



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*A skilled and Ethical Society*

# **PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN**

**FRENCH**

**GRADE 5**

First Published 2017

Revised 2024

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## **FOREWORD**

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

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

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

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

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

Thank you.



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**CABINET SECRETARY,**  
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## **PREFACE**

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


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

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

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

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

Thank you.



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## **ACKNOWLEDGEMENT**

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

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

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

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

Best wishes to all learners and curriculum implementers.



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## **NATIONAL GOALS OF EDUCATION**

### **1. Foster nationalism, patriotism, and promote national unity**

The people of Kenya belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

### **2. Promote social, economic, technological and industrial needs for national development**

Education should prepare the learner to play an effective and productive role in the nation.

#### **a) Social Needs**

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

#### **b) Economic Needs**

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

#### **c) Technological and Industrial Needs**

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

### **3. Promote individual development and self-fulfilment**

Education should provide opportunities for the learner to develop to the fullest potential. These include development of one's interests, talents and character for positive contribution to the society.

**4 Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

**5 Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

**6. Promote respect for, and development of Kenya's rich and varied cultures**

Education should instil in the learner, an appreciation of Kenya's rich and diverse cultural heritage. The learner should value and respect own and 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.



## **LEVEL LEARNING OUTCOMES**

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

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

## **ESSENCE STATEMENT**

Kenya is part of the international community and therefore the learner shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include: Arabic, French, German and Mandarin. The Learner is expected to acquire the four language skills: listening, speaking, reading and writing at a basic level in a non-formal curriculum. This will give the learner an opportunity to acquire language competencies in an experiential, innovative and flexible programs. Foreign languages learning at this level is guided by social-constructivism and environmental theories. Learning of these languages will promote international consciousness and appreciation of one's own and other cultures. The learner will transit to senior school having acquired basic proficiency equivalent to A1/YCT2.

## **SUBJECT GENERAL LEARNING OUTCOMES**

- a) Develop the ability to use the language for purposes of practical communication.
- b) Appreciate the culture of other people to promote national and international relationship for peaceful co-existence.
- c) Contribute to the cognitive and affective development of the student.
- d) Provide enjoyment and intellectual stimulation.
- e) Promote positive attitudes and develop an appreciation of the value of language.

## SUMMARY OF STRANDS AND SUB-STRANDS

<b>Strands</b>	<b>Sub-Strands</b>	<b>Time Allocation</b>
1.0. Listening and speaking	1.1 Interactive speaking 1.2 Oral expression 1.3 Interactive listening 1.3 Active listening 1.4 Listening for information	27 Lessons
2.0. Reading	2.1 Reading aloud 2.2 Reading for understanding 2.2 Guided reading	18 Lessons
3.0. Writing	3.1 Guided writing	9 Lessons
<b>TOTAL</b>		<b>54 + 6 Lessons for Showcasing</b>

## STRAND 1.0: LISTENING AND SPEAKING

Theme 1: Greetings and Introductions					
Strand	Sub-Strand	Specific Outcomes	Learning	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and speaking</b>	<b>1.1 Phonological Awareness</b> <i>Phonetic awareness</i> <i>Vocabulary</i> <i>Pronunciation</i> <i>Recognizing tone</i>	By the end of the sub-strand, the learner should be able to: a) recognize letter sounds in words from audio stimuli, b) articulate words correctly in oral interactions, c) appreciate the importance of correct pronunciation in interactive communication.		The learner is guided to: <ul style="list-style-type: none"> <li>• listen to and sing songs on simple greetings in French,</li> <li>• play rhyming games to enhance vocabulary mastery,</li> <li>• do simulations on greetings and self-introductions in pairs, (<i>Comment tu t'appelles ? Je m'appelle ..., Je suis une fille, Comment ça va ? Voici mon ami</i>),</li> <li>• engage in role plays to introduce self and another person (<i>Qui est-ce... ? C'est / Voici</i>),</li> </ul>	How do you articulate words correctly?

			<ul style="list-style-type: none"> <li>play sound discrimination games jointly to mimic sounds.</li> </ul>	
<p><b>Core competencies to developed:</b>  Communication and Collaboration: These are developed as the learner speaks clearly and effectively using appropriate language, expression, and gestures while engaging in role plays to introduce self and another person.</p>				
<p><b>Values:</b>  Unity: This is achieved as the learner appreciates collective efforts in learning while playing sound discrimination games jointly to mimic sounds.</p>				
<p><b>Pertinent and contemporary issues (PCIs):</b>  Self-esteem: The learner develops confidence in self while engaging in role plays to introduce self.</p>				
<p><b>Link to other learning areas:</b>  English and Kiswahili: The vocabulary learnt in greetings and introduction is linked to the concept of greetings and introductions in English and Kiswahili.</p>				

<b>Theme 2: Family</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.2 Imitative Speaking</b> <i>Turn taking</i> <i>Repetition</i> <i>Non-verbal communication</i> <i>Active engagement</i>	By the end of the sub-strand, the learner should be able to: a) repeat sounds, words and expressions on family as articulated from an audio text, b) use spoken language patterns appropriately for effective real-life interactions, c) display a positive attitude towards speaking activities.	The learner is guided to: <ul style="list-style-type: none"> <li>• practice active listening skills to reproduce spoken words, phrases, and expressions on family,</li> <li>• listen to authentic audio-visual dialogues introducing family members and take turns to repeat or act out the dialogues,</li> <li>• discuss the various compositions of members of different families,</li> <li>• present on the members of their nuclear families,</li> <li>• use the expressions learnt to ask each other questions relating to names of members of their nuclear family.</li> </ul>	Why is repetition important when speaking?

**Core competencies to developed:**

Communication and Collaboration: This is developed as the learner speaks clearly and effectively using appropriate language, expressions and gestures while acting out dialogues on introducing family members.

**Values:**

Respect: The learner appreciates diversity in the varying composition of family members in different families.

**Pertinent and contemporary issues (PCIs):**

Self-esteem: The learner exhibits self-confidence while talking about the members of their nuclear family.

**Link to other learning areas:**

The vocabulary on members of family is tied to the concept of family in Social Studies.

Theme 3: My Surroundings				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.3 Imitative speaking</b> <i>Repetition</i> <i>Non-verbal communication</i> <i>Active engagement</i>	By the end of the sub-strand, the learner should be able to: a) repeat sounds and words as articulated from an audio source, b) use fluent speech patterns for effective real-life interactions, c) display a positive attitude toward speaking activities.	The learner is guided to: <ul style="list-style-type: none"> <li>recall names of objects and items (<i>les affaires scolaires</i>) in the classroom,</li> <li>source from digital resources objects and items in the classroom, (Search engine is set with “Safe Search ON”)</li> <li>describe objects and items which they use in the classroom,</li> <li>engage in games of locating items in the classroom,</li> <li>participate in question-answer exercises on classroom items or objects,</li> <li>participate in language games jointly (<i>Qu’est-ce que c’est ? C’est un…… ? Oui / Non c’est…</i>).</li> </ul>	How do you speak clearly in French?



**Core competencies to developed:**

Communication and Collaboration: These are developed as the learner speaks clearly and effectively using appropriate language expressions, and gestures while participating in question-answer exercises on classroom items or objects.

**Values:**

Unity: This is nurtured as the learner appreciates the need for collaboration in learning while participating in language games jointly.

**Pertinent and contemporary issues (PCIs):**

Online safety: The learner searches from safe sites online for the objects and items in the classroom.

**Links to other learning area:**

The concept of locating items in the classroom is linked to the concept of adverbs of place and prepositions in English.

<b>Theme 4: Time</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and speaking</b>	<b>1.4 Imitative speaking</b> <i>Repetition</i> <i>Non-verbal communication</i> <i>Intonation</i> <i>Engagement</i>	By the end of the sub-strand, the learner should be able to: a) repeat correct pronunciation of sounds and words as articulated from their source, b) demonstrate mastery of vocabulary and expressions in oral interactions, c) build confidence in replicating spoken language patterns.	The learner is guided to: <ul style="list-style-type: none"> <li>listen to songs about moments of the day,</li> <li>listen and repeat short simple phrases on moments of the day, <i>(Le matin je me lève, à midi je prends le déjeuner, le soir je joue, la nuit je dors)</i></li> <li>recite poems for vocabulary acquisition,</li> <li>talk about their preferred moments of the day,</li> <li>talk about their activities in relation to moments of the day.</li> </ul>	How do you ensure imitation is done properly?
<b>Core competencies to developed:</b> Communication and Collaboration: These are developed as the learner speaks clearly and effectively using appropriate language expressions and gestures while talking about daily activities.				
<b>Values:</b> Respect: The learner shows respect for diversity while talking about their preferred moments of the day.				
<b>Pertinent and contemporary issues (PCIs):</b> Self-awareness: The learner is made to be mindful while talking about the activities that they engage in daily.				
<b>Link to other learning areas:</b> Creative Arts: Recitation of poems is linked to the concept of performing arts in Creative Arts.				

Theme 5: Fun and Enjoyment				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.5 Imitative Speaking</b> <i>Repetition</i> <i>Non-verbal communication</i> <i>Intonation</i> <i>Engagement</i>	By the end of the sub-strand, the learner should be able to: a) make correct pronunciation of sounds and words as articulated from their source, b) use fluent speech patterns for effective real-life interactions, c) display a positive attitude towards speaking activities.	The learner is guided to: <ul style="list-style-type: none"> <li>listen and repeat phrases or sentences related to hobbies as modelled by the teacher or audio-visual materials; (<i>Pour/Dans mon temps libre, j'aime... je n'aime pas... chanter, la télé, danser, dessiner</i>),</li> <li>describe actions related to hobbies with the aid of visuals and infographics by responding to questions <i>(Qu'est-ce qu'il /elle fait ? Elle danse)</i>,</li> <li>play word games jointly to enhance vocabulary mastery,</li> <li>discuss the benefits of engaging in hobbies that promote wellness,</li> <li>exchange information on what they do during their free time at home, using selected vocabulary or expressions.</li> </ul>	How do you read with good tempo?

**Core competencies to developed:**

Communication and Collaboration: These are developed as the learner speaks clearly and effectively using appropriate language expressions and gestures while exchanging information with others on what they do during their free time.

**Values:**

Unity: This is enhanced as the learner embraces teamwork while playing word games on hobbies and interests.

**Pertinent and contemporary issues (PCIs):**

Health promotion: The learner is aware on the health benefits of engaging in hobbies that promote wellness.

**Links to the other learning areas:**

Social Studies: The concept of hobbies and interests is linked to the concept of leisure time activities in Social Studies.

Theme 6: Foods and Drinks				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and speaking</b>	<b>1.6 Imitative speaking</b>  <i>Phonetic awareness</i> <i>Modelling</i> <i>Engagement</i> <i>Pronunciation</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>repeat correct pronunciation of sounds and words as articulated from source,</li> <li>apply fluent speech patterns for effective real-life interactions,</li> <li>display a positive attitude towards speaking activities.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>listen to audio-visual material relating to meals to pick out vocabulary,</li> <li>listen to and repeat sentences relating to mealtimes, <i>(Je prends le petit déjeuner le matin, je prends le diner à midi, je prends le diner le soir)</i></li> <li>talk about the different meals around the world and compare them with the local meals,</li> <li>group food items and drinks into healthy and unhealthy,</li> <li>play games to practice vocabulary related to mealtimes and food.</li> </ul>	What do you do to ensure you do not fumble while reading?

**Core competencies to be developed:**

Communication and Collaboration: These are developed as learners speak clearly and effectively using appropriate expressions and gestures, while listening to and repeating sentences relating to mealtimes.

**Values:**

Respect: The learner appreciates diversity while discussing about the different meals around the world and comparing it to their local meals.

**Pertinent and contemporary issues (PCIs):**

Health promotion: This is enhanced as the learner is sensitized on healthy and unhealthy foods.

**Links to other learning areas:**

Agriculture and Nutrition: The concept of healthy and unhealthy foods is similar to that of healthy and unhealthy food in Agriculture and Nutrition.

Theme 7: My Body				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and speaking</b>	<b>1.7 Imitative speaking</b> <i>Repetition</i> <i>Non-verbal communication</i> <i>Intonation</i> <i>Engagement</i>	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) make correct pronunciation of sounds and words as articulated from an audio text,</li> <li>b) use fluent speech patterns for effective real-life interactions,</li> <li>c) display a positive attitude towards speaking activities.</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to audio materials to pick out vocabulary on the different parts of the body,</li> <li>• recite poems on parts of the body,</li> <li>• observe images of different parts of the body as they match the correct flashcards, <i>(Ma bouche est pour manger, mes oreilles sont pour écouter, i.e. Parties du corps + est/sont + verbe infinitif)</i></li> <li>• watch a video clip on the functions of the parts of the body,</li> <li>• sing songs about functions of the parts of the body.</li> </ul>	How do you ensure proper engagement when speaking?

**Core competencies to developed:**

Communication and Collaboration: These are developed as the learner speaks clearly and effectively using appropriate language expressions and gestures, while reciting poems on parts of the body.

**Values:**

Respect: This is nurtured as the learner shows respect for diversity as, they appreciate the uniqueness in physical traits of fellow learners.

**Pertinent and contemporary issues (PCIs):**

Self-awareness: The learner is aware of their body parts and its functions as well as how to take care of oneself.

**Links to other learning areas:**

Integrated Science: The vocabulary learned on the parts of the human body is linked to the content covered on the human body in Integrated Science.



Theme 8: Weather and Environment				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and speaking</b>	<b>1.8 Phonological awareness</b> <i>Phonetic awareness Repetition Pronunciation Intonation Pacing</i>	By the end of the sub-strand, the learner should be able to: a) recognise letter sounds in words from audio stimuli, b) articulate words correctly in oral interactions, c) appreciate the importance of correct pronunciation in interactive communication.	The learner is guided to: <ul style="list-style-type: none"> <li>● watch and listen to audio-visual materials on weather and identify weather patterns; (<i>il fait beau/chaud/froid, il pleut, il fait mauvais, il y a du vent, il fait nuageux...</i>),</li> <li>● listen to songs on weather patterns and weather conditions,</li> <li>● play rhyming games jointly to enhance vocabulary mastery,</li> <li>● group weather conditions in their immediate surroundings,</li> <li>● recite poems on weather conditions with specific sounds (<i>nuageux, orageux</i>),</li> </ul>	Why is proper articulation of words important?

			<ul style="list-style-type: none"> <li>● source vocabulary on weather patterns from digital devices,</li> <li>● play games on vocabulary search collaboratively using digital devices,</li> <li>● recite tongue twisters.</li> </ul>	
<p><b>Core competencies to developed:</b>  Communication and Collaboration: These are developed as the learner listens keenly and actively to songs on weather patterns and weather conditions.</p>				
<p><b>Values:</b>  Unity: This is nurtured as the learner appreciates the value of teamwork while playing rhyming games jointly to enhance vocabulary mastery.</p>				
<p><b>Pertinent and contemporary issues (PCIs):</b>  Disaster risk reduction: As the learner understands concepts of weather patterns and conditions, they are made aware of ways to avoid disaster caused by weather pattern changes.</p>				
<p><b>Links to other learning areas:</b>  Social Studies: The vocabulary learned about weather patterns is linked to the concept of weather and climate in Social Studies.</p>				

<b>Theme 9: Getting Around</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Listening and speaking</b>	<b>1.9 Imitative speaking</b> <i>Repetition</i> <i>Modelling</i> <i>Engagement</i> <i>Pronunciation</i>	By the end of the sub-strand, the learner should be able to: a) make correct pronunciation of sounds and words as articulated from an audio text, b) use spoken language patterns appropriately for effective real-life interactions, c) display a positive attitude towards speaking activities.	The learner is guided to: <ul style="list-style-type: none"> <li>● participate in “Repeat-after-me” exercise to acquire vocabulary on class items, (<i>tableau, chaises, poubelle, pupitre, porte, chiffon, règle, cahier, stylo...</i>)</li> <li>● listen to and sing songs on objects found in class,</li> <li>● source and watch video clips with authentic dialogues on locating items,</li> <li>● play games to state the location or position of items in class, (<i>dans, derrière, à côté de, sur, sous</i>)</li> <li>● listen and follow instructions on putting items in their right places. (<i>Mets les cahiers dans le pupitre. Range les livres dans les étagères</i>)</li> </ul>	What do you do to ensure proper pronunciation?

			<ul style="list-style-type: none"> <li>● participate in simple simulations on asking for and giving locations,</li> <li>● ask for the location of some household items in paired activities.</li> </ul>	
<p><b>Core competencies to developed:</b>  Communication and Collaboration: These are developed as the learner speaks clearly and effectively using appropriate language expressions and gestures, while participating in simulations on asking for and giving locations.</p>				
<p><b>Values:</b>  Responsibility: This is enhanced as the learner values order while listening and following instructions on putting items in their right places.</p>				
<p><b>Pertinent and contemporary issues (PCIs):</b>  Safety and security: The learner is enlightened on the need to be orderly to avoid accidents and damage while listening and following instructions on putting items in their right places.</p>				
<p><b>Links to other subjects:</b>  English: The concept of locating objects in the classroom is linked to the concept of adverbs of place and prepositions in English.</p>				

### Suggested Assessment Rubrics

<b>Levels Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to use fluent speech patterns for effective communication. <i>[articulation, pronunciation, intonation, rhythm, pacing]</i>	The learner articulates words and expressions perfectly with right pronunciation, using excellent pace and rhythm identical to those of a native speaker in conversation.	The learner articulates words and expressions well but makes minimal pronunciation errors, with good pace and rhythm while speaking mostly of familiar contexts.	The learner speaks with fair fluency, managing to articulate some words and expressions correctly with moderate pace.	The learner pronounces words and phrases with difficulty and exhibits very slow pace and incorrect articulation.
Ability to demonstrate mastery of vocabulary and expressions in oral interactions.	The learner uses a wide range of vocabulary and exhibits excellent sentence structures during oral interactions.	The learner uses a good range of vocabulary and exhibits correct sentence structures during oral interactions.	The learner uses a limited range of vocabulary and exhibits inaccuracies in sentence structures during oral interactions.	The learner uses few words correctly. And experiences difficulties in word order in a sentence during oral interactions.
Ability to recognize targeted sounds from an audio text in oral interactions	The learner is able to recognize targeted sounds in an audio text or oral interactions, and applies the acquired knowledge to other words bearing similar sounds.	The learner is able to recognize targeted sounds in an audio text or oral interactions.	The learner attempts to recognize some sounds in an audio text or oral interactions but requires much guidance in doing so.	The learner misses out on a great deal of targeted sounds in an audio text or oral interactions, and attempts to introduce off-context details.

## STRAND 2.0: READING

Theme 1: Greetings and Introductions				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.1 Reading Aloud</b> <i>Pronunciation</i> <i>Phrasing</i> <i>Voice</i> <i>Projection</i> <i>Intonation</i>	By the end of the sub-strand, the learner should be able to: a) distinguish greetings in a text while reading, b) read aloud simple words with targeted sound accurately, c) develop confidence in their reading abilities through guided support.	The learner is guided to: <ul style="list-style-type: none"> <li>• practice choral reading of simple texts on greetings and introductions to follow rhythm and pace,</li> <li>• practice echo reading collaboratively,</li> <li>• practice targeted sounds in vocabulary and expressions on greetings, <i>(Comment tu t'appelles ? Je m'appelle ...Je suis une fille Comment ça va ? Voici mon ami...)</i></li> <li>• source for poems on greetings and introductions from digital devices and recite jointly,</li> <li>• do dramatic reading to acquire accuracy in pronunciation.</li> </ul>	Why do you read?

**Core competencies to be developed:**

Communication and Collaboration: These are developed as the learner reads clearly and effectively using the appropriate articulation, pronunciation, intonation, rhythm and pacing while practicing choral reading on greetings and introductions.

**Values:**

Unity: This is nurtured as the learner appreciates collaboration in learning as they source for poems on greetings and introductions from digital devices and recite jointly.

**Pertinent and contemporary issues (PCIs):**

Social cohesion: The learner appreciates the importance of teamwork and collaboration in carrying out tasks while echo reading collaboratively.

**Links to other subjects:**

English and Kiswahili: The vocabulary learned on introduction is linked to the concept of greetings and introductions in English and Kiswahili.

<b>Theme 2: Family</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.2 Reading Aloud</b> <i>Phonetic awareness</i> <i>Expression markings</i> <i>Pronunciation</i> <i>Phrasing</i>	By the end of the sub-strand, the learner should be able to: a) recognise when reading words used to introduce names of nuclear family members, b) read aloud simple words and expressions about nuclear family with accurate pronunciation, c) develop confidence in their reading abilities through guided support, d) appreciate the importance of one's family in life.	The learner is guided to: <ul style="list-style-type: none"> <li>• practice reading games for proper pronunciation of the nuclear family lexicon,</li> <li>• engage in letter art reading to help learners who learn using visual aids,</li> <li>• create paper stripes for reading containing simple introductory phrases about the nuclear family,</li> <li>• read texts about their nuclear family,</li> <li>• read flashcards with texts of different compositions of members of a nuclear family,</li> <li>• arrange jumbled sentences to come up with the correct sentence structure about saying</li> </ul>	Why is it important to read accurately?



			<p>the names of the nuclear family,</p> <ul style="list-style-type: none"> <li>• create word games, using digital devices to help with vocabulary building.</li> </ul>	
<p><b>Core competencies to developed:</b>  Communication and Collaboration: These are developed as the learner reads clearly and effectively using the appropriate articulation, pronunciation, intonation, rhythm, and pacing while engaging in letter art reading.</p>				
<p><b>Values:</b>  Respect: The learner demonstrates appreciation of diversity while reading flashcards with texts of different compositions of members of a nuclear family.</p>				
<p><b>Pertinent and contemporary issues</b>  Self-esteem: The learner exhibits self-awareness while reading about the members of their nuclear family.</p>				
<p><b>Links to other subjects:</b>  Social Studies: The vocabulary learned on the composition of the nuclear family is linked to the concept of types of families in Social Studies.</p>				

<b>Theme 3: My Surroundings</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.3 Guided Reading</b>  <i>Vocabulary</i> <i>Pacing</i> <i>Repetition</i> <i>Articulation</i> <i>Rhythm</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) infer meaning of words from simple texts about the nuclear family,</li> <li>b) read simple texts fluently using the right intonation and pace,</li> <li>c) show enthusiasm in reading through exposure to simple varied texts.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• practice reading skills to understand textual information related to their classroom,</li> <li>• answer comprehension questions following visual stimuli based on classroom items,</li> <li>• engage in language games jointly that facilitate vocabulary acquisition,</li> <li>• source for the texts and videos on classroom items using a digital device and expand their vocabulary,</li> <li>• engage in echo reading in turns without interfering with others while they read,</li> </ul>	What is the proper speed for reading?

			<ul style="list-style-type: none"> <li>participate in short text competition reading to improve fluency and intonation.</li> </ul>	
<b>Core competencies to developed:</b>				
Citizenship: This is developed as the learner appropriately interacts with others while engaging in echo reading in class.				
<b>Values:</b>				
Respect: This is nurtured as the learner shows patience and tolerance to others while reading without interfering with them.				
<b>Pertinent and contemporary issues (PCIs):</b>				
Social cohesion: This is enhanced as the learner appreciates collaboration in doing tasks that facilitate vocabulary acquisition while engaging in language games jointly.				
<b>Links to other subjects:</b>				
English and Kiswahili: The learner is able to apply the skills of reading aloud to the same activity in English and Kiswahili.				

<b>Theme 4: Time</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.4 Reading Aloud</b> <i>Phonetic awareness</i> <i>Pronunciation</i> <i>Phrasing</i> <i>Intonation</i>	By the end of the sub-strand, the learner should be able to: a) recognize words in context when reading, b) read aloud simple words with accurate pronunciation, c) develop confidence in their reading abilities through guided support.	The learner is guided to: <ul style="list-style-type: none"> <li>• practice dramatic reading in small groups to practice pronunciation,</li> <li>• read short texts on moments of the day and simple activities to practice fluency,</li> <li>• read texts about what activities to do at particular moments of the day,</li> <li>• recite poems jointly on days of the week,</li> <li>• look at pictures related to moments of the day,</li> <li>• arrange jumbled-up words to form correct sentences.</li> </ul>	What do you do to ensure words are read with the correct pronunciation?

**Core Competences to be developed:**

Communication and Collaboration: These are developed as the learner reads clearly and effectively using the appropriate articulation, pronunciation, intonation, rhythm, and pacing on texts about moments of the day.

**Values:**

Unity: The learner appreciates collaboration and teamwork while reciting poems jointly on days of the week.

**Pertinent and contemporary issues (PCIs):**

Self-awareness: The learner is aware of the appropriate utilization of time while reading texts about what activities to do at particular moments of the day.

**Link to other learning areas:**

Creative Arts: Recitation of poems is linked to the concept of performing arts in Creative Arts.

<b>Theme 5: Fun and Enjoyment</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.5 Guided Reading</b> <i>Vocabulary</i> <i>Pacing</i> <i>Repetition</i> <i>Articulation</i> <i>Rhythm</i>	By the end of the sub-strand, the learner should be able to: a) infer meaning of words and expressions from written texts, b) read simple texts fluently using the right intonation and pace, c) demonstrate confidence in understanding written words and phrases in context.	The learner is guided to: <ul style="list-style-type: none"> <li>• read aloud, then silently, simple texts about hobbies and leisure activities,</li> <li>• select grammatical structures from simple sentences, (<i>p.e aimer + infinitif ; je + ne + verbe+ pas;</i>)</li> <li>• respond to simple questions from reading texts,</li> <li>• source for videos, songs and poems to build on vocabulary using digital devices,</li> <li>• do echo-reading with the teacher or in pairs to practice fluency,</li> </ul>	How best can you enjoy reading?

			<ul style="list-style-type: none"> <li>• watch audio-visual materials without sound while reading read the subtitles in French,</li> <li>• come up with a schedule on how to spend leisure time activities.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Communication and Collaboration: These are developed as the learner reads clearly and effectively, using the appropriate articulation, pronunciation, intonation, rhythm and pacing, while reading texts about hobbies and leisure activities.</p>				
<p><b>Values:</b>  Responsibility: This is enhanced as learner appreciates time management while coming up with a schedule on how to spend leisure time activities.</p>				
<p><b>Pertinent and contemporary issues (PCIs):</b>  Time management: The learner is aware of proper time spending as they create schedules for spending leisure time activities.</p>				
<p><b>Links to other subjects:</b>  English: The concept of making a schedule is linked to the concept of creating a programme in English.</p>				

<b>Theme 6: Foods and Drinks</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>1.6 Reading Aloud</b> <i>Vocabulary</i> <i>Pacing</i> <i>Repetition</i> <i>Articulation</i> <i>Rhythm</i>	By the end of the sub-strand, the learner should be able to: a) infer meaning of words and expressions from written texts, b) read aloud simple words with accurate pronunciation, c) develop confidence in their reading abilities through guided support.	The learner is guided to: <ul style="list-style-type: none"> <li>• read aloud names of meals and mealtimes,</li> <li>• extract types of food in reading short texts,</li> <li>• match names of mealtimes to images,</li> <li>• source for videos and songs to improve vocabulary,</li> <li>• search for other dishes from other places to enhance intercultural awareness,</li> <li>• read texts on healthy and unhealthy meals,</li> <li>• create mealtime schedules for different meals taken at different moments of the day using a digital device.</li> </ul>	How do you ensure proper rhythm when reading?



**Core competences to be developed:**

Creativity and Imagination: These are developed as the learner finds hidden patterns between different ideas while matching names of mealtimes to images.

**Values:**

Responsibility: This is nurtured as the learner partakes in a task of creating mealtime schedules for different meals taken at different moments of the day.

**Pertinent and contemporary issues (PCIs):**

Health education: The learner develops an understanding of healthy living by reading about healthy and unhealthy meals.

**Link to other learning areas:**

Agriculture and Nutrition: The concept of healthy and unhealthy foods is similar to that in Agriculture and Nutrition.

<b>Theme 7: My Body</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.7 Guided Reading</b>  <i>Pronunciation</i> <i>Intonation</i> <i>Chunking</i> <i>Word recognition</i>	By the end of the sub-strand, the learner should be able to: a) infer meaning of words from simple texts on body parts, b) read simple texts fluently using the right intonation and pace, c) develop confidence in their reading abilities through guided support.	The learner is guided to: <ul style="list-style-type: none"> <li>• play quick mind games like “<i>sound the word</i>” on flash cards to improve on their pronunciation and speed,</li> <li>• sing written songs jointly on parts of the body,</li> <li>• read short texts on functions of parts of the body,</li> <li>• source for, and read short texts on functions of parts of the body from the internet with “Safe Search” turned ON,</li> </ul>	What do you do to ensure proper fluency while reading?

			<ul style="list-style-type: none"> <li>• respond to simple questions from reading texts,</li> <li>• use picture stimuli to read vocabulary on parts of the body.</li> </ul>	
<p><b>Core competencies to be developed:</b>  Digital literacy: This is developed as the learner uses digital learning platforms for continuous learning and development, while sourcing for and reading texts on functions of parts of the body from the internet.</p>				
<p><b>Values:</b>  Unity: This is nurtured as the learner appreciates the importance of collaboration in learning while singing songs on parts of the body jointly.</p>				
<p><b>Pertinent and contemporary issues (PCIs):</b>  Online safety: The learner manipulates internet sources to gather information without opening inappropriate sites by putting the “Safe Search on”.</p>				
<p><b>Link to other learning areas:</b>  Integrated Science: The vocabulary learned on the parts of the human body is linked to the content covered on the human body in Integrated Science.</p>				

<b>Theme 8: Weather and Environment</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.8 Guided Reading</b> <i>Pronunciation</i> <i>Vocabulary</i> <i>Intonation</i> <i>Chunking</i> <i>Word recognition</i>	By the end of the sub-strand, the learner should be able to: a) infer meaning of words from simple texts on weather and environment, b) read simple texts fluently using the right intonation and pace, c) show enthusiasm in reading through exposure to simple varied texts.	The learner is guided to: <ul style="list-style-type: none"> <li>• source for texts on weather patterns from digital devices collaboratively,</li> <li>• echo read texts on weather conditions, in small groups,</li> <li>• read texts jointly to acquire vocabulary,</li> <li>• respond to simple questions from reading texts,</li> <li>• read texts on friendly weather conditions and unfriendly weather conditions,</li> <li>• use picture stimuli to read weather patterns.</li> </ul>	How can reading articulately improve the understanding of texts?

**Core competencies to be developed:**

Creativity and Imagination: These are developed as the learner finds hidden patterns between different ideas by using picture stimuli to read weather patterns.

**Values:**

Unity: This is nurtured as the learner appreciates the importance of collaboration in learning through reading texts jointly to acquire vocabulary on weather patterns.

**Pertinent and contemporary issues (PCIs):**

Disaster risk reduction: The learner is enlightened on friendly weather conditions and unfriendly weather conditions, and ways to avoid disasters caused by weather pattern changes.

**Link to other learning areas:**

Social Studies: The vocabulary learned about weather patterns is linked to the concept of weather and climate in Social Studies.

<b>Theme 9: Getting Around</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.9 Guided Reading</b>  <i>Vocabulary</i> <i>Pacing</i> <i>Repetition</i> <i>Articulation</i> <i>Rhythm</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>infer meaning of words from simple texts about the classroom,</li> <li>read simple texts fluently using the right intonation and pace,</li> <li>show enthusiasm in reading through exposure to simple varied texts.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>read paper stripes containing phrases about objects found in a classroom,</li> <li>recite poems on objects found in class,</li> <li>use digital devices to source texts on different items in class jointly for vocabulary building,</li> <li>use digital devices for typing and naming of objects in class, (<i>la table, la chaise, la poubelle, le tableau, la porte</i>)</li> <li>echo read texts on objects in the classroom collaboratively,</li> </ul>	What do you do to improve your reading skills?

			<ul style="list-style-type: none"> <li>• read texts and answer questions on the location of objects and areas, <i>(dans, derrière, entre, sur, sous),</i></li> <li>• match picture stimuli to given vocabulary.</li> </ul>	
<p><b>Core competencies to be developed:</b>  Communication and Collaboration: These are developed as the learner reads clearly and effectively, using the appropriate articulation, pronunciation, intonation, rhythm, and pacing while reading paper stripes on objects found in a classroom.</p>				
<p><b>Values:</b>  Unity: The learner appreciates teamwork and collaboration in learning while echo reading texts on objects in the classroom collaboratively.</p>				
<p><b>Pertinent and contemporary issues (PCIs):</b>  Digital literacy: The learner appreciates technology while using digital devices to source information on objects in the classroom.</p>				
<p><b>Link to other learning areas:</b>  English: The concept of locating objects in the classroom is linked to the concept of adverbs of place and prepositions in English.</p>				

### Suggested Assessment Rubric

<b>Levels</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to infer meaning of words and expressions from a text.	The learner identifies meanings, clues and details that are not explicitly stated in the text, and makes connections between the text and illustrations.	The learner identifies all meanings, clues and details that are not explicitly stated in the text.	The learner identifies some meanings, clues and details that might not be explicitly stated, and at times makes guesswork.	The learner identifies a few meanings, clues and details that are explicitly stated in the text and gives inaccurate details or unsubstantiated information.
Ability to demonstrate fluency while reading texts. [ <i>smoothness, pace, intonation and pauses</i> ]	The learner reads texts enthusiastically exhibiting a good intonation with proper pauses as per the punctuations, to produce the intended meaning while using excellent pace and articulation of words and expressions.	The learner reads texts with a good intonation, proper pauses as per the punctuations to convey the intended meaning, and with a good pace giving an impressive smoothness on articulation of words and expressions.	The learner reads texts with mid-sentence pauses exhibiting unstable pace due to lack of adherence to punctuations, leading to poor intonation.	The learner reads texts with poor intonation punctuated with long pauses and repeats words or phrases leading to a low pace, thus affecting the smoothness in reading.



<p>Ability to exhibit accuracy for word recognition to convey the intended meaning</p>	<p>The learner reads all words accurately with the desired tone and perfect articulation; also exhibits a phonological knowledge to decode words in different contexts.</p>	<p>The learner reads all targeted words with accurate decoding, right articulation and desired tone to bring out the intended meaning.</p>	<p>The learner reads some of the targeted words with near accurate decoding, fair articulation and attempts the desired tone.</p>	<p>The learner reads very few of the targeted words with correct decoding of the syllables while trying to adopt a tone that is ambiguous and which distorts the intended meaning.</p>
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## STRAND 3.0: WRITING

Theme 1: Greetings and Introductions				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.1 Guided Writing</b> <i>Orthography</i> <i>Vocabulary</i> <i>Handwriting</i>	By the end of the sub-strand, the learner should be able to: a) spell common greeting words and expressions with correct orthography,  b) create simple sentences about greeting words and expressions using correct structures,	The learner is guided to: <ul style="list-style-type: none"> <li>• rearrange letters to make correct greeting words,</li> <li>• fill crosswords and word puzzles about greetings collaboratively,</li> <li>• fill gaps in simple dialogues using the vocabulary of greetings and introductions,</li> <li>• complete broken dialogues on greetings and introductions,</li> <li>• make sentences from jumbled words (<i>Ça va ? Comment</i>),</li> <li>• label items with names of friends as dictated in group activities,</li> </ul>	How best can you convey your greetings in written form?

		c) appreciate the role of writing in interactive communication contexts.	<ul style="list-style-type: none"> <li>• write simple texts about self,</li> <li>• write down dictated simple vocabulary on greetings and introductions,</li> <li>• use visual prompts like pictures and illustrations to write simple greetings to one another.</li> </ul>	
<p><b>Core competencies to be developed:</b>  Communication and Collaboration: These are developed as the learner writes clearly and spells words correctly while writing down dictated simple vocabulary on greetings and introductions.</p>				
<p><b>Values:</b>  Unity: The learner appreciates teamwork and collaboration in learning while teaming up to fill crosswords and word puzzles about greetings.</p>				
<p><b>Pertinent and contemporary issues (PCIs):</b>  Self-esteem: The learner develops confidence while writing about self.</p>				
<p><b>Link to other learning areas:</b>  English and Kiswahili: The vocabulary learnt in greetings and introduction is linked to the concept of greetings and introductions in English and Kiswahili.</p>				

<b>Theme 2: Family</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.2 Guided Writing</b> <i>Orthography</i> <i>Vocabulary</i> <i>Handwriting</i>	By the end of the sub-strand, the learner should be able to: a) spell common words and expressions on nuclear family with correct orthography, b) create simple sentences about names of nuclear family using correct structures, c) appreciate the role of family by writing in interactive communication contexts.	The learner is guided to: <ul style="list-style-type: none"> <li>• compose short poems on nuclear family jointly,</li> <li>• fill in missing letter on family lexicon,</li> <li>• play word games by circling the members of the nuclear family,</li> <li>• compose simple songs or verses about names of their nuclear family, in groups,</li> <li>• write coherent sentences from a group of jumbled up words to practice sentence structures, <i>(Subject + verb + object in present tense)</i></li> <li>• write short texts about the names of members of their nuclear family or guardians</li> </ul>	How can lack of coherence in writing affect the understanding of texts?

			<p>with the aid of images, photos or model texts,</p> <ul style="list-style-type: none"> <li>• draw their family trees,</li> <li>• fill in missing letter on a nuclear family word puzzle.</li> </ul>	
<p><b>Core competencies to developed:</b>  Creativity and Imagination: These are developed as the learner undertakes collaborative activities and exchange new ideas that inspire creative thinking through composing short poems on nuclear family.</p>				
<p><b>Values:</b>  Patriotism: The learner takes pride in belonging while writing short texts about the members of their nuclear family.</p>				
<p><b>Pertinent and contemporary issues (PCIs):</b>  Self-esteem: The learner exhibits self-awareness while writing about the members of their nuclear family.</p>				
<p><b>Links to other learning areas:</b>  Social Studies: The vocabulary learned on the composition of the nuclear family is linked to the concept of types of families in Social Studies.</p>				

<b>Theme 3: My Surroundings</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.3 Guided Writing</b> <i>Orthography</i> <i>Clarity</i> <i>Handwriting</i>	By the end of the sub-strand, the learner should be able to: a) spell common words on the classroom with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: <ul style="list-style-type: none"> <li>• answer questions on items in the classroom jointly,</li> <li>• match images to the correct words,</li> <li>• use sourced videos or audios to pick out vocabulary on classroom,</li> <li>• label different items and areas in the classroom collaboratively,</li> <li>• use visual prompts like pictures and illustrations to write simple texts about their class,</li> <li>• write down dictated simple vocabulary about locating items in the classroom.</li> </ul>	Why is correct writing of French accents important?

**Core competencies to developed:**

Communication and Collaboration: These are developed as the learner writes fluently and in an organised manner dictated vocabulary about the classroom.

**Values:**

Unity: The learner appreciates teamwork and collaboration in learning while answering questions on items in the classroom jointly.

**Pertinent and contemporary issues (PCIs):**

Social cohesion: This is enhanced as the learner appreciates collaboration in doing tasks while labelling different items and areas in the classroom collaboratively.

**Link to other learning areas:**

The concept of locating items in the classroom is linked to the concept of adverbs of place and prepositions in English.

<b>Theme 4: Time</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.4 Guided Writing</b> <i>Handwriting</i> <i>Orthography</i> <i>Vocabulary</i>	By the end of the sub-strand, the learner should be able to: a) spell common words with correct orthography, b) create short simple sentences, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: <ul style="list-style-type: none"> <li>• write texts on moments of the day and general activities,</li> <li>• match picture stimuli to the moments of the day (<i>le matin...</i>),</li> <li>• write simple phrases on the preferred moments of the day,</li> <li>• fill a simple day schedule with personal activities,</li> <li>• fill crosswords and word puzzles with vocabulary on activities related to moments of the day in small groups,</li> <li>• write down dictated simple vocabulary about activities to do in specific moments of the day,</li> </ul>	What do you do to ensure you write neatly?



			use visual prompts like pictures and illustrations to write simple texts.	
<p><b>Core competencies to be developed:</b>  Communication and Collaboration: These are developed as the learner writes clearly and spells correctly words texts on moments of the day and general activities.</p>				
<p><b>Values</b>  Respect: The learner shows respect for diversity while writing about their preferred moments of the day.</p>				
<p><b>Pertinent and contemporary issues (PCIs):</b>  Self-awareness: The learner is aware of the appropriate utilization of time, while writing texts about what activities to do at particular moments of the day.</p>				
<p><b>Link to other learning areas:</b>  English and Kiswahili: The learner can relate the skills used in crossword and puzzle filling to language activities in English and Kiswahili.</p>				

<b>Theme 5: Fun and Enjoyment</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.5 Guided Writing</b>  <i>Orthography</i> <i>Grammar</i> <i>Handwriting</i> <i>Clarity</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) spell common words on fun and enjoyment with correct orthography,</li> <li>b) construct simple sentences about fun and enjoyment using correct structures,</li> <li>c) appreciate the role of writing in interactive communication contexts.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• arrange letters, words and phrases to form correct and complete written sentences on hobbies and interests jointly,</li> <li>• write text messages to their peers describing their hobbies and interests,</li> <li>• fill out forms with personal information,</li> <li>• fill puzzles and crosswords with vocabulary on hobbies and interests,</li> <li>• extract information from audio and write it down,</li> <li>• write short sentences about what they engage in during fun time.</li> </ul>	What do you to make writing fun?

**Core competencies to developed:**

Creativity and Imagination: These are developed as the learner finds hidden patterns between different ideas, while filling puzzles and crosswords with vocabulary on hobbies and interests.

**Values:**

Unity: The learner appreciate teamwork and collaboration in learning while arranging letters, words, and phrases to form correct and complete written sentences on hobbies and interests jointly.

**Pertinent and contemporary issues (PCIs):**

Self-awareness: The learner demonstrates awareness of talent while writing about their hobbies and interests to peers.

**Link to other learning areas:**

Social Studies: The concept of hobbies and interests is linked to the concept of leisure time activities in Social Studies.

<b>Theme 6: Foods and Drinks</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.6 Guided Writing</b> <i>Orthography</i> <i>Handwriting</i> <i>Sentence order</i>	By the end of the sub-strand, the learner should be able to: a) spell various meals with correct orthography, b) construct short simple sentences about foods and drinks taken at different mealtimes with the correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: <ul style="list-style-type: none"> <li>• fill blank spaces with the correct word on food and drinks,</li> <li>• complete broken short texts with an appropriate word on foods and drinks,</li> <li>• source for, and write vocabulary on meals from the internet,</li> <li>• complete a dialogue with simple phrases,</li> <li>• create schedules of balanced diet during different moments of the day,</li> </ul>	Why is correct spelling important when writing?

			<ul style="list-style-type: none"> <li>• play word games such as puzzles and crosswords finding a lexical on foods and drinks,</li> <li>• write phrases on healthy and unhealthy meals.</li> </ul>	
<p><b>Core competences to be developed:</b>  Leaning to learn: This is developed as the learner builds on their own learning experiences while sourcing for, and writing vocabulary on meals from the internet.</p>				
<p><b>Values:</b>  Responsibility: This is nurtured as the learner partakes in a task by creating schedules of balanced diet during different moments of the day.</p>				
<p><b>Pertinent and contemporary issues (PCIs):</b>  Health education: The learner develops an understanding of healthy living by reading about healthy and unhealthy meals.</p>				
<p><b>Link to other learning areas:</b>  Agriculture and Nutrition: The concept of healthy and unhealthy foods is similar to that in Agriculture and Nutrition.</p>				

<b>Theme 7: My Body</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.7 Guided Writing</b> <i>Orthography</i> <i>Vocabulary</i> <i>Conciseness</i>	By the end of the sub-strand, the learner should be able to: a) spell common words on body parts with correct orthography, b) construct short simple sentences about body parts, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: <ul style="list-style-type: none"> <li>• source and write about parts of the body from the internet for vocabulary acquisition, (search engine has “Safe search” turned ON)</li> <li>• write short texts on functions of parts of the body,</li> <li>• use picture stimuli to match the parts of the body to their functions collaboratively,</li> <li>• fill in gaps in short texts relating to functions of the body,</li> <li>• create charts of functions of parts of the body using digital devices.</li> </ul>	Why is writing important in conveying messages?

**Core competences to be developed:**

Digital literacy: This is developed as the learner uses digital technology to effectively accomplish own tasks by sourcing and writing about parts of the body from the internet.

**Values:**

Unity: The learner appreciate teamwork in learning while collaboratively using picture stimuli to match the parts of the body to their functions.

**Pertinent and contemporary issues (PCIs):**

Online safety: The learner manipulates digital devices to source for information online without accessing unsafe sites.

**Link to other learning areas:**

Integrated Science: The vocabulary learned on the parts of the human body is linked to the content covered on the human body in Integrated Science.

<b>Theme 8: Weather and Environment</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.8 Guided Writing</b>  <i>Orthography</i> <i>Vocabulary</i> <i>Handwriting</i> <i>Clarity</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) spell common words on weather and environment with correct orthography,</li> <li>b) construct simple sentences using correct structures about weather and environment,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• rearrange letters to make lexical on weather conditions,</li> <li>• fill crosswords and word puzzles vocabulary on weather jointly,</li> <li>• fill gaps in simple dialogues using simple vocabulary of weather conditions,</li> <li>• make sentences about weather conditions from jumbled words collaboratively,</li> <li>• write down dictated simple vocabulary of weather patterns,</li> </ul>	What do you do to improve your writing skills?



		c) appreciate the role of writing in interactive communication contexts.	<ul style="list-style-type: none"> <li>• use visual prompts like pictures and illustrations to write weather patterns in categories of harsh and friendly.</li> </ul>	
<p><b>Core competences to be developed:</b>  Creativity and Imagination: These are developed as the learner finds hidden patterns between different ideas by filling crosswords and word puzzles with vocabulary on weather.</p>				
<p><b>Values:</b>  Unity: The learner appreciate teamwork in learning while collaboratively making sentences on weather patterns from jumbled words collaboratively.</p>				
<p><b>Pertinent and contemporary issues (PCIs):</b>  Disaster risk reduction: The learner is enlightened on friendly weather conditions and unfriendly weather conditions and ways to avoid disasters caused by weather pattern changes.</p>				
<p><b>Links to other learning areas:</b>  Social Studies: The vocabulary learned about weather patterns is linked to the concept of weather and climate in Social Studies.</p>				

<b>Theme 9: Getting Around</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.9 Guided Writing</b> <i>Orthography</i> <i>Vocabulary</i> <i>Clarity and conciseness</i>	By the end of the sub-strand, the learner should be able to: a) spell common words on getting around with correct orthography, b) construct simple sentences using correct structures on getting around, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: <ul style="list-style-type: none"> <li>• rearrange letters to make words related to items in class,</li> <li>• fill crosswords and word puzzles with vocabulary on locating items and areas in small groups,</li> <li>• fill gaps in simple dialogues using simple vocabulary of locating, (<i>dans, derrière, entre, sur, sous</i>)</li> <li>• make sentences on items in the classroom from jumbled words ,</li> <li>• source from the internet and write vocabulary on items in the classroom,</li> </ul>	What strategies do you use to ensure the correct writing of French words?

			<ul style="list-style-type: none"> <li>• use visual prompts like pictures and illustrations to write simple texts,</li> <li>• write simple instructions on where to place different items in class.</li> </ul>	
<p><b>Core competences to be developed:</b>  Communication and Collaboration: These are developed as the learner writes clearly, and spells words correctly while making sentences on items in the classroom from jumbled words.</p>				
<p><b>Values:</b>  Responsibility: The learner appreciates orderliness when arranging items while writing simple instructions on where to place items in the classroom.</p>				
<p><b>Pertinent and contemporary issues (PCIs):</b>  Digital literacy: The learner appreciates technology while using digital devices to source information on objects in the classroom.</p>				
<p><b>Link to other learning areas:</b>  English: The concept of locating objects in the classroom is linked to the concept of adverbs of place and prepositions in English.</p>				

### Suggested Assessment Rubric

<b>Level Indicators</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to write clear and readable texts: Space between words in a sentence Space between letters in a word	The learner writes texts paying attention to neatness and proper spacing all through. Handwriting exhibits individual style and flair.	The learner writes texts paying attention to neatness and proper spacing all through.	The learner writes texts paying attention to neatness and spacing in most parts of the text.	The learner writes texts paying attention to neatness and spacing in very few parts of the text.
Ability to write texts using correct language structures and vocabulary	The learner writes simple texts while maintaining spelling and grammatical accuracy all through. Sentence structures are correct all the time while using vocabulary appropriate to the context.	The learner writes simple texts while using correct sentence structures and vocabulary.	The learner mostly writes simple texts while using correct sentence structures and vocabulary.	The learner in few instances writes simple texts while using correct sentence structures and vocabulary texts, but is unable to maintain spelling and grammatical accuracy all through. Sentence structures are incorrect most of the time. Uses very limited vocabulary appropriate to the context.

## **APPENDIX I: CSL at Upper Primary (Grade 4-6)**

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

### **Steps in carrying out the integrated CSL activity**

#### **1) Preparation**

- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

## 2) **Implementation of the CSL Activity:**

- Assign roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

## 3) **Reflection on the CSL Activity**

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

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

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

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

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

### **Assessment of the CSL Activity**

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

## Appendix II: Suggested Learning Resources, Suggested Assessment Methods and Non-Formal Activities that Support Learning

Suggested Resources	Suggested Assessment Methods	Suggested Non-Formal Activities
<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Video clips (where available)</li> </ul>	<ul style="list-style-type: none"> <li>• Answering simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs</li> <li>• Recitation of poems</li> </ul>
<ul style="list-style-type: none"> <li>• Flash cards (words or games)</li> <li>• Video games (where available)</li> <li>• Jumbled up grids</li> <li>• Word wheel</li> <li>• Word searches</li> </ul>	<ul style="list-style-type: none"> <li>• Filling in missing letters.</li> <li>• Filling in missing words.</li> <li>• Sounding words or letters</li> <li>• Rearranging jumbled-up letters or words.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer education; practice with peers</li> <li>• Participation in French club activities</li> </ul>
<ul style="list-style-type: none"> <li>• Charts</li> <li>• Video clips</li> <li>• Short stories</li> <li>• Real objects (<i>clothes, food, classroom objects</i>)</li> <li>• Name tags and labels</li> </ul>	<ul style="list-style-type: none"> <li>• Word searches.</li> <li>• Completing word puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Role plays and simulation</li> </ul>
<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Charts</li> <li>• Video clips</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud.</li> <li>• Word searches.</li> <li>• Word puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Role plays and simulation</li> </ul>
<ul style="list-style-type: none"> <li>• Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Writing.</li> <li>• Mimicking through role-</li> </ul>	<ul style="list-style-type: none"> <li>• Role plays and simulation</li> </ul>



	play.	
<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Videos</li> <li>• Cards for special occasions</li> </ul>	<ul style="list-style-type: none"> <li>• Use of expressions</li> <li>• Spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Peer education; practice with peers</li> </ul>
<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Drawing materials,</li> <li>• Video games</li> <li>• Word puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Peer education; practice with peers</li> </ul>

<b>3.5 Dates and events</b>	<ul style="list-style-type: none"> <li>• Calendar</li> <li>• Timetables</li> <li>• Pictures</li> <li>• Journals</li> <li>• Diaries</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying special occasions</li> <li>• Comprehension</li> </ul>	
<b>3.6 Shops and restaurants</b>	<ul style="list-style-type: none"> <li>• Pictures/images</li> <li>• Video clips</li> <li>• Poems</li> <li>• Songs</li> <li>• Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying food items and dishes</li> <li>• Use of polite language</li> <li>• Use of expressions of quantity</li> </ul>	<ul style="list-style-type: none"> <li>• Role plays and simulation</li> </ul>
<b>3.7 Locating objects and places in our surroundings</b>	<ul style="list-style-type: none"> <li>• Pictures of objects</li> <li>• Pictures of places</li> <li>• Charts</li> <li>• Real objects (<i>clothes, food, classroom objects</i>)</li> <li>• Poems</li> </ul>	<ul style="list-style-type: none"> <li>• Physical identification of objects.</li> <li>• Colouring shapes and objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Games e.g. <i>hide and seek</i></li> </ul>
<b>3.8 Health and fitness</b>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Charts</li> </ul>	<ul style="list-style-type: none"> <li>• Word searches.</li> <li>• Word puzzles</li> <li>• Use of idiomatic expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Games, e.g. <i>Jacques a dit....</i></li> </ul>



