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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

MANDARIN

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.



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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 corporates 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.



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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.



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TABLE OF CONTENTS

FOREWORD	iii
PREFACE	iv
ACKNOWLEDGEMENT	v
NATIONAL GOALS OF EDUCATION	vii
LESSON ALLOCATION AT UPPER PRIMARY.....	ix
LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION	x
ESSENCE STATEMENT	x
SUBJECT GENERAL LEARNING OUTCOMES.....	xi
SUMMARY OF STRANDS AND SUB STRANDS	xii
STRAND 1.0: LISTENING AND SPEAKING	1
STRAND 2.0: READING	21
STRAND 3.0: WRITING	41
APPENDIX I: CSL AT UPPER PRIMARY (GRADE 4-6).....	60
APPENDIX II: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES	63

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.

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:

- a) Use verbal and or non-verbal cues to convey information in varied contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life.
- c) Use appropriate social skills, moral and religious values to positively impact the society.
- d) Develop individual talents and interests for self-efficacy.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Devise innovative strategies for environmental conservation and sustainability.
- g) Apply digital literacy skills for learning and enjoyment.
- h) Appreciate Kenya's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Kenya is part of the international community and therefore the learner should have the opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include Arabic, French, German and Mandarin Chinese. The learner is expected to acquire the four language skills of listening, speaking, reading and writing at a basic level as part of the non-formal curriculum. This gives the learner an opportunity to acquire language skills in an experiential, innovative and flexible way. Language learning at this level is guided by social-constructivist and environmental theories. Learning these languages will promote international awareness and appreciation of one's own and other cultures. The learner will move on to Senior School level having acquired basic proficiency equivalent to A1/YCT 2.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) Apply literacy, numeracy skills and logical thinking appropriately in self-expression.
- b) Communicate effectively in diverse contexts.
- c) Apply digital literacy skills appropriately for communication and learning in day-to-day life.
- d) Practise hygiene, appropriate sanitation and nutrition to promote health.
- e) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
- f) Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
- g) Demonstrate social skills, spiritual and moral values for peaceful co-existence.
- h) Demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence.
- i) Manage pertinent and contemporary issues in society effectively.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 Listening and Speaking	Phonological awareness Intonation, articulation, blending of syllables, sentence construction.	9
	Imitative Speaking Word recognition, vocabulary development, pronunciation, speaking fluency.	9
	Listening for gist Active listening, comprehension.	9
2.0 Reading	Reading aloud Pronunciation, articulation, intonation, vocabulary development, fluency, comprehension, decoding words.	12
	Guided reading Vocabulary development, drawing inferences, fluency, reading strategies.	6
3.0 Writing	Guided writing Handwriting (legibility and neatness), mechanics of writing (spelling, punctuation), vocabulary development, paragraph writing, sentence patterns.	9
Exhibitions and Showcase		6
Total Number Of Lessons		60 lessons

Note:

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

STRAND 1.0: LISTENING AND SPEAKING

THEME 1: GREETINGS AND INTRODUCTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Phonological Awareness (3 lessons) <ul style="list-style-type: none"> • <i>Initials and finals</i> • <i>Chinese tones</i> 	By the end of the Sub Strand, the learner should be able to: a) identify initials and finals in Chinese, b) differentiate the four tones in Mandarin syllables, c) appreciate the uniqueness of the Chinese language.	The learner is guided to: <ul style="list-style-type: none"> • listen to a simple song on Mandarin initials and finals, • sing a song on initials and finals using a familiar tune, • listen to a recording with the four Chinese tones and repeat after it (ˊ ˋ ˇ ˋ), • take turns saying syllables that have different Chinese tones (<i>b, p, m, f, d, t, n, l, g, k, h, j, q, x, a, o, e, i, u, ü ao, iao</i>), • work jointly with peers in introducing self (hello & one's name) with the correct tones (<i>nǐ/nín hǎo, wǒ jiào _____ nǐ ne?</i>), • share how saying “hello + their name” in Chinese compares with various languages with peers. 	Why is it important to articulate tones correctly in Chinese?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-Efficacy: The learner exhibits self-awareness skills as they share their names with others in class. • Communication and Collaboration: This is enhanced as the learner collaborates with peers to make introductions with the correct tones. 				

Values:

- Unity: The learner collaborates with peers as they greet each other and say their names in Chinese while at the same time comparing how they do the same in their own languages.
- Peace: The learner displays tolerance when sharing how self-introductions in their various languages compares to Chinese.

Pertinent and Contemporary Issues (PCIs):

The learner develops effective communication skills as they pronounce syllables correctly and respond to greetings appropriately.

Link to other learning areas:

The learner links their learning to English and Kiswahili on the concept of correct articulation of syllables.

THEME 2: MY FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.2 Phonological Awareness</p> <p>(3 lessons)</p> <ul style="list-style-type: none"> • <i>Articulation : initials and finals</i> • <i>Tone and sound discrimination</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) restate words, phrases and expressions in spoken language,</p> <p>b) discriminate between different sounds in spoken words,</p> <p>c) appreciate the importance of articulating initials and finals in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to, and repeat a song about nuclear family members in Chinese, • listen to short sentences on nuclear family members and match them with the pictures provided, • sort the objects or picture cards with different initials and finals based on the sound they hear, • listen to an audio and select the correct <i>pinyin</i> for names of members of the family (e.g <i>mā, mǎ, mà, má</i> and <i>bā bǎ bà bá</i>), • team up with peers to answer questions according to the pictures provided (e.g. 这/那是谁? 这/那是.....), • take turns to introduce members of their own families to their peers, • compare and contrast the duplication of syllable in Chinese and Kiswahili (<i>bàba, mama, jiějie, dìdi</i> vs. <i>baba, mama, dada, kaka</i>). 	<p>What strategies can you use to speak Chinese clearly?</p>

Core competencies to be developed:

- Communication and Collaboration: The learner speaks clearly and effectively when they take turns to introduce their nuclear family members to their peers.
- Critical thinking and Problem solving: The learner makes observations and objective conclusions as they compare and contrast duplication of syllables in Chinese and Kiswahili.

Values:

Respect is enhanced as the learner appreciates diverse opinions of their peers when making introductions about their nuclear family members.

Pertinent and Contemporary Issues (PCIs):

Intercultural awareness: The learner recognises and appreciates cultural differences as they make comparisons between Chinese and Kiswahili syllables.

Link to other learning areas:

The learner links their learning to Kiswahili on the concept of the duplication of syllables in names of family members.

THEME 3: MY SURROUNDINGS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.3 Phonological Awareness (3 lessons)</p> <ul style="list-style-type: none"> • <i>Blending of syllables</i> • <i>Mechanics of language: word order</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) combine syllables to form disyllabic words in Chinese, b) construct simple sentences on various themes, c) acknowledge the importance of pronouncing words correctly when speaking. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • look at pictures of household items and combine the syllables given to form words and say them aloud with peers, • listen to an audio recording related to house rooms and household items then repeat the vocabulary (e.g. 厨房、客厅、卧室、桌子、厕所、椅子、床、电视、冰箱), • say the location of household items (椅子、桌子、床、电视、冰箱) in relation to house rooms using prepositions of location or position (在、上、下), • take turns to ask and respond to questions on the location of household items (e.g. 电视在哪儿? 电视在桌子上。), • sing a song on household items and rooms using the correct pronunciation, 	<p>Why is correct pronunciation of words important?</p>

			<ul style="list-style-type: none"> inquire from peers where they place different household items and how this brings order in the house. 	
<p>Core competencies to be developed: Self-efficacy is exhibited as the learner identifies household items and rooms with the appropriate vocabulary.</p>				
<p>Values:</p> <ul style="list-style-type: none"> Respect: The learner appreciates the diverse opinions of their peers when they take turns in saying the location of household items. Responsibility: This is nurtured as the learner observes safety precautions when discussing the appropriate placement of the various household items. 				
<p>Pertinent and Contemporary Issues (PCIs): Safety: There is awareness on home safety when the learner discusses the importance of placing household items in their appropriate places.</p>				
<p>Link to other learning areas: The learner is able to link their learning to Agriculture on the concept of order and safety at home.</p>				

THEME 4: TIME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.4 Imitative Speaking (3 lessons)</p> <ul style="list-style-type: none"> • <i>Word recognition</i> • <i>Pronunciation</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) repeat words in listening tasks, b) apply appropriate pronunciation in oral presentations, c) appreciate the importance of imitation in language acquisition. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to an audio text on sequencing of days of the week and time (星期一至星期日、昨天、今天、明天) and repeat, • listen and repeat rhymes on days of the week in turns for peer feedback, • sing a song on numbers 1- 10, • imitate authentic texts from a recording, • listen to audio texts on simple activities for different days of the week (e.g. 星期一到星期五、上学、星期六和星期日、在家休息) and answer questions, • research online or offline on how days of the week are named in Kiswahili and Chinese (Jumamosi vs. 星期一) and share collaboratively, • discuss how they manage their time while undertaking activities during the week. 	<p>How does pronunciation affect communication?</p>

Core competencies to be developed:

- Communication and Collaboration: The learner listens keenly and actively to audio texts on days of the week and answers simple questions.
- Digital literacy: The learner connects to and uses the internet to explore the similarities and differences on how the days of the week are named in Kiswahili and Chinese.

Values:

Unity: The learner displays team spirit when they repeat rhymes on days of the week with peers for feedback.

Pertinent and Contemporary Issues (PCIs):

Intercultural awareness: This is promoted when the learner researches online on similarities and differences in the naming of days of the week in Kiswahili and Chinese.

Link to other learning areas:

The learner is able to link their learning to Mathematics where they learn concepts related to time.

THEME 5: FUN AND ENJOYMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.5 Listening for Gist (3 lessons)</p> <ul style="list-style-type: none"> • <i>Active listening</i> • <i>Comprehension</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify key ideas in spoken texts, b) extract general information in the given texts, c) appreciate the importance of active listening in communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to a recording and list items (蜡烛、刀、盘子、杯子) used during their birthday, • listen to, and sing ‘the happy birthday song’ and say the words and phrases related to birthday parties (祝、生日、快乐), • share the various activities they undertake during birthday parties with peers e.g. (切蛋糕、送礼物、和朋友一起玩 etc.), • take turns in sharing when their birthday is with their peers (你生日是几月几号?), • answer questions about birthdays collaboratively (e.g. 过生日的时候会做什么?), • dramatise a birthday party with peers. 	<p>How can one get general information from texts?</p>

Core competencies to be developed:

- Creativity and Imagination: The learner exhibits artistic expression of ideas as they dramatise a birthday party with peers.
- Citizenship: The learner communicates and collaborates appropriately with others when they share the activities they undertake during birthday parties.

Values:

Love: The learner exhibits generosity as they present their peers with imaginary gifts in the dramatised birthday party.

Pertinent and Contemporary Issues (PCIs):

Mental health: The learner gains an awareness that birthdays can be celebrated in various ways and still be meaningful as they share what they like doing during their birthday parties.

Link to other learning areas:

The learner links their learning to Creative Arts as they express themselves artistically in various ways during the birthday dramatisation.

THEME 6: FOODS AND DRINKS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.6 Imitative Speaking (3 lessons)</p> <ul style="list-style-type: none"> • <i>Fluency</i> • <i>Pronunciation (pace and intonation)</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) enumerate words and phrases with fluency, b) pronounce words, phrases and sentences with correct pace and intonation, c) appreciate the role of correct pronunciation in communication 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • repeat the names of food items mentioned in an audio recording in Chinese (芒果、香蕉、葡萄、菠菜、橄榄菜、牛肉、鸡肉、茶、咖啡、米饭、饼), • look at pictures/drawings of food items and talk about when the different foods and drinks are taken (早、午、晚饭) with peers, • work together to respond to simple instruction in Chinese (这是什么? 这是.....), • listen to a simple text related to food items then repeat in the correct pace and intonation, • read aloud a tongue twister on food items (吃葡萄不吐葡萄皮, 不吃葡萄倒吐葡萄皮), 	<p>Why is accurate pronunciation crucial in communication?</p>

			<ul style="list-style-type: none"> • discuss the importance of different food items to one's health collaboratively. 	
<p>Core competencies to be developed: Communication and Collaboration: The learner participates actively in group activities when they collaborate with peers to respond appropriately to simple instructions in Chinese.</p>				
<p>Values: Responsibility: The learner demonstrates a sense of hard work by engaging and accomplishing the given tasks with peers.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Healthy Eating: The learner appreciates the essence of having healthy eating habits as they discuss and gain awareness of the importance of different food and drink items to one's health.</p>				
<p>Link to other learning areas: The learner links their learning to English and Kiswahili on the concept of imitation in enhancing language proficiency.</p>				

THEME 7: MY BODY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.7 Listening for Gist (3 lessons)</p> <ul style="list-style-type: none"> • <i>Comprehension</i> • <i>Following instructions</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) rephrase essential information in listening texts, b) respond to simple instructions in oral communication, c) appreciate the importance of listening for general information. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen and sing along to a song on parts of the body (头、肩膀、膝盖、脚、眼睛、耳朵、嘴巴、鼻子), • listen to an audio about parts of the body and retell the key points highlighted for peer feedback, • listen and repeat words read out by their peers from a chart, • listen to and give answers to riddles on parts of the body in Chinese (e.g. I am in the middle of the face and I help you breathe, who am I ?), • mention a word related to a part of the body (e.g. 吃) and have peers guess which part of the body is being referred to, • play the broken telephone game on parts of the body to develop attentive listening skills. 	<p>How can one capture key points while listening to texts?</p>

Core competencies to be developed:

- Communication and Collaboration: The learner develops teamwork skills as they guess the parts of the body mentioned by their peers and observe the rules of the game.
- Self-Efficacy: The learner identifies who they are when they point out the different parts of their body.

Values:

Respect: Patience is nurtured as the learner waits for their turn to participate in the broken telephone game.

Pertinent and Contemporary Issues (PCIs):

Self-awareness: The learner develops self-awareness skills as they learn about different parts of their bodies.

Link to other learning areas:

The learner can relate the concept of parts of the body with their learning in Science and Technology.

THEME 8: WEATHER AND ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.8 Imitative Speaking (3 lessons) <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Fluency</i> 	By the end of the Sub Strand, the learner should be able to: a) identify words, phrases and expressions in varied texts, b) repeat words, phrases and sentences for fluency, c) appreciate the importance of imitation for mastery of pronunciation.	The learner is guided to: <ul style="list-style-type: none"> • look at pictures/images of weather features and say what they see (太阳、云、风、雨、雪) , • match pictures of weather features to their appropriate vocabulary while reciting them, • work jointly to repeat sentences on weather features using the sentence structure “这是……。” (e.g. 这是太阳; 太阳很大; 这是云) , • take turns asking and responding to questions related to weather features (这是什么? 这是太阳。 , • evaluate their peers’ pronunciation of words and sentences about weather features, • research online or offline on extreme weather events caused by weather features and discuss findings with peers. 	How can one communicate clearly and effectively?

Core competencies to be developed:

- Communication and Collaboration: Teamwork skills are fostered as the learner works together with their peers to ask and respond to questions related to weather features.
- Digital literacy: The learner connects and uses the internet to research on extreme weather events with peers.

Values:

- Respect: The learner appreciates the diverse opinions given as they evaluate their peer's pronunciation.
- Peace: The learner displays calmness and waits patiently for their turn to repeat sentences using the given sentence structure.

Pertinent and Contemporary Issues (PCIs):

Environmental issues: The learner develops awareness of environmental issues when they undertake research on extreme weather events caused by weather features.

Link to other learning areas:

The learner is able to relate the concept of weather features to their learning in Social Studies.

THEME 9: GETTING AROUND

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.9 Listening for Gist (3 lessons)</p> <ul style="list-style-type: none"> • <i>Active listening</i> • <i>Verbal instructions</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) point out key information in listening texts, b) provide clear instructions to others in interactions, c) exhibit interest in listening attentively in communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen and write down vocabulary of the different items found at home, (花园、沙发、浴室、窗户、门), • listen to an audio text and point to prepositions related to location or places from flash cards, • listen to verbal instructions and place household items in the correct places according to the descriptions (e.g. 沙发在哪儿? 沙发在门旁边。), • describe the locations of different areas /items at home as their peers visualise and draw what they hear collaboratively, • ask their peers about the locations of different areas of a house using the acquired vocabulary, • discuss with peers the importance of placing different items in the house in their appropriate locations for order. 	<p>How do you get information from oral texts?</p>

Core competencies to be developed:

Critical thinking and Problem solving: The learner follows the descriptions given to place household items in their correct places according to the descriptions given.

Values:

Respect: The learner appreciates the diverse opinions and views of their peers as they discuss why they put different items in different locations in the house.

Pertinent and contemporary issues (PCIs):

Effective Communication: The learner practices effective communication by listening keenly to sentences and placing household items in the correct places according to descriptions.

Link to other learning areas:

The learner links their learning to English and Kiswahili on the vital role of attentive listening for effective communication.

SUGGESTED ASSESSMENT RUBRIC FOR THE LISTENING AND SPEAKING STRAND

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to use vocabulary accurately in oral conversations.	The learner employs the intended vocabulary in oral conversations and uses a wide variety of words and phrases in oral interactions.	The learner employs the intended vocabulary in oral conversations and uses different words and phrases in oral interactions.	The learner employs most of the intended vocabulary in oral conversations and interactions.	The learner employs a limited number of the intended vocabulary and phrases in oral conversations.
Ability to incorporate spoken language cues in oral conversations.	The learner incorporates spoken language cues effectively and with precision in oral conversations.	The learner incorporates spoken language cues effectively in oral conversations.	The learner incorporates most of the spoken language cues in oral conversations.	The learner incorporates some of the spoken language cues in oral conversations.
Ability to comprehend the content of oral conversations by providing accurate feedback to questions.	The learner exhibits exceptional comprehension of ideas in oral conversations and provides insightful and accurate feedback to questions.	The learner comprehends the ideas in oral conversations and provides accurate and relevant feedback to questions.	The learner comprehends the ideas in oral conversations; most of the feedback to questions is accurate.	The learner comprehends ideas in oral conversations; some of the feedback to questions is accurate.

<p>Ability to employ non-verbal cues in oral interactions.</p>	<p>The learner employs a wide range of non-verbal cues effectively in oral interactions where necessary. The non-verbal cues contribute substantially to fostering understanding.</p>	<p>The learner employs non-verbal cues effectively in oral interactions where necessary. The non-verbal cues contribute significantly to conveying meaning.</p>	<p>The learner employs non-verbal cues in oral interactions where necessary. Some non-verbal cues are used inappropriately which interfere with communication.</p>	<p>The learner employs some non-verbal cues in their oral interactions where necessary. Most non-verbal cues are used inappropriately which interfere with communication.</p>
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STRAND 2.0: READING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	<p>2.1 Reading Aloud</p> <p>(2 lessons)</p> <ul style="list-style-type: none"> • <i>Initials and finals</i> • <i>Chinese tones</i> • <i>Pronunciation</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> highlight initials and finals in a text, articulate Chinese syllables in simple texts, acknowledge the importance of correct pronunciation in communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read out the syllables and words correctly then outline initials and finals used respectively, • work together to combine jumbled up initials, finals and tones to form correct Chinese syllables and words, • read short passages on basic greetings and self-introduction aloud (hello & one's name i.e. <i>nǐ/nín hǎo, wǒ jiào nǐ ne?</i>), • take turns reading short passages on self-introduction aloud with peers, • practice reading out rhymes on similar words with different tones in class. 	<p>How can you pronounce words clearly when reading aloud?</p>

Core competencies to be developed:

Learning to Learn: This is developed as the learner works collaboratively with peers to form correct Chinese syllables and words.

Values:

Respect: The learner displays patience as they wait for their turn to read short passages on self-introduction.

Pertinent and Contemporary Issues (PCIs):

Intercultural awareness: The learner becomes aware of cultural differences in greetings that exist between their own languages and Chinese when they read short passages on introduction.

Link to other learning areas:

The learner links their learning to English and Kiswahili on the importance of correct pronunciation of sounds and words in communication.

THEME 2: FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.2 Guided Reading</p> <p>(2 lessons)</p> <ul style="list-style-type: none"> • <i>Chinese tones</i> • <i>Pronunciation</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) read words and phrases with the correct tones, b) pronounce words, phrases and expressions correctly when reading texts, c) articulate the value of family in society. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read out vocabulary related to nuclear family members from a family tree with the correct tones (爸爸、妈妈、姐姐、哥哥、弟弟、妹妹、女儿、儿子), • find titles of nuclear family members from a crossword puzzle and read them out, • conduct a reading game on sentences about nuclear family members with appropriate tones for peer feedback, • indicate whether the pictures provided correspond to the words accompanying them (判断对错) , • read out rhymes related to nuclear family members collaboratively, • express the importance of individual family members in their nuclear family. 	<p>How do you read tones correctly to enhance communication?</p>

Core competencies to be developed:

Communication and Collaboration: The learner engages actively when working with peers to identify vocabulary related to the theme from a crossword puzzle.

Values:

- Responsibility: This is enhanced as the learner diligently dedicates their time to finish the tasks assigned.
- Respect is nurtured as the learner makes honest and constructive feedback during the peer review on the sentence reading game.

Pertinent and Contemporary Issues (PCIs):

Social cohesion is promoted as the learner expresses and acknowledges the importance of individual family members in the nuclear family.

Link to other learning areas:

The learner links their learning to Religious Education on the concept of family and their importance in promoting social cohesion.

THEME 3:MY SURROUNDINGS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.3 Reading Aloud (2 lessons) <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Articulation: intonation and expression</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) outline words and phrases using correct expression, b) use intonation effectively to convey the intended meaning, c) appreciate the importance of correct articulation when communicating. 	The learner is guided to: <ul style="list-style-type: none"> • look at pictures of items and rooms found in the house in groups or pairs and read out their names (e.g. 厨房、客厅、卧室、桌子、厕所、椅子、床、电视、冰箱), • read the paragraph and underline words and phrases of items and rooms found in the house collaboratively, • take turns to read out dialogues on the location of household items from a chart using 在、上、下 (e.g.电视在哪儿? 电视在客厅。), • chant a poem on the importance of placing household items in their appropriate rooms with the correct pronunciation, • evaluate peers' pronunciation as they read out dialogues on the location of items in the house. 	Why is correct articulation important when reading?

Core competencies to be developed:

Learning to learn: The learner is motivated to learn continuously as they seek and give feedback from their peers on how to improve their pronunciation.

Values:

Respect: The learner is open-minded and displays humility as they receive feedback on ways to improve pronunciation from their peers.

Pertinent and Contemporary Issues (PCIs):

Healthy interpersonal relationships: The learner harmoniously relates with peers as they work together in reading activities, as well as when they undertake the peer review.

Link to other learning areas:

The learner is able to link their learning to Agriculture on the concept of household items and their appropriate placement.

THEME 4: TIME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.4 Reading Aloud (2 lessons) <i>Fluency: tone, volume and vocal projection</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) express words and phrases fluently in oral communication, b) use appropriate tone and volume for reading fluency, c) acknowledge the importance of correct pronunciation in reading fluency. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● read out characters on numbers from flashcards (e.g. 一、二、三 ……十), ● look at word cards on sequencing of the days of the week in Chinese and read them out loud (星期一、星期二、星期三、星期四、星期五、星期六、星期天), ● arrange jumbled up flash cards of days of the week in the correct sequence collaboratively and read them out loud, ● work jointly to match days of the week with activities that are undertaken on the corresponding days (e.g. 星期一、去学校、星期五、去清真寺、周日、去教堂) and read them out in class, ● assess peers’ pronunciation while reading aloud texts related to time collaboratively. 	<p>What strategies can be used to enhance reading fluency?</p>

Core competencies to be developed:

Communication and Collaboration: The learner contributes to group decision making as they actively participate in arranging flash cards on days of the week in the correct sequence.

Values:

Unity: The learner exhibits team spirit as they collaborate with peers to match days of the week with activities undertaken on the corresponding days.

Pertinent and Contemporary Issues (PCIs):

Self-awareness: The learner develops an awareness of their strengths and weaknesses in pronunciation through peer assessment as they read days of the week.

Link to other learning areas: The learner links their learning to Mathematics on the concept of counting numbers when reading days of the week.

THEME 5: FUN AND ENJOYMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	<p>2.5 Reading Aloud</p> <p>(2 lessons)</p> <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Stress and rhythm</i> 	<p>By the end of the Sub Strand the learner should be able to:</p> <ol style="list-style-type: none"> indicate key words and phrases in a text for comprehension, apply appropriate stress and rhythm patterns in reading, demonstrate a positive attitude towards oral communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • look at words and phrases displayed on charts and circle those that are related to birthday activities, • listen to their peers reading the identified vocabulary aloud, • work jointly to answer questions related to birthdays (e.g. 你生日是几月几号? 过生日的时候会做什么?), • read out simple words and sentences applying the appropriate stress and rhythm patterns for peer assessment, • rearrange jumbled up words and phrases to form correct sentences and take turns reading them aloud to their peers, • create a digital reading journal on the words, phrases and sentences already acquired for self-assessment. 	<p>Why do we read aloud?</p>

Core competencies to be developed:

- Communication and Collaboration: Teamwork skills are exhibited as the learner works in groups to answer questions related to birthdays.
- Digital literacy: The learner uses digital technology to create a digital reading journal for self-assessment.

Values:

- Integrity: The learner displays self-discipline as they create a digital reading journal for self-assessment on knowledge acquired.
- Unity: The learner collaborates and cooperates with others to read aloud the corrected sentences.

Pertinent and Contemporary Issues (PCIs):

Peer mentorship is exhibited when the learner reads out simple words and sentences related to birthdays for peer assessment.

Link to other learning areas:

The learner links their learning to English and Kiswahili on the importance of stress and rhythm in enhancing reading fluency.

THEME 6: FOODS AND DRINKS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.6 Guided Reading (2 lessons)</p> <ul style="list-style-type: none"> • <i>Drawing inferences</i> • <i>Fluency: speed</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) infer the meaning of vocabulary used in reading texts, b) employ appropriate speed when reading texts, c) acknowledge the importance of developing good reading skills when relaying information. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read a short text and categorise different foods and drinks according to the time when they are eaten (早、午、晚饭), • use a dictionary to find the meaning of the vocabulary used in the text collaboratively and read them out (芒果、香蕉、葡萄、菠菜、橄榄菜、牛肉、鸡肉、茶、咖啡、米饭、饼), • team up with peers to role-play a conversation on identification of food items with the correct speed (e.g. 这是什么? 这是红色的苹果。), • record reading sentences on food and drinks with the correct speed for self-assessment, • take turns to use picture cards to say sentences aloud about their favourite food items (水果、蔬菜、肉、饮料、零食), • collectively discuss why it is important to articulate words clearly when reading. 	<p>What techniques can you use to read texts with the appropriate speed?</p>

Core competencies to be developed:

- Learning to learn: The learner is motivated to learn continuously as they record their reading speed for self-assessment.
- Digital literacy: This is developed as the learner uses digital devices to record sentences on food and drinks.

Values:

Respect: The learner appreciates the diverse opinions of their peers during discussions on the importance of clear articulation of words when reading.

Pertinent and Contemporary Issues (PCIs):

Self-awareness: The learner gains confidence in their reading accuracy and speed when they review their strengths and weaknesses in reading fluency.

Link to other learning areas:

The learner links the concept of food and drinks in the different meals to their learning in Agriculture.

THEME 7: MY BODY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.7 Guided Reading (2 lessons) <ul style="list-style-type: none"> • <i>Fluency</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) repeat words and phrases fluently in the given texts, b) apply effective reading strategies in extracting information from different sources, c) recognise the importance of repetition in improving reading fluency. 	The learner is guided to: <ul style="list-style-type: none"> • work with peers to read out words related to the various parts of the body (头、肩膀、膝盖、脚、眼睛、耳朵、嘴巴、鼻子) from flashcards, • watch an audio-visual clip and read the words with the correct tones, • read short texts on body parts and their functions repeatedly, • discuss the importance of the different body parts in their daily life (看、说、听、笑、哭), • scan through simple sentences and circle words related to parts of the body from a word scramble, • listen to an audio recording and list vocabulary related to parts of the body from a simple text, • answer simple questions about body parts from texts, • establish a class reading club to enhance their reading proficiency. 	How does repetition aid in reading fluency?

Core competencies to be developed:

Communication and Collaboration: The learner speaks clearly and effectively when they answer simple questions from texts about body parts.

Values:

Love: This is nurtured as the learner appreciates the various body parts and their importance from reading texts.

Pertinent and contemporary issues (PCIs):

Self-awareness: The learner develops awareness on parts of the body and the role that various parts of the body play.

Link to other learning areas:

The learner is able to relate the concept of parts of the body to their learning of similar concepts in Science and Technology.

THEME 8: WEATHER AND ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.8 Reading Aloud</p> <p>(2 lessons)</p> <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Fluency: use of appropriate pauses</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify key words and phrases in reading texts, b) apply pauses effectively to emphasise key points in texts, c) appreciate the role of appropriate fluency for effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read out words (太阳、云、风、雨、雪) and phrases (e.g. 这是太阳、太阳很大、这是云) in a word square and circle words related to weather features, • pick random words and phrases related to weather features from a bag/container and read them out loud in turns, • team up with peers to chant a poem related to weather with appropriate pauses, • read aloud phrases and simple sentences related to weather features from a word wall/chart using appropriate pauses using “这是……” (e.g. 这是太阳、太阳很大、这是云), • play a game with words that look similar but are different and practice reading them out to see if their peers can point out the differences (e.g. 太阳 and 代养). 	<p>How can pronunciation affect communication?</p>

Core competencies to be developed:

Citizenship: The learner communicates and collaborates with their peers in groups to chant a poem related to weather with appropriate pauses.

Values:

Social justice: The learner accords equal opportunities to their peers as they pick words from the bag in turns and reads them aloud.

Pertinent and Contemporary Issues (PCIs):

Healthy intra and interpersonal relationships: The learner acquires the skills on how to relate to their peers while undertaking various tasks.

Link to other learning areas:

The learner is able to relate their learning to Social Studies where they learn similar concepts related to weather features.

THEME 9: GETTING AROUND

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.9 Reading Aloud (2 lessons)</p> <ul style="list-style-type: none"> • <i>Comprehension</i> • <i>Decoding words</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) select the main ideas and details in reading texts,</p> <p>b) apply phonetic knowledge to decode unfamiliar words in texts,</p> <p>c) exhibit confidence in exploring unfamiliar words in reading texts.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read simple sentences and underline vocabulary related to household items and various areas of the home, • play a game of matching title card with the appropriate detail card from a sentence basket on household items and their locations, • listen to word clues and identify the corresponding phonetic pattern on a set of cards, • conduct word hunts and search for words in texts that contain specific phonetic patterns or sounds collaboratively, • team up with peers to use surrounding words and sentences to determine the meaning of the unknown words in the text, 	<ol style="list-style-type: none"> 1. What strategies can you use to identify main ideas in texts? 2. How does decoding accuracy impact reading comprehension?

			<ul style="list-style-type: none"> work together to create word walls displaying words with common phonetic patterns or sounds. 	
<p>Core competencies to be developed: Critical thinking and Problem solving: Interpretation and inference skills are developed when the learner uses surrounding words and sentences to determine the meaning of the unknown words in the text.</p>				
<p>Values: Integrity: The learner displays self-discipline as they work with peers to create word walls of common patterns and sounds.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Environmental awareness: The learner gains an awareness on the importance of placing items in their appropriate places or areas at home.</p>				
<p>Link to other learning areas: The learner is able to link their learning to Kiswahili and English on the concept of using contextual clues to find the meaning of unfamiliar words in reading texts.</p>				

SUGGESTED ASSESSMENT RUBRIC FOR THE READING STRAND

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to identify key information from reading texts.	The learner extracts key information and central ideas with precision and depth enhancing a comprehensive understanding of the text.	The learner extracts key information and central ideas from texts to enhance comprehension.	The learner extracts key information and central ideas from texts; overlooks minor details that lead to inconsistencies in comprehension.	The learner extracts key information and central ideas from texts; overlooks major details that lead to inconsistencies in comprehension.
Ability to read words, phrases or sentences with fluency.	The learner reads fluently and expressively. Reading is free from noticeable pauses or hesitations.	The learner reads fluently with occasional pauses for emphasis or expression.	The learner reads fluently but may be interrupted by noticeable pauses or hesitations.	The learner reads with frequent pauses and hesitations that disrupt fluency.

<p>Ability to comprehend and use vocabulary in a variety of contexts.</p>	<p>The learner uses a wide range of vocabulary effectively, accurately selecting and applying words in context. Exhibits mastery of word meanings and uses context clues effectively.</p>	<p>The learner uses a variety of vocabulary appropriately, selecting and applying words in context accurately. Exhibits mastery of word meanings and utilises context clues.</p>	<p>The learner uses limited vocabulary, selecting and applying words in context with moderate accuracy. Exhibits partial understanding of word meanings and uses context clues inconsistently.</p>	<p>The learner uses basic vocabulary, struggles to select and apply words in context accurately. Exhibits little understanding of word meanings and relies heavily on context clues.</p>
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STRAND 3.0: WRITING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Guided Writing (1 lesson) <ul style="list-style-type: none"> Chinese tones Chinese characters: stroke order 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> write syllables and words with the correct tones, write Chinese characters with the correct stroke order, value the role of writing for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> indicate the tone marks correctly on the given words and syllables (e.g. <i>mā, má, mǎ, mà</i>), write basic greetings and self- introduction with the correct <i>pinyin</i> (<i>nǐ/nín hǎo, wǒ jiào _____ nǐ ne?</i>), model out/ decorate the characters of basic greetings using locally available materials (pebbles, sand, cereals, plasticine, clay, thread etc.) and display them for feedback, write simple sentences on self- introduction (hello and name) paying attention to the correct tone marks and stroke order, compose the sentences on self-introduction using Chinese characters, fill in missing punctuation marks in the given sentences. 	What role does handwriting play in communication?

Core competencies to be developed:

Self-Efficacy: The learner develops the skill of identifying who they are when writing their names using different materials and displaying them for feedback.

Values:

Respect: The learner nurtures respect when appreciating what their peers have displayed in the classroom without bias or negativity.

Pertinent and Contemporary Issues (PCIs):

Creativity through self-expression is exhibited as the learner writes words using various materials.

Link to other learning areas:

Creative Arts: The learner's artistic skills are developed as they mould words for the character-writing task.

THEME 2 :MY FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Writing</p>	<p>3.2 Guided Writing</p> <p>(1 lesson)</p> <ul style="list-style-type: none"> • <i>Chinese pinyin: tone placement</i> • <i>Paragraph writing</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) list words in <i>pinyin</i> with proper tones from texts, b) compose simple sentences using acquired vocabulary for mastery of words, c) acknowledge the use of characters in Chinese language. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to a recording related to nuclear family members and write them down in <i>pinyin</i>, • fill in the missing titles of nuclear family members in the family tree provided, • collaboratively join Chinese strokes to form characters on family and display them for peer mentorship, • compose simple sentences about nuclear family members using “这是……”(e.g. 这是我妈妈。), • work with peers to arrange sentence strips containing acquired vocabulary to create coherent sentences, • compare and contrast the use of <i>pinyin</i> and characters with their own writing system (i.e. 爸爸, 妈妈 with baba, mama in Kiswahili respectively). 	<p>Why is it important to learn Chinese characters?</p>

Core competencies to be developed:

Communication and Collaboration: The learner writes clearly and spells words correctly as they fill in the missing titles of nuclear family members in the family tree correctly.

Values:

Responsibility: This is developed as the learner collaborates with others to arrange strips with vocabulary in the right order to form coherent sentences.

Pertinent and Contemporary Issues (PCIs):

Intercultural awareness: This is promoted as the learner appreciates and acknowledges the similarities and differences in their own writing system and Chinese.

Link to other learning areas:

The learner links their learning to Kiswahili on the concept of duplication of syllables when writing titles of family members.

THEME 3:MY SURROUNDINGS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.3 Guided Writing (1 lesson) <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Sentence patterns</i> 	By the end of the Sub Strand, the learner should be able to: a) compile simple words and phrases from texts, b) apply appropriate sentence patterns in writing, c) exhibit interest in using correct spelling in writing.	The learner is guided to: <ul style="list-style-type: none"> • look at pictures of house rooms and household items and write down their respective names (e.g. 厨房、客厅、卧室、桌子、厕所、椅子、床、电视、冰箱), • listen to a dictation and write the words they hear related to house rooms and items, • take turns to construct sentences saying the location of household items using the given prepositions 在、上 and 下, • use picture prompts to write simple sentences using the vocabulary learned, • rearrange jumbled up word cards to form correct sentences for review by peers, • model a house in the classroom representing the various rooms and household items then label them using <i>pinyin</i> and characters. 	Why is correct spelling important when writing?

Core competencies to be developed:

Creativity and Imagination: The learner undertakes tasks that encourage artistic expression of ideas when making a model house with various rooms and household items for labelling.

Values:

Unity: The learner takes turn to construct sentences on location of household items using the given prepositions.

Pertinent and Contemporary Issues (PCIs):

Peer mentorship: This is promoted as the learner offers objective feedback to each other on the rearranged sentences.

Link to other learning areas:

The learner is able to relate the skills used in making creative art forms to their learning in Creative Arts.

THEME 4: TIME

`Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.4 Guided Writing (1 lesson) <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Paragraph writing</i> 	By the end of the Sub Strand, the learner should be able to: a) replicate syllables, words and characters in writing, b) organise ideas logically in written texts, c) develop an interest in writing texts clearly.	The learner is guided to: <ul style="list-style-type: none"> • trace characters of numbers 1-10 from written texts, • look at word cards of days of the week and copy their pinyin and characters on a paper, • work jointly to match days of the week with their corresponding English translations (e.g. 星期五-Friday etc.), • rearrange jumbled words and phrases related to activities undertaken during different days of the week to form coherent sentences, • use sentence starters to write about the activities they undertake during different days of the week in a coherent manner (e.g. 我星期三去学校。), • model characters for numbers 1-10 using locally available materials collaboratively (pebbles, sand, cereals, plasticine, clay, thread, etc.) and display them for feedback. 	What is the importance of order when writing?

Core competencies to be developed:

Critical thinking and Problem solving: The learner develops evaluation and decision-making skills as they rearrange jumbled words and phrases to form correct sentences.

Values:

Unity: The learner display team spirit as they work with peers to mould character of numbers using locally available material as a team.

Pertinent and Contemporary Issues (PCIs):

Social cohesion: This is promoted as the learner works jointly with peers to accomplish various writing tasks.

Link to other learning areas:

The learner is able to relate the skills used in counting of numbers to similar concepts in Mathematics.

THEME 5: FUN AND ENJOYMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Writing</p>	<p>3.5 Guided Writing (1 lesson)</p> <ul style="list-style-type: none"> • <i>Mechanics of language: spelling</i> • <i>Handwriting: legibility and neatness</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) compile words, phrases and expression with the correct spelling,</p> <p>b) write simple words and phrases legibly and neatly,</p> <p>c) show awareness of the importance of writing legibly for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • write down the birthday items and activities they see on the images provided, paying attention to the correct spelling, • draw, label and colour items they use in their birthday parties correctly, • list vocabulary related to birthday celebrations, neatly and legibly from a dictation, • plan an imaginary birthday and create a list of items they would use in the celebration with peers, • design a birthday card using recyclable materials for their best friend with birthday wishes written neatly and legibly in Chinese (祝你生日快乐!), • share their designs with their peers for feedback. 	<p>Why is writing legibly and neatly important?</p>

Core competencies to be developed:

Creative thinking and Imagination: The learner develops their communication and self-expression skills as they artistically make birthday card designs for their peers.

Values:

Love: The learner portrays a caring attitude as they design birthday cards for their best friends.

Pertinent and Contemporary Issues (PCIs):

Reducing waste and upcycling: The learner gains awareness on the importance of recycling as they create birthday cards using recyclable materials.

Link to other learning areas:

The learner links their learning to Creative Arts on the use of artistic expression as they create birthday cards.

THEME 6: FOODS AND DRINKS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Writing</p>	<p>3.6 Guided Writing</p> <p>(1 lesson)</p> <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Mechanics of language: punctuation</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) utilise varied vocabulary in sentence construction,</p> <p>b) apply punctuation rules accurately in written texts,</p> <p>c) exhibit interest in writing clearly for effective communication</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to an audio recording and write down vocabulary on food items in Chinese (two of each: 水果、蔬菜、肉、饮料、零食), • work together to outline when the different foods and drinks provided are taken (早、午、晚饭), • punctuate the short text given appropriately with the correct punctuation marks collaboratively, • create a food album with cut outs of different food items from newspapers/magazines/photos and write simple sentences in Chinese to accompany them, • indicate the number of strokes in the given characters related to food, • design a healthy plate by selecting, arranging and labelling the food items that are useful to the body collaboratively, • discuss how a proper diet is important for wellness. 	<p>Why should we punctuate written texts clearly?</p>

Core competencies to be developed:

Learning to Learn: The learner builds on their own learning experiences as they design a healthy plate using various food items that are useful to the body.

Values:

Respect: The learner exhibits patience when they work collaboratively with others to punctuate the text appropriately.

Pertinent and Contemporary Issues (PCIs):

Healthy eating habits: The learner develops awareness on the importance of a well-balanced diet as they create a healthy plate with food items that are useful to the body.

Link to other learning areas:

Learner links their learning to Agriculture on the concept of eating a balanced diet for wellness.

THEME 7: MY BODY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.7 Guided Writing (1 lesson) • <i>Chinese pinyin</i> • <i>Handwriting: Chinese character strokes</i>	By the end of the Sub Strand, the learner should be able to: a) list <i>pinyin</i> and characters related to the theme from texts, b) distinguish the different strokes of Chinese characters in texts, c) exhibit interest in writing Chinese Characters.	The learner is guided to: <ul style="list-style-type: none"> ● label a chart showing parts of the body (头、肩膀、膝盖、脚、眼睛、耳朵、嘴巴、鼻子), ● highlight parts of the body from a crossword puzzle, ● listen to a song on parts of the body and fill in the missing words in the lyrics of the song, ● trace the given simple characters using the correct stroke order (手、头) , ● use locally available materials to write Chinese characters on parts of the body collaboratively, ● display the work for feedback from peers, ● discuss how they can maintain body hygiene and grooming with peers. 	How can you cultivate an interest in writing Chinese characters?

Core competencies to be developed:

Communication and Collaboration: The learner writes clearly and spells words correctly as they label the different parts of the body from a chart.

Values:

Love: The learner develops a caring attitude for their bodies as they discuss with peers how they can maintain body hygiene and grooming.

Pertinent and Contemporary Issues (PCIs):

Self-awareness: the learner becomes aware of their body parts as they label parts of the body, as well as when they discuss how to take care of themselves.

Link to other learning areas:

Learning is linked to English and Kiswahili on the importance of spelling words correctly for effective communication.

THEME 8: WEATHER AND ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.8 Guided Writing (1 lesson) <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Paragraph writing</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) outline key words and phrases in a given context, b) express ideas and opinions clearly in writing, c) show interest in writing clearly for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • team up with peers to match pictures of weather features (太阳、云、风、雨、雪) to their respective names in <i>pinyin</i> and characters, • listen to a text with peers and indicate whether the sentences given are true or false, • write a simple text on the images provided using vocabulary acquired, • take turns to provide feedback and suggestions to each other on ways of improving their sentence construction skills, • play a sentence scrabble game by rearranging scrambled-up words and phrases to write the correct sentences , • draw the various weather features, colour and label them with the correct Chinese words, 	What strategies can you use to express ideas clearly in writing?

			<ul style="list-style-type: none"> • discuss collaboratively how different weather features impact the environment. 	
Core competencies to be developed:				
Learning to Learn: The learner works collaboratively with others as they indicate whether the sentences given are true or false.				
Values:				
Patriotism: The learner exhibits honesty when they give their views and suggestions to each other on ways of improving their writing skills.				
Pertinent and Contemporary Issues (PCIs):				
Climate change: The learner identifies and appreciates the different weather features and their impact on the environment.				
Link to other learning areas:				
The learner is able to relate the concept of weather features to their learning of the environment in Social Studies.				

THEME 9: GETTING AROUND

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.9 Guided Writing (1 lesson) <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Paragraph writing: organisation and structure</i> 	By the end of the Sub Strand, the learner should be able to: a) list keywords and phrases from an audio text, b) use appropriate vocabulary in construction of simple texts, c) appreciate the role of neat handwriting in developing communication skills.	The learner is guided to: <ul style="list-style-type: none"> • listen to a dictation of selected prepositions (在、上面、下面、旁边、右边、左边) and list them down, • match pictures to sentences describing different areas/ items in the home (花园、沙发、浴室、窗户、门), • use pictures showing where different items are located in the home to fill blanks (浴室在花园旁边) , • construct a sentence from a given set of words and phrases collaboratively, • identify the challenges they face when writing Chinese texts and discuss the possible solutions with peers, • describe the location of different areas or items in the model home in writing and swap with peers for feedback. 	<ol style="list-style-type: none"> 1. How do you determine if a sentence is accurate? 2. How does varied vocabulary make a text interesting?

Core competencies to be developed:

Self-Efficacy: The learner identifies and states what they find difficult to do as they write texts and seek help from peers.

Values:

Unity: The learner displays team spirit when they collaborate with peers to construct sentences from a given set of vocabulary.

Pertinent and Contemporary Issues (PCIs):

Peer teaching: This is nurtured when the learner gives feedback to their peers on the composed sentences related to the location of different areas and items in the home.

Link to other learning areas:

Learning is linked to English and Kiswahili on the use of prepositions to show the location and position of things.

SUGGESTED ASSESSMENT RUBRIC FOR THE WRITING STRAND

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to write using appropriate vocabulary and sentence structure.	The learner uses rich and varied sentence structures and grammatical forms in writing. Vocabulary is specific and appropriate, and there are minimal errors in grammar and word choice that do not impede understanding.	The learner uses a range of sentence structures and grammatical forms in writing. Vocabulary is appropriate with minor errors in grammar and word choice that may have a slight impact on understanding.	The learner uses different sentence structures and grammatical forms in writing. Errors in grammar and word choice lead to some errors in understanding the written content.	The learner uses limited sentence structures and grammatical forms in writing. Many errors in grammar and vocabulary lead to difficulty in understanding the written content.
Ability to write coherent texts on varied themes.	The learner writes texts with a logical flow, clear organisation of ideas and effective transition between paragraphs.	The learner writes texts with clear organisation and structure, logical flow and effective transition between paragraphs.	The learner writes texts with basic organisation; the structure may lack clarity and transitions between ideas, and may be abrupt.	The learner writes texts that lack clear organisation, structure and coherence, making it difficult for the reader to understand.

APPENDIX I: CSL AT UPPER PRIMARY (GRADE 4-6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher- guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

- 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 CSL Activity

- 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

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, the learners will be expected to participate actively in the whole 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 yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. 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 an observation schedule, checklist or rating scale or any other appropriate tool.

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

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
<p>1.0 Listening and Speaking</p> <p>2.0 Reading</p> <p>3.0 Writing</p>	<ul style="list-style-type: none"> • Observation Checklists • Questions and answers • Project work • Portfolios • Oral presentations • Interviews • Conversations and dialogues • Anecdote notes • Simulations and role plays • Learner profiles • Standardised tests • Journals • Questionnaires • Self-assessment • Peer assessment 	<ul style="list-style-type: none"> • Realia or models • Charts • Flash cards • Posters • Resource persons • Pictures, drawings and photographs • Podcasts • Audio books • Audio recordings • Language learning Apps • Chinese newspapers • Books • Games • Songs • Excerpts • Writing prompts • Course and supplementary books • Interactive multimedia 	<ul style="list-style-type: none"> • Language exchange programs • Cultural workshops and events • Cultural days • Chinese movies • Chinese songs and music • Drama • Skits • Songs • Storytelling • Spelling competitions • Debates • Inter-class competitions • Inter-school competitions • Pen pal programs • Book clubs

		<p>resources</p> <ul style="list-style-type: none">• Word puzzles• Magazines• Newspapers• Radio• Digital devices• Dictionaries	
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