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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

MANDARIN

GRADE 6

First Published 2017

Revised 2024

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ISBN: 978-9914-724-97-4

Published and printed by Kenya Institute of Curriculum Development

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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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 and Nutrition | 4 |
| 7. | Social Studies | 3 |
| 8. | Creative Arts | 6 |
| | Pastoral Instruction Programme | 1 |
| Total | | 35 |

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary 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 shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include Arabic, French, German and Mandarin. The learner is expected to acquire the four language skills: listening, speaking, reading and writing at a basic level in the non-formal curriculum. This will give the learner an opportunity to acquire language competencies in experiential, innovative and flexible ways. Foreign languages learning at this level is guided by social-constructivism and environmental theories. Learning these languages will promote international consciousness and appreciation of one's own and other cultures. The learner will transit to Senior School 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 | Active listening Attentive listening, pronunciation, comprehension, vocabulary development | 9 |
| | Oral expression Vocabulary and language use, organization of ideas (coherence), active listening, pronunciation (intonation, tone) | 9 |
| | Interactive speaking Vocabulary development, turn taking, active listening, presentation skills (coherence, clarity), comprehension | 9 |
| 2.0 Reading | Reading aloud Chinese tones, pronunciation (pitch, tone, volume) word recognition, fluency (pace, pauses, speed) oral presentation skills (articulation, projection) | 8 |
| | Guided reading Vocabulary development, fluency (intonation , expression ,phrasing), comprehension, reading strategies (context clues) | 10 |

| | | |
|--------------------------------|--|------------|
| 3.0 Writing | Guided writing Writing mechanics (spelling, word order, punctuation), paragraph writing (organization, coherence), character recognition, descriptive texts, vocabulary development, Chinese characters (strokes and stroke order), sentence structures, handwriting (legibility and neatness) | 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 Active Listening (3 lessons) <ul style="list-style-type: none"> • <i>Attentive listening</i> • <i>Pronunciation</i> | By the end of the Sub Strand, the learner should be able to: a) identify key information in oral communication, b) articulate sentences on familiar topics with correct pronunciation, | The learner is guided to: <ul style="list-style-type: none"> • listen and repeat saying the Chinese personal pronouns (我、你、您、他、她) in turns, • listen to a recording about greetings for different moments of the day (早上好、上午好、中午好、下午好、晚上好、晚安) and repeat after it, • sing the Chinese numbers song (1-50) with peers, • listen and repeat saying a Chinese tongue-twister on numbers in turns (四是四，十是十，十四是十四，四不是十，十不是四) with the correct pronunciation , • take turns introducing themselves and their friends, (name and age) (e.g. 你/您好、早上好 | How can you minimise distractions while listening? |

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| | | <p>c) appreciate the importance of listening keenly for comprehension.</p> | <p>/上午好/中午好/下午好/晚上好,我叫....., 我今年.....岁。他是我的朋友, 他叫....., 他今年.....岁, 你/您呢?),</p> <ul style="list-style-type: none"> ● listen to an audio recording on introductions of oneself and others and answer the subsequent questions, ● discuss how the use of appropriate language during introductions builds stronger interactions/connections in the community. | |
| <p>Core competencies to be developed: Communication and Collaboration: The learner speaks effectively and logically when they introduce themselves and their friends.</p> | | | | |
| <p>Values: Unity: The learner displays team spirit when they recite the Chinese tongue twister on numbers with their peers.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Social cohesion is strengthened as the learner exhibits the commonly held norms and values that promote acceptance in the community when they introduce themselves and others appropriately.</p> | | | | |
| <p>Link to other learning areas: The learner can relate their learning to English and Kiswahili on the concept of conveying their thoughts and ideas clearly using appropriate pronunciation.</p> | | | | |

THEME 2: 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 Active Listening (3 lessons)</p> <ul style="list-style-type: none"> • <i>Attentive 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) recall key words, phrases and expressions from listening texts, b) summarise the main points and details in varied listening contexts, c) acknowledge the importance of clarity of ideas in communication. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to a recording and list nuclear family members correctly, • listen and repeat saying numbers 30 - 100 with the correct tones with peers, • role-play asking and responding to questions inquiring about the age of their nuclear family members using 多大了 collaboratively, • listen to a passage related to nuclear family members and summarise the information given with peers, • use pictures or drawings to talk about the members of their nuclear family (name and age) in turns, | <p>What makes a good oral presentation?</p> |

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| | | | <ul style="list-style-type: none"> ● discuss the importance of active listening and expressing thoughts and feelings respectfully within the nuclear family. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: The learner works collaboratively with peers to ask and respond to questions inquiring about the age of their nuclear family members. ● Communication and Collaboration: The learner listens keenly and actively to a passage on nuclear family members and summarises the oral information with peers. | | | | |
| <p>Values: Respect is nurtured when the learner appreciates the diverse opinions of their peers during introductions of their nuclear family members.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Healthy inter and intra personal relationships: This is developed when the learner can relate amicably with their nuclear family members through open, honest and respectful communication.</p> | | | | |
| <p>Link to other learning areas: The learner can link the concept of manipulating numbers and its application in their daily life to Mathematics.</p> | | | | |

THEME 3: MY SURROUNDINGS

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------|--|--|---|--|
| 1.0 Listening and Speaking | 1.3 Active Listening (3 lessons) <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Comprehension</i> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify key words and phrases in simple texts, b) respond to questions appropriately in varied listening contexts, c) appreciate the importance of asking clarifying questions for effective communication. | The learner is guided to: <ul style="list-style-type: none"> • listen to an audio recording of the different facilities in the school and repeat saying the words (e.g. 图书馆、教室、体育馆、操场、办公室、教师休息室), • match images of school facilities to their appropriate Chinese names with peers, • describe the given vocabulary as their peers pick the appropriate location in the school being referred to, • simulate a dialogue on asking where one is going/has gone using the vocabulary acquired (e.g. 你去哪儿?老师去哪儿了? 老师在……吗?), • take turns to ask and answer questions on where someone is/ is going/ has gone | How do you seek for clarification when listening actively? |

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| | | | <p>to within the school area (e.g. 同学去哪儿了? 同学去操场了。),</p> <ul style="list-style-type: none"> ● discuss collaboratively how to take care of the facilities in their school. | |
| <p>Core competencies to be developed: Critical thinking and Problem solving: Active listening and Communication skills are developed as the learner follows the descriptions given by their peers to identify the correct locations in the school.</p> | | | | |
| <p>Values: Responsibility: This is fostered as the learner becomes aware of their role in taking care of facilities in their school.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Peer mentorship and Role modelling: The learner actively listens to suggestions and ideas from peers and takes initiative to actively participate in taking care of their school facilities.</p> | | | | |
| <p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● The learner can relate the concept of caring for their surroundings to their learning in Agriculture and Nutrition. ● The learner links their learning to English and Kiswahili on the skill of expressing ideas in a logical order for meaningful interactions. | | | | |

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 Oral Expression (3 lessons)</p> <ul style="list-style-type: none"> • <i>Vocabulary and language use</i> | <p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) outline vocabulary related to the theme from listening texts, b) use a variety of words and phrases appropriately in oral communication, c) display enthusiasm in using appropriate vocabulary for effective communication. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen and repeat words and phrases related to the months of the year in the right sequence (一月、二月、三月、四月、五月、六月、七月、八月、九月、十月、十一月、十二月), • create a rhyme on months of the year using a familiar tune collaboratively and recite it in class, • talk about their favourite months and why they like them with peers, • look at pictures of seasonal events that take place during various months of the year and talk about them (圣诞节、复活节、情人节、放假、开学), | <p>How can you speak clearly and effectively on various topics?</p> |

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| | | | <ul style="list-style-type: none"> ● prepare a song on months of the year and present it in class for peer role modelling, ● discuss and share the importance of planning and organising their time throughout the year. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: The learner works collaboratively with others as they prepare and present a song for peer role modelling. ● Communication and Collaboration: Teamwork skills are enhanced when the learner participates actively in giving reasons for their preferences for the various months of the year. | | | | |
| <p>Values: Unity: The learner displays team spirit as they collaboratively create a rhyme on months of the year using a familiar tune.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Self-awareness: The learner acknowledges the importance of time management by prioritising tasks in their day-to-day life.</p> | | | | |
| <p>Link to other learning areas: The learner links their learning to Creative Arts on the concept of using imagination and innovative ways to present their ideas and thoughts.</p> | | | | |

THEME 5: FUN AND ENJOYMENT

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------|---|---|---|--------------------------------------|
| 1.0 Listening and Speaking | 1.5 Oral Expression (3 lessons) <ul style="list-style-type: none"> • <i>Vocabulary and language use</i> • <i>Organization of ideas (coherence and logic)</i> | By the end of the Sub Strand, the learner should be able to: a) identify key information in oral communication, b) express personal preferences in a logical and coherent manner, c) acknowledge the role of proper articulation in communication. | The learner is guided to: <ul style="list-style-type: none"> • listen and repeat saying the names of sports and games after a recording (e.g. 足球、篮球、网球、乒乓球、羽毛球 etc.), • make simple sentences with vocabulary related to sports and games in turns (e.g. 运 yùndòng、比赛 bǐsài、踢足球 tī zúqiú、打篮球 dǎ lánqiú、打排球 dǎ páiqiú etc.), • simulate a game/ sport and have their peers guess the appropriate name collaboratively, • take turns to talk about their preferences for sports and games using 我喜欢 Wǒ | What makes a good oral presentation? |

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|---|--|--|--|--|
| | | | <p><i>xīhuān</i>....., 我爱 <i>Wǒ ài</i>....., 我热爱 <i>Wǒ rè'ài</i>....., 我不喜欢.....,</p> <ul style="list-style-type: none"> ● role-play asking and answering questions about the sports and games they enjoy using vocabulary acquired collaboratively (e.g. 你最喜欢什么运动? 我最喜欢跑步。 <i>Nǐ zuì xǐhuān shénme yùndòng? Wǒ zuì xǐhuān pǎobù.</i>) , ● research online or from various sources the importance of participating in sports and games for wellness. | |
| <p>Core competencies to be developed: Digital literacy: The learner uses digital technology to effectively accomplish own tasks when they search online for the importance of engaging in sports and games.</p> | | | | |
| <p>Values: Unity: The learners respect other people’s opinion as they listen to their peers talk about their preferred sports and games.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Mental health: The learner acknowledges the importance of physical activity in promoting positive mental health and emotional well-being.</p> | | | | |
| <p>Link to other learning areas: The learner relates to Creative Arts on the concept of utilising sports and games to enhance well-being.</p> | | | | |

THEME 6: FOODS AND DRINKS

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------|---|---|--|---|
| 1.0 Listening and Speaking | 1.6 Oral Expressions (3 lessons) <ul style="list-style-type: none"> • <i>Active listening</i> • <i>Pronunciation (intonation, tone)</i> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) outline main ideas from a listening text, b) make use of appropriate tone and intonation in various contexts, c) develop confidence in their oral communication skills. | The learner is guided to: <ul style="list-style-type: none"> • watch an audio-visual clip and list the different tastes of food (咸、甜、辣、苦、酸、好吃、好喝), • examine pictures of different food items and assign them their correct tastes with peers, • describe their taste preferences and the foods that they like or dislike using 我喜欢吃/我不喜欢吃....., 我爱吃....., • use pictures/drawings of common foods from their communities and describe how they taste like, • discuss with peers why the tastes of food vary in different cultures and communities for cultural appreciation, | How can we practise proper articulation in communication? |

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| | | | <ul style="list-style-type: none"> • collaboratively research and present the importance of making nutritious food choices for well-being. | |
| <p>Core competencies to be developed: Citizenship: The learner develops social cultural sensitivity and awareness skills as they discuss why the tastes of food vary in different communities.</p> | | | | |
| <p>Values: Respect: The learner appreciates the diverse opinions of their peers as they describe the tastes of common foods found in their respective communities.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Healthy eating: The learner gains an awareness of the importance of a nutritious diet for health during the collaborative research with peers.</p> | | | | |
| <p>Link to other learning areas: The learner links their learning to Agriculture and Nutrition on the importance of eating a balanced diet for overall health.</p> | | | | |

THEME 7: MY BODY

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------|--|---|---|--|
| 1.0 Listening and Speaking | 1.7 Interactive Speaking (3 lessons) <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Turn taking</i> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify vocabulary related to the theme for comprehension, b) apply appropriate turn-taking in oral communication, c) appreciate the role of speaking clearly for effective communication. | The learner is guided to: <ul style="list-style-type: none"> • spell out the names of parts of the body (脸、牙、手、头发) with peers, • sing the parts of the body song in Chinese collaboratively, • say the names of items used for personal grooming (e.g. 水、梳子、牙膏、牙刷剪刀 etc.), • listen to a description and match each body part with the appropriate grooming item used for it (水、梳子、牙膏、牙刷、剪刀), • form simple sentences using vocabulary related to grooming of the body with peers, | How do you actively participate in a conversation? |

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| | | | <ul style="list-style-type: none"> ● role-play a dialogue using appropriate Chinese vocabulary for body parts and grooming items, ● explore online or offline the importance of personal hygiene habits on overall health and share collaboratively. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: The learner connects to and uses the internet to search for the importance of personal hygiene practices on one's health. ● Learning to learn: The learner works collaboratively with peers to role-play a dialogue on body parts and their appropriate grooming items. | | | | |
| <p>Values: Love: The learner exhibits patience when they wait for their turn to form simple sentences using vocabulary related to the theme with peers.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Personal health and Hygiene: These are developed as the learner appreciates the value of prioritising their health and wellness through practising good hygiene habits.</p> | | | | |
| <p>Link to other learning areas: The learner links their learning to Agriculture and Nutrition on the concept of practising good personal hygiene habits for wellness and health.</p> | | | | |

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 Interactive Speaking (3 lessons) <ul style="list-style-type: none"> • <i>Active listening</i> • <i>Presentation skills (coherence and clarity)</i> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) recall key words and phrases from oral texts, b) make use of clear and coherent comparisons in Chinese, c) appreciate the importance of expressing oneself clearly. | The learner is guided to: <ul style="list-style-type: none"> • listen and repeat the weather-related adjectives (热、冷、暖、凉、晴、刮风、多云), • spin a wheel with pictures of different weather patterns and answer the question 天气怎么样? using the adjectives that describe weather, • compare weather conditions in different places/ days/months using 比 (e.g. 七月比八月冷), • use pictures or prompts related to different weather scenarios to create short simple stories collaboratively, • play vocabulary games using weather related terms and use them to compose simple sentences and short descriptions, | How can one communicate clearly? |

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| | | | <ul style="list-style-type: none"> ● research extreme weather events in their locality and share how they can be addressed or mitigated. | |
| <p>Core competencies to be developed: Critical thinking and Problem solving: The learner develops researching skills when they explore extreme weather events in their locality and how they can be addressed.</p> | | | | |
| <p>Values: Unity: The learner strives to achieve common goals as they collaboratively create simple stories on various weather scenarios depicted in the pictures prompts.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Environmental education: The learner highlights extreme weather events in their local community and explores strategies for resilience to address them.</p> | | | | |
| <p>Link to other learning areas: The learner can relate their learning to Social Studies on the concept of weather patterns in various climatic regions.</p> | | | | |

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 Interactive Speaking (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) construct simple sentences using vocabulary related to the theme, b) respond to questions in varied contexts with clarity, c) appreciate the role of critical thinking in communication. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen and repeat saying vocabulary on school facilities from a recording (e.g. 图书馆、教室、体育馆、操场、办公室、餐厅), • use maps to talk about the location of various items in the school facilities using location words (方位词: 前面、后面、旁边、对面), • take turns identifying and saying where different school facilities are located with peers (e.g. 图书馆在前面。操场在教室后面。), • ask and respond to questions on the location of people, items and school | <p>How can you ensure clarity while communicating?</p> |

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| | | | facilities collaboratively (e.g. 教室在哪儿？教室在洗手间旁边。), <ul style="list-style-type: none"> ● create navigation aids for improved orientation and accessibility in the school, ● discuss the appropriate digital networks they can use to share the navigation aids for awareness creation. | |
| Core competencies to be developed: Citizenship: The learner observes safe and responsible use of ICT as they brainstorm on the appropriate digital networks to use for awareness creation. | | | | |
| Values: Integrity: The learner displays self-discipline as they only engage in appropriate digital networks to share their navigation aids with their peers. | | | | |
| Pertinent and Contemporary Issues (PCIs): Time management: Proficient time management skills are developed through the identification and location of school facilities that enhances overall navigation efficiency. | | | | |
| Link to other learning areas: The learner can relate the skills of digital safety while using technology to their learning in Science and Technology. | | | | |

SUGGESTED ASSESSMENT RUBRIC FOR THE LISTENING AND SPEAKING STRAND

| Level Indicator | Exceeding Expectations | Meeting Expectations | Approaching Expectations | Below Expectations |
|---|--|--|---|--|
| Ability to use vocabulary and expressions in oral communication. | The learner uses all the targeted vocabulary and expressions in oral communication; attempts to use a variety of vocabulary and expressions synonymous to the targeted ones, giving justifications for their choice. | The learner uses all targeted vocabulary and expressions in oral communication. | The learner uses most of the targeted vocabulary and expressions in oral communication. | The learner uses some of the targeted vocabulary and expressions in oral communication. |
| Ability to maintain correct spoken language patterns in oral expressions. | The learner maintains correct spoken language patterns in oral expressions; attempts to use colloquial and idiomatic expressions successfully. | The learner maintains correct spoken language patterns at all times in oral expressions. | The learner maintains correct spoken language patterns in oral expression. Makes a few errors at times that may interfere with communication. | The learner maintains correct spoken language patterns on rare occasions in oral expression. Makes many errors most of the time that interfere with communication. |

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| <p>Ability to respond to questions and prompts to show comprehension and engagement in oral interactions.</p> | <p>The learner responds to all questions and prompts to show comprehension and engagement in oral interactions and goes further to give appropriate illustrations and examples.</p> | <p>The learner responds to all questions and prompts to show comprehension and engagement in oral interactions.</p> | <p>The learner responds to most questions and prompts to show comprehension and engagement in oral interactions.</p> | <p>The learner responds to few questions and prompts to show comprehension and engagement in oral interactions.</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 | 2.1 Reading Aloud (2 lessons) <ul style="list-style-type: none"> • <i>Chinese tones</i> • <i>Pronunciation (pitch, tone and volume)</i> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) pronounce sounds and words correctly in varied contexts, b) apply appropriate pitch, tone and volume when reading texts, c) develop enthusiasm for | The learner is guided to: <ul style="list-style-type: none"> • read out greetings related to moments of the day (早上好、上午好、中午好、下午好、晚上好、晚安) and numbers 1-50 with the correct tone, • look at pictures of different moments of the day and indicate whether the greetings indicated are correct or incorrect, • read out the tongue-twister on numbers collaboratively (四是四，十是十，十四是十四，四不是十，十不是四), • rearrange jumbled up greetings related to moments of the day and read them out aloud, • read a conversation on greetings and introduction of self and others (name and age) and answer simple questions, | How can reading aloud improve comprehension of texts? |

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| | | reading texts aloud. | <ul style="list-style-type: none"> • explore the similarities and differences between greetings used at various times of the day in their language and Chinese then share their findings. | |
| <p>Core competencies to be developed: Citizenship: The learner develops social cultural sensitivity and awareness when they compare and contrast greetings in their own language and Chinese.</p> | | | | |
| <p>Values: Respect: The learner exercises patience with their peers as they wait for their turn to read the tongue twister on numbers.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Cultural awareness is promoted as the learner becomes aware of the similarities and differences of greetings in their own language and Chinese.</p> | | | | |
| <p>Link to other learning areas: The learner relates the skill of counting numbers to their learning in Mathematics.</p> | | | | |

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 Reading Aloud (2 lessons)</p> <ul style="list-style-type: none"> • <i>Word recognition</i> • <i>Fluency (pace and speed)</i> | <p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) highlight key words and phrases from reading texts, b) utilise the appropriate pace and speed in reading texts for comprehension, c) acknowledge the importance of reading aloud in enhancing comprehension. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • read aloud titles related to nuclear family members from flashcards, • work jointly to locate vocabulary about nuclear family members from a crossword puzzle then read them aloud, • arrange jumbled up flashcards of numbers 30-100 and read them out in turns, • role-play reading simple texts on the introduction of nuclear family members by their name and age, • read the poem on family aloud for peer assessment, • read out the titles of nuclear family members in Kiswahili and Chinese and compare their pronunciations (e.g. 爸爸 | <p>How can you enhance comprehension when reading aloud?</p> |

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| | | | <ul style="list-style-type: none"> - baba, 妈妈- mama, 哥哥- kaka, 姐姐 - dada etc.), ● dramatise the roles of members in the family with peers. | |
| <p>Core competencies to be developed: Learning to learn: The learner works collaboratively with peers when they role-play introducing their nuclear family members appropriately.</p> | | | | |
| <p>Values: Responsibility: The learner engages in assigned roles and duties as they jointly locate and read words from a crossword puzzle.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Peer education and Mentorship are nurtured as the learner reads poems on the theme for feedback from their peers.</p> | | | | |
| <p>Link to other learning areas: The learner links their learning to Religious Education on the concept of the role of members in a family.</p> | | | | |

THEME 3: MY SURROUNDINGS

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-------------|--|--|---|---|
| 2.0 Reading | <p>2.3 Guided Reading (2 lessons)</p> <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Fluency (intonation and phrasing)</i> | <p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify vocabulary in varied reading contexts, b) make use of correct phrasing and intonation in texts for reading fluency, c) exhibit interest in reading a variety of text proficiently. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • read out the names of school facilities in turns (图书馆 <i>túshūguǎn</i>、教室 <i>jiàoshì</i>、体育馆 <i>tǐyùguǎn</i>、操场 <i>cāochǎng</i>、办公室 <i>bàngōngshì</i>、教师休息室 <i>jiàoshī xiūxiǎoshì</i>), • pick out words related to school facilities from a word puzzle and read them out collaboratively, • work with peers to read simple sentences and respond appropriately to questions related to where one is going (e.g. 你去哪儿 <i>Nǐ qù nǎr?</i>, 老师去哪儿了? <i>Lǎoshī qù nǎr le?</i>, 老师在...吗? <i>Lǎoshī zàima?</i>), | <p>What strategies can you use to read texts clearly?</p> |

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| | | | <ul style="list-style-type: none"> ● rearrange jumbled up sentences and read them out with peers, ● match sentences with their appropriate responses, ● work collaboratively to form a reading book club to improve their proficiency in reading. | |
| <p>Core competencies to be developed: Communication and Collaboration: The learner contributes to group decision making when they participate actively in identifying key vocabulary from the word puzzle.</p> | | | | |
| <p>Values: The learner displays team spirit as they work with peers to read texts and provide appropriate answers to the given questions.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Peer education and Mentorship: These are developed when the learner takes responsibility of their literacy skills by forming reading book clubs to learn from each other's experiences.</p> | | | | |
| <p>Link to other learning areas: The learner relates the skills of giving locations and positions of items or things using the appropriate words to their learning in English and Kiswahili.</p> | | | | |

THEME 4: TIME

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------|---|---|---|---|
| 2.0 Reading | 2.4 Reading Aloud (2 lessons) <ul style="list-style-type: none"> ● <i>Pronunciation</i> ● <i>Fluency (pauses)</i> | By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"> a) pronounce words and phrases accurately in reading texts, d) apply pauses effectively in texts to enhance reading fluency, b) exhibit confidence in reading texts aloud. | The learner is guided to: <ul style="list-style-type: none"> ● arrange months of the year in the correct order and read them out loud in turns, ● read out seasonal events (圣诞节、复活节、情人节、放假、开学) as peers identify the appropriate month associated with it, ● work jointly to read out rhymes on months of the year for feedback, ● read out simple texts related to seasonal events at different months of the year incorporating strategic pauses to emphasise key points, | How can you enhance your understanding of texts when reading? |

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| | | | <ul style="list-style-type: none"> ● read a conversation about months of the year and ask each other questions regarding the text, ● reflect on their reading aloud skills and identifying areas for improvement. | |
| <p>Core competencies to be developed: Self-efficacy: The learner develops clarity of communication when they reflect and identify areas of improvement when reading aloud.</p> | | | | |
| <p>Values: Social justice: The learner advocates for harmonious relationships in the classroom as they work with peers to read out rhymes on months of the year.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Healthy intra and inter personal relationships: This is enhanced when the learner teams up with peers to read and extract key points from a text, and then generates questions from it.</p> | | | | |
| <p>Link to other learning areas: The learner can relate the concept of differentiated activities for months of the year and seasons to their learning in Agriculture and Nutrition.</p> | | | | |

THEME 5: FUN AND ENJOYMENT

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------|--|--|--|--|
| 2.0 Reading | 2.5 Guided Reading (2 lessons) <ul style="list-style-type: none"> • <i>Comprehension</i> • <i>Reading strategies (context clues)</i> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify key details in texts for comprehension, b) use context clues to determine the meaning of unfamiliar words, c) recognise the value of context clues in expanding vocabulary. | The learner is guided to: <ul style="list-style-type: none"> • extract names of sports and games from texts and read them out aloud (足球 <i>zúqiú</i>、篮球 <i>lánqiú</i>、网球 <i>wǎngqiú</i>、乒乓球 <i>pīngpāngqiú</i>、羽毛球 <i>yǔmáoqiú</i>), • circle names related to games and sports in a crossword puzzle and collaboratively read out names, • read a text about preferences for sports and games and give the meaning of the highlighted unfamiliar words, • re-read the dialogue silently on their own and identify where they need help, | How do context clues enhance comprehension of texts? |

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| | | | <ul style="list-style-type: none"> ● read aloud to their peers why they like/dislike 我喜欢/爱.....我不喜欢.....a particular hobby or interest, ● discuss with peers why taking part in appropriate hobbies and interests is important for recreation. | |
| <p>Core competencies to be developed: Self-efficacy: The learner exhibits effective communication skills as they identify and state what they find difficult to do in their reading.</p> | | | | |
| <p>Values: Respect: The learner appreciates the diverse opinions of their peers as they share their preferred hobbies or interests.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Health education: This is promoted when the learner appreciates and acknowledges the importance of undertaking appropriate hobbies and interests for enjoyment.</p> | | | | |
| <p>Link to other learning areas: The learner links their learning to Creative Arts on expression of self through varied ways such as engaging in various hobbies and interests for recreation.</p> | | | | |

THEME 6: FOODS AND DRINKS

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------|--|---|---|--|
| 2.0 Reading | 2.6 Reading Aloud (2 lessons) <ul style="list-style-type: none"> • <i>Word recognition</i> • <i>Oral presentation skills (articulation and projection)</i> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify vocabulary related to the theme from texts, b) express preference in varied contexts using proper articulation and projection, c) acknowledge the significance of reading aloud for comprehension. | The learner is guided to: <ul style="list-style-type: none"> • read aloud names of food items displayed on flashcards in turns (e.g. 红薯、面包、鸡蛋、奶茶、乌加利、米饭、饼、炖豆、炖牛肉、蔬菜), • collaboratively classify the food items according to their tastes and read them aloud with peers (e.g. 咸、甜、辣、苦、酸、好吃、好喝), • read out sentences denoting preference using the words and phrases 喜欢、不喜欢、爱、不爱, • construct simple sentences on the taste of the food items that one like/dislikes and read aloud with proper articulation and projection to their peers, • read a short passage on foods and drinks and state whether the subsequent | What strategies can you use to read aloud effectively? |

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| | | | <p>questions are true or false (e.g. 他喜欢吃....., 他不喜欢吃....., 他爱吃....., 他不爱吃....., 他喜欢喝....., 他不喜欢喝....., 他爱喝....., 他不爱喝....., 饭很咸/甜/辣/苦/酸/好吃, 饭不咸/甜/辣/苦/酸/好吃, 饮料好喝, 饮料不好喝),</p> <ul style="list-style-type: none"> ● discuss jointly with peers factors that influence their preferences or dislikes for various foods and drinks. | |
| <p>Core competencies to be developed: Self-efficacy: The learner displays effective communication skills as they use vocabulary on the theme to construct simple sentences on their preferences for food items.</p> | | | | |
| <p>Values: Unity: The learner respects other people’s opinions as they discuss what determines their preferences or dislikes for various foods items.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Health education: The learner develops an appreciation for different foods and deepens their understanding of food culture and the various factors that affect it.</p> | | | | |
| <p>Link to other learning areas: The learner relates the concept of tastes of various food items to Agriculture and Nutrition.</p> | | | | |

THEME 7: MY BODY

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------------|--|--|---|--|
| <p>2.0 Reading</p> | <p>2.7 Guided Reading (2 lessons)</p> <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Fluency</i> | <p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) extract vocabulary from the given texts, b) read simple texts on varied topics fluently, c) exhibit interest in reading fluently for effective communication. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • read the names of body parts (脸、牙、手、头发) from flashcards in turns, • spell out the names of body parts collaboratively, • read out items used for self-grooming as peers match them to the appropriate image collaboratively (水、梳子、牙膏、牙刷、剪刀), • read the names of activities related to personal grooming of the body (刷牙、洗脸、洗手、洗澡、梳头发、编头发、剪头发), • form simple sentences using acquired vocabulary and read them out for peer feedback, | <p>What strategies can you use to read fluently?</p> |

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| | | | <ul style="list-style-type: none"> ● discuss and share how self-grooming builds one's confidence. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: The learner develops networking skills as they discuss and exchange varied perspectives on how self-grooming builds one's confidence. ● Learning to learn is developed as the learner works collaboratively with peers to match grooming items to their appropriate images. | | | | |
| <p>Values: Unity: The learner appreciates efforts of others as they give feedback on the simple sentences constructed on the theme.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Self-management: The learner gains self-awareness on ways of practising good hygiene and grooming to boost their morale.</p> | | | | |
| <p>Link to other learning areas: The learner is able to relate the concept of personal grooming for overall body wellness to Agriculture and Nutrition.</p> | | | | |

THEME 8: WEATHER AND ENVIRONMENT

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------|--|---|---|---|
| 2.0 Reading | 2.8 Guided Reading (2 lessons) <ul style="list-style-type: none"> • <i>Word recognition</i> • <i>Fluency (expression)</i> | By the end of the Sub Strand, the learner should be able to: a) identify vocabulary related to the theme for comprehension, b) read texts with appropriate expressions to convey meaning, c) exhibit confidence in using appropriate expressions when reading texts. | The learner is guided to: <ul style="list-style-type: none"> • read out vocabulary related to weather conditions from flashcards (e.g.热、冷、暖、凉、晴、刮风、多云 etc.), • work jointly to write simple sentences with the acquired vocabulary and read them aloud, • read out phrases and sentences related to weather conditions with appropriate expressions (e.g. 今天很冷, 下午不热, 星期一会刮风), • rearrange jumbled up sentences and read them out with peers, • read and answer questions on weather conditions with peers in turns (e.g. 明天天气怎么样? 明天是多云), | How can one effectively read texts for comprehension? |

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| | | | <ul style="list-style-type: none"> ● look at a newspaper cut out on weather conditions across the country and read out the stated weather conditions in different places (e.g. 明天 Nairobi 冷, 今天 Kisumu 晴, 下午 Mombasa 暖), ● compare and mention the stated weather conditions in different places with peers using 比 (e.g. Mombasa 比 Kisumu 暖, Nairobi 比 Kisumu 冷). | |
| <p>Core competencies to be developed: Learning to learn: The learner develops relationships with peers as they share what they have learnt while comparing weather conditions in different places using 比.</p> | | | | |
| <p>Values: Respect: The learner patiently waits for their turn to read and answer questions related to weather conditions.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Environmental education: This is promoted as the learner interacts with texts on descriptions of weather conditions in their environment.</p> | | | | |
| <p>Link to other learning areas: The learner is able to relate the concept of weather conditions to their learning in Social Studies.</p> | | | | |

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 Guided Reading (2 lessons)</p> <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Reading strategies</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 vocabulary in texts for comprehension, b) apply appropriate strategies in reading texts for understanding, c) exhibit confidence using the strategies in independent reading tasks. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • read a text and list down the school facilities mentioned (图书馆、教室、体育馆、操场、办公室、餐厅), • highlight words related to school facilities from a crossword puzzle and read them out, • read out the location of various facilities on a school map using location words (方位词: 旁边、对面、前面、后面), • read a text describing the location of different items, people and facilities in the school then answer the questions, • match pictures of their school facilities with the correct descriptions collaboratively, | <p>What strategies can one apply to ensure comprehension of texts?</p> |

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| | | | <ul style="list-style-type: none"> ● identify the challenges encountered when utilising the reading strategies and seek feedback on how to address them collaboratively. | |
| <p>Core competencies to be developed: Critical thinking and Problem solving: The learner develops researching skills as they seek information from peers on how to overcome challenges in utilising the various reading strategies.</p> | | | | |
| <p>Values: Peace is promoted when the learner displays calmness as they collaboratively match pictures of school facilities with the correct descriptions.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Peer education and Mentorship: These are promoted as the learner collaborates with peers to propose feasible solutions to their problems in applying reading strategies appropriately.</p> | | | | |
| <p>Link to other learning areas: The learner relates the concept of giving the position and location of places to Social Studies.</p> | | | | |

SUGGESTED ASSESSMENT RUBRIC FOR THE READING STRAND

| Level Indicator | Exceeding Expectations | Meeting Expectations | Approaching Expectations | Below Expectations |
|---|--|---|--|---|
| Ability to pronounce words in simple texts for accuracy in reading. | The learner impeccably pronounces words in simple texts on familiar topics to convey the intended meaning; makes no errors even for texts on unfamiliar topics. | The learner pronounces words in simple texts on familiar topics accurately to convey the intended meaning. | The learner pronounces words in simple texts on familiar topics with few errors; errors minimally hamper the ability to convey the intended meaning. | The learner pronounces words in simple texts on familiar topics with many errors; errors greatly hamper the ability to convey the intended meaning. |
| Ability to read varied texts fluently. | The learner reads texts at an advanced pace with minimal hesitations; utilises appropriate phrasing, projection and intonation to convey the meaning effectively; pronounces words accurately throughout the text. | The learner reads texts at a proficient pace with minimal hesitations; utilises good phrasing, projection and intonation to convey the meaning clearly and generally pronounces words accurately throughout the text. | The learner reads texts at a basic pace with noticeable hesitations; utilises basic phrasing and limited use of projection and intonation, leading to some ambiguity in meaning; pronounces words with few errors that may affect comprehension in | The learner reads texts at a slow and uneven pace with frequent hesitations; phrasing, projection and intonation is minimal making it challenging to understand the intended meaning; pronounces words with many errors that lead to frequent |

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| | | | certain parts of the text. | misunderstandings of words and phrases. |
| Ability to read and comprehend simple texts. | The learner comprehends all questions in context and gives correct answers to all the questions; makes use of extensive vocabulary in giving responses to questions. | The learner comprehends all questions in context and gives correct answers to all the questions; makes use of adequate vocabulary in giving responses to questions. | The learner comprehends many of the questions in context and gives correct answers to most of them; vocabulary used in giving responses to questions is limited but sufficient. | The learner comprehends few questions in context and gives correct answers to a few of them, vocabulary used in giving responses to questions is very limited and insufficient. |

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"> • <i>Writing mechanics (spelling)</i> • <i>Paragraph writing (organisation, coherence)</i> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) list key words and phrases with correct spelling, b) compose coherent sentences and paragraphs on familiar topics, c) exhibit interest in writing sentences clearly for effective communication. | The learner is guided to: <ul style="list-style-type: none"> • watch an audio-visual clip and list down the vocabulary related to greetings, introduction and age (你几岁, 你多大了, etc.) with the correct spelling, • list the different ways of greeting their peers during the day (早上好、上午好、中午好、下午好、晚上好、晚安), • listen to a song on numbers 1-50 (一、二、三、四.....五十) and write them down in Chinese, • make self-introductions (name and age) using simple sentences, • jointly create a dialogue about introducing one's friend (name | How can one ensure clarity when writing texts? |

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| | | | <p>and age) using the given words (早上好, 你几岁, 我十二岁),</p> <ul style="list-style-type: none"> ● play word relay games with peers on greetings and introduction, ● team up with peers to mould the numbers in Chinese using locally available materials (plasticine, clay, beans, sand etc.) and share for feedback. | |
| <p>Core competencies to be developed: Critical thinking and Problem solving: The learner displays creativity and open mindedness when they use locally available materials to practise writing the numbers in Chinese.</p> | | | | |
| <p>Values: Unity: The learner displays team spirit as they play the word relay games on greetings and introduction with peers.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Social cohesion is enhanced as the learner respectfully and harmoniously works with peers to make introductions of self and others.</p> | | | | |
| <p>Link to other learning areas: The learner links their learning to Creative Arts on the concept of using varied mediums to express themselves artistically.</p> | | | | |

THEME 2: FAMILY

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------|---|--|---|---|
| 3.0 Writing | 3.2 Guided Writing (1 lesson) <ul style="list-style-type: none"> • <i>Character recognition</i> • <i>Simple descriptive texts</i> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise simple characters in a written text, b) make simple descriptions in writing, c) cultivate an interest in writing Chinese characters. | The learner is guided to: <ul style="list-style-type: none"> • pick out characters of family members from a group of characters that resemble them (乃 vs 奶、末 vs 未 vs 妹、可 vs 何 vs 哥、把 vs 吧 vs 芭 vs 爸), • create a family tree for their nuclear family members (爸爸、妈妈、姐姐、妹妹、哥哥、弟弟) and make presentations, • write simple descriptions about what is depicted in the given images, • write simple introductions of the various nuclear family members (relationship, name, age), • fill in missing words in a cloze test, | How can we effectively articulate our ideas in writing? |

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| | | | <ul style="list-style-type: none"> • use locally available materials (plasticine, clay, beans, sand etc.) to mould/write numbers between 30-100. | |
| <p>Core competencies to be developed: Self-efficacy: The learner accurately identifies their nuclear family members as they write the short descriptions on introductions.</p> | | | | |
| <p>Values: Social justice: The learner shares resources amicably when they use locally available materials to mould the given numbers.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Social cohesion is promoted as the learner enhances their awareness of social ties when they talk about members of their nuclear family collaboratively.</p> | | | | |
| <p>Link to other learning areas: The learner can relate the skills used in character writing to calligraphy writing in Creative Arts.</p> | | | | |

THEME 3: MY SURROUNDINGS

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------------|--|---|--|---|
| <p>3.0 Writing</p> | <p>3.3 Guided Writing</p> <p>(1 lesson)</p> <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Paragraph writing (organisation, coherence)</i> | <p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) extract keywords and phrases from varied written materials,</p> <p>b) compose organised and coherent texts on given topics,</p> <p>c) show enthusiasm in writing for effective communication.</p> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • look at the displayed flashcards on various facilities found in the school (e.g. 图书馆 <i>túshūguǎn</i>, 教室 <i>jiàoshì</i>, 体育馆 <i>tǐyùguǎn</i>, 操场 <i>cāochǎng</i>, 办公室 <i>bàngōngshì</i>, 教师休息室 <i>jiàoshī xiūxiǎnshì</i>) and practise writing them, • listen to a short passage then write down the names of the school facilities mentioned, • work together to match the given pictures to the corresponding sentences on school facilities (e.g. 这是图书馆 <i>Zhè shì túshūguǎn</i>, 这是教室 <i>zhè shì jiàoshì</i>), | <p>Why is clarity important in written communication?</p> |

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| | | | <ul style="list-style-type: none"> ● rearrange the given sentences to form coherent paragraphs, ● write simple sentences indicating where one is going in relation to school facilities (我要去图书馆 <i>Wǒ yào qù túshū guǎn</i>, 我要去操场 <i>wǒ yào qù cāochǎng</i>), ● compose a short paragraph from a given set of words and phrases with peers. | |
| <p>Core competencies to be developed: Communication and Collaboration: The learner writes fluently and in an organised manner short paragraphs on facilities found in the school using the given words.</p> | | | | |
| <p>Values: Responsibility: The learner engages in assigned roles and duties when they work collaboratively to match the given pictures to the corresponding sentences.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Environmental awareness: The learner becomes aware of their environment and surroundings as they acknowledge the different school facilities, and how that informs their whereabouts at any given time.</p> | | | | |
| <p>Link to other learning areas: The learner can relate the concept of giving locations and directions in their surroundings to their learning in Social Studies.</p> | | | | |

THEME 4: TIME

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------------|--|---|---|---|
| <p>3.0 Writing</p> | <p>3.4 Guided Writing (1 lesson)</p> <ul style="list-style-type: none"> • <i>Chinese characters (strokes and stroke order)</i> | <p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify the strokes of Chinese characters, b) apply the correct stroke order in writing characters, c) appreciate the importance of using the correct stroke order when writing Chinese characters. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • work with peers to search online or offline the strokes of Chinese characters and list them down, • write down the months of the year in the right sequence (一月、二月、三月、四月、.....十二月) , • watch an audio-visual clip and practice writing the months of the year with characters, • rearrange scrambled up words and write the sentences in the correct order, • practise writing the given sentences correctly and identify areas that need improvement, • work jointly to discuss and write down important dates, events and holidays during the year and relate them with their respective months | <p>How does sequence enhance written communication?</p> |

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| | | | (e.g. 元旦节、复活节、母亲节、圣诞节) . | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: The learner connects to, and uses the internet to search for the strokes of Chinese characters with peers. • Self-efficacy: Effective communication skills are developed as the learner identifies areas that need improvement in their writing. | | | | |
| <p>Values: Patriotism is enhanced as the learner discusses the important dates, events and holidays in their own country.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Citizenship is promoted as the learner becomes aware and pays keen attention to the important dates, events and holidays that take place in their country during the year.</p> | | | | |
| <p>Link to other learning areas: The learner links their learning to Mathematics on the concept of using a numbering system to systematically organise time into months.</p> | | | | |

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>Writing mechanics (spelling, word order)</i> | <p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> enumerate vocabulary from texts with the correct spelling, write short sentences with appropriate word order and patterns, value writing as a tool for effective communication in society. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> listen to an audio clip and list the names of sports and games (足球 <i>zúqiú</i>、籃球 <i>lánqiú</i>、网球 <i>wǎngqiú</i>、乒乓球 <i>pīngpāngqiú</i>、羽毛球 <i>yǔmáoqiú</i>), create bingo cards with images or names of different sports in Chinese by calling out the names of the sports, and allowing their peers to mark the corresponding sport on their cards, decide if the order of the sentences given is correct or incorrect with peers, | <p>What role does handwriting play in communication?</p> |

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| | | | <ul style="list-style-type: none"> ● compose simple paragraphs with the correct word order (足球、排球乒乓球、打篮球、跑步)， ● write simple sentences about their likes and dislikes in sports and games using the given words (不喜欢、喜欢、爱、不爱)， ● collaborate with peers to discuss the importance of engaging in their preferred sports and games. | |
| <p>Core competencies to be developed: Communication and Collaboration: Teamwork skills are developed as the learner works collaboratively in creating and playing the bingo word game with others.</p> | | | | |
| <p>Values: Respect: The learner appreciates the diverse opinions of their peers as they discuss the importance of engaging in varied sports and games.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Peer pressure resistance: This skill is developed as the learner justifies why engaging in their preferred sports and games is important.</p> | | | | |
| <p>Link to other learning areas: The learner links their learning to Creative Arts on the concept of developing social skills through engaging in sports and games.</p> | | | | |

THEME 6: FOODS AND DRINKS

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------|---|---|--|--|
| 3.0 Writing | 3.6 Guided Writing (1 lesson) <ul style="list-style-type: none"> • <i>Writing mechanics (punctuation)</i> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify vocabulary related to the theme from texts, b) compose simple descriptions with correct punctuation, c) appreciate the importance of correct punctuation in writing. | The learner is guided to: <ul style="list-style-type: none"> • fill in a crossword puzzle with words related to food items and their tastes, • look at pictures with facial expressions and guess which taste is associated with the facial expression (咸、甜、辣、苦、酸、好吃、好喝), • match different food items with their respective tastes, • write a simple description of the food that they like or dislike using 喜欢、不喜欢、爱 with correct punctuation, • work with peers to indicate if the given sentences are punctuated appropriately, • create a scrapbook for foods that they have eaten from their community and | How can we write an effective description? |

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| | | | <p>around the world and label them according to their tastes,</p> <ul style="list-style-type: none"> ● introduce the foods to their peers. | |
| <p>Core competencies to be developed: Citizenship: Social cultural sensitivity and awareness is promoted when the learner understands, accepts and respects the different tastes of food items from their community and around the world.</p> | | | | |
| <p>Values: Unity: The learner appreciates the efforts of others when they work together to indicate if the sentences are punctuated appropriately.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Intercultural awareness: This is promoted as the learner becomes aware of the various food items eaten in their community and around the world.</p> | | | | |
| <p>Link to other learning areas: The learner links their learning to Agriculture and Nutrition on the concept of different tastes of food.</p> | | | | |

THEME 7: MY BODY

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------------|---|--|--|--|
| <p>3.0 Writing</p> | <p>3.7 Guided Writing (1 lesson)</p> <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Sentence structures</i> | <p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) list down key words and phrases from the given context, b) write simple sentences in Chinese with the correct sentence structures, c) appreciate the importance of journaling in communication. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • play a vocabulary charades game on parts of the body (e.g. 脸 <i>liǎn</i>、牙 <i>yá</i>、手 <i>shǒu</i>、头发 <i>tóufa</i> etc.) as their peers guess and list down the identified word, • work jointly to circle words and phrases related to grooming items in a word square/ word search (e.g. 水 <i>Shuǐ</i>、梳子 <i>Shūzi</i>、牙膏 <i>Yágāo</i>、牙刷 <i>Yáshuā</i>、剪刀 <i>Jiǎndāo</i> etc.), • look at word cards on different personal grooming activities and match them to their respective grooming items with peers (e.g. 刷牙 <i>shuā yá</i>、洗脸 <i>xǐ liǎn</i>、洗手 <i>xǐ shǒu</i>、洗澡 <i>xǐzǎo</i>、梳头发 <i>shū tóufa</i>、编头发 <i>biān tóufa</i>、剪头发 <i>jiǎn tóufa</i> etc.), • write down simple sentences on the uses of the various self-grooming | <ol style="list-style-type: none"> 1. Why should we write sentences correctly? 2. What is the importance of journaling in communication? |

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| | | | <p>items (e.g. 我们用水洗澡。 <i>Wǒmen yòng shuǐ xǐzǎo</i>),</p> <ul style="list-style-type: none"> • express the need or importance of personal grooming in writing with peers (e.g. 我应该刷牙 <i>Wǒ yīnggāi shuā yá</i>, 我需要洗澡 <i>Wǒ xūyào xǐ zǎo</i> etc.), • keep a journal of their daily grooming routine. | |
| <p>Core competencies to be developed: Self-efficacy: Self-awareness skills are developed as the learner writes down why they need to practise personal grooming.</p> | | | | |
| <p>Values: Love: The learner portrays a caring attitude towards their bodies when they list down the importance of personal grooming.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Personal hygiene: The learner exhibits a commitment to caring for their own body and overall well-being as they keep a journal on their grooming routine.</p> | | | | |
| <p>Link to other learning areas: The learner links their learning to Agriculture and Nutrition on the concept of how personal hygiene affects one's overall body wellness.</p> | | | | |

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>Simple descriptions</i> | By the end of the Sub Strand, the learner should be able to: a) compile key vocabulary from texts, b) construct simple correct sentences in the given context, c) appreciate the importance of clarity in written communication. | The learner is guided to: <ul style="list-style-type: none"> • list down vocabulary on weather conditions (e.g. 晴天 <i>qíngtiān</i>、雨天 <i>yǔtiān</i>、风天 <i>fēngtiān</i>、阴天 <i>yīntiān</i>), • listen to an audio of a given area then write down the weather conditions mentioned, • look at flashcards on different weather conditions then use simple sentences to describe them, • go through a short passage then extract and write down complete sentences describing weather conditions at the given locality, • watch an audio-visual clip and summarise the information using simple and clear sentences, | How can we clearly communicate through written communication? |

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| | | | <ul style="list-style-type: none"> ● create a mood board of the weather condition(s) in their locality then take turns to share their pros and cons with peers. | |
| <p>Core competencies to be developed: Communication and Collaboration: The learner writes fluently and in an organised manner simple descriptions of the weather conditions depicted on the flashcards.</p> | | | | |
| <p>Values: Patriotism: Love for one’s country is exhibited as the learner creates a mood board on the weather conditions in their locality and vividly articulates them.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Environmental education is promoted as the learner discusses with peers the weather condition(s) in their locality and their perceived advantages and disadvantages.</p> | | | | |
| <p>Link to other learning areas: The learner links their learning to Social Studies on the concept of varied weather conditions in the environment.</p> | | | | |

THEME 9: GETTING AROUND

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---------------------------|--|---|--|--|
| <p>3.0 Writing</p> | <p>3.9 Guided Writing (1 lesson)</p> <ul style="list-style-type: none"> • <i>Handwriting (legibility and neatness)</i> • <i>Paragraph writing (organisation, coherence)</i> | <p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) list vocabulary from texts neatly and legibly, b) compose paragraphs on various topics in a logical and coherent manner, c) underscore the importance of writing neatly and legibly. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • fill in the gaps with the correct names of school facilities (图书馆、教室、体育馆、操场、办公室、餐厅), • listen to a recording and write down the appropriate location words to be used in the context (方位词:旁边、对面、前面、后面), • write a role play on asking and giving the location of people, items and school facilities in a logical and coherent manner (e.g. 图书馆在哪儿? 图书馆在办公室前面), • listen to a narration and rearrange the sentences in the right order for meaning with peers, | <p>What role does handwriting play in communication?</p> |

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| | | | <ul style="list-style-type: none"> ● use their classroom as a reference point to draw a map to give the location of different facilities in their school for easier navigation collaboratively. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and Problem solving: The learner exhibits active listening skills as they listen to a narration and write the paragraph in the correct sequence. ● Learning to learn: The learner builds on their own learning experiences by drawing maps to give the locations of various facilities in the school for easier navigation. | | | | |
| <p>Values: Responsibility: The learner engages in assigned roles and duties when they write a role-play on asking and giving locations logically and coherently.</p> | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Environmental awareness is portrayed in the learner’s ability to identify the school facilities in their environs and effectively articulate their location to their peers for easier navigation.</p> | | | | |
| <p>Link to other learning areas: The learner can relate the concept of using prepositions to give positions and locations to their learning in English and Kiswahili.</p> | | | | |

SUGGESTED ASSESSMENT RUBRIC FOR THE WRITING STRAND

| Level Indicator | Exceeding Expectations | Meeting Expectations | Approaching Expectations | Below Expectations |
|---|--|--|---|--|
| Ability to apply vocabulary in written communication. | The learner applies rich and varied vocabulary and expressions in written communication. | The learner applies varied and appropriate vocabulary and expressions in written communication. | The learner applies basic vocabulary and expressions in written communication. | The learner applies limited vocabulary and expressions in written communication. |
| Ability to use grammar and mechanics of writing appropriately in texts. | The learner exhibits excellent use of grammar, a variety of punctuation marks, spelling and capitalisation; errors are so few and minor that they do not impede reading. | The learner exhibits good use of grammar, punctuation, spelling and capitalisation; there are a few errors but they do not impede reading. | The learner exhibits few errors of grammar, punctuation, spelling and capitalisation; some errors can impede reading and meaning. | The learner exhibits many errors throughout in the use of grammar, punctuation, spelling and capitalisation and the reader can only guess meaning. |

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| <p>Ability to write texts with good handwriting.</p> | <p>The learner writes readable texts paying attention to neatness all through; letters in all the words are correctly spaced and sized within the lines; words are correctly spaced within sentences all through.</p> | <p>The learner writes readable texts paying attention to neatness all through, letters in all the words are correctly spaced and sized within the lines; words are correctly spaced within sentences.</p> | <p>The learner writes readable texts paying attention to neatness in most parts of the text; letters in most of the words are correctly spaced and sized within the lines, some abnormal spacing of words within sentences is visible.</p> | <p>The learner writes texts that are not easily readable; neatness is not maintained all through; letters in most of the words are incorrectly spaced and sized within the lines; frequent abnormal spacing of words within sentences is visible.</p> |
| <p>Ability to write coherent texts on varied themes.</p> | <p>The learner writes texts exceptionally well, with a logical flow, clear organisation of ideas, and effective transitions between paragraphs.</p> | <p>The learner writes texts with good organisation, a clear structure, logical progression, and effective transitions, contributing to a well-structured piece.</p> | <p>The learner writes texts with basic organisation, but the structure may lack clarity, and transitions between ideas are somewhat abrupt.</p> | <p>The learner writes texts with challenging organisation and lacks clear structure and coherence, making it difficult for the reader to follow.</p> |

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

- Assign 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.

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

| Strand | Suggested Assessment Methods | Suggested Learning Resources | Suggested Non-Formal Activities |
|---|--|--|---|
| 1.0 Listening and Speaking 2.0 Reading 3.0 Writing | <ul style="list-style-type: none"> • Observation Checklists • Questions and answers • Project work • Portfolios • Oral presentations • Conversation and dialogues • Anecdote notes • Simulations and role plays • Learner profiles • Standardised tests • Filling crossword puzzles • Journals • Questionnaires | <ul style="list-style-type: none"> • Realia • Charts • Flash cards • Resource persons • Pictures, drawings and photographs • Podcasts • Audio books • Audio recordings • Language learning Apps • Chinese newspapers • Excerpts • Writing prompts • Course and supplementary books • Interactive multimedia resources • Word puzzles • Magazines • Radio • Digital devices | <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 |