-style-type: none">• <i>Vocabulary building</i>• <i>Responding to questions</i>• <i>Prepositions</i>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none">a) describe positions of objects in relation to others for information,b) respond to oral questions based on the theme,c) advocate for animal welfare practices for information.	The learner is guided to: <ul style="list-style-type: none">• work in partnership with peers to identify types of animals from audio recordings,• compose sentences describing the position of an object in relation to another with words such as <i>next to, under, in front of, between, behind, on, in, beside, outside,</i>• role play placing objects at different positions according to instructions given,• work closely with peers to identify prepositions from the passages,• answer comprehension questions,• listen to a resource person on imaginative stories on animals and their welfare,	<ol style="list-style-type: none">1. What is the importance of prepositions in description?2. Why should we take care of animals?



			<ul style="list-style-type: none"> • create an artistic mosaic on an animal of choice and display during Indigenous Languages exhibitions. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: This is enhanced as the learner engages actively when role playing placing objects at different positions according to instructions given. • Learning to Learn: This is promoted as the learner builds on their learning experiences when listening to a resource person on imaginative stories on animals and their welfare. 				
Values: <ul style="list-style-type: none"> • Respect: This is enhanced as the learner accommodates diverse opinions when working closely with peers to identify prepositions from the passages. • Unity: This is shown as the learner cooperates with peers to identify types of animals from audio recordings. 				
Pertinent and Contemporary Issues (PCIs): Animal welfare: This is promoted as the learner is exposed to the importance of taking care of the animals.				
Link to other Learning Areas: The learner can relate the concept of prepositions to their learning in Kiswahili.				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.1 Reading Fluency: Poetry (2 lessons) <ul style="list-style-type: none"> • <i>Fluency-pace and intonation</i> • <i>Answering questions</i> 	By the end of the Sub Strand, the learner should be able to: a) read poems with correct pace and intonation for self-expression b) answer oral questions from a poem for comprehension. c) recite poems based on the theme for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • practice reading poems on animal welfare with correct pace and intonation, • watch poem recitations based on the theme from digital platforms, • work jointly with peers to compose simple poems based on the theme, • recite the poems in class while recording pace of recitation, • peer assess each other's performance for improvement, • work jointly to answer questions from the poems, • team up to take part in a spoken word competition applying pace and intonation correctly, • record themselves reciting the spoken word and organise their work in digital portfolios. 	1. How do we read poems fluently? 2. Why are poems important?

**Core Competencies to be developed:**

- Creative thinking and imagination: This is developed as the learner embraces ideas that inspire creativity when taking part in a spoken word competition applying pace and intonation.
- Digital Literacy: This is developed as the learner interacts with technology as they record themselves reciting the spoken word pieces.

Values:

- Responsibility: This is acquired as the learner exhibits a self-driven attitude when organising their spoken word recordings in digital portfolios.
- Respect: This is enhanced as the learner accommodates each other's opinion when peer assessing performances for improvement.

Pertinent and Contemporary Issues (PCIs):

Animal welfare: This is promoted as the learner accesses information on animals from various sources for information.

Link to other Learning Areas:

The learner can relate the concept on taking care of animals to the concept of care for creation in Religious Education.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Writing	6.3.1 Creative Writing (2 lessons) <ul style="list-style-type: none"> <i>Elements of creative writing</i> <i>Stories from artistic works/pictures</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> highlight the elements of creative writing, write a story on the theme from artistic expressions, enjoy picture reading for creative writing. 	The learner is guided to: <ul style="list-style-type: none"> collaboratively discuss the elements of creative writing, study artistic work/pictures used to write creative stories, work jointly to write creative stories based on the pictures, exchange their written stories for peer review, draw pictures to form a story based on the theme, organise the picture stories in a class gallery for display. 	<ol style="list-style-type: none"> Why are stories important in communities? What is the importance of artistic work in expressing creativity?
Core Competencies to be developed: <ul style="list-style-type: none"> Creativity and Imagination: This is enhanced as the learner embraces ideas that inspire creativity when writing stories from pictures related to the theme. Learning to Learn: This is enhanced as the learner engages in collective learning by exchanging their written stories for peer review. 				

**Values:**

- Respect: This is enhanced as the learner gives honest and constructive feedback when peer reviewing other's work.
- Responsibility: This is enhanced as the learner exhibits a self-driven attitude when organising the picture stories in a class gallery for display.

Pertinent and Contemporary Issues (PCIs):

Nationalism: This is enhanced as the learners work together to display their creative picture stories to celebrate peer's creative achievement.

Link to other Learning Areas:

The learner can learn the concept of picture story writing for creative expression and relate it to their learning in Creative Arts.



THEME 7: LEISURE ACTIVITIES				
Suggested Vocabulary: leisure, free time, hobby, talent, peers, creative, responsibility, community service				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.1 Listening and Speaking	7.1.1 Self-expression (2 lessons) <ul style="list-style-type: none">• <i>Vocabulary building</i>• <i>Using interjections</i>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none">a) describe leisure activities for information,b) conduct a debate on the theme for self expression,c) appreciate listening to texts in varied contexts.	The learner is guided to: <ul style="list-style-type: none">• collaboratively listen to an audio recording on leisure activities,• cooperate with peers to list constructive leisure activities,• conduct a discussion while using interjections appropriately to express varied emotions when giving personal opinions,• work collaboratively with peers to compose a poem based on the theme,• respond to comprehension questions from the poem,• present personal views about the idea in the poems,• collaborate with peers to conduct a debate about how one can best use their leisure time.	<ol style="list-style-type: none">1. How do you spend your leisure time?2. Why should we express our opinions?

**Core Competencies to be developed:**

- Digital Literacy: This is enhanced as the learner interacts with digital content when listening to recorded clips on leisure activities.
- Critical Thinking and Problem Solving: This is developed as the learner explores views when presenting views about ideas in a poem.

Values:

- Responsibility: This is promoted as the learner takes up assigned roles when working collaboratively with peers to compose a poem based on the theme.
- Unity: This is cultivated as learner collaborates with peers to conduct a debate on use of leisure time.

Pertinent and Contemporary Issues (PCIs):

Peer pressure awareness: This is promoted as the learner finds better and constructive ways to use their leisure time.

Link to other Learning Areas:

The learner can learn the concept of constructive use of leisure time and relate it with similar concept in Religious Education.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.2.1 Reading comprehension (2 lessons) <i>Interjections to express emotion</i>	By the end of the Sub Strand, the learner should be able to: a) identify interjections in texts for comprehension, b) use interjections in oral paragraphs for expression, c) appreciate the role of interjections in expressing emotion in communication.	The learner is guided to: <ul style="list-style-type: none">• read passages on the use of leisure time,• take notes on main ideas from the passage,• jointly identify interjections used,• list the interjections used to express various emotions in their community on flashcards,• work with peers to read the interjections with correct intonation,• discuss meaning of interjections such as to <i>express disgust, happiness, shock</i>,• collaborate with peers to take part in a reading competition involving paragraphs with interjections.	When do we use interjections in sentences?

**Core Competencies to be developed:**

- Communication and Collaboration: This is enhanced as the learner engages actively when reading passages containing interjections with comprehension.
- Learning to learn: This is enhanced as the learner engages in collective learning when identifying interjections from their community and discusses what they imply.

Values:

- Unity: This is enhanced as the learner works with peers harmoniously to take part in a reading competition involving use of interjections.
- Responsibility: This is developed as the learner cooperates with peers to jointly identify interjections used.

Pertinent and Contemporary Issues (PCIs):

Peer teaching: This is promoted as the learner collaborates with others to carry out tasks and take part in a reading competition.

Link to other Learning Areas:

The learner can learn the concept of proper use of leisure time and relate it to the concept on time stewardship in Religious Education.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Writing	7.3.1 Creative writing- Dialogue (2 lessons) <ul style="list-style-type: none"> • <i>Writing a dialogue</i> • <i>Using interjections</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> highlight the steps of writing a simple dialogue, write a simple dialogue on the theme using interjections, appreciate the need of creative writing. 	The learner is guided to: <ul style="list-style-type: none"> • discuss the steps of writing a simple dialogue, • list interjections used in their community on flashcards, • work with peers to write a simple dialogue on the theme using the interjections and share with peers, • team up to role play the dialogue while using interjections creatively, • collaboratively compose a simple singing game with interjections. 	Why are interjections important?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creative thinking and imagination: This is enhanced as the learner exchanges new ideas that inspire creativity when composing a simple singing game with interjections. • Communication and Collaboration: This is promoted as the learner engages actively with peers to role-play a dialogue while using interjections. 				

**Values:**

- Unity: This is enhanced as the learner cooperates with peers to write a simple dialogue on the theme.
- Respect: This is shown as the learner ensures positive regard for others when role-playing the dialogue.

Pertinent and Contemporary Issues (PCIs):

Peer pressure: This is addressed as the learner creatively writes a simple dialogue on leisure activities to promote values.

Link to other Learning Areas:

The learner can relate the concept of dialogue to their learning of similar concepts in Kiswahili and English.



THEME 8: TECHNOLOGY - DIGITAL DEVICES				
Suggested Vocabulary: modern, communication, digital, mobile phone, computer, technology, device, user, etiquette, camera				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.1 Listening and Speaking	8.1.1 Attentive Listening (2 lessons) <ul style="list-style-type: none"> • <i>Telephone Conversation- Polite expressions</i> • <i>Adjectives- introduction</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) describe digital devices for information, b) use polite expressions in an oral conversation, c) enjoy using appropriate and polite expressions during conversations. 	The learner is guided to: <ul style="list-style-type: none"> • jointly work with peers to describe digital devices based on aspects like <i>colour, height, size, shape</i>, • work collaboratively to match digital devices to their uses, • role play a telephone conversation from a call centre with peers articulately, • collaborate to list the polite expressions used in the telephone conversation, • answer questions based on the telephone conversation. 	<ol style="list-style-type: none"> 1. How do we respond during a telephone conversation? 2. How do we ask questions during conversations?
Core Competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy: This is enhanced as the learner shows concerted attention when answering questions based on a telephone conversation. 				



- **Communication and Collaboration:** This is exhibited as the learner speaks engagingly when holding a telephone conversation using polite expressions.

Values:

- **Respect:** This is enhanced as the learner appreciates diverse opinions when working with peers to match digital devices to their uses.
- **Unity:** This is promoted as the learner cooperates with peers to describe digital devices.

Pertinent and Contemporary Issues (PCIs):

ICT: This is promoted as the learner uses the digital devices in the role-play telephone conversations appropriately.

Link to other Learning Areas:

The learner can relate the concept of telephone conversations and communication to their learning in Science and Technology.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	8.2.1 Extensive Reading: Advertisements and News (2 lessons) <ul style="list-style-type: none">• <i>Adjectives</i>• <i>Interpreting adverts and news</i>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none">a) describe objects from adverts and news for information,b) interpret advertisement and news items for information,c) enjoy advertisements and news items for extensive reading.	The learner is guided to: <ul style="list-style-type: none">• make personal collections from newspaper cuttings of advertisements to form a personal booklet,• work collaboratively with peers to view and read the selected advertisements from newspapers and magazines,• role play a news report bulletin to describe objects/products based on aspects such as colour, size and shape,• jointly work with peers to use digital devices to recreate content from adverts,• play a 'Pictionary vocabulary game' with peers to describe an item,• read and answer questions on advertisements and news correctly,	<ol style="list-style-type: none">1. Why are advertisements important?2. How do we describe objects?



			<ul style="list-style-type: none">share tasks to prepare posters and adverts for an indigenous product and display in class.	
Core Competencies to be developed: <ul style="list-style-type: none">Critical Thinking and Problem Solving: This is enhanced as the learner analyses concepts when reading and answering questions on adverts and news items correctly.Learning to Learn: This is developed as the learner engages in collective learning when recreating content from adverts using digital devices.				
Values: <ul style="list-style-type: none">Unity: This is enhanced as the learner works harmoniously to prepare posters and adverts for an indigenous product and display in class.Responsibility: This is enhanced as the learner engages in assigned roles when roleplaying a news report bulletin to describe objects/products.				
Pertinent and Contemporary Issues (PCIs): <p>Civic responsibility: This is enhanced as the learner is exposed to responsible practices in product promotion.</p>				
Link to other Learning Areas: <p>The learner can relate vocabulary related to advertisements and news items to their learning of product promotion in Science and Technology.</p>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3Writing	8.3.1 Functional Writing: Filling Forms (2 lessons) <ul style="list-style-type: none"> • <i>Components</i> • <i>Format</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify parts of a simple form for information, create a form related to the theme, appreciate value of forms for giving information. 	The learner is guided to: <ul style="list-style-type: none"> team up to collect a variety of forms and organise them in a portfolio, discuss the parts of a simple form, work collaboratively to create a form seeking for basic information from peers like <i>name, school, favorite subject, class, favourite cultural food,</i> share the forms with their friends for filling, provide information in the forms as per instructions given, work jointly to create digital forms in class. 	Why do we fill forms?
Core Competencies to be developed: <ul style="list-style-type: none"> Creativity and Imagination: This is enhanced as the learner embraces ideas that inspire creativity when creating forms using digital devices. Self-efficacy: This is enhanced as the learner effectively orders and prioritises tasks when looking for forms and organises them in a portfolio. 				

**Values:**

- Unity: This is enhanced as the learner works harmoniously with peers to create forms.
- Integrity: This is promoted as learner displays transparency when filling sample forms related to the theme as per the instructions given.

Pertinent and Contemporary Issues (PCIs):

Digital Literacy: This is promoted as the learner uses digital devices to create a variety of forms.

Link to other Learning Areas:

The learner can relate the concept of filling forms to their learning of functional writing in Kiswahili and English.



THEME 9: LEADERSHIP				
Suggested Vocabulary: leader, order, choosing, rule, people, govern, influence, honesty, integrity, law				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.1 Listening and Speaking	9.1.1 Self-expression (2 lessons) <ul style="list-style-type: none">• <i>Turn taking</i>• <i>Polite interruption</i>• <i>Verbs</i>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none">a) describe a real life experience using acquired language,b) use appropriate turn taking and polite interruption skills in a conversation,c) appreciate discussing daily experiences using acquired language strategies.	The learner is guided to: <ul style="list-style-type: none">• describe a real-life experience based on the theme using vocabulary acquired,• listen to an audio recording (with information on community leaders) on appropriate turn-taking and polite interruption skills,• work jointly to identify verbs from the audio recording,• practice using verbs in sentences appropriately,• conduct a panel discussion on the theme while taking into account appropriate turn taking and polite interruption.	<ol style="list-style-type: none">1. Why is it important to engage appropriately in a conversation?2. Why is it important to obey leaders?

**Core Competencies to be developed:**

- Critical Thinking and Problem Solving: This is enhanced as the learner follows simple instructions to use verbs appropriately in sentence construction.
- Digital Literacy: This is promoted as the learner interacts with digital content when listening to audio recordings on appropriate turn taking and polite interruption skills.

Values:

Unity: This is enhanced as the learner appreciates the effort of others when conducting a panel discussion on the theme.

Pertinent and Contemporary Issues (PCIs):

Good governance: This is promoted as the learner holds a panel discussion on the theme while ensuring appropriate turn taking and polite interruption.

Link to other Learning Areas:

The learner can relate the concept on leadership to their learning of similar concepts in Social Studies.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	9.2.1 Reading Comprehension: Poetry (2 lessons) <ul style="list-style-type: none"> • <i>Components of a poem</i> • <i>Answering questions</i> 	By the end of the Sub Strand, the learner should be able to: a) identify components of a poem for comprehension, b) read poems based on the theme for comprehension, c) answer questions from a poem based on the theme, d) appreciate reading poems for personal judgement.	The learner is guided to: <ul style="list-style-type: none"> • collaborate with peers to list components of a poem, • read poems based on the theme (giving advice on good leadership among learners) and give reviews, • discuss main issues raised in a poem based on leadership, • team up with peers to play a vocabulary game involving words related to the theme, • works jointly with peers to use digital devices to watch poetry performances, • work with peers to compose a poem taking into account the various components of a poem, • recite the composed pieces as choral poems during inter-class festivals while applying non-verbal cues. 	1. How do we describe a poem? 2. Why do we read poems?

**Core Competencies to be developed:**

- Communication and Collaboration: This is developed as the learner engages actively to read poems based on the theme and gives reviews.
- Digital Literacy: This is enhanced as the learner interacts with digital technology when watching poetry performances.

Values:

- Unity: This is developed as the learner cooperates with peers to play a vocabulary game involving words related to the theme.
- Responsibility: This is enhanced as the learner exhibits a self-driven attitude when discussing main issues raised in a poem based on leadership.

Pertinent and Contemporary Issues (PCIs):

Nationalism: This is promoted as the learner is exposed to issues about leadership in the theme.

Link to other Learning Areas:

The learner can relate the concept on poetry to their learning of similar concepts in Creative Arts.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Writing	9.3.1 Functional writing: Instruction charts (2 lessons) <ul style="list-style-type: none"> • <i>Giving instructions</i> • <i>Verbs</i> 	By the end of the Sub strand, the learner should be able to: a) give clear instructions for information, b) create instruction charts for information, c) appreciate the importance of clarity in written instructions.	The learner is guided to: <ul style="list-style-type: none"> • give clear instructions on a task to be done by peers (for example, appropriate use of road signs), • work jointly with peers to identify verbs used in the instructions given, • role play giving instructions based on the theme, • play the ‘<i>Treasure Hunt</i>’ game (<i>place a chain of instruction notes at different points to guide learners to the position of an object</i>) to practice following and responding to instructions, • work collaboratively to create instruction charts for information, • share the charts with other members in class for peer assessment. 	Why should we give clear instructions?

**Core Competencies to be developed:**

- Creativity and Imagination: This is enhanced as the learner embraces new ideas inspiring creativity when roleplaying giving instructions on the theme.
- Learning to Learn: This is promoted as the learner builds on their own learning experiences when peer-assessing each other's work for constructive feedback.

Values:

- Unity: This is promoted as the learner works with peers harmoniously to create instruction charts for information.
- Respect: This is enhanced as the learner appreciates diverse input when sharing the charts with other members in class for peer assessment.

Pertinent and Contemporary Issues (PCIs):

Good governance: This is enhanced as the learner interacts with texts on leadership.

Link to other Learning Areas:

The learner can relate the concept of writing of instructions to the learning in Kiswahili and English.



SUGGESTED ASSESSMENT RUBRIC

STRAND: LISTENING AND SPEAKING

Skills	Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Language in use - Parts of speech (integrated)	Ability to use parts of speech in sentence construction - Nouns - Verbs - Prepositions - Interjections - Adjectives - Conjunctions	Uses parts of speech (nouns, verbs, prepositions, interjections, adjectives and conjunction) in sentence construction with precision	Uses parts of speech (nouns, verbs, prepositions, interjections, adjectives and conjunction) in sentence construction	Uses most of the parts of speech (nouns, verbs, prepositions, interjections, adjectives and conjunction) in sentence construction	Uses a few of the parts of speech (nouns, verbs, prepositions, interjections, adjectives and conjunction) in sentence construction
Instructions	Ability to respond to verbal instructions	Responds to verbal instructions with precision	Responds to verbal instructions	Responds to verbal instructions but omits some details	Responds to verbal instructions but omits many details
Figures of speech	Ability to identify similes, metaphors, proverbs and wise sayings	Identifies similes, metaphors, proverbs and wise sayings with rich details	Identifies similes, metaphors, proverbs and wise sayings	Identifies one of either similes, metaphors, proverbs or wise sayings	Identifies similes, metaphors, proverbs and wise sayings with clues
Story telling	Ability to narrate oral narratives	Narrates oral narratives creatively	Narrates oral narratives	Partially narrates oral narratives leaving out a few details	Narrates oral narratives leaving out critical details which affect meaning



Self-expression	Ability to describe personal experiences in speech	Describes personal experiences with rich details	Describes personal experiences in speech	Makes attempts to describe personal experiences in speech	Describes personal experiences in speech with cues
Conversational skills	Ability to apply turn taking and polite interruption in conversations	Applies turn taking and polite interruption in conversations in varied contexts	Applies turn taking and polite interruption in conversations	Applies turn taking and polite interruption in conversations in some instances	Applies turn taking and polite interruption in conversations with prompts
STRAND: READING					
Vocabulary Building	Ability to identify vocabulary from a text and infer their meaning	Identifies vocabulary from a text and infers their meaning with precision	Identifies vocabulary from a text and infers their meaning	Identifies most vocabulary from a text and infers their meaning	Identifies a few vocabulary from a text and infers their meaning
Fluency	Ability to read a text with correct: <ul style="list-style-type: none"> - Intonation - Speed - Expression 	Reads varied texts with correct intonation, speed and expression	Reads a text with correct intonation, speed and expression	Reads a large portion of a text with correct intonation, speed and expression	Reads a limited portion of a text with correct intonation, speed and expression
Making inferences	Ability to respond to questions from texts <ul style="list-style-type: none"> - Dialogues - Narratives - Poems 	Responds to questions from texts with precision	Responds to questions from texts	Responds to most questions from texts	Responds to a few questions from texts



Reading strategies	Ability to apply reading strategies when reading: - Skimming - Scanning	Applies reading strategies (skimming and scanning) when reading meticulously	Applies reading strategies (skimming and scanning) when reading	Applies one of the reading strategies (skimming or scanning) when reading	Applies reading strategies (skimming and scanning) when reading with constant clues
Interpreting information	Ability to interpret texts accurately	Interprets texts accurately in a variety of contexts	Interprets texts accurately	Interprets some texts accurately	Interprets texts accurately with clues
STRAND: WRITING					
Handwriting	Ability to write words and simple sentences neatly and legibly - Word spacing - Shaping of letters	Writes words and simple sentences neatly and legibly in a variety of contexts	Writes words and simple sentences neatly and legibly	Writes most of the words and simple sentences neatly and legibly	Writes a few words and simple sentences neatly and legibly
Mechanics of writing	Ability to use punctuation marks in texts - Full stop - The comma - Capitalization	Uses punctuation marks in texts meticulously	Uses punctuation marks in texts	Uses some punctuation marks in texts	Uses punctuation marks in texts with prompts



Comprehension	Ability to identify main ideas from a text	Identifies main ideas with rich details	Identifies main ideas	Partially identifies main ideas	Identifies main ideas with assistance
Creative and functional writing	Ability to compose a story, dialogue, instruction chart and to fill in forms: <ul style="list-style-type: none">- Format- Language- Spelling- Grammar- Organisation- Neatness and legibility	Creatively composes a story, dialogue, instruction chart and fills in forms neatly and legibly with correct format, language, spelling, grammar and organisation	Composes a story, dialogue, instruction chart and fills in forms neatly and legibly with correct format, language, spelling, grammar and organisation	Makes an attempt to compose either a story, dialogue, instruction chart or fills in forms with a few omissions in format, language, spelling, grammar and organisation	Composes a story, dialogue, instruction chart and fills in forms with many omissions in format, language, spelling, grammar and organisation



APPENDIX 1: GUIDELINES FOR INTEGRATING CSL ACTIVITY AT UPPER PRIMARY.

GUIDELINES FOR GRADE 4 COMMUNITY SERVICE LEARNING PROJECT

Introduction

There will be **one** integrated Community Service Learning activity that will be conducted **annually** for Grade 4 learners. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and will incorporate concepts from the various Learning Areas. Teachers are expected to vary the themes each year to allow learners to address different PCIs within their contexts. A clear linkage should exist between the skills from the learning areas and the chosen themes.

The integrated CSL activity will employ a Whole School Approach (WSA) involving the entire school community including learners, parents/caregivers/guardians, school administration and teachers. Parents/caregivers/guardians are key stakeholders in planning and execution of the CSL activity. While the teacher takes the lead role in planning and integrating the CSL activity, learners are expected to actively participate throughout the process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity annually.



Steps in carrying out the integrated CSL activity	
1) Preparation	<ul style="list-style-type: none">● Determine the activity for the learners● Map out the targeted core competencies, values and specific learning areas skills for the CSL activity● Identify resources required for the activity (locally available materials)● Stagger the activities across the term (set dates and time for the activities)● Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community● Identify and develop assessment tools
2) Implementation of CSL Activity	<ul style="list-style-type: none">● Assigning roles to learners● Ensure every learner actively participates in the activity● Observe learners as they carry out the CSL activity and record feedback● Use an appropriate assessment tool to assess both the process and the product (assess learner's work from the beginning to the end product)● Assess the targeted core competencies, values and subject skills
3) Reflection on the CSL Activity	<p>Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:</p> <ul style="list-style-type: none">● what went well and why?● what did not go well and why?● what can be done differently next time?● what they have learnt?



ASSESSMENT OF CSL INTEGRATED PROJECT

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as observation schedules, checklists, rating scales or any other appropriate assessment tool.



APPENDIX 2: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
Listening and Speaking	<ul style="list-style-type: none">• Oral reading or dictation recitations• Role play• Debates• Oral interviews• Dialogues• Oral discussions• Oral presentations• Public speaking• Peer assessment• Self-assessment	<ul style="list-style-type: none">• Dictionaries• Manilla papers• Models• Pictures and photographs• Diorama• Flash cards• Charts and realia (<i>Digital sources</i>)<ul style="list-style-type: none">• Games• Songs• Digital story books• Pictures and photographs• Electronic and digital devices• Flash cards• Charts• Video clips• Audio-visual resources• Other web resources	<ul style="list-style-type: none">• Participation in poetry recitations during music and drama festivals• Composing and delivering speeches and during prize giving days, school assembly, extravaganzas among others, to enhance fluency.• Participation in music festivals to hone communication and listening skills.• Language Games



Reading	<ul style="list-style-type: none"> • Reading aloud • Dictation • Question and answer • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment • Keeping a record of books read 	<ul style="list-style-type: none"> • Dictionaries • Manilla papers • Word trees • Posters • Models • Storybooks • Poetry books • Pictures and photographs • Newspapers • Magazines • Encyclopaedia • Journals • Course books • Diorama • Flash cards • Charts and realia • (<i>Digital sources</i>) • Digital storybooks • Electronic and digital devices • Electronic or online dictionaries • Flashcards • Other web resources 	<ul style="list-style-type: none"> • Reading news during assemblies and other school functions • Collecting different forms of oral literature from their community for a school magazine • Showcasing short plays, conversational poems or choral verses within or out of school • Participating in Club Activities to improve reading. • Language Games
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Writing	<ul style="list-style-type: none">• Peer assessment• Dictation• Portfolio• Anecdotal records• Checklists and criteria• Sentence construction	<ul style="list-style-type: none">• Dictionaries• Manilla papers• Models• Pictures and photographs• Diorama• Flash cards• Charts and realia (<i>Digital sources</i>)<ul style="list-style-type: none">• Games• Digital story books• Pictures and photographs• Electronic and digital devices	<ul style="list-style-type: none">• Dramatising and filming skits on various themes• Composing poems on issues around the theme in music or drama clubs• Writing and compiling articles on various themes to publish in magazines and present in clubs• Language Games
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