



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

UPPER PRIMARY SCHOOL

CURRICULUM DESIGN

GRADE 5

FOR LEARNERS WITH PHYSICAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published 2017

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FOREWORD

The Government of Kenya 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 2019, 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 implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade Five curriculum designs for learners with Physical Impairment build on competencies attained by learners at Grade five. Emphasis at this grade is the development of basic literacy, numeracy and skills for interaction with the environment.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

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

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade one is the first grade of Primary education level while Grade 6 is the final grade of the level in the reformed education structure.

The reviewed Grade Five curriculum furthers implementation of the CBC from Grade Three in Primary level. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. This is very 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 **nurturing every learner's potential**.

Therefore, the Grade Five curriculum designs for learners with physical impairment are intended to enhance the learners' development in the CBC core competencies, namely: 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 sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade Five and prepare them for smooth transition to Grade Six. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop, review and adapt curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 2017, that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade Four curriculum designs for learners with physical impairment were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education, I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade Five curriculum designs for learners with Physical Impairment. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing and adapting these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade Five and preparation of learners with physical impairment for transition to Grade Six.

A handwritten signature in blue ink, appearing to read 'Charles O. Ong'ondo', with a horizontal line underneath the name.

PROF. CHARLES O. ONG'ONDO, PhD, MBS
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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 instill social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfillment

Education should provide opportunities for the learner to develop to 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 instill 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/Religious 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) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

ESSENCE STATEMENT FOR ENGLISH

English is a major language of education, information, trade, diplomacy, social networking, science, technology, the internet, and travel. It is also the international common tongue and the most commonly learned foreign language in today's world. In Kenya, English is learned as a second language and functions both as an official language and the medium of instruction from Grade Four. Hence, mastery of English will not only enhance learning in Junior Secondary School but will also prepare the learner to communicate appropriately in the national and international arenas.

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

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) Listen for the main idea and specific information from a variety of print and digital texts.
- b) Speak, at the right speed, accurately, and with expression on a variety of subjects and genres.
- c) Read a variety of texts fluently, interpretively, and with comprehension for lifelong learning.
- d) Use grammatical forms to communicate ideas, opinions, and emotions appropriately in different settings.
- e) Write texts for various purposes legibly, accurately, creatively, and cohesively for self-expression.
- f) Apply Digital Literacy skills to enhance their language competency.

STRANDS IN ENGLISH

Listening and Speaking

Reading

Grammar in Use

Writing

SUB STRANDS

Listening and speaking

1. Listening comprehension
2. Pronunciation
3. Vocabulary
4. Word stress
5. Stress and intonation
6. Interactive listening
7. Tongue twisters

8. Speaking fluency
9. Listening fluency
10. Intensive listening
11. Interactive Listening

Reading

1. Extensive reading
2. Intensive reading
3. Reading fluency

Grammar in Use

Word classes

1. Nouns
2. Verbs
2. Determiners
3. Language pattern
4. Pronouns
5. Adjectives
6. Adverbs [manner, time, place, frequency]
7. Conjunctions [Correlative conjunction]
8. Prepositions
9. Quantifiers
10. Aspect
11. Statements; [Positive and negative]
12. Sentences; [Double Imperatives]
13. Questions tags
14. Interrogatives

Writing

1. Functional writing
2. Punctuation
3. Creative writing
4. Mechanics of writing
5. Spelling
6. Guided writing
7. Sense relations

THEMES

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

1. Child Rights and Responsibilities
2. National Celebrations
3. Etiquette -Table Manners
4. Road Accidents - Prevention
5. Nutrition - Traditional Foods
6. Jobs and Occupations - Various Occupations
7. Technology - Learning through Technology
8. The Farm - Cash Crops
9. Diseases - Communicable Diseases
10. Leisure Time Activities
11. Sports - Appreciating Talents
12. Environmental Pollution
13. Money – Savings and Banking

NB: Although the curriculum design includes fixed phrases, and phrasal verbs in the **suggested vocabulary** section, these terms should not be introduced to learners because they are too complicated. Hence, learners may be exposed to appropriate examples of fixed phrases and phrasal verbs but the terms should not be mentioned at all. Further, Upper Primary learners should only be exposed to **proverbs, similes, idioms, fixed phrases, metaphors,** and **phrasal verbs** with straight forward meanings. Preferably, one or two examples may be used. Metaphors will be introduced at Grade Six but even then, the term metaphor should not be used. Rather, specific examples of metaphors should be incorporated into learning materials and during lesson delivery.

1.0 CHILD RIGHTS AND RESPONSIBILITIES

Suggested Vocabulary:

responsible, food, clothing, shelter, street, duties, punish, rest, respect, needs, abuse, exercise, violence, interest, harm, rights, law, freedom, security, unfair, education, deny, protect, rescue, citizen, justice, community, equal, prison, jail, adopt, labour,

Fixed phrase: above all, all right, take care off, fall asleep,

Simile: work like a donkey; as busy as a bee,

Idiom: in safe hands,

Proverbs: All is well that ends well, Actions speak louder than words,

Phrasal verbs: breath in, care for, left behind,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Pronunciation and Listening Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) recognise sounds /ʌ/ /ɑ: /, words, and phrases correctly, b) use words and phrases related to the theme in sentences correctly, c) listen for the main idea and specific details for effective communication, d) respond to information from an oral text, 	Learner is guided to: <ul style="list-style-type: none"> • Listen to an oral narrative in pairs or groups. • Identify words and phrases containing the sounds /ʌ/ /ɑ: / from a print or audio text. Learners to be preferentially positioned. • Say words and phrases related to the theme accurately. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC or be given more time. 	<ol style="list-style-type: none"> 1. Why should we say the sounds in words, phrases, and sentences correctly? 2. How can we improve our pronunciation? 3. Why should we listen attentively?

		<p>e) adopt attentive listening for effective communication.</p>	<ul style="list-style-type: none"> • Construct sentences using words and phrases with peers. • Say tongue twisters containing the selected sounds collaboratively with peers. Learners with speech difficulties to be given more time to say the tongue twisters. • Write sentences and phrases containing the selected sounds and words. Learners with manipulation difficulties could use alternative functional part of the body or adapted writing devices to write the sentences. • Make an audio recording of a poem containing the sounds /ʌ/ and /ɑ: / Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be supported by peers or learner support assistants to make the recording. • Play the audio recording and obtain feedback. 	
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Core Competencies developed:

- Communication and Collaboration is developed as the learner works with peers to construct sentences.
- Digital Literacy is enhanced when the learner uses of electronic devices to listen and record themselves collaboratively.
- Learning to Learn is instilled as the learner adopts the use of correct pronunciation in various context for effective communication.

Values:

Responsibility is inculcated as the learner learns about child rights and responsibilities and practises them while making an audio recording of a poem containing the target sounds and playing the audio for effective feedback.

Pertinent and Contemporary Issues (PCIs):

Life Skills: Effective communication is achieved as the learner articulates the target sounds clearly and also listen to audio of the target sound.

Link to other Subjects:

The learner can link the content of child rights when they learn about child rights and responsibilities in Social Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Extensive Reading: <i>Use of Reference Materials</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) select relevant reference materials: <i>dictionaries, junior encyclopaedias, and, subject-specific encyclopaedias</i> on a variety of subjects,	Learner is guided to: <ul style="list-style-type: none"> • Select appropriate print and non-print reference materials (<i>dictionaries, junior encyclopaedias, and, subject-specific encyclopaedias</i>), • Read selected reference materials independently. 	<ol style="list-style-type: none"> 1. Why do you read books? 2. Which type of books do you enjoy reading?

		<ul style="list-style-type: none"> b) spell words correctly for effective communication, c) read a variety of materials independently for information and pleasure, d) use reference materials to find the required information, e) adopt the use of reference materials for lifelong learning. 	<ul style="list-style-type: none"> • Look for information related to the theme from reference materials. • Report and discuss what they have read with peers. Learners with speech difficulties to be given more time to discuss and report. • Visit a library to find reference materials for information related to the theme. Learners with mobility difficulties should be given physical support by peers or learner support assistant. Safety precaution to be taken for all the learners. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Digital Literacy is developed as the learner manipulates electronic reference materials for information. • Learning to Learn is nurtured when the learner uses reference materials to get information and further their learning process. 				
<p>Values: Responsibility is developed as the learner does the assigned duty of selecting reading materials and reading independently.</p>				

Pertinent and Contemporary Issues (PCIs):

Life Skills Education: Interpersonal relationship is intensified when the learner learns about child rights and responsibilities and take upon their individual responsibilities both in school and at home.

Link to other Subjects:

The learner uses the skill to use reference materials in all the other learning areas as they all require searching for information.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.3 Grammar in Use	1.3.1 Word Classes: Demonstrative Determiners (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify demonstrative determiners: <i>this, these, that, those</i> , in a variety of texts, b) use demonstrative determiners: <i>this, these, that, those</i> correctly, c) promote the use of the correct demonstrative determiner to use during communication.	Learner is guided to: <ul style="list-style-type: none"> • Identify demonstrative determiners: <i>this, these, that, those</i>, from a text s, • Read sentences containing demonstrative determiners in print or electronic materials. Learners with speech difficulties could be given more considerable time. • Construct sentences using demonstrative determiners with peers, Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or point/sign or write their sentences 	<ol style="list-style-type: none"> 1. How do you identify objects that are near or far? 2. How do we show that objects being referred to are singular or more?

			<ul style="list-style-type: none"> • Make sentences containing demonstrative determiners from a substitution table. • Use demonstrative determiners to fill gaps in sentences, <ul style="list-style-type: none"> • Search for more examples of sentences containing demonstrative determiners in print and digital texts. Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or the teacher to carry out the experiments. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Self-Efficacy is enhanced as the learner uses demonstrative determiners in sentences correctly. • Communication and Collaboration is achieved as the learner works with peers in constructing sentences using demonstrative determiners. • Digital Literacy is developed as the learner manipulates digital devices while searching for examples and usage of demonstrative determiners. 				

Values:

Respect is developed as the learner respects opinion of others during activities involving peer engagement such as constructing sentences using demonstrative determiners.

Pertinent and Contemporary Issues (PCIs):

Life Skills Education: self-esteem in the learner is boosted as they learn how to communicate effectively using demonstrative with peers.

Link to other Subjects:

The learner applies the knowledge gained in learning demonstrative determiners in learning Kiswahili and indigenous.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Writing	1.4.1 Functional Writing: <i>Filling Forms</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) record specific details: <i>personal information, school information, parents /guardians details, religion/county information, favourite sport, hobby among others</i> in a variety of forms,	Learner is guided to: <ul style="list-style-type: none"> Search for sample forms from the internet, individually, Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices. 	<ol style="list-style-type: none"> Why do we fill forms? Why is it important to fill forms accurately? What details do we fill in forms?

		<p>b) design a form to obtain the required information,</p> <p>c) acknowledge the importance of filling forms correctly.</p>	<ul style="list-style-type: none"> • Select the information to be filled in a form collaboratively, <ul style="list-style-type: none"> • Fill a form related to the theme using the following details: <i>personal information, school information, parents /guardians details, religion/county information, favourite sport, hobby among others,</i> Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or the teacher to fill the form • Discuss the importance of filling forms correctly with peers Learners with speech difficulties could use Alternative and Augmentative modes of Communication to express their views, • In purposive groups, design a form to obtain information with peers and upload it online. 	
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Core Competencies developed:

- Collaboration is inculcated as the learner discusses with peers while filling in forms.
- Digital Literacy is developed as the learner manipulates digital devices to upload forms on the internet.
- Creativity is enhanced as the learner designs forms.

Values:

Responsibility is fostered as the learner designs a form based on the theme with peers.

Pertinent and Contemporary Issues (PCIs):

- Life Skills Education- effective communication skills **are** developed as the learner discusses the importance of filling forms correctly with peers.
- Social cohesion is enhanced as learners work in groups.

Link to other Subjects:

The learner applies the content related to child rights and responsibilities which they learnt in Social Studies.

2.0 NATIONAL CELEBRATIONS

Suggested Vocabulary:

parade, guests, heroes, heroines, leaders, crowd, security, custom, ceremony, history, decorate, gather, remember, costumes, famous, patriotic, citizens, national anthem, concert, event, entertain, unity, fireworks, ribbons, memories, national holidays, Jamhuri Day, Labour Day, independence, freedom fighter

Fixed phrase: do your best, come to an end, far away, enjoy yourself, go to sleep,

Simile: as happy as a king, as happy as a lark,

Idiom: just around the corner, with open arms,

Proverbs: Practice makes perfect,

Phrasal verb: come along, get away; move on,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Listening and Speaking</p>	<p>2.1.1 Pronunciation and Vocabulary: <i>Listening</i> <i>Comprehension:</i> <i>Dialogue</i></p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify words, phrases, and sentences containing the target sounds/p/ /b/ from texts</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Identify words with these sounds: /p/ /b/ from print materials such as newspapers, magazines. • Listen to audio-visual recordings of dialogue containing the sounds /b/ /p/, 	<ol style="list-style-type: none"> 1. Why should we listen carefully? 2. Why do we take turns when talking?

		<p>b) construct sentences orally using words related to the theme,</p> <p>c) listen for the main idea and specific details for effective communication,</p> <p>d) interpret a speaker's feelings and emotions (non-verbal cues) correctly during an oral presentation,</p> <p>e) realise the importance of non-verbal cues and appropriate word choice in communication.</p>	<ul style="list-style-type: none"> • Visualise saying tongue twisters with the sounds /b/ /p/, • Discuss with peers the vocabulary used in the text and construct sentences using the vocabulary, Learners with speech difficulties could be given more considerable time to discuss. • Respond correctly to questions based on the dialogue. Learners with speech difficulties could use alternative and augmentative modes of communication to give their responses. • Role play the events depicted in the dialogue. Learners should be given roles according to their ability • Interpret gestures, eye contacts, and facial expressions correctly. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Self-Efficacy is enhanced as the learner role play and construct sentences using learnt vocabulary. • Learning to Learn is advanced as the learner takes short notes from the text they have listened to. • Digital Literacy is developed as the learner listen to audio-visual recordings of words containing sounds /b/ and /p/ in real use. 				

Values:

Unity is fostered as the learner collaborates with others to engage in role play and answers questions related to the theme.

Pertinent and Contemporary Issues (PCIs):

Life Skills Education: effective communication and self-awareness are enhanced as the learner differentiates the sounds /b/ and /p/ to communicate clearly.

Link to other Subjects:

The learner can relate the content in pronunciation and effective listening to similar concepts as sounds are learnt in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.1 Intensive Reading: Oral Narrative (about 400 words) Poem of about 5 Stanzas (2 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify characters, places, and events in a story for comprehension, b) predict events in a text for comprehension, c) respond correctly to factual and inferential questions for comprehension, d) use contextual clues to infer the meaning of 	Learner is guided to: <ul style="list-style-type: none"> • Make predictions of what a story is about; what happens next in a story using the title/pictures in a story. • Infer the meaning of words from the context. • Use their imagination to visualise the events in a story. • Draw pictures, diagrams, or posters of events in the story. Learners with manipulation difficulties could use 	<ol style="list-style-type: none"> 1. Why is the title of a poem or a story important? 2. How do we predict events in a story or poem? 3. How do we tell the meaning of unknown words in a story?

		<p>words for comprehension,</p> <p>e) recommend appropriate reading techniques to peers.</p>	<p>alternative functional parts of the body or be supported by peers or use adapted devices for drawing.</p> <ul style="list-style-type: none"> • Read poems of not more than five stanzas., • Read a narrative of up to 400 words silently, • Retell a narrative or recite a poem and create a video or audio recording of the story. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or type or write to perform the task. 	
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<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Creativity is advanced as the learner participates in activities such as predicting the story by use of pictures and visualizing the event in the story as well as drawing pictures and posters on the events in the story. • Learning to Learn is achieved as the learner retell a narrative or recite a poem and create a video of the recording of the story.
<p>Values: Patriotism is promoted as the learner shows love for their country when they sing songs or recite poems related to National Celebrations.</p>
<p>Pertinent and Contemporary Issues (PCIs): Life Skills Education: effective communication is enhanced as the learner learns to communicate clearly via pictures or story-telling.</p>
<p>Link to other Subjects: The learner applies reading skills in all other areas of learning as they all require reading for comprehension.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Grammar in Use	2.3.1 Word Class: Collective Nouns/ Reflexive Pronouns (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify collective nouns and reflexive pronouns in texts,	Learner is guided to: <ul style="list-style-type: none"> • Identify reflexive pronouns and collective nouns from print and digital texts, • Watch a video clip in which collective nouns and reflexive pronouns (myself, ourselves) have been used in sentences, 	<ol style="list-style-type: none"> 1. How do you emphasise that you did something on your own? 2. Which words do you use to

		<p>b) use collective nouns and reflexive pronouns in sentences correctly,</p> <p>c) adopt the use of collective and reflexive pronouns to use during communication.</p>	<p>Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light</p> <ul style="list-style-type: none"> • Pick out collective nouns and reflexive pronouns, and list them as you work collaboratively with peers, • Construct sentences using collective nouns and reflexive pronouns, create and complete crossword puzzles using collective nouns and reflexive pronouns. Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or the teacher to create and complete the puzzle. 	<p>refer to a group of things or animals?</p>
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Core Competencies developed:

- Collaboration is enhanced as the learner works with peers to pick out collective nouns and reflexive pronouns, and use them to construct sentences.
- Digital Literacy as the learner watches a video clip featuring nouns and pronouns.

Values:

Unity is fostered as the learner respects self and others' opinions when answering questions and creating crossword puzzles collaboratively.

Pertinent and Contemporary Issues (PCIs):

Life Skill Education is promoted as the learner learns to communicate effectively using collective nouns and reflexive pronouns in real life.

Link to other Subjects:

The learner can apply the knowledge gained in learning collective nouns and reflexive pronouns to the same concepts taught in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions(s)
2.4 Writing	2.4.1 Creative Writing: <i>Open ended Compositions</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) select relevant points when planning a composition, b) write an open ended composition for comprehension, c) advocate for the use of	Learner is guided to: <ul style="list-style-type: none"> Brainstorm and discuss possible points to include in their composition, Learners with speech difficulties could use alternative and augmentative modes of communication(residual speech/digital devices with text-to-speech application/point/sign/write their points. Write the first paragraph with peers while observing correct punctuation and spelling, 	<ol style="list-style-type: none"> How do we express ideas on different topics? Why do we share ideas?

		<p>d) creativity in writing among peers.</p>	<p>Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body, use assistive technology or type.</p> <ul style="list-style-type: none"> • Complete the composition individually of about (100-150 words), Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body, use assistive technology or type or be assisted by a scribe to complete the compositions • proofread their compositions collaboratively. • display the completed compositions in class, • conduct a gallery walk and give feedback, 	
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			<ul style="list-style-type: none"> • search and read compositions online. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Communication is developed as the learner works collaboratively with peers to proofread compositions. • Critical Thinking is advanced as the learner brainstorms on possible points to use when writing compositions and when they complete the composition. 				
<p>Values: Responsibility is enhanced as the learner offers leadership and guidance to others as they collaborate to plan and create compositions.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life Skill Education is achieved as the learner expresses ideas effectively during discussion and in writing composition.</p>				
<p>Link to other Subjects: The learner applies the skill of composition writing when learning other subject like Kiswahili.</p>				

3.0 ETIQUETTE-TABLE MANNERS

Suggested Vocabulary:

neat, plate, cutlery, choke, chew, serve food, gesture, mouthful, order, host, restaurant, belch, lick, delicious, disgusting, dining room, good manners, habit, set the table, dessert, appetizer, polite, table, napkin, dinner, table cloth, glass, saucer, serviette, cloth, pass the salt,

Fixed phrase: I beg your pardon, wash the dishes, good appetite, more than enough, feel at home, forgive me,

Simile: as hungry as a wolf, as greedy as a hyena,

Idiom: eat like a horse,

Proverbs: Courtesy costs nothing,

Phrasal verb: throw away,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Pronunciation and Vocabulary: <i>Polite Words Phrases and Expressions</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify polite words, phrases, and expressions in oral contexts,	Learner is guided to: <ul style="list-style-type: none"> • Listen to correct pronunciation of sounds, phrases, and expressions from the teacher, audio-visual recordings among others, • Practise saying the sound /ɔɪ/ in words. Learners with speech difficulties could be given more considerable time to practise 	1. Why should you use polite expressions when talking to others? 2. Why should you listen to

		<ul style="list-style-type: none"> b) construct sentences orally using words related to the theme, c) listen for specific sounds in words, phrases, and expressions, d) use polite words, phrases, and expressions to compliment others, e) recommend appropriate words and phrases for expressing politeness. 	<ul style="list-style-type: none"> • In purposive pairs practise using polite words and phrases with peers, • Role play the use of polite words, phrases, and expressions during meals.Learner to perform roles at their level of functional ability. • Access correct pronunciation of sounds, words, phrases, and expressions from digital texts, • Listen to/recite poems with words featuring the target sounds. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications to recite. 	<p>others attentively?</p> <p>3. Which words, phrases, or expressions do we use to show politeness?</p>
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Self-Efficacy is nurtured as the learner engages in role play using polite words, phrases and expressions. • Digital Literacy is achieved as the learner use digital devices to listen to the pronunciation of target sounds, words and phrases. 				
<p>Values:</p> <p>Love is inculcated as the learner puts the interests of others first through role play as well as listening/reciting poems related to the theme.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Life Skills Education: effective communication is enhanced through the proper articulation of sounds and use of polite expressions.</p>				

Link to other Subjects:

Home science - This learner is able to relate the concept on etiquette and table manners to the learning of similar concepts in Agriculture and Nutrition

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.1 Intensive Reading <i>Narrative of about 400 words)</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) relate events in the story with their life experiences, b) predict events in a text for comprehension, c) create mental images from the events in a story, d) respond to factual and inferential questions correctly, e) relate events in a reading text to real life experiences.	Learner is guided to: <ul style="list-style-type: none">• Make predictions on a story when reading,• Use their imagination to visualise the events in a story,• Scan and skim texts for new words and information with peers,<ul style="list-style-type: none">• Answer factual and inferential questions from the texts. Learners with speech difficulties could use alternative and augmentative modes of communication to answer	<ol style="list-style-type: none">1. How do you get information from a text?2. Which things do you predict or visualize in a story?

			<ul style="list-style-type: none"> • Use digital devices to read online stories for comprehension. Learners with manipulation difficulties could use alternative functional part of the body or appropriate Assistive technology with physical support. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Self-Efficacy is developed as the learner predicts and visualises stories from texts. • Communication is enhanced as the learner works with peers to scan and skim the text and share information 				
<p>Values:</p> <p>Social justice is promoted as the learner use their imagination to visualise the events in a story</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Life Skills Education: The learner acquires the skills of living with others from reading texts on etiquette especially table manners.</p>				
<p>Link to other Subjects:</p> <p>The learner can link the content derived from the theme of etiquette to what is learnt in Agriculture and Nutrition.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Grammar in Use	3.3.1 Language Pattern: <i>Use of too...to/for and Use of Must/Should with an Adverb/Adverbial</i> (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify sentences featuring the target language patterns: <i>use of too...to/for and use of Must/Should with an Adverb/Adverbial,</i> b) use the language patterns in sentences correctly, c) Promote the use sentence patterns correctly for clarity of communication.	Learner is guided to: <ul style="list-style-type: none"> • make sentences with <i>too...to/for</i> from a substitution table. <i>For example, 'The stone is too heavy for Nanjala to lift.'</i> • Construct sentences using : <i>'must/should with an adverb/adverbial'</i> for example, <i>We must brush our teeth every day,</i> • Recite poems with the target language pattern. Learners with speech difficulties could use residual speech or digital devices with text-to-speech application. • Discuss instances when the sentence patterns are used, in small groups, Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or point/sign or write to express their views. 	<ol style="list-style-type: none"> 1. How do you identify correct sentences? 2. Why is it important to use sentences correctly?

			<ul style="list-style-type: none"> • Fill in blank spaces in sentences using the patterns, • Search for examples of sentences with the language patterns from the internet, newspapers, and magazines among others. Screen resolution and light intensity could be regulated for learners who are sensitive to light. Learners with manipulation difficulties could use any functional part of the body/ appropriate Assistive technology with physical support. 	
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Core Competencies developed:

Learning to Learn is enhanced as learners search for examples of sentences in newspapers, internet, magazines among others

Values:

Respect is developed as the learner displays open mindedness and humility when peers make sentences using the given pattern.

Pertinent and Contemporary Issues (PCIs):

Life Skills Education: effective communication is enriched as the learner shows mastery of proper sentence structure which aids in their communication.

Link to other Subjects:

The learner applies the knowledge of the basic sentence structure to learn in all other areas of learning in which English is the language of instruction.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.4 Writing	3.4.1 Mechanics of Writing: <i>Handwriting: Joined/ (cursive script)</i> (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify text written in joined letters or cursive script, write legibly using joined letters/cursive script, use visuals to create a story for effective communication, recommend ways of improving legibility and neatness in written communication. 	Learner is guided to: <ul style="list-style-type: none"> Copy words, sentences, and paragraphs in their books. Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or scribe to write. Observe visuals/pictures and compose a story of about (120 -160 words), Discuss the importance of writing legibly and neatly as a class in pairs. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or point/sign or write to express their views. 	<ol style="list-style-type: none"> Why should we write legibly and neatly? How can you improve your handwriting?

			<ul style="list-style-type: none"> • Search for information from the internet or print sources and make notes collectively in peers. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Creativity is developed as the learner uses visuals to write notes. • Digital Literacy is enhanced as the learner uses internet resources to search for information on visual composition. 				
<p>Values:</p> <p>Respect is fostered as the learner accommodates diverse opinions from peers as they search for material featuring the theme and write compositions based on the characters, places or event.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Life skills Education - self-esteem and confidence are enhanced as the learner becomes more proficient in self-expression.</p>				
<p>Link to other Subjects:</p> <p>The learner uses legible handwriting is to write in all learning areas as legible and neat handwriting is emphasized.</p>				

4.0 ROAD ACCIDENTS – PREVENTION

Suggested Vocabulary:

skid, speed, hit and run, reckless, block, traffic, speed, fatal, first aid, rescue, ambulance, road signs, pedestrian crossing, bump, pedestrian, risk, slide, smog, brake, emergency, police, license, prevent, safety, vehicle, prevention, fracture, risk, crowd, victim, brake, collision, crash,

Fixed phrase: by accident, catch fire, heavy traffic, in a hurry, jump the queue, in a minute, a narrow escape, lose control,

Simile: as fast as a hare, as fast as a deer,

Idiom: in a fraction of a second, in a twinkling of an eye,

Proverb: Prevention is better than cure,

Phrasal verbs: run over, roll over,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.1 Listening and Speaking</p>	<p>4.1.1 Pronunciation and Vocabulary: (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) list words whose meaning differs according to pronunciation (<i>Word Stress (contrast between, nouns/verbs, verb /adjectives)</i>)</p> <p>b) construct sentences orally using words related to the theme,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Recite a poem and apply the correct stress on words. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. • Listen/watch to an audio-visual material on pronunciation. Learners with postural defects or short stature could be appropriately 	<ol style="list-style-type: none"> 1. Why should we pronounce words correctly? 2. Why do words have different meanings at times?

		<p>c) pronounce words using the correct stress, d) use vocabulary related to the theme correctly, e) advocate for the importance of correct use of stress in communication.</p>	<p>positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light</p> <ul style="list-style-type: none"> • List the words that are stressed, • Classify the nouns, verbs, and adjectives from the list, • Practise saying words using the correct stress, with peers for example; <i>conflict (verb)/conflict (noun)</i>, <i>subject (verb)/subject (noun)</i> . Learners with speech difficulties could sign, point, write, type, use multipurpose communication board, speech generating device or be allowed extra time to practise. • Say words containing the sounds /t/ and /d/.Learners with speech difficulties could be given more time. • Construct sentences orally using the new vocabulary, 	
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			<ul style="list-style-type: none"> • Take part in a language game involving word stress, 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration is enhanced as the learner practises correct pronunciation of sounds and words in small groups. • Self-Efficacy is developed as learners recite poems and stress words correctly 				
<p>Values:</p> <p>Peace is fostered as the learner displays tolerance with peers struggling to distinguish between sounds /t/ and /d/ during pronunciation and they as help one another to improve their pronunciation.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Safety and security is promoted as the learner interacts with content on accident prevention.</p>				
<p>Link to other Subjects:</p> <p>The learner applies the knowledge derived from the theme accident and road safety to the concept of accidents is learnt in such learning areas as Environmental Studies.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.1 Intensive Reading: <i>Comprehension (Visuals)</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) list the <i>illustrations, posters, videos, pictures maps mnemonics</i> in the classroom,	Learner is guided to: <ul style="list-style-type: none"> • View pictures, <i>illustrations, posters, videos, pictures maps mnemonics</i>, and symbols among others collaboratively with peers, Learners with postural defects or 	<ol style="list-style-type: none"> 1. Why do you like pictures? 2. How can you use pictures to communicate?

		<p>b) make predictions based on visuals for comprehension,</p> <p>c) create mental images from text they have viewed, read or heard,</p> <p>d) answer factual and inferential questions correctly,</p> <p>e) judge the appropriateness of visuals in conjunction with peers.</p>	<p>short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light</p> <ul style="list-style-type: none"> • Describe and interpret visuals correctly collaboratively with peers, • Preview and make predictions based on pictures, illustrations, titles and experiences, • Compose songs, stories, poems or dialogues based on visuals, • Answer questions based on the visuals with peers, • Represent own stories using pictures or videos in purposive groups or pairs • Create visuals based on their experiences. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or 	
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			be assisted to create the visuals. Organize a safe conducive environment.	
Core Competencies developed:				
<ul style="list-style-type: none"> • Self-Efficacy is developed as the learner reads and interprets visuals. • Digital Literacy is achieved as the learner looks for or watches visuals in digital format. 				
Values:				
Responsibility is enhanced as the learner composes poems and answers questions related to the theme collaboratively with peers.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills Education: Effective communication is enhanced as the learner learns how to read and interpret visuals and can therefore communicate effectively using visuals.				
Link to other Subjects:				
The learner applies the concept of interpreting visuals to similar concepts learnt in Art and craft. This is also applicable when interpreting maps and charts, a concept taught in Social Studies.				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Grammar in Use	4.3.1 Word Class: Possessive Pronouns	By the end of the sub strand, the learner should be able to: a) identify possessive forms in print or digital texts,	Learner is guided to: <ul style="list-style-type: none"> • Engage in online/offline games involving pronouns such as <i>dice, goofy cards and word</i> 	<ol style="list-style-type: none"> 1. Why should we use possessive forms correctly? 2. Which words show something

	(2 lessons)	<p>b) use possessive forms correctly in sentences,</p> <p>c) advocate the correct use of possessive forms among peers.</p>	<p><i>search</i> collaboratively with peers,</p> <ul style="list-style-type: none"> • Simulate, dramatise or role play a conversation featuring possessive forms, • Watch videos/songs involving the use of possessive pronouns/ <i>belong to</i>, Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light • Compose songs based on the use of personal and possessive pronouns. Learners with speech difficulties could use residual speech or digital devices with text-to-speech application to compose. 	<p>belongs to a person?</p>
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			<ul style="list-style-type: none"> • Fill gaps in sentences correctly using <i>possessive pronouns and belong to</i>, • Create a list of sentences with possessive and personal pronouns for display with peers. Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or the teacher to carry out the task. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration is enhanced as the learner engages in online games with peers. • Self-Efficacy is developed as the learner creates a list of possessive pronouns and displays them in classroom. 				
<p>Values: Integrity is cultivated as the learner displays honesty while filling the gaps using possessive pronouns individually as assigned.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Citizenship - social cohesion and integration is cultivated as learners play language games.</p>				
<p>Link to other Subjects: The learner links the knowledge of pronouns to similar concepts learnt in Kiswahili.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Writing	4.4.1 Functional Writing : <i>A Reply to a Friendly Letter</i> (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the components of a friendly letter from a sample letter, b) write a friendly letter using the correct format for effective communication, c) judge the appropriateness of words, phrases and sentences used in friendly letters. 	Learner is guided to: <ul style="list-style-type: none"> • Read a sample friendly letter with peers and pick out the parts such as address, salutation, date, complimentary close among others, • Write a reply to a sample friendly letter using the correct format. Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body, use assistive technology or type. • Proofread/edit the letter collaboratively, • Present the edited version to other groups, • Search for more examples of friendly letters on the internet while collaborating with peers. , 	<ol style="list-style-type: none"> 1. How do you communicate with people who are far away? 2. Why do we write letters?

			Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light.	
Core Competencies developed:				
<ul style="list-style-type: none"> • Learning to Learn is enhanced as the learner searches for more examples of friendly letters on the internet. • Creativity and Imagination is promoted as the learner compose friendly letters using the correct format. 				
Values:				
Love is enhanced as learners read and write and reply friendly letters to each other.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills Education: Effective communication is developed as the learner learns how to write a friendly letter.				
Link to other Subjects:				
The learner applies the skills and knowledge derived from letter writing to similar concept learnt in Kiswahili.				

5.0 TRADITIONAL FOODS

Suggested Vocabulary:

dish, flavour, smell, delicious, appetite, nature, culture, herbs, grains, junk food, obesity, ugali, recipe, tasty, Kenyan, wild, digest, home-made, cereals, mix, energy, berries, vegetables, healthy, diet, *githeri, pilau, matoke, muthokoi*, avocado, yams, sweet potatoes, arrow roots, cassava, millet, porridge, nutrients,

Fixed phrase: more than, more and more, long ago, a long time ago,

Simile: as sweet as sugar, as sweet as honey, as bitter as herbs,

Idiom : in hot soup,

Proverb: Charity begins at home,

Phrasal verbs: hurry up, feed on,

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Listening Comprehension: - <i>Sounds</i> - <i>Adjectives</i> (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise sounds, words and phrases correctly, b) listen for the main idea and specific 	Learner is guided to: <ul style="list-style-type: none"> • Listen to a speech and pick out words containing sound /e/, • Interpret non-verbal cues such as gestures, facial expressions and eye contact collaboratively with peers, • Prepare and make a speech while collaborating with peers. Learners with speech difficulties could use alternative 	<ol style="list-style-type: none"> 1. Why should we pronounce sounds correctly? 2. Which words do we use to describe things, people or events?

		<p>details for effective communication,</p> <p>c) use adjectives to construct sentences orally,</p> <p>d) respond appropriately to a speech related to the theme,</p> <p>e) display varied emotions and feelings during an oral presentation.</p>	<p>modes of communication to make their speech.</p> <ul style="list-style-type: none"> • Listen to correct pronunciation of sounds, words and phrases from the teacher or audio-visual recordings, • Listen to a poem with various adjectives describing traditional foods, • Recite the poem with peers and pick out adjectives. Learners with speech difficulties could recite at their level of functional ability. • Search for examples of adjectives in the internet, newspapers and magazines. , Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light 	
<p>Core Competency:</p> <ul style="list-style-type: none"> • Citizenship is inculcated as the learner discusses and appreciate traditional foods from different communities. • Self-Efficacy is enhanced as the learner’s confidence is enhanced as they recite poems and make speeches while collaborating with peers. 				

Values:

Patriotism is developed as the learner shows awareness of own culture and respect others' culture as they listen to poems describing traditional foods.

Pertinent and Contemporary Issues (PCIs):

Effective communication is enhanced as the learner learns to interpret nonverbal cues such as gestures, facial expressions and eye contact to communicate effectively.

Link to other Subjects:

The learner applies the skill of listening comprehension in all other learning areas as they all require listening skills as a learning prerequisite.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.2 Reading	5.2.1 Extensive Reading: <i>Fiction and Non Fiction Materials</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) select relevant reading materials from a collection of books, b) scan a text to obtain specific information, c) skim through digital or print texts to establish appropriateness and relevance,	Learner is guided to: <ul style="list-style-type: none"> • Preview a text to determine suitability. • Skim through reading materials, • Select <i>fiction and non-fiction reading materials of between 1000-1250 words</i> (both print and non-print), • Read selected materials independently, 	<ol style="list-style-type: none"> 1. What materials do you enjoy reading? 2. Why is it necessary to read many books?

		<p>d) read a variety of materials for fluency,</p> <p>e) judge the appropriateness of a reading text on the basis of language and interest.</p>	<ul style="list-style-type: none"> • Set up an after school reading club where they meet regularly, • Share reflections on the books read collaboratively. Learners with speech difficulties could be lip-read by peers, teacher or learner support assistants as they use residual speech 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration is enhanced as the learner sets up an after school reading club where they meet regularly with peers to read. • Digital Literacy is attained as the learner sources for reading a variety of materials online. • Learning to Learn is developed as the learner engages in independent reading which enhances sourcing for information and lifetime learning. 				
<p>Values:</p> <p>Unity is developed as the learner respects self and others' opinions when selecting and reading fiction and nonfiction materials collaboratively.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Social justice is enhanced as the learner practises living together through establishment of an after school reading clubs.</p>				
<p>Link to other Subjects:</p> <p>The learner applies extensive reading in other learning areas like Kiswahili which emphasizes on the same concept.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Grammar in Use	5.3.1 Word Class: <ul style="list-style-type: none"> • <i>Comparative s and superlative forms of (regular/irregular) adjectives</i> • <i>Order of Adjectives</i> (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify comparative and superlative forms of adjectives in a text, b) order adjectives in terms of size, shape and age appropriately, c) use the comparative and superlative forms of adjectives accurately, d) advocate the importance of using adjectives correctly in communication. 	Learner is guided to: <ul style="list-style-type: none"> • Describe items using the comparative and superlative forms of adjectives e.g. that window is bigger than this one. Learners with speech difficulties could be lip-read by peers, teacher or learner support assistants as they use residual speech. They could also sign, point, write, type, use speech generating device or be allowed extra time to describe. • Change positive forms of regular and irregular adjectives to their comparative and superlative forms, with peers, 	<ol style="list-style-type: none"> 1. How do we compare things, people or events? 2. Which words are used to describe things or people?

			<ul style="list-style-type: none"> • Pick out adjectives of size, shape and age from a narrative or poem in collaboratively with peers, • Construct sentences featuring adjectives of size, shape and age Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body, use assistive technology or type. • Fill gaps using adjectives in the correct order, • Create a crossword puzzle using adjectives. Learners with manipulation difficulties could use alternative functional parts of the body, be supported by peers or learner support assistants to create the crossword. 	
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Core Competencies developed:

- Creativity and Imagination is enhanced as the learner creates crossword puzzles and make sentences based on adjectives.
- Digital Literacy-s achieved as the learner searches for various adjectives on the internet.

Values:

Peace is enhanced as the learner cooperate with peers to change positive forms of regular and irregular adjectives to superlative forms with peers.

Pertinent and Contemporary Issues (PCIs):

- Environmental Education is enhanced as the learner is exposed to information on traditional foods.
- Hygiene and Nutrition is enhanced as the learner learns through the content of traditional nutritious food.

Link to other Subjects:

The learner uses this knowledge on comparison of adjectives to learn the similar concepts in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.4 Writing	5.4.1 Creative Writing: <i>Narrative Compositions</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the parts of a narrative composition, b) write coherently on different topics, c) create a narrative composition for self-expression,	Learners is guided to: <ul style="list-style-type: none"> • Brainstorm ideas for a narrative composition collaboratively with peers. Learners with speech difficulties could use Alternative and Augmentative modes of Communication-AAC (residual speech/ digital devices with text-to-speech 	<ol style="list-style-type: none"> 1. Why do you enjoy reading stories? 2. How do you make your composition interesting?

		<p>d) promote creativity in writing among peers.</p>	<p>application/point/sign/write) to express their views.</p> <ul style="list-style-type: none"> • Read samples of narrative compositions with peers, • Identify the parts of a narrative composition, • Compose a narrative of (120 - 160 words) individually or collaboratively, • Practise writing own narratives .Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body, use assistive technology or type. • Listen or view a recording of a narrative and rewrite it in own words, • Proof read each other’s work and give feedback. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination is enhanced as the learner creates and writes stories. • Learning to learn is developed as the learner listens or view a recording of a narrative and rewrite it in own words, 				

Values:

Patriotism is developed as learners create narrative compositions featuring traditional foods for different communities showing respect for each other.

Pertinent and Contemporary Issues (PCIs):

Socio-Environmental issues – Assertiveness is enhanced as the learner masters the art of creative writing and can freely express themselves via writing.

Link to other Subjects:

The learner applies the knowledge about traditional food crops to other subjects such as Agriculture and Nutrition and Science and Technology which have similar concepts.

6.0 JOBS AND OCCUPATIONS**Suggested Vocabulary:**

job, occupation, accountant, actor, doctor, engineer, actress, banker, babysitter, captain, dentist, gardener, garbage collector, hairdresser, butcher, chemist, cobbler, security officer, police officer, judge, teacher, lecturer, lawyer, mason, model, musician, architect,

Fixed phrase: how much, make friends, by the way,

Simile: as busy as an ant, as sober as a judge, as free as a bird,

Idiom : call a spade a spade,

Proverb: A bad workman quarrels with his tools, The early bird catches the worm, Make hay while the sun shines,

Phrasal verbs: stand up; hurry up,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Listening and Speaking	6.1.1 Pronunciation and Vocabulary: -Stress - Intonation (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) sort statements and questions based on rising and falling intonation, <ul style="list-style-type: none"> • pronounce words and phrases with the target sounds /f/ and /v/, correctly, b) construct sentences orally using words related to the theme, c) use stress and intonation appropriately in statements and questions, d) advocate the need for correct stress and intonation in varied contexts. 	Learners is guided to: <ul style="list-style-type: none"> • Reproduce appropriate patterns of stress and intonation in speech, • Sort the statements and questions on the basis of rising or falling intonation collaboratively with peers, • Practise saying words, phrases and sentences with the sounds /f/ and /v/, • Say tongue twisters with the sounds /f/ and /v/ collaboratively. Learners with speech difficulties should be given more time. • Watch a video of a dialogue in which statements and questions are used, Learners with postural defects or short 	<ol style="list-style-type: none"> 1. Why should we pronounce sounds and words correctly? 2. Why do we raise or lower our voices when speaking ?

			<p>stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light</p> <ul style="list-style-type: none"> • Recite a choral verse with peers. Learners with speech difficulties to be given more time. • Use the right intonation on a role play on telephone conversation. Learners to be given roles depending on their functional ability. • Sing songs featuring stress and intonation. Learners with speech difficulties to mime /hum or be given more time to sing. 	
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Core Competencies developed:

- Communication and Collaboration is achieved as the learner reproduces appropriate patterns of stress and intonation in speech.
- Self-Efficacy is nurtured as the learner practises saying words, phrases and sentences with the sounds /f/ and /v/.

Values:

Respect is developed as the learner displays understanding and appreciation of others efforts as they practise saying tongue twisters with the sounds /f/ and /v/.

Pertinent and Contemporary Issues (PCIs):

Life Skills Education: Effective communication is promoted as the learner learns to make telephone conversations using appropriate stress and intonation for effective communication.

Link to other Subjects:

The learner can apply the concept of stress and intonation to Kiswahili and other languages that expose learners to stress and intonation.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.1 Intensive Reading <i>Comprehension Dialogues</i>	By the end of the sub strand, the learner should be able to: a) select unfamiliar words and phrases from a reading text,	Learners is guided to: <ul style="list-style-type: none"> • Make connections between the characters in the text and the people they know, • Relate events in the dialogue to their experiences, 	<ol style="list-style-type: none"> 1. How can we guess the meaning of words? 2. What makes you a good reader?

		<p>b) use contextual clues to infer the meaning of words from a text,</p> <p>c) respond to direct and inferential questions for comprehension,</p> <p>d) relate events in the story to their own experiences.</p>	<ul style="list-style-type: none"> • Read and role play a dialogue of about 400 words collaboratively with peers. Learners with speech difficulties could use residual speech as they role play. They should be given a role depending on their functional ability. • Pick out main ideas from the dialogue, • Answer direct and inferential questions based on the dialogue. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or point/sign or write to express their views. • infer the meaning of words from the context (for example, from words occurring before or after). 	
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<p>Core Competencies developed: Communication and Collaboration is achieved as the learner engages in role playing dialogues collaboratively with peers.</p>
<p>Values: Unity is developed as the learner collaborates with peers to role play dialogues related to the theme.</p>
<p>Pertinent and Contemporary Issues (PCIs): Learner Support Programmes - Career guidance is emphasized when the learners read and role play a dialogue on occupations collaboratively with peers.</p>
<p>Link to other Subjects: The learner can apply the skill of reading for comprehension to all other areas of learning as they all require reading.</p>

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry question(s)
6.3 Grammar in Use	<p>6.3.1 Word Class: Determiners: Quantifiers</p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify quantifying determiners: <i>few/ a few, little/ a little, a lot of/ lots of, each, all, enough, most, least</i> in a variety of texts,</p> <p>b) use quantifying determiners <i>few/ a few, little/ a little, a lot of/ lots of, each, all, enough, most, least</i> appropriately in a variety of contexts,</p>	<p>Learners is guided to:</p> <ul style="list-style-type: none"> • Read a passage related to the theme and identify quantifying determiners from the passage collaboratively, • Match quantifying determiners with corresponding countable and uncountable nouns, • List quantifying determiners that can be 	<ol style="list-style-type: none"> 1. Which words do we use to show amount or quantity? 2. Why is it important to tell the quantity of something?

		<p>c) judge the appropriateness of quantifying determiners in oral and written texts.</p>	<p>used with both countable and uncountable nouns. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or point/sign or write to list.</p> <ul style="list-style-type: none"> • Read sentences containing quantifying determiners from the internet with peers. Online safety should be observed while using the internet. • Construct sentences using quantifying determiners with nouns with peers. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or 	
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			point/sign or write the sentences <ul style="list-style-type: none"> • Complete sentences by filling in gaps using the correct quantifying determiners. 	
Core Competencies developed: <ul style="list-style-type: none"> • Self-Efficacy is nurtured as the learner uses quantifying determiners in sentences correctly and learns to apply them in life. • Communication and Collaboration is achieved as the learner reads the sentences with quantifying determiners from the internet with peers. • Digital Literacy is developed as the learner uses the internet to look for sentences with quantifying determiners. 				
Values: Respect is enhanced as the learner accommodates diverse opinions from peers as they complete tasks involving the use of quantifiers.				
Pertinent and Contemporary Issues (PCIs): Life Skills Education: Effective communication is promoted as the learner practises using quantifiers correctly to enable them communicate effectively.				
Link to other Subjects: The learner uses the knowledge of quantifying determiners to learn similar concepts in language areas such as Kiswahili.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.4 Writing	6.4.1 Creative Writing: Pictorial Composition (2 lessons)	By the end of the sub strand, the learner should be able to: a) choose possible topics for pictorial compositions, b) create a composition based on the visuals or pictures, c) judge visuals appropriately for creativity in writing.	Learners is guided to: <ul style="list-style-type: none"> • Interpret pictures collaboratively with peers. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or point/sign or write to interpret. • Match the pictures with the different parts of a composition: <i>beginning, middle and end</i>. Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers or learner support assistants to match 	<ol style="list-style-type: none"> 1. Why do we enjoy looking at pictures? 2. What messages do pictures communicate?

			<ul style="list-style-type: none"> • Watch a variety of animations, videos and sample write pictorial compositions collaboratively with peers, Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. • Arrange different pictures logically to write a story coherently, Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or the scribe to write. • Write a pictorial composition of about 120 -160 words, 	
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			<ul style="list-style-type: none"> • Proof read the pictorial composition, • Display their compositions in the classroom. Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers to display. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration is enhanced as the learner works with peers to watch a variety of animations, videos and sample write pictorial compositions. • Creativity and Imagination is nurtured as the learner interprets pictures and write stories. 				
<p>Values: Responsibility is achieved as the learner takes up assigned roles of creating and proofreading pictorial compositions.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life Skill Education: Effective communication is enhanced as the learner expresses themselves in writing a pictorial composition of about 120 -160 words.</p>				
<p>Link to other Subjects: The learner can apply the skills to similar concepts in Art and craft drawing is a skill in this learning area and Social studies which features interpretation of maps and charts.</p>				

7.0 TECHNOLOGY - LEARNING THROUGH TECHNOLOGY

Suggested Vocabulary:

browse, browser, cartoon, internet, search, bundle, email, video chat, Bluetooth, key in, boot, shut down, log in, log out, download, upload, delete, attach, create, website, wireless, online, laptop, tablet, desktop, research, source, projector, network, email, discover, connect,

Fixed phrase : make use of,

Simile: as wise as Solomon, as wise as an owl,

Idiom : make yourself at home, in broad daylight,

Proverbs: Slow but sure wins the race,

Phrasal verb: put down, pick up,

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>7.1 Listening and Speaking</p>	<p>7.1.1 Pronunciation and Vocabulary:</p> <p><i>Interactive Listening</i></p> <p>(3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words, phrases or sentences with the target sound: /ə/ and the diphthongs: /ɪə/ and /eɪ/ from a dialogue,</p> <p>b) construct sentences orally using words related to the theme,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Select words with the sound: /ə/ and the diphthongs: /ɪə/ and /eɪ/ from a dialogue, • Take turns to read a dialogue collaboratively, • Interrupt a conversation appropriately, • View a video of conversation and list words or phrases used to interrupt politely, 	<ol style="list-style-type: none"> 1. Why should we pronounce sounds and words correctly? 2. Why should you give others a chance to speak? 3. How do you tell if someone is happy or sad?

		<ul style="list-style-type: none"> c) pronounce sounds correctly for accuracy in speech, d) use words and non-verbal cues to express different moods, e) challenge others to listen interactively for effective communication. 	<p>Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</p> <ul style="list-style-type: none"> • Say the target sounds as modelled from a recording, • Make sentences with words containing the sound: /ə/ and the diphthongs: /ɪə/ /eɪ/. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Self-Efficacy is nurtured as the learner improves their pronunciation skills by practising pronouncing the target sounds. • Digital Literacy is developed as the learner interacts with digital devices while watching a video. 				
<p>Values: Respect is enhanced as the learner exercises patience as they practise listening interactively, turn taking and correct use of non-verbal cues.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life Skill Education: effective communication is enhanced as the learner watches a video of conversation and sees how people to interrupt politely in real life conversations.</p>				
<p>Link to other Subjects: The learner can apply correct pronunciation to learning in Kiswahili.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.2.1 Extensive Reading: <i>Fiction and Non-Fiction Texts (1000-1250 words)</i> <i>Poems (not more than 5 stanzas)</i> (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) select relevant reading materials from a collection of books, b) read a variety of materials for information and pleasure, c) judge the appropriateness of reading materials on the basis of interest, complexity and subject. 	Learner is guided to: <ul style="list-style-type: none"> • Skim through reading materials to obtain the main idea. • Preview texts to determine suitability and relevance. • Scan materials for specific details collaboratively. • Select appropriate reading materials from a library. • Read the selected materials individually. • Share reflections on the books read collaboratively. • Keep a record of materials read. Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers to type or write their record of materials.	<ol style="list-style-type: none"> 1. What kind of information do you find in books? 2. Why is it necessary to read many books? 3. What do you consider when choosing a material to read?

Core Competencies developed:

- Collaboration is enhanced as the learner scans materials for specific details collaboratively,
- Learning to Learn is developed as the learner selects appropriate reading materials from a library,

Values:

Unity is enhanced as the learner cooperates and assists one another to select appropriate reading materials.

Pertinent and Contemporary Issues (PCIs):

Effective Communication is realized in the learner as they read the selected materials individually.

Link to other Subjects:

The learner applies the skill of extensive reading to select and read non-fiction materials in all the learning areas.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Questions
7.3 Grammar in Use	7.3.1 Tense: Future Time using will/shall (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words that indicate future time using <i>will and shall</i> in sentences, b) use <i>will and shall</i> to express future time correctly, c) collaborate with others to determine the correctness and appropriateness of the tense used in own or provided texts.	Learner is guided to: <ul style="list-style-type: none"> • Pick sentences which express future time from a text. • Make sentences from a substitution table, • Answer questions on future time using <i>will/shall</i> collaboratively. • Construct sentences using <i>will/shall</i> collaboratively. 	<ol style="list-style-type: none"> 1. Which words do we use to show future time? 2. How do you tell that something will happen in the future?

			<ul style="list-style-type: none"> • Role play activities they plan or wish to do in future with peers. • Watch videos offline or online and identify sentences featuring future time with peers, Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light • Use computers, tablets or mobile phones to listen to audio materials featuring future time Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support or teacher to use the devices. 	
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			<ul style="list-style-type: none"> • Make predictions (events, weather among others) using <i>will</i> and <i>shall</i>, • Create display charts with sentences which feature <i>will</i> and <i>shall</i>. . Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or the teacher to create the display charts. 	
<p>Core Competence developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration is enhanced as the learner expresses future plans using <i>will</i> and <i>shall</i> in pairs. • Self-Efficacy is developed as the learner acquires the skill of making sentences about activities they plan do in future. 				
<p>Values:</p> <p>Social justice is developed as the learner shows democracy when they engage in role play activities to plan or wish for what to do in future.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Effective Communication is realized as the learner practises basic sentence structures that expresses the future that they will use in their daily communication.</p>				
<p>Link to other Subjects:</p> <p>The learner uses the concept of future time in other language areas such as Kiswahili.</p>				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Questions
7.4 Writing	7.4.1 Mechanics of Writing: Punctuation- <ul style="list-style-type: none"> • <i>Commas</i> • <i>Double Quotation Marks</i> (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify commas and double quotation marks in written texts, b) use the comma and double quotation marks correctly in sentences, c) advocate the use of correct punctuation in written communication. 	Learner is guided to: <ul style="list-style-type: none"> • Read a short text and identify punctuation marks used collaboratively with peers. Learners with speech difficulties could be given more considerable time. • Use commas to show pauses between words, phrases or clauses. • Complete sentences using double quotation marks and commas. • Pick out sentences with double quotation marks in newspapers, magazines, articles or internet resources. Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices. 	<ol style="list-style-type: none"> 1. Which punctuation marks do you know? 2. Why do we punctuate sentences?

			<ul style="list-style-type: none"> • Play punctuation games with peers. Assign roles based on functional ability of the learner. • Create posters or charts with sentences with double quotation marks and commas and display them in class, . Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or the teacher to create the charts and posters. 	
Core Competence developed:				
Digital literacy is developed as the learner explores internet resources on the use of the comma and double punctuation marks.				
Values:				
Responsibility is enhanced as the learner takes up assigned duties and roles in creating posters with sentences with correct use of punctuation marks.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills Education: effective communication is enhanced as the learner works collaboratively picking out magazines, reading and identifying punctuation marks used.				
Link to other Subjects:				
The learner applies the concept of correct punctuation in writing in all learning areas but particularly in Kiswahili.				

8.0 THE FARM: CASH CROPS

Suggested Vocabulary:

acre, harvest, worker, cooperative, fertilizer, greenhouse, machine, season, agriculture, plantation, labourer, swamp, highland, subsistence, sell, commercial, harvest, equipment, fertile, yield, nursery, seedling, climate, sow, cash crop, sugar cane, coffee, cultivate, estate, granary, irrigate, plough, rice paddy, scarecrow, cotton, wheat, sisal, tea,

Fixed phrase : go away, go on,

Similes: as busy as a bee, as faithful as a dog, strong like a horse,

Idiom : at the end of the day; not the end of the world,

Proverbs : Unity is strength, The early bird catches the worm, A bad workman quarrels with his tools,

Phrasal verb: search for

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.1 Listening and Speaking	8.1.1 Pronunciation and Vocabulary: <i>Oral Narrative Featuring Proverbs and Sayings</i>	By the end of the sub strand, the learner should be able to: a) list proverbs and sayings in a narrative, b) construct sentences orally using words related to the theme, c) pronounce words with the target sounds /k/ /g/ correctly,	Learner is guided to: <ul style="list-style-type: none"> • Listen to a narrative and select proverbs and sayings, • Match the vocabulary with their meanings, • Make oral sentences using vocabulary. Learners with speech difficulties could be given more considerable time. • Practise saying words with the sounds /k/ /g/ with peers .Learners 	<ol style="list-style-type: none"> 1. Why should we pronounce words correctly? 2. Which proverbs and sayings do you know? 3. Why are proverbs and sayings important in speech?

	(2 lessons)	<p>d) use words, proverbs and sayings appropriately in oral communication,</p> <p>e) anticipate what is likely to happen as a story unfolds,</p> <p>f) display varied emotions and feelings when listening to an oral presentation.</p>	<p>with speech difficulties could be given more considerable time.</p> <ul style="list-style-type: none"> • Create tongue twisters with the sounds /k/ /g/ with peers, • Search for vocabulary, proverbs and sayings in the internet collaboratively • Listen and view stories of about 130 words and songs featuring proverbs and sayings, • Create posters and charts with common proverbs and sayings that the learners can relate to with peers and display them in the classroom. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted by learner support assistant or peers to create the poster. 	
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Core Competencies developed:

- Digital Literacy is developed as the learner searches for proverbs and sayings from the internet.
- Learning to Learn is nurtured as the learner appreciate the need to use correct pronunciation in various contexts for effective pronunciation.

Values:

Unity developed as the learner cooperates with peers to practise using proverbs which encourage cooperation and unity among people.

Pertinent and Contemporary Issues (PCIs):

Environmental Education is enhanced as the learner is exposed to information about cash crops.

Link to other Subjects:

The learner uses the knowledge gained from the theme to learn some concepts in Social Studies as learners are exposed to information on cash crops.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	8.2.1 Fluency in Reading <i>(Texts of about 400 words)</i> (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify unfamiliar words in texts for fluency, b) read a text accurately and with expression and at the right speed for fluency,	Learner is guided to: <ul style="list-style-type: none"> • Skim and scan through paragraphs for information collaboratively. • Search for an article on a topic they enjoy, select a portion to read. • Set a goal on the number of words to be read per minute. Learners with speech difficulties could be given more considerable time to read. 	<ol style="list-style-type: none"> 1. What makes someone a good reader? 2. How long do you take to read a text? 3. What can you do to improve your reading speed?

		<p>c) recommend to peers and parents to read accurately, at the right speed and without hesitation.</p>	<ul style="list-style-type: none"> • Find a word or phrase from a word - chart within a stipulated time. • Read a text in unison, as a class or small group (choral reading). Learners with speech difficulties could be given more considerable time. • Participate in a reader's theatre using a short text from a poem or short play, <ul style="list-style-type: none"> ○ select a story or poem that can be divided into parts or characters, ○ assign a portion to each member with peers, ○ read a portion of the script orally for practice, ○ read the assigned parts with peers, • Echo or imitate a model intonation and expression as they read a short paragraph or sentence at a time. Learners with speech difficulties could be given more considerable time. 	
<p>Core Competency: Learning to Learn is promoted as the learner practices reading texts at the right speed and pace with the correct expression for effective communication.</p>				
<p>Values: Unity is enhanced as the learners read a text and participates in reader's theatre collaboratively.</p>				

Pertinent and Contemporary Issues (PCIs):

Environmental Activities are reinforced as the learner interacts with information about cash crops through participating in readers' theatre.

Link to other Subjects:

The learner can apply the skill of reading fluency in all other areas of learning as they both require reading but the skill is particularly useful in Kiswahili which teaches reading fluency.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Grammar in Use	8.3.1 Sentences: <ul style="list-style-type: none"> • <i>Use of Double Imperatives:</i> • <i>Question Tags on the Verb to be</i> <p>(3 Lessons)</p>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify tag questions and double imperatives from a text, b) use question tags and double imperatives correctly in sentences, c) advocate the correct use of double imperatives and question tags in communication. 	Learners is guided to: <ul style="list-style-type: none"> • Fill in gaps in sentences using double imperatives. • Select question tags from a story, dialogue or poem. • Match statements with the correct question tag to make a tag question. Learners with manipulation difficulties could use any functional part of the body/ appropriate Assistive technology with physical support. 	<ol style="list-style-type: none"> 1. What are some of your school rules? 2. How do you give instructions? 3. Why do we ask questions?

			<ul style="list-style-type: none"> • Practise giving instructions related to the theme using double imperatives such as: <i>shut down your tablets and listen to the teacher. Type this word in your tablet and look up its meaning.</i> Learners with speech difficulties could be given more considerable time. • Role play giving and receiving of instructions at home using double imperatives. Learners to be given roles depending on their functional ability. • Use double imperatives to make rules for their classroom and display them in charts or posters. Learners with manipulation difficulties could use any functional part of the body or be given physical assistance by peers to display. 	
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			<ul style="list-style-type: none"> • Write correct sentences using double imperatives. Learners with manipulation difficulties could use any functional part of the body or adapted pens or be assisted by a scribe to write. 	
<p>Core Competency: Self-Efficacy is fostered as the learner formulates school or class rules using double imperatives.</p>				
<p>Values: Respect is developed as the learner practises using question tags and giving of instructions in different contexts.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life Skill Education: Effective communication is developed as the learner role play giving and receiving of instructions at home using double imperatives.</p>				
<p>Link to other Subjects: The learner applies the knowledge of imperatives to the same concept in Kiswahili.</p>				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
8.4 Writing	8.4.1 Creative Writing: <ul style="list-style-type: none"> • <i>Narrative Composition (120 -160 words)</i> • <i>Similes and Proverbs</i> <p>(3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify similes and proverbs in a variety of texts, b) use similes and proverbs correctly in oral and written texts, c) create a narrative composition featuring similes and proverbs, d) advocate the use of similes and proverbs to enhance creativity in writing. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Read narratives with formulaic expressions in print and digital format. • List similes and proverbs in texts collaboratively. • Create a clear and coherent storyline using proverbs and similes. • Engage in a dialogue to advance plot and storyline, • Compose a story featuring similes and proverbs with peers, • Write creative compositions featuring similes and proverbs, individually, Learners with manipulation difficulties could use adapted writing materials or be supported by peers, learner support assistants or scribe to write. 	<ol style="list-style-type: none"> 1. How do we make our compositions interesting? 2. Which similes and proverbs do you know?

			<ul style="list-style-type: none"> • Create and display charts with proverbs and similes, in pairs or small groups. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted by learner support assistant to create and display the charts. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Self-Efficacy is enhanced as the learner becomes more proficient in writing when they write creative composition. • Creativity is fostered as the learner engages in a dialogue to advance a storyline and creates and composes narratives on various topics related to the theme. 				
<p>Values: Unity is fostered as the learners list similes and proverbs in texts collaboratively</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life Skills Education is developed as writing compositions enhances effective communication skills in the learner.</p>				
<p>Link to other Subjects: The learner relates this aspect of creative writing to similar skills learnt in Kiswahili.</p>				

9.0 HEALTH – COMMUNICABLE DISEASES

Suggested Vocabulary:

virus, hygiene, bacteria, tuberculosis, measles, pneumonia, cold, mumps, cholera, typhoid, parasite, infect, germs, illness, symptoms, vomit, pharmacy, treat, dose, blood pressure, weight loss, injection, tablet, vaccine, fever, medicine, syrup, laboratory, cure, outbreak, epidemic, immunity,

Fixed phrase: at last, from time to time, in future,

Simile: as helpless as a baby, as patient as job,

Idiom: spread like wildfire,

Proverb: An apple a day keeps the doctor away, Cleanliness is next to godliness,

Phrasal verb: pass away,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>9.1 Listening and Speaking</p>	<p>8.1.1 Speaking Fluency: pronunciation</p> <p><i>Narrative of about 150 words (3 lessons)</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) list words with sound /h/ from an oral text,</p> <p>b) construct sentences orally using words related to the theme,</p> <p>c) speak accurately, at the right speed and with expression on a given topic,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Listen to a poem or narrative and identify words with the /h/ sound, • Retell a narrative in own words collaboratively. <p>Learners with speech difficulties could use residual speech/ digital devices with text-to-speech</p>	<ol style="list-style-type: none"> 1. Why is it important to speak accurately and express the right feelings? 2. How can you listen more attentively? 3. Which words do you use to talk about diseases?

		<p>d) use vocabulary related to the theme correctly in oral communication,</p> <p>e) display appropriate emotions and feelings when making an oral presentation.</p>	<p>application or point/sign their narrative.</p> <ul style="list-style-type: none"> • Listen to graded texts with audio recordings of whole narratives, • Listen to music and pick out sounds and vocabulary, <ul style="list-style-type: none"> • Watch news at home for fun, and retell the interesting episodes to peers and friends in the classroom. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. • Practise delivering the news highlights in the classroom 	
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			<ul style="list-style-type: none"> • Respond to oral questions on given texts confidently and with speed. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or be given more time. • Make one-minute speeches on communicable diseases collaboratively with peers, • Recite poems on communicable diseases. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or sign/mime or hum. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Communication is enhanced as the learner makes short speeches about communicable diseases, • Creativity and Imagination is developed as the learner make one-minute speeches on communicable diseases collaboratively with peers. 				

Values:

Responsibility is enhanced as the learner acquires and shares information about communicable diseases in one minute speeches.

Pertinent and Contemporary Issues (PCIs):

- Effective communication is developed in the learner as they practise delivering the news highlights in the classroom.
- Health Related **Issues:** Communicable diseases- The learner’s knowledge on communicable diseases is advanced as they listen to pieces of news about the same.

Link to other Subjects:

The learner links the skill of fluency in speaking to Kiswahili where the same is encouraged.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	9.2.1 Intensive Reading: <i>Descriptive Fictional or Non-Fictional Texts</i> (about 400 words) (3 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the main idea in each paragraph, b) visualise events, characters and descriptions in texts for comprehension, c) summarise the main points in a text,	Learners is guided to: <ul style="list-style-type: none"> • Make connections between events in the text and their experiences. • Retelling the story collaboratively with peers. Learners with speech difficulties could use Alternative and Augmentative modes of Communication or be given adequate time to retell the story. 	<ol style="list-style-type: none"> 1. How do you describe things? 2. How can you tell what will happen in a story?

		<p>d) answer factual and inferential questions for comprehension,</p> <p>e) challenge others to focus on detail when reading a text.</p>	<ul style="list-style-type: none"> • Use illustrations, the introduction and the title of a text to make predictions. • Describe the characters, episodes and places collaboratively in a text. Learners with speech difficulties could use Alternative and Augmentative modes of Communication • Scan a text for specific details. • Answer questions from a text. Learners with speech difficulties could use Alternative and Augmentative modes of Communication to answer • State the main ideas from a text. • Watch a video related to the theme and pick specific information. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for 	
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			learners who are sensitive to light.	
Core Competence developed:				
<ul style="list-style-type: none"> • Learning to Learn is enhanced as the learner scans a text for information. • Digital Literacy is enhanced as the learner watches a video related to the theme to pick out specific information. 				
Values:				
Responsibility is developed as the learner reads texts which feature these values and watches a video related to the theme.				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> • Health Education is enhanced as the learner is exposed to information on communicable diseases. • Environmental Education is developed as the learner reads texts about diseases. 				
Link to other Subjects:				
The learner can apply the knowledge obtained from reading texts on communicable diseases to other learning areas like Physical and Health Education.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Grammar in Use	9.3.1 Word Class: ➤ <i>Adverbs</i> ➤ <i>Use of could, would and how many</i>	By the end of the sub strand, the learner should be able to: a) identify adverbs of <i>manner, time, place and frequency</i> in a text,	Learner is guided to: • Identify and list adverbs from a digital or print text collaboratively. Learners with speech difficulties could use	1. How do we describe when, how, where and how many times an action takes place?

	<p>➤ <i>How many...could/would</i></p> <p>(3 lessons)</p>	<p>b) use adverbs correctly in oral and written contexts,</p> <p>c) use the modals <i>could</i> and <i>would</i> and <i>How many...could/would</i> the phrase <i>how many</i> in sentences correctly,</p> <p>d) judge the appropriateness of adverbs used in oral and written texts.</p>	<p>Alternative and Augmentative modes of Communication.</p> <ul style="list-style-type: none"> • Make sentences from a substitution table using the pattern <i>how many...could/would</i>, • Fill in blank spaces with appropriate adverbs. • Construct sentences using adverbs of manner, time place and frequency. Learners with speech difficulties could use Alternative and Augmentative modes of Communication. • Recite poems containing adverbs with peers learners with speech difficulties could be lip-read by peers/hum or mime the poems. • Create a crossword puzzle using different types of adverbs. Learners with manipulation difficulties could use alternative 	<p>2. Which word or words do we use to ask questions?</p>
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			functional parts of the body, use adapted digital devices, assistive technology or be assisted. Organize a safe conducive environment.	
Core Competence developed:				
<ul style="list-style-type: none"> • Self-Efficacy is enhanced as the learner recite poems containing adverbs and creates a crossword puzzle using different types of adverbs individually. • Creativity and Imagination is achieved as the learner engages in creative activities like creating crossword puzzles using different types of adverbs. 				
Values:				
Responsibility is enhanced as learners use adverbs to talk about different actions.				
Pertinent and Contemporary Issues (PCIs):				
Life skills: Effective Communication is enhanced as the learner constructs sentences using different types of adverbs. They use this knowledge and skill to communicate effectively.				
Link to other Subjects:				
The learner can apply the knowledge gained in different types of adverbs to learn similar concept in Kiswahili.				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
9.4 Writing	9.4.1 Mechanics of Writing: Punctuation Marks ➤ <i>Apostrophe</i> ➤ <i>Exclamation Mark</i> (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the apostrophe and exclamation mark in sentences, b) punctuate sentences correctly using the apostrophe and the exclamation mark, c) collaborate with others to punctuate own or provided documents.	Learner is guided to: <ul style="list-style-type: none"> • Listen to a short oral text and write the text with the correct punctuation marks. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology or adapted writing tools to write or type. • Underline the apostrophe and exclamation marks in a text with peers. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. • Construct sentences using the apostrophe and exclamation mark. • Watch online videos or slides about the correct use of the apostrophe and exclamation mark. Learners with postural 	<ol style="list-style-type: none"> 1. Which punctuation marks do you know? 2. Why do we punctuate sentences?

			<p>defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light</p> <ul style="list-style-type: none"> • Create and display charts or posters with sentences in which the apostrophe and exclamation mark are used collaboratively with peers, Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted. • Conduct a gallery walk and view the charts made by each group of peers. Organize a safe conducive environment. 	
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			Learners with mobility difficulties should be given physical support	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination is enriched as the learner develops and displays posters and charts in the classroom for peers to review. • Learning to Learn-is developed as the learner searches for information on the internet and learns surfing skills. 				
<p>Values: Responsibility is developed as the learner creates and displays charts using different types of sentences and punctuates them correctly.</p>				
<p>Link to Pertinent and Contemporary Issues: Health Education is enhanced as the learner interacts with material on common communicable diseases both offline and online.</p>				
<p>Link to other Subjects: Punctuation marks is used in all areas of learning as the learner takes down notes, Kiswahili in particular is an area that the learner can apply this concept as it teaches on punctuation as a skill.</p>				

10.0 LEISURE TIME ACTIVITIES

Suggested Vocabulary:

leisure, interest, favourite, cinema, football, tennis, karate, swimming, skating, basketball, cycling, jogging, diving, fishing, picnic, hiking, gardening, hobby, entertain, enjoy, racing, talent, event, visit, park.

Fixed phrase: in future, from now on,

Simile: as free as a bird,

Idiom: face the music,

Proverb: An idle mind is the devil’s workshop, Birds of a feather flock together,

Phrasal verb: shut up,

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
10.1 Listening and Speaking	10.1.1 Pronunciation and Vocabulary: Interactive Listening ➤ <i>Choral verse</i> ➤ <i>Narrative in Dialogue Format (Conversation Narrative)</i>	By the end of the sub strand, the learner should be able to: a) identify different moods in a narrative or a choral verse, b) use words and phrases with the selected sound /s/ and /z/ in sentences, c) interrupt politely during a conversation,	Learner is guided to: <ul style="list-style-type: none"> • Listen to a narrative and retell it while expressing different moods or feelings. • Construct sentences orally collaboratively with peers. • Say words containing the sounds /s/ and /z/ with peers. • Watch a video of a conversational narrative or a 	<ol style="list-style-type: none"> 1. Why should you interrupt others politely? 2. How do you show different moods and feelings when listening to someone? 3. Which words do you use to

	(3 lessons)	d) challenge others to listen interactively during conversations.	<p>choral verse online or offline, Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</p> <ul style="list-style-type: none"> • Take turns during a conversation. • Engage in a dialogue and practise interrupting one another politely. Learners with speech difficulties should be given more time. 	join an on-going conversation?
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration is fostered as the learner works with peers to construct sentences orally. • Creativity and Imagination is enhanced as the learner creates and role plays conversations and takes turn during a conversation. 				
<p>Values: Responsibility is promoted as the learner engages in a dialogue and practises interrupting one another politely.</p>				

Pertinent and Contemporary Issues (PCIs):

Life Skills Education is advanced as the learner acquires the art of conversation during turn taking and role playing on polite interruption.

Link to other Subjects:

The learner applies the skill of conversing in dialogue form to Kiswahili as it has similar concepts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.2 Reading	10.2.1 Intensive Reading <i>Factual Texts of about 400 Words</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) relate the ideas in a text to their experiences for comprehension, b) respond to factual and inferential questions from a text correctly, c) summarise the main ideas in a text for comprehension, d) encourage others to pay attention to detail when reading.	Learner is guided to: <ul style="list-style-type: none"> • Skim through a text and obtain the main idea. • Scan through a text to obtain specific information. • Discuss and relate ideas to their experiences collaboratively with peers. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or point/sign or write to express their views. • Read a text independently and retell it in own words. 	<ol style="list-style-type: none"> 1. Why do we read books? 2. Why should we make notes when reading? 3. What makes you a good reader?

			<ul style="list-style-type: none"> • Answer direct and inferential questions from the text. • Watch a video on leisure time and write the main points. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Learning to Learn is enhanced as the learner uses skimming and scanning skills to obtain information from a text. • Self-efficacy is developed as the learner scans through a text to obtain specific information. 				
<p>Values: Responsibility is inculcated as the learner reads different texts and retells the stories in own words independently.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety and Security: Personal safety is nurtured as the learner acquires reading skills and uses them on proper utilisation of leisure time to keep themselves safe from environmental dangers.</p>				
<p>Link to other Subjects The learner applies the skill of intensive reading to Kiswahili where such a skill is emphasised.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10. 3 Grammar in Use	10.3.1 Word Class: Conjunctions (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify conjunctions: <i>but, or, yet, because, since</i> and <i>also</i> , in texts for effective communication, b) use conjunctions <i>but, or, yet, because, since</i> and <i>also</i> , correctly in communication, c) judge the correctness and appropriateness of conjunctions in oral and written texts.	Learner is guided to: <ul style="list-style-type: none"> • Listen to a short dialogue and identify conjunctions, • make sentences from a substitution table using <i>but, or, yet, because, since and also</i>, • Construct sentences using conjunctions with peers. Learners with speech difficulties could use residual speech or be given time to construct the sentences. • Fill in blank spaces using conjunctions in sentences or paragraphs. Learners with speech difficulties could use residual speech/sign or write to fill in the blanks. • Create a display chart of sentences containing conjunctions with peers. Learners with manipulation 	<ol style="list-style-type: none"> 1. Why do you join words and sentences? 2. How do you join words or sentences?

			<p>difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be assisted.</p> <ul style="list-style-type: none"> • Conduct a gallery walk and give feedback to each group. Organize a safe conducive environment. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Collaboration is enhanced as the learner constructs sentences using conjunctions collaboratively with peers. • Creativity is developed as the learner creates a display chart and conducts a gallery walk giving feedback on the displayed charts. 				
<p>Values:</p> <p>Respect is fostered as the learner creates a display chart of sentences containing conjunctions with peers.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Life Skills Education is developed as the learner efficiently constructs sentences using conjunctions for effective communication. • ESD Safety education is emphasised on as the learner learns how to use leisure time in engaging activities like practice the use of conjunction for lifetime communication. 				
<p>Link to other Subjects:</p> <p>The learner applies the knowledge on the use of conjunction to other areas such as Kiswahili that have similar concepts.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.4 Writing	10.4.1 Creative Writing: Descriptive Composition (120 -160 words) (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) describe people or things mentioned in a text, b) create a descriptive composition related to the theme for effective communication, c) critique a composition on the choice of words, creativity, relevance to theme and logical flow. d) Appreciate a well written composition from a text 	Learner is guided to: <ul style="list-style-type: none"> • Read a sample composition from print or electronic sources. • Talk about people or things in the text. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or point/sign or write to express their views. • Make sentences to describe how they spent their leisure time collaboratively. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or point/sign or write their sentences. 	<ol style="list-style-type: none"> 1. How do we describe things or events? 2. Why is it important to describe things or events clearly?

			<ul style="list-style-type: none"> • Organise the sentences to make a paragraph collaboratively. • Write a descriptive composition individually. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology to type or write. • Proof read the composition with peers. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration is developed as the learner collaboratively makes sentences to describe how they spent their leisure time collaboratively. • Creativity and Imagination is enhanced as the learner creates own compositions and proofreads the composition written by peers. 				
<p>Values: Respect is fostered as the learner writes descriptive compositions about various characters.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life Skills Education is nurtured as the learner acquires effective communication skills when organizing and writing compositions.</p>				
<p>Link to other Objects: The learner can apply descriptive composition writing skills to Kiswahili as they learn the same concept.</p>				

11.0 SPORTS - APPRECIATING TALENTS

Suggested Vocabulary:

competition, cheer, score, award, medal, champion, guest, spectators, fans, courage, whistle, upper hand, walkover, celebrate, sports, ability, gift, genius, artist, magic, skill, blessing, giant, adjudicator, talent show, athletic, discover, brave,

Fixed phrase: at present, no problem,

Simile: as proud as a peacock, as simple as one, two, three,

Idiom: loud and clear,

Proverbs: Slow but sure wins the race, The race is not to the swift,

Phrasal verb: breath in,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.1 Listening and Speaking	11.1.1 Pronunciation and Vocabulary: <ul style="list-style-type: none"> • <i>Listening Fluency</i> • <i>Non-verbal cues</i> (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) select words containing the target sound /aɪ/, in sentences, b) construct sentences orally using words related to the theme, c) listen for words with the sound /aɪ/ from an audio text, 	Learner is guided to: <ul style="list-style-type: none"> • Listen to oral presentations (<i>dialogues or poems on topical issues</i>) containing words with the sound /aɪ/. • Identify words with the sound /aɪ/ from texts. • Practise saying selected tongue twisters collaboratively. Learners 	<ol style="list-style-type: none"> 1. Why is it important to listen carefully? 2. How can we become better listeners?

		<p>d) interpret a speaker's emotions and feelings correctly during oral presentations.</p>	<p>with speech difficulties to be given more time.</p> <ul style="list-style-type: none"> • Make a three-minute speech with peers. • Recite poems with peers, Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications • Interpret non-verbal cues correctly. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration is enhanced as the learner makes short speeches while collaborating with peers. • Self-Efficacy is developed as the learner picks out the target sounds from poems or stories. 				
<p>Values: Love is enhanced as the learner prepares and makes speeches with peers.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life Skills Education Effective listening is cultivated when the learner listens to their peers say tongue-twisters and make short speeches.</p>				
<p>Link to other Subjects: The learner applies fluency in listening and nonverbal skills in learning similar concepts in Kiswahili.</p>				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Questions (s)
11.2 Reading	11.2.1 Intensive Reading: <i>Reading with Technology</i> (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) relate ideas in the text to personal experiences, b) create mental images from the events, characters or places in a text, c) answer factual and inferential questions from varied texts correctly, d) judge the appropriateness of digital texts on the basis of word choice, theme and interest. 	Learner is guided to: <ul style="list-style-type: none"> • Infer the meaning of words from context. • Make connections between town experiences and events in the reading text. • Create pictures, mimes, videos or crossword puzzles in with peers, Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. • Search and read texts from the internet with peers. • Dramatise or role play events or characters in stories they have read online. Learners should be 	<ol style="list-style-type: none"> 1. Why is it important to relate what you read to real life experiences? 2. What digital resources can you use in your reading? 3. Why are digital materials more interesting to read than print ones?

			<p>given roles depending on their functional ability.</p> <ul style="list-style-type: none"> • Print the visuals obtained from online sources and share or display in a gallery. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving is cultivated as the learner engages in research online. • Digital Literacy is enhanced as the learner searches and reads texts from the internet with peers. 				
<p>Values: Integrity is inculcated as the learner avoids breach of confidentiality and security while they read using technology and use technology responsibly.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety and security is enhanced with the learner's responsible use of internet while reading the online visuals intensively.</p>				
<p>Link to other Subjects: The learner relates intensive reading done here to similar concepts learnt in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
11.3 Grammar in Use	11.3.1 Use of Interrogatives (3 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify interrogatives: <i>how, what, when, why, who</i> in sentences correctly,</p> <p>b) use interrogatives <i>how much more..., when/who/why/what else</i> accurately in sentences,</p> <p>c) adopt the use of interrogatives used in oral and written texts.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Mention the words used to ask questions - <i>how, what, when, why, who</i>. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. • Use the <i>wh-</i> words and <i>how</i> to ask questions collaboratively. • Construct questions using the pattern: <i>how much more..., when/who/why/what else</i> with peers for example, <i>who else attended the ceremony? how much more sugar was bought?</i> • Use the interrogatives with: <i>else, much ...</i> to complete sentences. • Use digital devices to practice constructing questions with peers. Learners with manipulation difficulties could 	<ol style="list-style-type: none"> 1. Why do we ask questions? 2. How do we ask questions?

			use alternative functional parts of the body or use assistive technology or be assisted to operate the devices.	
Core Competencies developed:				
<ul style="list-style-type: none"> • Learning to Learn is inculcated as the learner learns to use interrogatives correctly. • Collaboration is enhanced as the learner works collaboratively to construct questions using the target pattern. 				
Values:				
Respect is cultivated when the learner use digital devices to practice constructing questions with peers.				
Pertinent and Contemporary Issues (PCIs):				
Social cohesion is reinforced as the learner engages in collaborative activities with peers to use interrogatives as guided.				
Link to other Subjects:				
The learner can relate the concept of interrogatives to similar concept learnt in Kiswahili.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
11.4 Writing	11.4.1 Spelling: <ul style="list-style-type: none"> ➤ <i>Commonly Misspelt Words</i> ➤ <i>Homophones</i> ➤ <i>Homonyms</i> 	By the end of the sub strand the learner should be able to: <ul style="list-style-type: none"> a) spell selected words correctly for effective communication, 	The learner should be guided to: <ul style="list-style-type: none"> • Discuss with peers words they find difficult to spell .Learners with speech difficulties could use residual speech or use 	<ol style="list-style-type: none"> 1. Why do we write words correctly? 2. Which words do you find

	(2 lessons)	<p>b) use homophones and homonyms in sentences correctly,</p> <p>c) advocate the use of correct spelling of words among peers.</p>	<p>alternative mode of communications</p> <ul style="list-style-type: none"> • Make a presentation on correct spelling homophones and homonyms, • Write words from a dictation by the teacher or from an audio-visual recording. Learners with manipulation difficulties could use adapted writing devices or be assisted by peer, Learner support assistant or scribe to write. • Play spelling games with peers; for example, scramble or scrabble. assign roles considering individual learners' ability • Use a jigsaw puzzle to form words correctly with peers, • Make words from jumbled up letters. 	<p>difficult to write?</p> <p>3. How do we learn to spell words correctly?</p>
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Core Competencies developed:

- Communication and Collaboration is enhanced as the learner play spelling games with peers; for example, scramble or scrabble.
- Critical Thinking and Problem Solving is nurtured as the learner makes words from jumbled up letters, play spelling games like scrabble or scramble with peers.
- Learning to Learn is inculcated as the learner spells words they find difficult to spell.

Values:

Responsibility is promoted as learners write examples of different words and play spelling games such as scrabble while working with peers.

Pertinent and Contemporary Issues (PCIs):

Life Skills Education - Effective communication and interpersonal communication is promoted as learners write words from a dictation by the teacher or from an audio-visual recording.

Link to other Subjects:

The learner relates the concept of proper spelling of words to similar concepts learnt in Kiswahili.

12.0 ENVIRONMENTAL POLLUTION

Suggested Vocabulary:

environment, atmosphere, conserve, acid rain, recycle, sewage, poisonous, pollution, destroy, dirt, disaster, dump, erosion, famine, poison, preserve, purify, sewage, waste, flood, dirty, chemicals, sick, cancer.

Fixed phrase: fresh air, keep a promise, excuse me,

Simile: as white as snow, as clear as glass, as clear as the sky,

Idiom: feel at home, fight for your life,

Proverbs: Cleanliness is next to godliness,

Phrasal verb: grow up,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.1 Listening and Speaking	12.2 Pronunciation and Vocabulary: <ul style="list-style-type: none"> • <i>Speaking Fluency (Content from other Learning areas)</i> • <i>Making a Speech</i> <p>(3 lessons)</p>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) pronounce words with selected sounds /f/ and /v/ accurately for effective communication, b) construct sentences orally using words related to the theme, c) speak accurately, without hesitation and with expression, 	Learner is guided to: <ul style="list-style-type: none"> • Say words containing the sounds /f/ and /v/ with peers. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application	<ol style="list-style-type: none"> 1. Why should we speak clearly and confidently? 2. Why do we make speeches?

		<p>d) challenge others to speak accurately, at the right speed and to display appropriate expressions during oral presentations.</p>	<ul style="list-style-type: none"> • Pronounce the words related to the theme correctly. Learners with speech difficulties could use residual speech or be given adequate. • Construct oral sentences using vocabulary learnt, • Listen to a recorded speech from a digital device on environmental pollution, <ul style="list-style-type: none"> • Make short speeches using vocabulary learnt, and appropriate non- verbal cues. Learners with speech difficulties could use residual speech or digital devices with text-to-speech 	
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			application to make the speech.	
Core Competencies developed:				
<ul style="list-style-type: none"> • Collaboration is achieved as the learner works with peers to say minimal pairs of sounds /f/ and /v/. • Self-Efficacy is achieved as the learner creates and makes short speeches using appropriate nonverbal cues. 				
Values:				
Patriotism is cultivated as the learner listens to a recorded speech from a digital device on environmental pollution.				
Pertinent and Contemporary Issues (PCIs):				
Environmental Education as learners interact with content related to environmental pollution while they listen to the recorded speech.				
Link to other Subjects:				
<ul style="list-style-type: none"> • The learner can relate the content listened to in the lesson to concepts taught in Integrated Science on environmental pollution. • The learner applies the skills gained in public speaking (giving speeches) to all learning areas as they do involve public speaking. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
12.2 Reading	12.2.1 Intensive Reading: <i>Poems, Songs and Tongue Twisters</i> (2 lessons)	By the end of the sub strand the learner should be able to: a) creates mental images from events, characters and places in a text, b) infer information and meaning of words from context, c) answer factual and inferential questions correctly for comprehension, d) relate events and characters in the reading text to personal experiences.	Learner is guided to: <ul style="list-style-type: none"> • Watch a video on environmental pollution and answer questions. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. • Read a poem or song and role play the events, experiences or characters in the text, Learners with speech difficulties could use residual speech, mime or hum. • Answer factual and inferential questions on the poem and song they read. • Visualize events, characters or places mentioned in a text, 	<ol style="list-style-type: none"> 1. What can you learn from poems and songs? 2. Which poems and songs do you know? 3. How do you tell the meaning of unfamiliar words while reading?

			<ul style="list-style-type: none"> • Role play events or characters in the poem collaboratively with peers. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Collaboration is enhanced as the learner role plays events or characters in the poem collaboratively with peers. • Digital Literacy is developed as the learner watches a video on a poem about environmental pollution. 				
<p>Values: Responsibility is promoted when learners read poems/listen to songs and answer questions.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Environmental Education is enhanced as the learner interacts with content on environmental pollution. • Life Skills Education – Communication skills are enhanced as the learner recites poems and sing songs. 				
<p>Link to other Subjects: The learner relates the content of songs and poems to what is learnt in Music. The learner applies the content of Environmental Pollution to a concept learnt in in Integrated Science.</p>				

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
12.3 Grammar in Use	<p>12.3.1 Word Class:</p> <p><i>Nouns (which only occur in</i></p>	By the end of the sub strand, the learner should be able to: a) identify nouns which only occur in singular or plural from given sentences,	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Identify and underline nouns which only occur in singular or plural sentences, • Construct sentences with peers using nouns which only occur in 	<ol style="list-style-type: none"> 1. Why is it important to use words correctly? 2. Which singular nouns end with letter -s?

	<p><i>singular or plural</i>) (3 lessons)</p>	<p>b) use nouns which only occur in singular or plural to make sentences, c) collaborate with others to determine the correctness and appropriateness of nouns used in various texts.</p>	<p>singular or plural such as <i>news, dirt, waste and rubbish,</i></p> <ul style="list-style-type: none"> • Practise a conversation using plurals of nouns which only occur in singular or plural collaboratively, Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or be given more time for practise. • Watch videos on nouns which only occur in singular or plural and answer questions Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light • Create display charts on nouns which only occur in singular or plural in sentences. Learners with manipulation difficulties could use alternative functional parts of the 	
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			body or be supported by peers or learner support assistants to create the charts.	
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Core Competencies developed:

- Collaboration is developed as the learner uses words correctly to construct sentences with peers.
- Digital Literacy is achieved as the learner watches videos on nouns which only occur in singular or plural and answer questions.

Values:

Responsibility is enhanced as the learner constructs sentences related to the theme thereby enhancing their awareness about the need to conserve the environment.

Pertinent and Contemporary Issues (PCIs):

Social cohesion is promoted as the learner engages in collaborative activities to create and display charts on nouns occurring as either singular or plural.

Link to other Subjects:

The learner can link the concept of nouns that exist either as singular or plural to similar concepts in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.4 Writing	12.4.1 Functional Writing:	By the end of the sub strand, the learner should be able to: a) identify the key components of a	Learner is guided to: • View a sample diary sample journal/and identify the components.	1. Why should we plan our activities in advance? 2. What is the most memorable

	<ul style="list-style-type: none"> • <i>Appointment Diary</i> • <i>Journal (3 days)</i> <p>(2 lessons)</p>	<p>diary/journal from a sample diary/journal,</p> <p>b) create a journal/diary to convey desired information in the right format,</p> <p>c) collaborate with peers to create personal journals and diaries on varied topics.</p>	<ul style="list-style-type: none"> • Write journal/diary entries with peers, Learners with manipulation difficulties could use alternative functional parts of the body or be supported by peers, learner support assistants or scribe to write or type. • Create an appointment diary collaboratively. • Create a three-day journal with peers, • Display their work in class and take a gallery walk. Learners with manipulation difficulties could use alternative functional part of the body/ appropriate Assistive technology with physical support • Give feedback to each group about their work after the gallery walk, • Search for examples of diaries or journals on the internet, textbooks or the library .Learners with postural defects or short stature 	<p>experience in your life?</p>
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			<p>could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</p> <ul style="list-style-type: none"> • Create a diary or journal individually. Learners with manipulation difficulties could use adapted writing devices to write. 	
<p>Core Competencies developed: Creativity and imagination is developed as the learner create an appointment diary collaboratively.</p>				
<p>Values: Unity is fostered as learners create a three-day journal with peers.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life Skills Education - Effective communication is enhanced as the learner gives feedback to each group about their work after the gallery walk.</p>				
<p>Link to other Subjects: The skill of writing diaries and journals is applied by the learner to other learning areas such as Kiswahili.</p>				

13.0 MONEY- SAVINGS AND BANKING

Suggested Vocabulary:

debt, banker, teller, lend, customer care, banking hall, queue, ATM machine, safe, save, savings, account, balance, cash, deposit, interest, internet, cheque, exchange, loan, value, credit, bank manager, a lot.

Fixed phrase: be in debt, make money,

Simile: as cheap as dirt, as good as gold,

Idiom: go for, money changed hands, loud and clear,

Proverbs: A fool and his money are soon parted, Keep something for a rainy day, Money does not grow on trees,

Phrasal verb: give back, give out, give away,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.1 Listening and Speaking	13.1.1 Pronunciation and Vocabulary: <i>Intensive Listening (Dialogue containing similes)</i>	By the end of the sub strand, the learner should be able to: a) select words and phrases with the target sounds /m/ /n/ /ŋ/ , digraphs and consonant clusters from a text, b) use similes and vocabulary related to the theme correctly in sentences,	Learner is guided to: <ul style="list-style-type: none"> • Listen to a dialogue from an audio-visual recording or read by the teacher and select words with the target sounds, digraphs and clusters, • Say words containing the sounds /m/ /n/ /ŋ/ with peers. 	<ol style="list-style-type: none"> 1. Why should we listen attentively? 2. How can you tell someone is attentive?

	(3 lessons)	<p>c) judge the appropriateness of words, similes and non-verbal cues during an oral presentation,</p> <p>d) interpret a speaker's feelings and emotions correctly during oral presentations.</p>	<ul style="list-style-type: none"> • Identify words featuring the target sounds. • Identify similes from an audio visual text Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be supported by peers or learner support assistant to use the digital devices. • Use similes and words in sentences with peers, • Discuss new words found in the dialogue collaboratively. Learners with speech difficulties could use residual speech/ digital devices with text-to-speech application or be given more time to express their views. • Construct sentences using the new words individually. Learners with manipulation 	
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			<p>difficulties could use any functional part of the body to write or type the sentences.</p> <ul style="list-style-type: none"> • Dramatize the dialogue with peers. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration is enhanced as the learner identifies similes from audio material and constructs sentences using those similes collaboratively. • Digital Literacy is achieved as the learner listens to dialogues from digital devices. 				
<p>Values: Love, peace, responsibility, respect are developed as learners familiarise themselves with words like saving, money and a proverb like: ‘A fool and his money are soon parted’.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Social-economic Issues- Financial literacy is inculcated as the learner listens to dialogues based on the theme of money. Life Skills Education - Effective communication is enhanced as the learner engages in various language activities.</p>				
<p>Link to other Subjects: The learner can apply intensive listening in learning all areas as listening is a key skill of learning.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 Reading	13.2.1 Extensive Reading <i>Variety of texts such as Newspapers, magazines, class readers and poems.</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) select suitable reading materials <i>newspapers, magazines, class readers or poems</i> , from a variety of texts, b) read a variety of materials independently for information and pleasure, c) use fluency strategies such as previewing, skimming and scanning strategies to find necessary information, d) judge the appropriateness of a reading text on the basis of theme, interest and language complexity.	Learner is guided to: <ul style="list-style-type: none"> • Select appropriate print and non-print reading materials; <i>newspapers, magazines, class readers or poems</i>, • Scan through a text for specific details and skim through a material to obtain the main idea, • Read selected materials independently, Learners with speech difficulties could use residual speech. • Promote extensive reading among peers and the greater community. • Collaborate with peers to determine the appropriateness of reading texts on the basis of interest, themes and complexity of language, 	<ol style="list-style-type: none"> 1. Why do you read? 2. How do you obtain specific information from a text? 3. What materials do you enjoy reading?

			<ul style="list-style-type: none"> • Make notes on a topic they read with peers Learners with manipulation difficulties could use alternative functional parts of the body to write or type notes • Make an entry of what they have read in their creative writing diary. • Visit a library to read online and offline materials. Learners with mobility difficulties to be given physical support by peers. Safety precaution for all learners to be observed. 	
<p>Core Competencies developed:</p> <ul style="list-style-type: none"> • Digital Literacy is enhanced as the learner searches for online reading materials. • Learning to Learn is developed as the learner finds new information from newspapers, magazines, class readers and poems. 				
<p>Values: Responsibility is promoted as the learner reads materials about spending money wisely and the importance of saving money.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Socio-economic Issues - Financial literacy is enhanced as the learner reads material containing topics on money.</p>				

Link to other Subjects:

The learner can apply the skill of extensive reading in all learning areas as learners read extensively for information.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Questions
13.3 Grammar in Use	13.3.1 Word Class: <i>Prepositions</i> (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify prepositions of time, <i>in, on, at</i> place <i>in, on, at</i> and direction <i>into, towards, to, through</i> in sentences, use prepositions of time, place and direction appropriately for effective communication, appreciate the accuracy, appropriateness and correctness of prepositions used in varied texts. 	Learner is guided to: <ul style="list-style-type: none"> Underline prepositions of time, place and direction in sample sentences: <ul style="list-style-type: none"> time such as <i>in, on, at</i> place such as: <i>in, on, at</i> direction such as: <i>into, towards, to, through</i>. Learners with manipulation difficulties could use alternative functional parts of the body or adapted writing devices to underline. Play preposition games and songs online/offline. Roles to be assigned depending on individual learners' functional ability. Construct sentences using prepositions individually. 	<ol style="list-style-type: none"> Which words show direction and time? Why is it important to show time and direction?

			<p>Learners with speech difficulties could use residual speech.</p> <ul style="list-style-type: none">• Watch videos and online material on prepositions collaboratively, Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light.• Create display charts containing prepositions of time and direction.• Create crossword puzzles using prepositions,• Solve code words and crossword puzzles involving prepositions,• Search for prepositions online, from newspapers magazines among others.	
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			Learners with manipulation difficulties could use adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices.	
Core Competencies developed:				
<ul style="list-style-type: none"> • Communication and Collaboration is enhanced as the learner sings and plays preposition games with peers. • Digital Literacy- is promoted as learners watch videos and online materials on prepositions collaboratively. 				
Values:				
Responsibility is inculcated as the learner displays charts containing prepositions of time and direction.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills Education – Effective communication is enhanced as the learner uses prepositions accurately in communication.				
Link to other Subjects:				
The learner applies the knowledge of preposition to similar concepts learnt in Kiswahili.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
13.4 Writing	13.4.1 Spelling: <ul style="list-style-type: none"> • <i>Homophones</i> 	By the end of the sub strand the learner should be able to:	Learner is guided to: <ul style="list-style-type: none"> • Identify homophones, words with double consonants such as <i>slipped, clapping, carefully</i> and 	1. Why should we write words correctly?

	<ul style="list-style-type: none"> • <i>Words with double consonants</i> • <i>Words with double vowels</i> <p>(2 Lessons)</p>	<p>a) identify homophones, words with double consonants and words with double vowels correctly,</p> <p>b) spell homophones, words with double consonants and words with double vowels correctly,</p> <p>c) uses homophones, words with double consonants and words with double vowels in sentences correctly,</p> <p>d) recommend to peers ways of enhancing their spelling skills for clarity of communication,</p> <p>e) collaborate with others to judge the appropriateness of words, phrases and</p>	<p>words with double vowels from a text,</p> <ul style="list-style-type: none"> • Listen to words read by the teacher or from audio recording for example: <ul style="list-style-type: none"> • <i>waist/waste</i> • <i>collect or dropped</i> • Write down from a dictation correctly, Learners with manipulation difficulties could use adapted writing devices to write or type or be given additional time to write. • Use a jigsaw puzzle to form words correctly with peers, • Make words from jumbled up letters, • Form sentences from the words they have spelt, • Search for homophones, words with double consonants and words with double vowels from the internet. Learners with manipulation difficulties could use adapted digital resources 	<p>2. Which words have the same pronunciation but different spelling?</p>
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		sentences used in own or provided documents.	with appropriate accessibility features or be supported by peers, learner support assistants or the teacher to use the digital devices.	
Core Competencies developed:				
<ul style="list-style-type: none"> • Creativity and problem solving is enhanced as the learner makes words from jumbled up letter. • Learning to Learn is fostered as learners make words from jumbled up letters. 				
Values:				
Unity is developed as the learner creates puzzles and rearrange jumbled up sentences collaboratively with peers.				
Pertinent and Contemporary Issues (PCIs):				
Pertinent and Contemporary Issues -Financial literacy is enhanced as the learner learns vocabulary about money.				
Link to other Subjects:				
The learner applies the skill of proper spelling in all learning areas especially Kiswahili that emphasizes such.				

Suggested Assessment Rubrics

Strand	Sub Strand	Level Indicator	Exceeds Expectation 4	Meets Expectation 3	Approaches Expectation 2	Below Expectation 1
LISTENING	Intensive listening	Ability to listen actively to a variety of oral texts to gain information.	Maintains meaningful eye-contact, sits upright, nods, takes notes, responds to oral questions correctly for information in a variety of contexts	Maintains eye contact, sits upright, nods and takes notes for information in varied contexts	Either maintains eye contact or sits upright or takes notes for information	Yawns, looks out, has to be prompted while listening for information
	Interactive Listening	Ability to listen and participate actively in conversations in various settings for self-expression and effective communication	Participates actively in conversations, observes proper turn-taking skills, nods, and maintains meaningful eye contact in a variety of settings for effective communication.	Participates actively in conversations in various settings for self-expression and effective communication	Participates passively in conversations	Shows outright disinterest in conversations . Yawns, doses and interrupts conversations

SPEAKING	Speaking Fluency(Pronunciation , word stress, intonation)	Ability to speak accurately with expression and at the right speed, with minimum hesitation for fluency for effective communication	Speaks accurately with expression and at the right speed without hesitation in varied contexts for effective communication.	Speaks accurately with expression and at the right speed, with minimum hesitation for fluency.	Speaks accurately with expression but at slow speed and with hesitation	Speaks inaccurately without expression and at a slow speed with many hesitations.
READING	Reading Fluency (speed, accuracy)	Ability to read about 400 words fluently and accurately, at the right speed and with expression for effective communication	Reads more than 350 words in varied texts fluently, accurately and expressively for effective communication.	Reads about 300 words fluently and accurately at the right speed and with expression for effective communication	Reads about 800 words fluently and accurately at the right speed and with expression for effective communication	Reads about 200 words fluently and accurately but at slow speed without expression.
	Intensive Reading	Ability to read the text and relate the ideas to real life experiences.	Reads a variety of texts and relates the ideas to immediate contexts and real life experiences.	Reads the text and relates the ideas to real life experiences.	Reads the text and comprehends main idea but fails to relate to	Reads the text but fails to grasp the main idea and relate to real

					real life experiences.	life experiences
	Extensive Reading	Ability to select and read relevant materials of between 1000-1250 words for information and pleasure.	Selects and reads a variety of relevant materials of more than 1300 words for information and pleasure	Selects and reads relevant materials of between 1000-1250 words for information and pleasure.	Selects and reads relevant materials of below 1000 words for information and pleasure	Selects and reads relevant material of below 500 words and reads for information and pleasure.
LANGUAGE USE	Word classes (Nouns, Pronouns, Tenses, Adjectives, Adverbs of manner, Conjunctions, Prepositions, Interrogatives, Quantifiers	Ability to use grammatical forms to communicate ideas, opinions, and emotions appropriately in different settings for effective communication.	Uses grammatical forms to communicate ideas, opinions, and emotions appropriately at all times in different settings and contexts for effective communication.	Uses grammatical forms to communicate ideas, opinions, and emotions appropriately in different settings for effective communication	Uses grammatical forms to communicate ideas, but not opinions and emotions.	Fails to use correct grammatical forms to communicate, ideas, opinions and emotions.

	, Statements Aspect)					
WRITING	Mechanics of Writing (punctuation, paragraphing, spelling)	Ability to use punctuation, paragraphing and spelling correctly for effective communication	Uses punctuation, paragraphing and spelling correctly for varied types of writing for effective communication.	Uses punctuation, paragraphing and spelling correctly for effective communication	Uses either punctuation, paragraphing or spelling correctly.	Uses faulty paragraphing, poor punctuation and spelling when writing..
	Functional Writing	Ability to write a variety of writings using the correct formats for effective communication	Writes a variety of writings using correct formats and uses appropriate language for varied writing tasks for effective communication.	Writes a variety of writings using the correct formats for effective communication .	Writes a number of writings using correct formats for effective communication.	Writes all the writings using wrong formats.
	Creative Writing	Ability to write creative works clearly and expressively for	Writes a variety creative works clearly, expressively,	Writes creative works clearly and expressively	Writes a few of the creative works clearly but lacks expressive ability.	Writes all the creative works without

		effective communication.	pleasantly and convincingly for effective communication	for effective communication		clarity and expressiveness due to limited language ability.
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SUGGESTED ASSESSMENT METHODS, NON FORMAL ACTIVITIES AND LEARNING RESOURCES

Strand	Sub Strand	Suggested Assessment Methods	Suggested Non Formal Activities	Suggested Learning Resources
1.1 Listening and Speaking	1.1 Pronunciation and Vocabulary	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions g) Oral presentations h) Public speaking i) Teacher-made tests	<ul style="list-style-type: none"> • Participation in poetry recitations during music and drama festivals. • Readers' theatres organised after classes where poems are read for fun. • Engaging in public speaking contests where knowledge on pronunciation is applied. • Preparing speeches and delivering them during prize giving days, school assembly, extravaganzas among others to enhance fluency. • Debating club contests 	Non Digital Resources <ul style="list-style-type: none"> • course books • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopaedia • journals

		<p>j) Peer assessment k) Self-assessment and standardised listening tests</p>	<ul style="list-style-type: none"> • Taking part in the 4K club and young farmers association to reinforce learnt vocabulary. • Christian union, Catholic action, Muslim, Hindu associations could help nurture values in the learner and expand their vocabulary on moral issues. • Taking part in integrity clubs in schools to help learners hone their speaking skills. 	<ul style="list-style-type: none"> • dictionaries • diorama • flash cards • word wheels • word puzzles • code words • charts and realia
2.0 Reading	<p>2.1 Intensive Reading 2.2 Extensive 2.3 Reading Fluency</p>	<p>a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests f) Learner summaries of what they read g) Learner journals h) Learner portfolios i) Peer assessment</p>	<ul style="list-style-type: none"> • Reading news during the morning assembly. • Conducting virtual tours using Google maps and establishing the direction of various national parks using Google Maps. • Collecting narratives from their community for a school magazine. • Performing short plays, conversational poems or choral verses within the school or during drama festivals. • Acting as reporters, sports commentators or journalists during sports and games activities in school. 	<p>Digital Resources</p> <ul style="list-style-type: none"> • digital story books • pictures and photographs • journals • electronic and digital devices • electronic or online dictionaries • flash cards • charts • video clips

		<ul style="list-style-type: none"> j) Self-assessment and standardised reading tests k) Keeping a record of books read 		<ul style="list-style-type: none"> • audio-visual resources • other web resources
3.0 Grammar in Use	3.1 Word Classes 3.2 Sentences 3.3 Patterns 3.4 Tense	<ul style="list-style-type: none"> a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation h) Matching tasks i) Substitution tables j) Word games k) Puzzles l) Teacher made tests 	<ul style="list-style-type: none"> • Essay writing competitions on different topics. • Debating club sessions to enhance their language competency. 	

<p>4.0 Writing</p>	<p>4.1 Creative Writing 4.2 Functional Writing 4.3 Mechanics of Writing</p>	<p>a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation f) Standardised writing tests</p>	<ul style="list-style-type: none"> • Establishment of writers' clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent. • Spelling contests among schools. • Set up an after school club where they meet on a regular basis to read books and do extensive reading activities 	<ul style="list-style-type: none"> •
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