KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

INDIGENOUS LANGUAGES

GRADE 5

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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

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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-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

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 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 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 the country's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Indigenous Languages 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, 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 School 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(Poetry) • Listening for Information (translation, instructions, vocabulary building) • Listening for Comprehension • Fluency (Pronunciation) • Expressing Self Creatively • Conversational Skills • Public Speaking • Language Strategies on Daily Experiences	2 4 2 2 2 2 2 2
	Total	18
READING	• Reading for Information • Reading Fluency (speed, accuracy) • Reading Comprehension • Extensive Reading (grade appropriate texts, narrative, dialogue)	6 2 6 4
	Total	18
WRITING	• Handwriting • Punctuation (exclamation marks, double quotation marks, question marks) • Sequencing Ideas (connectors) • Creative Writing (Idioms, stories, poetry) • Functional Writing (friendly letter, shopping list, recipe)	2 2 2 6 6
	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: MY CULTURE- CULTURAL ATTIRE

Suggested Vocabulary: dress, ornament, footwear, style, attire, fabric, beads, smart, traditional, fashion, accessories, hairstyle

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	**1.1.1 Attentive Listening: Poetry** (2 lessons) • *Nouns-introduction* • *Features of a poem* • *Paraphrasing*	By the end of the Sub Strand, the learner should be able to: a) identify basic features of a poem for comprehension, b) pick out nouns from a poem for information, c) paraphrase an oral poem into prose with accuracy for communication, d) appreciate the benefits of attentive listening for effective communication.	The learner is guided to: • identify names of clothes and attire (**nouns**) in the community from an oral text, • work collaboratively to construct sentences using the nouns identified, • brainstorm on various features of a poem with peers, • recite poems based on the theme with expressions *(non-verbal cues),* • work with peers to paraphrase the poem in their own words without altering the ideas, • listen attentively to recorded clips of simple poems on cultural attire and answer comprehension questions, • team up with peers to compose a spoken-word poetry item on the theme.	What should you do in order to listen attentively?

Core Competencies to be developed:
• Communication and Collaboration: This is developed as the learner engages actively using facts and examples when brainstorming various features of a poem.
• Creativity and Imagination: This is enhanced as the learner exchanges new ideas that inspire creative thinking when reciting poems on cultural attire using non-verbal cues.
Values:
• Peace: This is achieved as the learner displays tolerance while working collaboratively with peers to construct sentences using nouns.
• Unity: This is developed as the learner works harmoniously with peers to paraphrase the poems in their own words without altering ideas.
Pertinent and Contemporary Issues (PCIs):
Cultural awareness: This is promoted as the learner identifies cultural attires and clothing in various communities in their neighbourhood.
Link to other Learning Areas:
The learner can relate the concept on attentive listening skills to their learning and use of similar skills in English language.

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) • *Reading fluency* • *Direct and inferential questions*	By the end of the Sub Strand, the learner should be able to: a) read a text with accuracy and fluency for information, b) respond to direct and inferential questions from a text for comprehension, c) develop an interest in reading texts on topical issues for information.	The learner is guided to: • practice reading texts based on the theme fluently and with accuracy, • answer direct and inferential questions from the text, • work collaboratively to build a vocabulary bank based on thematic words acquired in the texts, • work jointly with peers to match names and pictures of cultural attire and clothing, • listen to a resource person explaining various cultural attires, • team up with peers to custom-make a cultural piece of dressing from their community (*e.g. waist skirts, headgear, accessories- necklaces, bangles*) using locally available materials.	1. What is the importance of fluency in reading? 2. Why should we preserve cultural attire in our community?

Core Competencies to be developed:

- Communication and Collaboration: This is promoted as the learner contributes to group decision-making when building a vocabulary bank based on words acquired in the texts.
- Citizenship: This is enhanced as the learner is exposed to information on cultural attire of different communities in Kenya when reading texts.

Values:

- Patriotism: This is cultivated as the learner is made aware of their own culture when listening to a resource person explaining various cultural attire.
- Responsibility: This is achieved as the learner diligently takes up assigned roles when they practice reading texts based on the theme fluently and with accuracy.

Pertinent and Contemporary Issues (PCIs):

Environmental knowledge: This is promoted as the learner observes and identifies materials from the environment used to make different cultural attire in their community.

Link to other Learning Areas:

The learner can relate the concept on different cultural attire and dressing codes used in the community to concepts in Creative Arts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Writing	1.3.1 Handwriting: Neatness and Legibility (2 lessons) • *Letters of the alphabet* • *Paragraph writing*	By the end of the Sub Strand, the learner should be able to: a) outline letters of the alphabet neatly for effective communication, b) compose a paragraph neatly and legibly for effective communication, c) appreciate the importance of writing legibly and neatly.	The learner is guided to: • write letters of the alphabet in upper case and lower case neatly, • identify various cultural attire from pictures, • create target words on flashcards using the letters of the alphabet neatly, • work jointly with peers to write a short paragraph neatly and legibly on the theme, • share the short paragraphs developed in class for peer review, • work collaboratively to organise their neatly written paragraphs in the class portfolio.	1. How do we write instructions? 2. Why should we write neatly and legibly?

Core Competencies to be developed:
- Communication and Collaboration: This is enhanced as the learner works jointly with peers to create flashcards with words using letters of the alphabet.
- Creativity and Imagination: This is developed as the learner exchanges new ideas when writing a short paragraph on the theme neatly and legibly.

Values:

- Unity: This is promoted as the learner cooperates with peers to write short paragraphs on the theme neatly and legibly.

- Responsibility: This is achieved as the learner diligently organises their neatly written paragraphs in the class portfolio.

Pertinent and Contemporary Issues (PCIs):

Cultural awareness: This is promoted as the learner interacts with various sources to identify varied cultural attire associated with the community.

Link to other Learning Areas:

The learner can relate the concept of diverse community cultural attire to citizenship in Social Studies.

THEME 2: ENVIRONMENTAL AWARENESS				
Suggested Vocabulary: environment, nature, forests, sea, rivers, vegetation, protect, climate, climate change, weather, buildings				
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) • *Translation* • *Simple instructions* • *Conjunctions-introduction*	By the end of the Sub Strand, the learner should be able to: a) translate simple oral sentences into their indigenous language for comprehension, b) respond to simple instructions for effective communication, c) appreciate the place of translation in enhancing communication.	The learner is guided to: • work jointly with peers to translate simple oral sentences from English or Kiswahili into their indigenous language, • peer-review each other's work to refine the translated sentences, • collaborate with peers to talk about their experiences on environmental awareness in their community, • make a list of **conjunctions** that have been used in the conversation on environmental awareness, • role-play activities involving giving or taking instructions with peers, • collaborate with peers to play a language game on giving and taking instructions e.g. the *Simon says* game,	1. What is the importance of listening to instructions keenly? 2. How can we translate texts without losing meaning?

			• collaborate with peers to conduct an indigenous languages translation mini-contest.	

Core Competencies to be developed:
- Creativity and Imagination: This is developed as the learner brings in new ideas that engage peers when playing a language game on giving and taking instructions.
- Citizenship: This is enhanced as the learner demonstrates tolerance when peer reviewing each other's work to refine the translated sentences.

Values:
- Love: This is enhanced as the learner respects others when talking about their experiences on environmental awareness in their community.
- Responsibility: This is developed as the learner diligently engages in assigned roles when collaborating with peers to conduct an indigenous languages translation mini-contest.

Pertinent and Contemporary Issues (PCIs):
Climate change: This is addressed as the learner interacts with peers when discussing and sharing experiences on environmental awareness.

Link to other Learning Areas:
The learner can relate content on environmental awareness to their learning of similar concepts in Science and Technology.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	**2.2.1 Reading Fluency** (2 lessons) • *Reading aloud* • *Accurate reading speed*	By the end of the Sub Strand, the learner should be able to: a) read a passage on the theme aloud for fluency and expression, b) apply correct speed when reading a text for fluency, c) appreciate the importance of conserving the environment for social responsibility.	The learner is guided to: • conduct a reader's theatre to read a simple passage aloud based on the theme, • identify instances of change in intonation from the texts read, • work with peers to read a text at varying speeds and with accuracy, • team up with peers to play a language speed reading game, • discuss on the best and most accurate speed for reading, • conduct a reading contest with peers to practice reading fluently, at the right speed and with correct intonation, • read a passage independently and answer comprehension questions.	1. How does speed affect fluency in reading? 2. Why should we be alert on weather changes?

Core Competencies to be developed:
• Learning to Learn: This is promoted as the learner builds on their learning experience when conducting a reading contest to practice reading fluently, at the right speed and with correct intonation. • Self-efficacy: This is enhanced as the learner shows defining personal skills when reading a text at varying speeds and with accuracy.
Values:
• Responsibility: This is enhanced as the learner cooperates with peers to play a language speed reading game. • Love: This is promoted as the learner listens and appreciates the contribution of peers as they discuss on the best and most accurate speed for reading.
Pertinent and Contemporary Issues (PCIs):
Environmental awareness: This is promoted as the learner interacts with texts on the environment in class.
Link to other Learning Areas:
The learner can relate the concept on reading fluency through appropriate speed to similar concepts in English.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Writing	**2.3.1 Punctuation** (2 lessons) • *Exclamation mark* • *Double quotation mark* • *Question mark*	By the end of the Sub Strand,the learner should be able to: a) identify punctuation marks (*exclamation marks, double quotation marks and question marks*) in a text, b) apply punctuation marks accurately in a text for effective communication, c) appreciate the use of punctuation marks for effective communication.	The learner is guided to: • work with peers to identify punctuation marks *(exclamation, double quotation and question marks)* in texts, • use exclamation, double quotation and question marks in sentence construction, • share the punctuated sentences in class for peer review, • fill in blanks in sentences using correct punctuation marks, • practice reading punctuated sentences with accurate intonation, • brainstorm with peers the uses of exclamation, double quotation and question marks in sentences. • collaborate to play online games involving the use of punctuation marks.	Why do we punctuate sentences?

Core Competencies to be developed:
- Critical thinking and Problem solving: This is enhanced as the learner works with peers to play online games involving identification and use of punctuation marks.
- Self-efficacy: This is promoted as the learner confidently shares with peers ideas on the use of punctuation marks in sentences.

Values:
- Integrity: This is achieved as the learner displays transparency when using digital devices responsibly to play online games.
- Unity: This is enhanced as the learner cooperates with peers to fill blanks in sentences using punctuation marks.

Pertinent and Contemporary Issues (PCIs):
ICT: This is cultivated as the learner interacts with digital devices and digital content to play online games involving punctuation.

Link to other Learning Areas:
The learner can relate the concept of punctuation to the learning on mechanics of writing in English and Kiswahili.

THEME 3: ROAD SAFETY

Suggested Vocabulary: road, safety, crossing, seat belts, motorists, vehicle, passenger, traffic rules, road crash, injury, victim, rescue, dangerous, police

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) • *Vocabulary building* • *Pronouns - introduction*	By the end of the Sub Strand, the learner should be able to: a) identify vocabulary items in oral texts for effective communication, b) use vocabulary in sentences to express self accurately and effectively, c) advocate for the use of acquired language in communication.	The learner is guided to: • listen to a story or passage (on safe ways of boarding and alighting, use of seat belts) from a digital device and identify **pronouns**, • work jointly to fill gaps in sentences using pronouns in singular and plural forms, • listen to a story or passage on Road Safety and create a vocabulary bank of thematic words used, • play language games using cards to match vocabulary to their meaning, • make sentences using the vocabulary identified and share for review,	1. How do you use pronouns in communication? 2. How do we ensure we are safe when using vehicles?

			- team up with peers to compose and sing songs on road safety, - role-play a scene on road safety where a traffic police marshal gives road safety instructions to road users.	

Core Competencies to be developed:
- Communication and Collaboration: This is developed as the learner engages actively when role playing a scene on road safety.
- Citizenship: This is enhanced as the learner accumulates information on the theme when listening to a story from a digital device.

Values:
- Love: This is enhanced as the learner displays trustworthiness when sharing their sentences with peers for review.
- Social justice: This is promoted as the learner gives peers an equal chance to participate in pronoun games.

Pertinent and Contemporary Issues (PCIs):
Safety and security: This is developed as the learner is exposed to content on road safety.

Link to other Learning Areas:
The learner can relate the concept on pronouns to their learning of parts of speech in English and Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	**3.2.1 Reading for Information** (2 lessons) • *Responding to instructions* • *Pronouns*	By the end of the Sub Strand, the learner should be able to: a) read a passage based on the theme for comprehension, b) respond to instructions to perform a relevant task for communication, c) appreciate the importance of following instructions.	The learner is guided to: • work jointly with peers to read a text (on safe sitting for passengers, drivers, use of seat belts) giving step by step instructions related to the theme, • collaborate with peers to build a vocabulary bank from thematic words used in the passage, • identify pronouns from the passage and list them on a chart, • use pronouns to construct sentences with peers, • use a digital device to read content on steps of performing simple tasks related to road safety e.g. *crossing the road, safety road practices,* and make notes, • respond to questions based on the content read, • work with peers to collect a variety of texts on road safety and conduct a reading session with peers.	Why is it important to read instructions keenly?

Core Competencies to be developed:
- Communication and Collaboration: This is achieved when the learner engages actively with peers to build a vocabulary bank with words identified from texts.
- Digital Literacy: This is promoted as the learner interacts with technology to read content on steps of performing simple tasks related to road safety.

Values:
- Peace: This is nurtured as the learner displays tolerance with peers when collecting a variety of texts on road safety and conduct a reading session with peers.
- Responsibility: This is promoted as the learner exhibits a self-driven attitude when identifying pronouns from the passage and listing them on a chart.

Pertinent and Contemporary Issues (PCIs):
ICT: This is nurtured as the learner interacts with technology and digital devices to access content on simple tasks related to road safety.

Link to other Learning Areas:
The learner can relate the concept on road safety to their learning in Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Writing	**3.3.1 Sequencing Ideas** (2 lessons) • *Connectors: of addition, of sequence, of contrast* • *Paragraph writing*	By the end of the Sub Strand, the learner should be able to: a) identify connectors in texts for effective communication, b) use connectors to sequence ideas logically in a paragraph for comprehension, c) enjoy writing texts using connectors for effective communication.	The learner is guided to: • work collaboratively to search for various connectors, - *connectors of sequence-e.g. first, then, so, lastly, to begin with, secondly, therefore, in conclusion,* - *connectors of addition-e.g. and, also, besides that, furthermore, as well as,* - *connectors of contrast- e.g. yet, on the contrary, although,* • list connectors on charts for display, • work jointly with peers to identify connectors in texts, • use connectors to write two paragraphs (on safe practices when using a vehicle) on the theme,	1. How can you ensure your ideas flow in communication? 2. Why do we use connectors in writing?

| | | | read the paragraphs on the theme in class for peer review, work jointly to prepare sentence strips to form a picture story related to the theme, collaborate with peers to connect the sentence strips to form a coherent and logical paragraph using the connectors given. | |

Core Competencies to be developed:
- Learning to learn: This is enhanced as the learner interacts with content when searching for various connectors used in writing.
- Critical thinking and Problem solving: This is enhanced as the learner follows simple instructions to connect sentence strips to form a paragraph using appropriate connectors.

Values:
- Love: This is enhanced as the learner portrays a caring attitude when sharing ideas with peers as they search for various sentence connectors.
- Social justice: This is promoted as the learner fosters inclusivity of ideas and gives honest feedback to peers during peer review.

Pertinent and Contemporary Issues (PCIs)):
Safety and security: This is enhanced as learner gets knowledge on prevention and possible triggers of road accidents.

Link to other Learning Areas:
The learner can relate the concept of paragraph writing to their learning of similar concepts in English.

THEME 4: LIVING TOGETHER – PEACE BUILDING

Suggested Vocabulary: peace, cohesion, conflict, harmony, society, resolution, unity, love, fight, war, reconcile, community, apologise, forgive

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4 .1 Listening and Speaking	**4.1.1 Fluency: Pronunciation** (2 lessons) • *Nouns* • *Vocabulary Building-Synonyms* • *Articulation*	By the end of the Sub Strand, the learner should be able to: a) articulate vocabulary and nouns clearly for communication, b) use acquired vocabulary to construct sentences accurately for self-expression, c) appreciate speaking clearly, fluently and efficiently for effective communication.	The learner is guided to: • listen to recorded clips on articulation and pronunciation of words and repeat saying them, • record each other as they pronounce words and peer review for correctness, • take turns to select thematic vocabulary and **nouns** from a word basket and use them to create sentences, • engage in language games to identify **synonyms of words**, • team up with peers to organise an indigenous languages debate contest related to the theme using acquired vocabulary,	1. Why is it important to speak clearly? 2. How do we learn correct pronunciation of words?

			• work collaboratively to record the debate and store the video recordings in the class digital portfolio.	

Core Competencies to be developed:
- Learning to Learn: This is developed as the learner is motivated to learn continuously as they listen to recorded clips on articulation and pronunciation of words and repeats saying them.
- Self-efficacy: This is enhanced as the learner shows defining personal skills when teaming up with peers to organise an indigenous languages debate contest related to the theme.

Values:
- Respect: This is developed as the learner accommodates diverse opinions during the debate contest.
- Social justice: This is enhanced as the learner accords equal opportunities to peers when taking turns to select thematic vocabulary from a word basket.

Pertinent and Contemporary Issues (PCIs):
Nationalism: This is promoted as the learner interacts with peers during the debate to share opinions and with views on a topic related to peace building.

Link to other Learning Areas:
The learner can relate the concept of peace building to the concept of living together as is covered in Religious Education.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	**4.2.1 Extensive Reading: Dialogue** (2 lessons) • *Summarising* • *Vocabulary building-synonyms*	By the end of the Sub Strand, the learner should be able to: a) summarise the main points from a dialogue for information, b) create a list of vocabulary based on the theme for comprehension, c) appreciate reading texts on peace building for information.	The learner is guided to: • conduct a reader's theatre to practice reading dialogues based on the theme, • make short notes on key events from the dialogues read, • work jointly to pick out vocabulary from the texts and build a vocabulary bank, • use the dictionary to find the meaning of vocabulary identified, • collaborate with peers to use a dictionary or other sources to search for synonyms of the words, • work with peers to compose simple poems, songs or plays on peace building using the vocabulary identified, • team up with peers to organise an indigenous languages peace mini-festival project to stage the plays, poems and songs,	1. What do you consider when selecting materials from the library? 2. How can we ensure peace with others in the face of conflict?

			• work collaboratively to record the performances and store the video recordings in the class digital portfolio.	

Core Competencies to be developed:
- Self-efficacy: This is promoted as the learner effectively orders and prioritises tasks when working with peers to organise an indigenous languages peace mini- festival project to stage the plays, poems and songs.
- Learning to Learn: This is developed as the learner builds on their learning experiences when using the dictionary to find synonyms and meaning of vocabulary and creates a personal word bank.

Values:
- Respect: This is nurtured as the learner ensures positive regard for others by adhering and observing library rules when conducting a reader's theatre to practice reading dialogues based on the theme.
- Responsibility: This is enhanced as the learner cooperates with peers to compose simple poems, songs or plays on peace building.

Pertinent and Contemporary Issues (PCIs):
Nationalism: This is promoted as the learner reads materials on peace building for general information.

Link to other Learning Areas:
The learner can relate the concept on the use of reference materials like the dictionary to their learning of similar resources in English.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Writing	**4.3.1 Creative Writing: Story** (2 lessons) • *Features* • *Story writing*	By the end of the Sub Strand, the learner should be able to: a) highlight features of an interesting story, b) write an interesting story based on the theme, c) enjoy writing imaginative stories.	The learner is guided to: • work with peers to highlight features of an interesting story, • team up to collect and put together interesting stories from their community, • collaboratively hold storytelling sessions on the theme, • create a collection of vocabulary from the stories they have read, • search for interesting pictures relevant to the theme from print and non-print sources, • write an interesting story based on the pictures retrieved, • present the written stories in class for peer review, • organise their stories in a class portfolio, • publish their written stories in a school or children's magazine.	How can we make stories interesting in writing?

Core Competencies to be developed:

- Creativity and Imagination: This is enhanced as the learner engages with new ideas that ignite creative thinking when writing an interesting story based on the pictures retrieved.
- Self-efficacy: This is promoted as the learner shows defining personal skills when narrating stories before peers during the storytelling sessions.

Values:

- Responsibility: This is achieved as the learner exhibits a self-driven attitude when searching for interesting pictures from print and non-print sources.
- Integrity: This is promoted as the learner displays transparency when giving honest opinions about peers' work during review.

Pertinent and Contemporary Issues (PCIs):

Healthy interpersonal relationships: This is enhanced as the learner harmoniously relates with peers during storytelling sessions and peer reviews.

Link to other Learning Areas:

The learner can relate the concept of conflict resolution to their learning of similar concepts in Social Studies and Religious Education.

THEME 5: TRADE – THE MARKET

Suggested Vocabulary: market, traders, goods (vegetables, cereals, animals, fruits, household items), market day, money, coins, notes, change/balance, stalls, customer, purchase, profit, loss , pick pocket

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) • *Storytelling* • *Creative Language- Proverbs, Wise Sayings, Idioms* • *Adjectives*	By the end of the Sub Strand, the learner should be able to: a) identify creative language elements in narration for comprehension, b) use creative language in narration for self-expression, c) appreciate the use of creative language for effective communication.	The learner is guided to: • work jointly with peers to use **adjectives** to describe events and experiences based on the theme creatively, • watch recorded clips of narratives and identify creative expressions and language elements, • conduct a storytelling session with peers based on the theme, • listen to each other's stories and pick out creative language elements such as proverbs, wise sayings and idioms, • brainstorm the meanings of commonly used proverbs, sayings and idioms with peers, • collaborate with peers to come up with an oral narrative on events at the market using creative language,	1. How do we use language creatively? 2. What is the importance of creative language?

			• team up with peers to build a collection of proverbs, idioms and wise sayings and display in class.	

Core Competencies to be developed:
- Critical thinking and Problem solving: This is enhanced as the learner explores views when brainstorming the meanings of commonly used proverbs, sayings and idioms with peers.
- Creativity and Imagination: This is developed as the learner exchanges new ideas that inspire creative thinking when composing their own oral narratives using creative language.

Values:
- Responsibility: This is developed as the learner offers guidance to peers when building a collection of proverbs, idioms and wise sayings and displaying in class.
- Unity: This is enhanced as the learner appreciates the efforts of others when conducting a storytelling session with peers based on the theme.

Pertinent and Contemporary Issues (PCIs):
Social awareness: This is enhanced as learner interacts with peers when conducting story telling sessions on the theme.

Link to other Learning Areas:
The learner can relate the concept of creative language skills in narration to their learning of performance in Creative Arts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	**5.2.1 Reading for Information: News and Adverts** (2 lessons) • *Adjectives* • *Advertisements and news items*	By the end of the Sub Strand, the learner should be able to: a) read a text based on the theme fluently for comprehension, b) interpret information from news and adverts for understanding, c) acknowledge interpreting information from texts for lifelong learning.	The learner is guided to: • describe products based on their colour, size, shape and origin (**adjectives**), • with peers, read an advertisement on a product of choice at correct speed, • role play reading a news item fluently and at correct speed observing punctuation marks, • work jointly to interpret information from a news item and an advert, • make notes on the key ideas from the texts read in the news and advertisements, • work jointly with peers to design an advertisement on a product of choice.	1. Why is news important? 2. How are adverts used to promote trade?

Core Competencies to be developed:

- Critical thinking and Problem solving: This is cultivated as the learner interprets information from texts containing news and adverts.
- Communication and Collaboration: This is developed as the learner role plays reading news items fluently and at correct speed.

Values:

- Integrity: This is promoted as the learner displays transparency and honesty when designing advertisements of products for consumers.
- Respect: This is cultivated as the learner appreciates diverse opinions when reading an advertisement on a product of choice at correct speed.

Pertinent and Contemporary Issues (PCIs):

Financial literacy: This is developed as the learner acquires knowledge on trade and use of advertisements to increase sales.

Link to other Learning Areas:

The learner can relate the concept of news and advertisement to the concept of trade learnt in Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Writing	**5.3.1: Functional Writing: Shopping List** (2 lessons) • *Components* • *Format* • *Adjectives*	By the end of the Sub Strand, the learner should be able to: a) highlight the format of a shopping list, b) write a shopping list for life-long learning, c) enjoy personal writing for communication.	The learner is guided to: • work collaboratively to search for varied samples of shopping lists from print and non-print sources, • make notes on the components of a shopping list, • describe things to be bought using aspects such as *colour, amount, material, shape, size* (**adjectives**), • work jointly with peers to write a shopping list for an event based on the theme, • present the shopping list in class for peer review, • organise the shopping lists in the class portfolio for reference.	Why is a shopping list important?

Core Competencies to be developed
• Communication and Collaboration: This is enhanced as the learner contributes to group decision making when working with peers to write a shopping list for an event.
• Learning to Learn: This is developed as the learner is motivated to learn continuously by presenting their shopping lists in class for peer review.
Values:
• Responsibility: This is developed as the learner cooperates with peers to organise the shopping lists in the class portfolio for reference.
• Respect: This is enhanced as the learner appreciates and gives positive comments to peers during the review session.
Pertinent and Contemporary Issues (PCIs):
Financial literacy: This is promoted as the learner appreciates the importance of budgeting by preparing shopping lists ahead of making purchases.
Link to other Learning Areas:
The learner can relate the concept of shopping lists to their learning of money in Mathematics.

THEME 6: CARING FOR SPECIAL AND VULNERABLE GROUPS

Suggested Vocabulary: help, care, sick, elderly, compassion, love, vulnerable, children, disability, blind, deaf, social responsibility, neglect

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) *Vocabulary building*	By the end of the Sub Strand, the learner should be able to: a) trace target words and vocabulary from a listening text for information, b) use vocabulary based on the theme for effective communication, c) appreciate vocabulary acquisition in language development.	The learner is guided to: • work jointly with peers to identify special and vulnerable groups in the society from an audio recording, • listen to an oral text from the teacher and identify ways of caring for the special and vulnerable groups, • list words related to the theme on flashcards or vocabulary charts, • collaborate with peers to discuss the meaning of vocabulary identified, • create sentences using vocabulary and read them aloud, • role play a scene on translating information from an elderly person using the national or official language.	1. How should we take care of people in the community? 2. What is the importance of vocabulary in communication?

Core Competencies to be developed:
• Communication and Collaboration: This is developed as the learner engages actively with peers when identifying ways of caring for the special and vulnerable groups.
• Learning to Learn: This is promoted as the learner engages in collective learning when role playing a scene on translating information from an elderly person to the national or official language.
Values:
• Responsibility: This is promoted as the learner takes different roles when listing words related to the theme on flashcards or vocabulary charts.
• Social justice: This is enhanced as the learner accords equal opportunities to peers when creating sentences using vocabulary and reads them aloud.
Pertinent and Contemporary Issues (PCIs):
Human rights education: This is promoted as the learner is exposed to issues of concern to special and vulnerable groups and ways of taking initiative to care for them.
Link to other Learning Areas:
The learner can relate the content on special and vulnerable groups to their learning in Religious Education.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	**6.2.1 Reading Comprehension** (2 lessons) • *Prediction* • *Skimming* • *Scanning* • *Verbs*	By the end of the Sub Strand, the learner should be able to: a) predict events in a text for comprehension, b) skim and scan texts based on the theme for general and specific information, c) appreciate skimming and scanning as key strategies in reading for lifelong learning.	The learner is guided to: • observe pictures and identify action words(**verbs**), • predict the events in a passage based on the title or picture clues, • skim through a passage to find the general idea of the story, • work jointly to scan through a passage to trace target vocabulary and verbs used, • conduct a reader's theatre to practice reading texts clearly and fluently, • answer comprehension questions from texts read, • team up with peers to play a guessing game involving prediction of events in a story based on titles and picture clues.	Why do we skim and scan texts?

Core Competencies to be developed:
- Communication and Collaboration: This is promoted as the learner works jointly with peers to scan through a passage to trace target vocabulary and verbs used.
- Self-efficacy: This is promoted as the learner shows concerted attention when conducting a reader's theatre to practice reading texts clearly and fluently.

Values:
- Peace: This is cultivated as the learner displays tolerance with peers when playing a guessing game involving prediction of events in a story.
- Respect: This is portrayed as the learner accommodates diverse ideas when working with peers to predict the events in a passage based on the title or picture clues.

Pertinent and Contemporary Issues (PCIs):
Nationalism: This is enhanced as the learner is exposed to ideas and the thought of living harmoniously and respectfully with people from special and vulnerable groups without discrimination.

Link to other Learning Areas:
The learner can relate the concept of skimming and scanning strategies acquired to their reading activities in English and Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Writing	**6.3.1 Creative Writing** (2 lessons) • *Idioms* • *Imaginative stories*	By the end of the Sub Strand, the learner should be able to: a) identify idioms commonly used for information, b) use idioms to write an imaginative story, c) enjoy using idioms from their locality for language acquisition.	The learner is guided to: • mention idioms commonly used in the locality with peers, • listen to an audio recording on a creative story, • list idioms from the audio story, • discuss the meaning of various idioms used in the locality, • use idioms to write creative stories collaboratively, • read their creative stories in class for peer review, • team up with peers to publish their best stories in the school magazine or public magazines.	Why are idioms important?

Core Competencies to be developed:
- Communication and Collaboration: This is enhanced as the learner engages actively to share their ideas and opinions on meanings of various idioms.
- Creativity and Imagination: This is cultivated as the learner uses idioms to write own creative stories.

Values:

- Respect: This is enhanced as the learner displays patience when reading their creative stories in class for peer review**.**
- Unity: This is enhanced as the learner strives to achieve a common goal as they team up to publish their best stories in the school magazine or public magazines.

Pertinent and Contemporary Issues (PCIs):

Social cohesion: This is enhanced as the learner accommodates people from special and vulnerable groups in the community.

Link to other Learning Areas:

The learner can relate the concept of idioms to their learning of similar concepts in English.

THEME 7: TALENTS AND GIFTS

Suggested Vocabulary: talent, gift, enjoy, sing, acrobat, draw, dance, practice, fashion, awards, orator, acting, rehearse, talent show

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.1 Listening and Speaking	**7.1.1 Conversational Skills** (2 lessons) • *Interjections* • *Turn-taking* • *Polite interruption*	By the end of the Sub Strand, the learner should be able to: a) identify interjections accurately for comprehension, b) apply appropriate turn-taking and polite interruption skills in a conversation, c) advocate for good conversational skills for effective communication.	The learner is guided to: • watch recorded clips of conversations based on the theme, • role play using introductory and closing phrases in a conversation with peers, • work jointly to pick out appropriate expressions used as interjections to express emotion in oral conversations e.g. *to show pain, surprise, shock, happiness, sympathy,* • participate in a dialogue related to the theme while interrupting politely,	1. How do you take turns in speaking during conversations? 2. Why is it important to interrupt appropriately in conversations?

			- roleplay a disagreement between characters using appropriate turn taking skills and interrupting politely, - team up to organise and conduct a talent exhibition on various talents and gifts during the school or class talents' day.	

Core Competencies to be developed:
- Self-efficacy: This is promoted as the learner participates in a dialogue while using appropriate interjections and turn taking skills.
- Learning to Learn: This is developed as the learner is motivated to learn continuously by picking out appropriate expressions used as interjections to express emotions in oral conversations.

Values:
- Unity: This is enhanced as the learner collaborates with peers to organise and conduct a talent exhibition on various talents and gifts during the school or class talents' day.
- Love: This is developed as the learner respects others when roleplaying a disagreement between characters using appropriate turn taking skills and interrupting politely.

Pertinent and Contemporary Issues (PCIs):
Peer education and mentorship: This is promoted as the learner works to identify and grow their talents and gifts and that of others.

Link to other Learning Areas:
The learner can relate use of polite language in conversations to their learning of respect and care for others 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) • *Short stories* • *Comprehension questions* • *Interjections*	By the end of the Sub Strand, the learner should be able to: a) identify characters and mora; lessons in stories for comprehension, b) answer comprehension questions based on the theme, c) enjoy reading texts for lifelong learning.	The learner is guided to: • read short stories related to the theme, • discuss characters and themes in stories collaboratively, • team up to discuss the moral lessons learnt from the short stories, • pick out **interjections** from simple texts, • role play different characters in stories with peers, • use a dictionary to search for meaning of vocabulary, • work jointly to answer direct and inferential questions from the stories read.	How can we tell we have understood a text?

Core Competencies to be developed:
- Communication and Collaboration: This is promoted as the learner actively engages with peers to read short stories related to the theme.
- Critical thinking and Problem solving: This is developed as the learner explores views to identify characters and moral lessons in stories.

Values:

- Respect: This is enhanced as the learner ensures positive regard for others when role playing different character roles in a story.
- Responsibility: This is inculcated as the learner cooperates with peers to discuss the moral lessons learnt from the short stories.

Pertinent and Contemporary Issues (PCIs):

Career Education: This is enhanced as the learner identifies and practices their talents and gifts in order to grow and sharpen their personal skills.

Link to other Learning Areas:

The learner can relate the concept of drawing moral lessons from stories to their interpretation and application of religious teachings 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: Poetry (2 lessons) • *Features of a poem* • *Neatness and legibility*	By the end of the Sub Strand, the learner should be able to: a) highlight features of a poem for comprehension, b) write a simple poem using neat and legible handwriting for communication, c) appreciate poetry for self-expression.	The learner is guided to: • watch and listen to audio recording on simple poems, • identify features of a poem from the audio recording, • compose simple poems based on the theme and write using neat and legible handwriting, • recite the poems fluently and do a peer review collaboratively, • record their poem recitations using digital devices, • organise their neatly written poems and recorded versions in the class portfolio.	How is poetry important in our daily life?

Core Competencies to be developed:

• Digital Literacy: This is promoted as the learner interacts with technology as they record their poem recitations using digital devices.
• Creativity and Imagination: This is cultivated as the learner composes simple poems in neat and legible handwriting.

Values:
• Unity: This is enhanced as the learner works harmoniously with peers to create simple poems based on the theme.
• Respect: This is promoted as the learner accommodates diverse opinions given by others during peer review sessions.
Pertinent and Contemporary Issues (PCIs):
ICT: This is promoted as the learner manipulates digital devices to record themselves reciting poems and interacts with digital content from the audio recordings.
Link to other Learning Areas:
The learner can relate the concept of talents and gifts to their learning of stewardship and gifts in Religious Education.

THEME 8: TECHNOLOGY- CARE FOR DIGITAL DEVICES

Suggested Vocabulary: technology, digital, telephone, television, internet, care, electricity, charge, repair, protect, store, clean

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.1 Listening and Speaking	**8.1.1 Public Speaking** (2 lessons) • *Audience awareness skills* • *Clarity and audibility* • *Organising ideas*	By the end of the Sub Strand, the learner should be able to: a) speak clearly and audibly on a topic to express personal opinions effectively, b) apply audience awareness skills in public speaking, c) appreciate public speaking skills for self-expression.	The learner is guided to: • watch public speeches and presentations from eloquent orators in the society from audio visual sources, • work with peers to discuss audience awareness skills for public presentations, • team up with peers to organise ideas on a topic related to the theme, • make a presentation on the topic clearly, audibly and using appropriate audience awareness skills, • record themselves performing the speeches and share in class, • take part in a public speaking session on a topic of choice.	1. What do we consider when speaking in public? 2. Why is it important to speak clearly and audibly?

Core Competencies to be developed:
• Self-efficacy: This is acquired as the learner shows concerted attention when organising ideas and making public speeches effectively and efficiently.
• Creativity and Imagination: This is developed as the learner makes a presentation on the topic clearly, audibly and using appropriate audience awareness skills.
Values:
• Unity: This is promoted as the learner collaborates with peers to organise ideas on a topic for presentation in class.
• Peace: This is cultivated as the learner displays tolerance when recording themselves performing the speeches and sharing in class.
Pertinent and Contemporary Issues (PCIs):
Self-management and awareness: This is enhanced as the learner discovers and applies public speaking skills in their communication.
Link to other Learning Areas:
The learner can relate the knowledge on care for digital devices to the similar concepts learnt 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: Narratives** (2 lessons) • *Characters* • *Plot* • *Vocabulary building*	By the end of the Sub Strand, the learner should be able to: a) outline the characters in a narrative for comprehension, b) retell the flow of the events in the story for expression, c) appreciate the moral lessons from stories for lifelong learning.	The learner is guided to: • team up with peers to collect a variety of narratives from the community, • read level readers and identify the characters in the stories, • make a summary of events in the narratives, • find meaning of vocabulary used from context, • use a dictionary to confirm meaning of vocabulary from texts, • make a list of synonyms and opposites of words from the vocabulary identified, • discuss lessons learnt from level readers, • visit a library to select a grade appropriate material for individual reading.	1. What should you consider when reading silently? 2. How do you keep a record of learnt vocabulary?

Core Competencies to be developed:

- Learning to Learn: This is enhanced as the learner builds on their learning experiences by searching for meaning of vocabulary from contexts and in the dictionary.
- Critical thinking and Problem solving: This is cultivated as the learner analyses concepts to make a list of synonyms and opposites of words from the vocabulary identified.

Values:

- Responsibility: This is nurtured as the learner exhibits a self-driven attitude when visiting a library to select a grade appropriate material for individual reading.
- Unity: This is promoted as the learner teams up with peers to collect a variety of narratives from the community.

Pertinent and Contemporary Issues (PCIs):

ICT: This is promoted as the learner reads and interacts with content on care for digital devices.

Link to other Learning Areas:

The learner can relate the concept on vocabulary from the theme on care for digital devices to their learning of technology in Science and Technology.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Writing	8.3.1 Functional Writing: Friendly Letter (2 lessons) • *Components* • *Format*	By the end of the Sub Strand, the learner should be able to: a) identify the components of a friendly letter for comprehension, b) write a friendly letter based on the theme for expression, c) enjoy writing friendly letters for communication.	The learner is guided to: • work collaboratively to collect samples of friendly letters from print and non-print sources, • identify components of a friendly letter, • discuss with peers the various components from the sample friendly letters, • compose a friendly letter related to the theme, • team up with peers to type the friendly letter on a digital device, • proofread their friendly letters and make corrections, • organise the friendly letters in their portfolio.	Why do we write friendly letters?

Core Competencies to be developed:
- Digital Literacy: This is enhanced as the learner interacts with technology to type the friendly letter on a digital device.
- Learning to Learn: This is developed as the learner builds on their own learning experience when composing a friendly letter related to the theme.

Values:
• Responsibility: This is nurtured as the learner exhibits accountability to accept input when proofreading their friendly letters and making corrections.
• Patriotism: This is promoted as the learner is devoted to work with peers to read and share friendly letters.
Pertinent and Contemporary Issues (PCIs):
Nationalism: This is promoted as the learner works with peers to accomplish tasks and learn from each other.
Link to other Learning Areas:
The learner can relate the concept of writing friendly letters to their learning of similar concepts in English and Kiswahili.

THEME 9: NATIONALISM- NATIONAL DAYS

Suggested Vocabulary: nation, celebration, speech, leaders, entertainment, national address, people, colour, guests, patriotic songs

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.1 Listening and Speaking	**9.1.1 Language Strategies on Daily Experiences** (2 lessons) • *Fluency* • *Patriotic songs* • *Adverbs*	By the end of the Sub Strand, the learner should be able to: a) describe national events fluently and with expression, b) compose songs based on patriotism for expression, c) value the place of national days in promoting ethnic cohesion.	The learner is guided to: • listen to and watch recorded events on national days, • work collaboratively to build a vocabulary bank on words related to national days, • work jointly with peers to describe the events and activities fluently, with accuracy and with expression, • listen to each other describing events and identify **adverbs** used, • work collaboratively to compose patriotic songs for a national day, • team up with peers to perform the patriotic songs during an indigenous day interclass festival.	1. Why do we celebrate national days? 2. How can we describe an event interestingly?

Core Competencies to be developed: • Citizenship: This is enhanced as the learner works collaboratively with peers to compose patriotic songs to show love for their country. • Communication and Collaboration: This is developed as the learner engages actively when listening to each other describing events and identifying adverbs used.
Values: • Unity: This is acquired as the learner works collaboratively to build a vocabulary bank on words related to national days. • Patriotism: This is enhanced as the learner teams up with peers to perform the patriotic songs during an indigenous day interclass festival.
Pertinent and Contemporary Issues (PCIs): Ethnic and racial relations: This is promoted as the learner is exposed to content on patriotism and nationalism through patriotic songs.
Link to other Learning Areas: The learner can relate the concept nationalism and patriotism to their learning of unity 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** (2 lessons) • *Stories* • *Making predictions* • *Responding to questions*	By the end of the Sub Strand, the learner should be able to: a) make predictions on the events of the story, b) read a story based on the theme for comprehension, c) answer comprehension questions correctly, d) enjoy reading texts for comprehension.	The learner is guided to: • select a reading material based on the theme, • predict events and preview text based on the theme, • work jointly with peers to make notes on the events of the texts, • read simple passages on national days and answer questions, • elicit topical words from passages on national days and infer the meaning from context, • discuss events in the stories read with peers.	How can we make accurate predictions in stories?

Core Competencies to be developed:
• Communication and Collaboration: This is promoted as the learner engages actively with facts and examples when discussing events in the stories read with peers.   • Self-efficacy: This is developed as the learner effectively orders and prioritises tasks when selecting a reading material based on the theme.
Values:
•   Love: This is nurtured as the learner displays respect for others when interacting with reading materials on nationalism.   •   Unity: This is cultivated as the learner works jointly with peers to make notes on the events of the texts.
Pertinent and Contemporary Issues (PCIs):   Social cohesion: This is enhanced as the learner interacts with texts on national holidays and events that take place during such celebrations.
Link to other Learning Areas: The learner can relate the concept of national unity through national days to their learning of unity in Religious Education.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Writing	**9.3.1 Functional Writing: Recipe** (2 lessons) • *Components* • *Format* • *Adverbs*	By the end of the Sub Strand, the learner should be able to: a) identify components of a recipe for information, b) write a recipe of a cultural food for lifelong learning, c) enjoy exploring various ways of preparing foods for cultural appreciation.	The learner is guided to: • discuss different components of recipes with peers, • identify **adverbs** that can be used when giving instructions in recipes and write them on flashcards, • team up to play a language game involving role playing various adverbs (*of manner*) used in recipes with peers, • collaborate with peers to write a recipe on a cultural food from their community, • share their recipes with other groups in class, • team up to design a creative recipe book and organise the various recipes shared in the book.	How do you write clear instructions?

Core Competencies to be developed:
• Creativity and Imagination: The learner exchanges new ideas that inspire creative thinking when designing a creative recipe book and organising the various recipes shared in the book**.**
• Learning to Learn: This is promoted as the learner is motivated to learn continuously as they write a recipe on a common cultural food from their community.
Values:
• Unity: This is achieved as the learner cooperates with peers to role play a language game involving adverbs (*of manner*) used in recipes.
• Love: It is cultivated as the learner portrays a caring attitude when sharing their recipes with other groups in class .
Pertinent and Contemporary Issues (PCIs):
Cultural awareness: This is enhanced as the learner is exposed to various recipes on different cultural foods.
Link to other Learning Areas:
The learner can relate the concept of recipe writing to their learning of food preparation in Agriculture.

SUGGESTED ASSESSMENT RUBRIC

STRAND: LISTENING AND SPEAKING					
Level / **Indicator**		**Exceeding Expectations**	**Meeting Expectations**	**Approaching Expectations**	**Below Expectations**
Language in use (Infused)	Ability to use parts of speech in sentence construction - nouns - verbs - pronouns - adverbs - interjections - conjunctions	Uses parts of speech in sentence construction (nouns, verbs, pronouns, adverbs, interjections and conjunctions) with precision	Uses parts of speech in sentence construction (nouns, verbs, pronouns, adverbs, interjections and conjunctions)	Uses most of the parts of speech in sentence construction (nouns, verbs, pronouns, adverbs, interjections and conjunctions)	Uses a few of the parts of speech in sentence construction (nouns, verbs, pronouns, adverbs, interjections and conjunctions)
Attentive listening	Ability to paraphrase a text for information	Paraphrases a variety of texts for information meticulously	Paraphrases a text for information	Paraphrases a large portion of a text for information	Paraphrases a limited portion of a text for information
	Ability to translate a text to indigenous languages	Translates a variety of texts to indigenous languages	Translates a text to indigenous languages	Translates a portion of a text to indigenous languages	Translates a text to indigenous languages with clues
Comprehension	Ability to respond to direct and inferential	Responds to direct and inferential	Responds to direct and inferential	Responds to most direct and	Responds to a few direct and

	questions from an oral text	questions from a variety of oral texts	questions from an oral text	inferential questions from an oral text	inferential questions from an oral text
Figurative language	Ability to identify idioms, proverbs and wise sayings	Identifies idioms, proverbs and wise sayings with rich details	Identifies idioms, proverbs and wise sayings	Identifies at least one of the figurative elements (either idioms, proverbs or wise sayings)	Identifies idioms, proverbs and wise sayings with prompts
Storytelling	Ability to narrate oral narratives	Narrates oral narratives creatively	Narrates oral narratives	Partially narrates oral narratives	Narrates oral narratives with assistance
Public presentations	Ability to make oral presentations for effective communication: - audience awareness skills - organising ideas - audibility - clarity	Creatively makes oral presentation for effective communication	Makes oral presentation for effective communication	Makes oral presentation for effective communication with a few omissions	Makes oral presentation for effective communication with numerous omissions

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 fluently with correct: - intonation - speed - expression - pronunciation	Reads varied texts with correct intonation, speed, pronunciation and expression	Reads a text with correct intonation, speed, pronunciation and expression	Reads a portion of text with correct intonation, speed, pronunciation and expression	Reads a text with correct intonation, speed, pronunciation and expression with prompts

Reading comprehension	Ability to respond to direct and inferential questions and instructions from written texts	Responds to direct and inferential questions and instructions from written texts in varied contexts	Responds to direct and inferential questions and instructions from written texts	Responds to most direct and inferential questions and instructions from written texts	Responds to a few direct and inferential questions and instructions from written texts
Reading strategies	Ability to apply reading strategies when reading: - summarising - prediction - skimming - scanning	Applies reading strategies (summarising, prediction, skimming and scanning) when reading meticulously	Applies reading strategies (summarising, prediction, skimming and scanning) when reading	Applies one of the reading strategies (summarising, prediction, skimming and scanning) when reading	Applies reading strategies (summarising, prediction, skimming and scanning) when reading with assistance
STRAND: WRITING					
Handwriting: Neatness and legibility	Ability to write paragraphs neatly and legibly	Writes paragraphs neatly and legibly in a variety of contexts	Writes paragraphs neatly and legibly	Writes a portion of the paragraphs neatly and legibly in most instances	Writes a portion of the paragraphs neatly and legibly in a few instances
Punctuation	Ability to use punctuation marks (*exclamation marks, quotation marks*	Uses punctuation marks (*exclamation*	Uses punctuation marks (*exclamation*	Uses some punctuation marks (*exclamation*	Uses punctuation marks (*exclamation*

	and question marks) in texts	*marks, quotation marks and question marks*) in texts meticulously	*marks, quotation marks and question marks*) in texts	*marks, quotation marks and question marks*) in texts	*marks, quotation marks and question marks*) in texts with prompts
Paragraph writing	Ability to write a logical and well sequenced paragraph	Writes logical and well sequenced paragraphs creatively	Writes a logical and well sequenced paragraph	Writes a portion of a logical and well sequenced paragraph	Writes a logical and well sequenced paragraph with assistance
Creative writing	Ability to compose a story and a poem neatly and legibly - features - format - language - grammar	Creatively composes a story and a poem neatly and legibly	Composes a story and a poem neatly and legibly	Makes an attempt to compose a story and a poem neatly and legibly	Composes a story and a poem neatly and legibly with assistance
Functional writing	Ability to write a shopping list, friendly letter and recipe using correct: - format - components - language - organisation	Writes a shopping list, friendly letter and recipe with rich details	Writes a shopping list, friendly letter and recipe	Writes either a shopping list, friendly letter or recipe with a few omissions	Writes either shopping list, friendly letter or recipe with numerous omissions

APPENDIX 1: GUIDELINES FOR INTEGRATING CSL ACTIVITY AT UPPER PRIMARY

GUIDELINES FOR GRADE 5 COMMUNITY SERVICE LEARNING PROJECT

Introduction

There will be **one** integrated Community Service Learning activity that will be conducted **annually** for Grade 5 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 ● 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 ● 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 have they 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	- Oral reading or dictation recitations - Role play - Debates - Oral interviews - Dialogues - Oral discussions - Oral presentations - Public speaking - Peer assessment - Self-assessment	- Dictionaries - Manilla papers - Models - Pictures and photographs - Diorama - Flash cards - Charts and realia *(Digital sources)* - Games - Songs - Digital story books - Pictures and photographs - Electronic and digital devices - Flash cards - Charts - Video clips - Audio-visual resources - Other web resources	- Participation in poetry recitations during music and drama festivals. - Coming up with speeches and delivering them during prize giving days, school assembly, extravaganzas among others, to enhance fluency. - Participating in music festivals to hone communication and listening skills. - Participating in exhibitions to display skills, concepts and creative works.

| Reading | • 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 | • 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
(Digital sources)

• Digital storybooks
• Electronic and digital devices
• Electronic or online dictionaries
• Flashcards
• Other web resources | • 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. |

| Writing | Peer assessment Dictation Portfolio Anecdotal records Checklists and criteria Sentence construction | Dictionaries Manilla papers Models Pictures and photographs Diorama Flash cards Charts and realia *(Digital sources)* Games Digital story books Pictures and photographs Electronic and digital devices | Dramatising and filming skits on various themes Letter writing drills 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. |