Nurturing Every Learner's Potential

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

UPPER PRIMARY SCHOOL CURRICULUM DESIGN

INDIGENOUS LANGUAGES

GRADE 4

First Published 2017

Revised 2024

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LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
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
9.	Pastoral/Religious Instruction Programme	1
Total		**35**

NATIONAL GOALS OF EDUCATION

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

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

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

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

   a) **Social Needs**

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

   b) **Economic Needs**

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

   c) **Technological and Industrial Needs**

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

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

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

4 **Promote sound moral and religious values**

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

5. **Promote social equity and responsibility**

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

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

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect
other people's culture as well as embrace positive cultural practices in a dynamic society.

7. **Promote international consciousness and foster positive attitudes towards other   nations**

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect,
appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate
within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. **Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

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

The learning area develops the language skills acquired in lower primary as well as positive attitudes and behaviours towards learning. Having been exposed to concrete learning activities and basic literacy skills in lower primary, the learner's thought processes are more mature. According to Piaget, at this level, they are capable of solving problems in a more logical manner. The learner will therefore be provided with a rich and supportive environment to develop their indigenous language learning. They will also be equipped with language skills to enable them acquire a second language more proficientlyand achieve relevant competencies. In addition, learning in a language they are already familiar with will give the learner the required confidence to express themselves clearly, participate more actively in the learning process and think critically as well as imaginatively. The indigenous language will further enable the learner to interact effectively with peers, teachers and instructional materials, thus enhancing their cognitive and affective development. This resonates with Vygotsky's social cultural development theory which asserts that learning is majorly a social activity. Moreover, the learning area will provide opportunities for nurturing acceptance and appreciation of cultural diversity. Further, the knowledge and skills acquired at this level will support cognitive and learning development at the junior school level. Continuous advancement of knowledge in indigenous languages could guide the learner to make decisions on future career choices such as acting, broadcasting, development of orthography and editing among others.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of middle school the learner should be able to:

a) Respond appropriately to a variety of communication in the indigenous language

b) Express themselves confidently and appropriately in a variety of social contexts

c) Comprehend information in different contexts in the indigenous language

d) Read texts accurately and fluently with comprehension

e) Write legibly in different formats to express a variety of ideas and opinions

f) Enjoy communicating using a variety of cultural language strategies

1.0 CULTURAL FOODS
Suggested Vocabulary: food, indigenous cuisines, spicy, delicious, tasty, serve, roast, boil, share, dry, preserve

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.1 LISTENING AND SPEAKING	**1.1.1 Attentive listening**	By the end of the sub strand, the learner should be able to: a) identify nouns in singular and plural forms from a song for information, b) respond to verbal instructions for information, c) appreciate listening to various cultural songs for information.	The learner is guided to: • work with peers to list cultural foods on charts, • identify nouns in singular and plural forms , • change the nouns identified into their singular or plural forms, • recite singing games based on the theme , • respond to lead instructions in singing games as given by the soloist, • work collaboratively to collect varied songs on the theme from the community, • organise the songs collected in the class portfolio, • listen to recordings on various cultural foods in class.	How should we respond to instructions?

Core Competencies to be developed:

- **Communication and collaboration** is enhanced as the learner works collaboratively to collect varied songs on the theme.
- **Digital literacy** is promoted as the learner uses digital devices to listen to recordings .

Values:	
● **Responsibility** is enhanced as the learner uses digital devices appropriately to accomplish tasks.	
● **Unity** is developed as the learner works together with peers to collect thematic songs from the community for the class portfolio.	

Pertinent and Contemporary Issues (PCIs):

Cultural awareness is enhanced as the learner collects and listens to cultural songs from the community.

Link to other learning areas:

The learner is able to relate the concept of attentive listening to the learning in English.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.2 READING	**1.2.1 Reading for information**	By the end of the sub strand, the learner should be able to: a) identify vocabulary items in a text for comprehension, b) read a text based on the theme for information, c) appreciate reading texts	The learner is guided to: ● identify singular and plural forms of nouns from the texts , ● search for simple passages based on the theme from print or non-print sources, ● list vocabulary items based on the theme on flashcards, ● work with peers to create a vocabulary bank for the vocabulary identified, ● in small groups, practice reading the texts fluently, ● conduct peer reviews on each group's presentation, ● answer comprehension questions based on the passage, ● make a list of cultural foods identified in the text,	How do you read to acquire information in texts?

| | | | conduct a language reading game from the words on the flashcards, | |

| | | for information. | | |

Core Competencies to be developed:

- **Learning to learn** is developed as the learner searches for information from simple passages from print and non-print sources based on the theme.
- **Communication and collaboration** is enhanced as the learner works with peers to create a vocabulary bank for the vocabulary identified.

Values:
- Respect is enhanced as the learner makes honest and constructive feedback during the peer review on presentations.
- Unity is promoted as the learner collaborates and cooperates with peers to read texts.

Pertinent and Contemporary Issues (PCIs):
Self-esteem is developed as the learner uses nouns to communicate effectively with confidence.

Link to other learning areas:
The learner is able to relate the concept of nouns and their forms to the learning of Kiswahili language.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.3 WRITING	**1.3.1 Handwriting**	By the end of the Sub strand, the learner should be able to: a) identify letters of the alphabet in their language for effective communication, b) write simple sentences legibly and neatly for	The learner is guided to: • trace, model and paint letters of the alphabet in their language, • form simple words based on the theme, • in small groups, fish sentence cards with the simple words, • copy the sentences neatly and legibly, • work with peers to fill in blank spaces to complete sentences using vocabulary,	Why is it important to write legibly and neatly?

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		written communication, c) appreciate neatness and legibility in writing for effective communication.	• display their neatly written sentences on sentence strips in class and conduct gallery walks. • take part in a class writing competition focusing on handwriting.	

Core Competencies to be developed:
- **Communication and collaboration** is enhanced as the learner works with peers to peer review each other's written work for improvement during gallery walks.
- **Learning to learn** is developed as the learner works to organise and carry out a class writing competition focusing on handwriting.

Values:
- **Unity** is enhanced as the learner works harmoniously with peers to fill in blank spaces to complete sentences.
- **Integrity** is promoted as the learner willingly presents own work for peer review.

Pertinent and Contemporary Issues (PCIs):
Self -esteem is promoted as the learner develops neat and legible handwriting for effective communication.

Link to other learning areas:
The learner is able to relate the concept of good handwriting to the learning of Kiswahili and English Languages.

2.0 WEATHER
Suggested Vocabulary: cold, rain, sun, wind, clouds, warm, clothes

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.1 LISTENING AND SPEAKING	**2.1.1 Listening for information - instructions**	By the end of the sub strand, the learner should be able to: a) select instructions from an oral text for information, b) respond to instructions for comprehension, c) appreciate the need for clarity in providing instructions for effective communication.	The learner is guided to: ● listen to audio recordings on using verbs to give instructions, ● give instructions on how to carry out a task in pairs e.g. *what to do when it is raining*, ● conduct a review on the task based on instructions given, ● list the verbs used in the instructions on charts with peers, ● play the 'simon says' language game or the 'Chinese whisper language game' to practice giving and responding to instructions, ● practise responding to instructions displayed from flash cards in pairs.	1. Why should we give clear instructions in speech? 2. How is weather forecasting done in communities?

Core Competencies to be developed:

- **Learning to learn** is developed as the learner listens to audio recordings on using verbs to give instructions.
- **Communication and collaboration** is enhanced as the learner collaboratively plays language games to practice giving and responding to instructions.

Values:	
• **Unity** is promoted as the learner works collaboratively with peers to accomplish tasks.	
• **Respect** is developed as the learner previews peer's work by giving respectful and constructive comments.	
Pertinent and Contemporary Issues (PCIs):	
Self-esteem is enhanced as the learner gives instructions with clarity, confidently and correctly.	
Link to other learning areas:	
The concept of giving and responding to instructions is linked to the learning in Mathematics.	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.2 READING	**2.2.1 Reading fluency**	By the end of the sub strand, the learner should be able to: a) read a story with expression and correct intonation for effective communication, b) respond to questions from a text for comprehension, c) appreciate reading a variety of texts for fluency.	The learner is guided to: • conduct a reader's theatre to read a short passage on the theme with correct intonation, • identify important points from the text and write them down, • answer questions from a passage based on the theme, • role play reading a news bulletin report on the weather forecast creatively and with expression, • record the role play using a digital device for peer review,	1. How can we ensure we read fluently? 2. Why is reading fluently important?

| | | | watch a video recording illustrating reading with expression in class,
• share experiences about reading fluently in small groups. | |
| | | | | |

Core Competencies to be developed:
- **Digital Literacy** is enhanced as the learner works with peers to record the role-play using a digital device for peer review.
- **Critical thinking and problem solving** is developed as the learner answers questions from a passage based on the theme.

Values:
- **Responsibility** is developed as the learner takes a role during pair or group activities.
- **Unity** is promoted as the learner interacts harmoniously with peers to role-play a news bulletin report on weather.

Pertinent and Contemporary Issues (PCIs):
Environmental Education is promoted as the learner acquires knowledge on elements of weather and weather patterns.

Link to other learning areas:
The learner is able to relate the concept of weather to the learning of other learning areas such as integrated science and social studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.3 WRITING	**2.3**.1 **Punctuation**	By the end of the Sub strand, the learner should be able to:	The learner is guided to: • work with peers to copy sentences and underline the punctuation marks (full stops, comma and upper case) in sentences,	What is the importance of punctuation marks in writing?

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		a) identify punctuation marks in written sentences for information, b) use punctuation marks in sentences for effective communication, c) appreciate the role of punctuation in writing for communication.	• rewrite the punctuation marks on flash cards in groups, • discuss the use of commas, full stops and capital letters in sentences, • write simple sentences using the punctuation marks (the comma, the full stop and capital letters) appropriately, • share their written sentences with peers for peer review, • work collaboratively to identify correct and incorrect use of punctuation marks in short passages, • create a short paragraph on weather with correct punctuation.	

Core Competencies to be developed:
- **Critical thinking and problem solving** is enhanced as the learner creates a short paragraph on the theme of weather.
- **Communication and collaboration** is enhanced as the learner joins others to identify correct and incorrect use of punctuation marks in a passage.

Values:
- **Respect** is enhanced as the learner accommodates varied ideas from peers during group tasks.
- **Honesty** is enhanced as the learner shares their opinions during peer reviews to improve on each other's work.

Pertinent and Contemporary Issues (PCIs):
Environmental awareness is promoted as the learner appreciates different aspects of the weather in their day-to-day experiences.

Links to other learning areas:
The learner can relate the concept of punctuation to the learning of Kiswahili and English languages.

3.0 PERSONAL SAFETY

Suggested Vocabulary: accident, first aid, wound, burn, doctor, careful

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.1 LISTENING AND SPEAKING	**3.1.1 Listening for comprehension**	By the end of the sub strand, the learner should be able to: a) identify verbs from an oral text for comprehension, b) respond to questions from an oral passage for comprehension, c) appreciate listening to oral texts for enjoyment.	The learner is guided to: ● listen to an oral passage from a pre-recorded audio or resource person on the theme, ● list down verbs identified from the oral text, ● work jointly with peers to construct oral sentences, ● play 'the guessing language game' where they use actions to describe verbs for peers to guess what verb it is, ● answer comprehension questions from the oral text, ● complete sentences orally by filling in the gaps using verbs, ● share experiences about personal safety in groups.	How do we ensure personal safety in school?

Core Competencies to be developed:

- **Critical thinking and problem solving** is enhanced as the learner constructs oral sentences in groups.
- **Self-efficacy** is promoted as the learner exudes confidence as they share experiences about personal safety.

Values:
• **Love** is promoted as the learner mutually works with peers during group tasks.   • **Responsibility** is enhanced as the learner takes up specific roles in groups to accomplish tasks.
Pertinent and Contemporary Issues (PCIs):   **Safety and security** is promoted as the learner is exposed to content on personal safety.
Link to other learning areas: The learner is able to relate concepts on personal safety to the learning in Integrated science.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.2 READING	**Reading for comprehension**	By the end of the sub strand, the learner should be able to: a) read a dialogue based on the theme for comprehension, b) infer meaning of vocabulary from a text for comprehension, seek to read texts for information based on the theme.	The learner is guided to: ● take turns to read dialogues as a class, ● answer comprehension questions based on the dialogues read, ● work closely with peers to identify vocabulary items from the text, ● create and fill word puzzles using vocabulary on theme collaboratively, ● match the vocabulary identified with their meaning, work together to use a simple dictionary to look up the meaning of the vocabulary.	How do you tell the meaning of a word from a text?

Core Competencies to be developed: • **Communication and collaboration** is developed as the learner takes turns to read dialogues in class. • **Learning to learn** is enhanced as the learner works with peers to create and fill word puzzles using vocabulary.	

Values:
Unity is acquired as the learner cooperates and collaborates with peers to search for meaning of words.

Pertinent and Contemporary Issues (PCIs):
Safety and security is addressed as the learner interacts with texts related to the theme on personal safety.

Links to other learning areas:
The learner is able to relate concepts on personal safety to the learning in Social studies

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.3 WRITING	3.3.1 **Sequencing ideas**	By the end of the Sub strand, the learner should be able to: a) identify main ideas in a simple paragraph for comprehension, b) compose a paragraph on the theme for self-expression, c) value the need to sequence ideas well in writing based on the theme.	The learner is guided to: • work in partnership with peers to identify verbs in sentences from newspaper cuttings, • write sentences with simple verbs and share for peer review, • engage in a digital language game to drag and drop word segments to create simple sentences, • reorganise jumbled up sentences to make a well sequenced paragraph, • write a short paragraph on the theme with well sequenced ideas,	Why should we sequence ideas in a story?

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Core Competencies to be developed:
• **Digital Literacy** is enhanced as the learner engages in a digital language game to drag and drop word segments to create a simple sentence.   • **Creativity and imagination** is promoted as the learner composes paragraphs on the theme to present well-sequenced ideas.
Pertinent and Contemporary Issues (PCIs):
Self-esteem is promoted as the learner is able to learn how to engage in a digital game to drag and drop word segments to create simple sentences and share their ideas in a paragraph.
Values:
• **Respect** is enhanced as the learner takes into account other learner's opinions during the peer review.   • **Responsibility** is enhanced as the learner uses the digital devices to play digital language games as guided.
Link to other learning areas:
The learner is able to relate concepts on paragraph writing to the learning in English and Kiswahili Languages.

4.0 SCHOOL RULES				
Suggested Vocabulary: obey, rules, punishment, report, discipline, peers				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
4 .1 **LISTENING AND SPEAKING**	**4.1.1 Self – expression**	By the end of the sub strand, the learner should be able to: a) identify similes and metaphors commonly used in their community, b) recite oral narratives fluently for pronunciation, c) appreciate use of similes and metaphors for self-expressions.	The learner is guided to: ● Identify similes and metaphors used in their community , ● work jointly with peers to discuss different metaphors, ● practise using similes in sentences appropriately. ● write the similes and their meaning on wall charts, ● display the wall charts on similes in class for peer review through gallery walks, ● compose an oral narrative on the theme using similes and metaphors, ● stage the oral narrative in class for peer review.	1. Why are school rules important? 2. Why is it important to use similes and metaphors in self-expression?
Core Competencies to be developed: • **Creativity and imagination** is enhanced as the learner stages an oral narrative in class for peer review. • **Critical thinking and problem solving** is developed as the learner expounds on various school rules appropriately.				

Values:
• **Unity** is shown as the learner works in small groups to discuss the difference between metaphors and similes • **Respect** is enhanced as the learner observes the school rules.
Pertinent and Contemporary Issues (PCIs): **Good governance** is promoted as the learner familiarizes with the school rules and their importance.
Link to other learning areas: The learner is able to relate the concept of similes and metaphors to the learning in Kiswahili language.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.2 READING	**4.2.1 Extensive reading**	By the end of the sub strand, the learner should be able to: a) identify metaphors, similes , proverbs and sayings from level readers for comprehension, b) infer the meaning of vocabulary from context for comprehension, c) enjoy reading silently and widely for pleasure.	The learner is guided to: • create a collection of simple indigenous languages readers for the class library, • conduct a readers' theatre to read the class indigenous book collection, • tease out vocabulary from the readers, • use simple level dictionaries to comprehend meaning of vocabulary, • fill code word tables or crossword puzzles using vocabulary in small groups • partner with peers to practice matching words with their meanings, • identify metaphors, similes, proverbs and sayings from the readers,	1. Why do we read silently? 2. What makes a book interesting to read?

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			• establish a reading club for the class to collect and read varied readers.	

Core Competencies to be developed:
- **Critical thinking and problem solving** is enhanced as the learner works with peers to solve code word tables and crossword puzzles.
- **Learning to learn** is promoted as the learner finds meaning of new words in level dictionaries.

Values:
- **Unity** is promoted as the learner works harmoniously with peers to complete group tasks.
- **Peace** is enhanced as the learner works together to conduct a reader's theatre to read stories.

Pertinent and Contemporary Issues (PCIs):
 Nationalism is enhanced as the learner harmoniously stays with peers in society by obeying rules and regulations of the society from the concepts learnt of obeying school rules.

Link to other learning areas:
The learner is able to relate the concept of living together to similar content in Social Studies and Religious Education.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.3 **WRITING**	**4.3.1 Creative Writing**	By the end of the Sub strand,the learner should be able to: a) identify proverbs and sayings for information, b) write an imaginative composition using proverbs and sayings, c) appreciate proverbs and sayings for cultural awareness.	The learner is guided to: • identify proverbs and sayings from the community, • list the proverbs and sayings on sentence strips for display in class, • organise their collection of proverbs and sayings in a group portfolio, • engage in a language game to find meaning of community proverbs and sayings, • write a composition on the theme using proverbs and sayings • share their compositions with peers for peer review, • publish the best compositions in a class reading club.	Why are proverbs and sayings important?

Core Competencies to be developed:
• **Critical thinking and problem** solving is enhanced as the learner engages in language games to find meaning of community proverbs and sayings.
• **Creativity and imagination** is enhanced as the learner writes compositions on the theme using proverbs and sayings.

Pertinent and Contemporary Issues (PCIs):
Good governance is enhanced as the learner learns and obeys the school rules.

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Values: **Love** is enhanced as the learner shares their compositions with peers for constructive feedback.		
Link to other learning areas: The learner is able to learn the concept of sayings and proverbs and relate it to the learning in English and Kiswahili languages.		

5.0 MONEY

Suggested Vocabulary: money, trade, profit, loss, customer, buyer, seller, conman, business, products, services

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.1 LISTENING AND SPEAKING	**5.1.1 Expressing self creatively**	By the end of the sub strand, the learner should be able to: a) describe personal experiences and events for fluency, b) use 'when' as a conjunction in sentences for expression, c) enjoy describing events and experiences creatively.	The learner is guided to: ● conduct a storytelling session to describe a personal event and experience with money, ● use digital devices to record narrations on event descriptions, ● work jointly with peers to play a language train game to connect sentences using the conjunction 'when', ● narrate events based on the theme using the conjunction 'when' ● work collaboratively to role play a creative short skit on an interesting event that takes place in the market.	How do we describe events and experiences?

Core Competencies to be developed:
- **Creativity and imagination** is enhanced as the learner conducts a storytelling session to describe a personal event or experience with money.   - **Communication and collaboration** is promoted as the learner works with peers to listen to each other narrating personal experiences on events during storytelling.
Values:
- **Responsibility** is portrayed as the learner uses and handles digital devices appropriately when recording oral narrations.   - **Respect** is promoted as the learner listens to peers' stories when describing personal events.
Pertinent and Contemporary Issues (PCIs):
Financial Literacy is promoted as the learner engages in discussions based on money and trade.
Link to other learning areas: The learner is able to learn the concept of money and trade and relate it to social studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.2 READING	**5.2.1 Reading to acquire information**	By the end of the sub strand, the learner should be able to: a) identify vocabulary related to the theme for comprehension, b) apply reading strategies	The learner is guided to: - read a short passage based on the theme, - scan for specific vocabulary from the passage, - work collaboratively to build a vocabulary bank based on the words identified, - use a simple language dictionary to find the meaning of vocabulary identified, - identify compound sentences from the text with peers, - use sentence strips to break down the compound	1. Why is it important to comprehend the meaning of vocabulary in context? How do we read to get information?

		(skimming and scanning) to acquire information from a text, appreciate reading varied texts for information.	• list the coordinating conjunctions from the sentences on flashcards collaboratively, • skim for the main idea in the passage, answer comprehension questions based on the passage,	

sentences into segments,

Core Competencies to be developed:
• **Communication and collaboration** is developed as the learner reads short passages and works in groups to find the meaning of words.   • **Creative thinking and imagination** is promoted as the learner finds creative ways to build a vocabulary bank with peers.
Values:
• **Unity** is cultivated as the learner works harmoniously with others to complete group tasks.   • **Love** is enhanced as the learner accommodates opinion and reviews from peers on skimming and scanning.
Pertinent and Contemporary Issues (PCIs):   **Financial literacy** is developed as the learner reads texts about trade and money for information.
Link to other learning areas: The learner is able to relate the concept of trade and money in learning Social Studies and Mathematics.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.3 WRITING	**5.3.1** **Writing sentences**	By the end of the sub strand the learner should be able to: a) identify parts that make a sentence for	The learner is guided to: • cooperate with peers to play a digital language game to identify, drag and drop coordinating conjunctions to complete sentences, • work together to discuss new words related	How do we connect ideas in sentences?

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		comprehension, b) Make sentences in different language structures to give information, c) appreciate using sentences for effective communication.	to the theme, • write the new words on flash cards for display in class, • build a vocabulary bank based on the new vocabulary acquired on the theme, • construct sentences using the new words acquired, • write a simple essay giving instructions on how to carry out a task, • share the essays for peer review.	

Core Competencies to be developed:
- **Creativity and imagination** is enhanced as the learner writes simple essays on the theme.
- **Critical thinking and problem solving** is enhanced as the learner brainstorms on vocabulary acquired related to the theme.

Values:
Integrity is enhanced as the learner uses digital devices to play language games without diverting to inappropriate sites.

Pertinent and Contemporary (PCIs):
Financial literacy is enhanced as the learner get to learn about money when handling the theme.

Link to other learning areas:
The learner is able to learn the concept of writing essays using different sentence structures in English Language.

6.0 ANIMAL WELFARE				
Suggested Vocabulary: animal, care, mistreatment, safe, rescue, feed, veterinary, husbandry				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
6.1 LISTENING AND SPEAKING	**6.1.1 Listening for information.**	By the end of the sub strand, the learner should be able to: a) describe positions of objects in relation to others for information, b) respond to oral questions based on the theme, c) advocate for animal welfare practices for information.	The learner is guided to: ● work in partnership with peers to identify types of animals from audio recordings, ● compose sentences describing the position of an object in relation to another with words such as *next to, under, in front of, between, behind, on, in, beside, outside*, ● role play placing objects at different positions according to instructions given, ● work closely with peers to identify prepositions from the passages, ● answer comprehension questions , ● listen to a resource person on imaginative stories on animals and their welfare, ● conduct a debate on animal welfare practices.	1. What is the importance of prepositions in description? 2. Why should we take care of animals?

Core Competencies to be developed:

● **Communication and collaboration** is enhanced as the learner discusses the importance of animal welfare.
● **Critical thinking and problem solving** is promoted as the learner conducts a debate on animal welfare practices**.**

Values:
• **Respect** is enhanced as the learner listens to a resource person keenly and attentively.
• **Unity** is shown as the learner works with peers to identify types of animals from audio recordings.

Pertinent and Contemporary Issues (PCIs):
Animal welfare is promoted as the learner is exposed to the importance of taking care of the animals.

Link to other learning areas:
The learner is able to learn the concept of prepositions and relate it to the learning in Kiswahili Language.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.2 READING	**6.2.1 Reading fluency**	By the end of the sub strand, the learner should be able to: a) read poems with correct pace, speed and intonation for self-expression b) answer oral questions from a poem for comprehension. c) recite poems based on the theme for enjoyment.	The learner is guided to: • practice reading poems on animal welfare with correct pace, speed and intonation, • watch poem recitations based on the theme from digital platforms, • work jointly with peers to compose simple poems based on the theme, • recite the poems in class while recording speed and pace of recitation, • peer assess each other's performance for improvement, • answer questions from the poems, • take part in a spoken word competition applying pace, speed and intonation correctly, • record themselves reciting the spoken word and organise their work in digital portfolios.	1. How do we read poems fluently? 2. Why are poems important?

Core Competencies to be developed:
- **Creative thinking and imagination** is developed as the learner takes part in a spoken word competition applying pace, speed and intonation.
- **Digital literacy** is developed as the learner uses digital devices and platforms to record himself or herself reciting the spoken words.

Values:
- **Responsibility** is acquired as the learner searches for poems from digital devices as guided.
- **Respect** is enhanced as the learner accommodates each other's opinion when composing a poem.

Pertinent and Contemporary Issues (PCIs):
 Animal welfare is promoted as the learner accesses information on animals from various sources.

Link to other learning areas:
The learner is able to learn the concept of taking care of animals and relate it to the concepts learnt in Religious education**.**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.3WRITING	**6.3.1 Creative writing**	By the end of the Sub strandthe learner should be able to: a) highlight the elements of creative writing, b) write a story on the theme from artistic expressions, c) enjoy picture reading for	The learner is guided to: • collaboratively discuss the elements of creative writing, • study artistic work/pictures used to write creative stories, • write creative stories in groups based on the pictures, • exchange their written stories for peer review, • draw pictures to form a story based on the theme, • organise picture stories in a class	1. Why are stories important in communities? 2. What is the importance of artistic work in expressing creativity?

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		creative writing.	gallery for display.	

Core Competencies to be developed:
- **Creativity and imagination** is enhanced as the learner writes stories from pictures related to the theme.
- **Learning to learn** is enhanced as the learner exchanges their written stories for peer review.

Values:
- **Respect** is enhanced as the learner gives honest and constructive feedback when peer reviewing each other's work.
- **Responsibility** is enhanced as the learner handless digital devices carefully when recording their stories and share with the class.

Pertinent and Contemporary Issues (PCIs):
Nationalism is enhanced as the learner works together to display their creative picture stories to celebrate peer's creative achievement.

Link to other learning areas:
The learner is able to learn the concept of picture story writing for creative expression and relate it to the learning in Creative arts.

<table>
<tr><td colspan="5" align="center">7.0 LEISURE ACTIVITIES
Suggested Vocabulary: leisure, free time, hobby, talent, peers, creative, responsibility, community service</td></tr>
<tr><td>Strand</td><td>Sub Strand</td><td>Specific Learning Outcomes</td><td>Suggested Learning Experiences</td><td>Key Inquiry Question(s)</td></tr>
<tr>
<td>7.1 LISTENING AND SPEAKING</td>
<td>7.1.1 Listen to make personal opinions and judgements</td>
<td>By the end of the sub strand, the learner should be able to:

a) describe leisure activities for information,
b) respond to comprehension questions correctly,
c) appreciate listening</td>
<td>The learner is guided to:

● collaboratively listen to an audio recording on leisure activities,
● cooperate with peers to list constructive leisure activities,
● use interjections to describe a leisure activity of choice,</td>
<td>1. How do you spend your leisure time?
2. How do we identify our talents?</td>
</tr>
</table>

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		to texts in varied contexts.	● work collaboratively with peers to compose a poem based on the theme, ● respond to comprehension questions from the poem, ● present personal views about the idea in the poems, ● conduct a debate about how best one can use their leisure time.	

Core Competencies to be developed:

- **Digital literacy** is enhanced as the learner listens to recorded clips on leisure activities.
- **Critical thinking and problem solving** is developed as the learner critically responds to questions from a poem.

Values:

- **Responsibility** is promoted as the learner responds to comprehension questions appropriately.
- **Unity** is cultivated as learners work in groups collaboratively to accomplish tasks.

Pertinent and Contemporary Issues (PCIs):

Peer pressure awareness is promoted as the learner finds better and constructive ways to use their leisure time.

Link to other learning areas:
The learner is able to learn the concept of constructive use of leisure time and relate it in the concepts learnt in Religious studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.2 READING	**7.2.1 Reading comprehension**	By the end of the sub strand, the learner should be able to: a) identify interjections in texts for comprehension, b) use interjections in oral paragraphs for expression, c) enjoy reading a variety of texts with interjections for comprehension.	The learner is guided to: • read passages on the use of leisure time, • take notes on main ideas from the passage, • jointly identify interjections used, • list the interjections in their community on flashcards, • read the interjections with correct intonations, • discuss meaning of the interjections such as please and excuse me, • collaborate with peers to take part in a reading competition involving paragraphs with interjections.	When do we use interjections in sentences?

Core Competencies to be developed:
- **Communication and collaboration** is enhanced as the learner reads passages containing interjections with comprehension.
- **Learning to learn** is enhanced as the learner identifies interjections from their community and discusses what they imply.

Values:
- **Unity** is enhanced as the learner works with peers harmoniously to play language games.
- **Responsibility** is developed as the learner participates in a reading competition in class.

Pertinent and Contemporary Issues (PCIs):
 Peer teaching is promoted as the learner collaborate with each other to carry out tasks and take part in a reading competition.

Link to other learning areas:
 The learner is able to learn the concept of proper use of leisure time and relate it in Religious Education.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.3 WRITING	**7.3.1 Creative writing**	By the end of the Sub strand , the learner shouldbe able to: a) highlight the steps of writing a simple dialogue, b) write a simple dialogue on the theme using interjections, c) appreciate the need of creative writing.	The learner is guided to: • discuss the steps of writing a simple dialogue, • list interjections used in their community on flashcards, • work with peers to write a simple dialogue on the theme and share with the class • role play the dialogue while using interjections creatively in groups, • collaboratively compose a simple singing game with interjections.	1. What are the steps of writing a simple dialogue? 2. What are interjections?

Core Competencies to be developed:
- **Creative thinking and imagination** is enhanced as the learner composes a simple singing game with interjections.
- **Communication and collaboration** is promoted as the learner works with peers in groups to role-play a dialogue.

Pertinent and Contemporary Issues (PCIs):
Peer pressure is addressed as the learner creatively writes a simple dialogue on leisure activities to promote values.

Values:
- **Unity** is enhanced as the learner works in groups to write a simple dialogue.
- R**espect** is shown as the learner role-plays the simple dialogue.

Link to other learning areas:
The learner is able to learn the concept of dialogue and relate it to learning in Kiswahili and English languages.

8.0 TECHNOLOGY-DIGITAL DEVICES

Suggested Vocabulary: modern, communication, digital, mobile phone, computer, technology

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.1 LISTENING AND SPEAKING	**8.1.1 Attentive listening**	By the end of the sub strand, the learner should be able to: a) describe digital devices for information, b) use polite expressions in an oral conversation, c) enjoy using appropriate and polite expressions during conversations.	The learner is guided to: ● Jointly work with peers to describe digital devices based on aspects like *colour, height, size, shape,* ● work collaboratively to match digital devices to their uses, ● role play a telephone conversation from a call centre with peers articulately, ● list the polite expressions used in the telephone conversation, ● answer questions based on the telephone conversation.	1. How do we respond during a telephone conversation? 2. How do we ask questions during conversations?

Core Competencies to be developed:

- **Self-efficacy** is enhanced as the learner answers questions based on a telephone conversation independently.
- **Communication and collaboration** is exhibited as the learner holds a telephone conversation with peers.

Values:

- **Respect** is enhanced as the learner practices good conversation habits.
- **Unity** is promoted as the learner collaborates as they converse in pairs.

Pertinent and Contemporary Issues (PCIs):
Digital literacy is promoted as the learner uses the digital devices in the role-play call centre conversation appropriately.
Links to other learning areas: The learner is able to learn the skill of polite expression in conversations in the learning in English and Kiswahili Languages.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.2 READING	**8.2.1 Extensive Reading- Adverts and News**	By the end of the Sub strand, the learner should be able to: a) describe objects from adverts and news for information, b) interpret advertisement and news items for information, c) enjoy viewing advertisements and news items for extensive reading.	The learner is guided to: • make personal collections from newspaper cuttings e.g. of personal booklet of news, • work collaboratively with peers to view and read the selected advertisements from newspapers and magazines • role play a news report bulletin to describe objects/products based on aspects such as colour, size and shape, • jointly work with peers to use digital devices to recreate content from adverts, • play the 'Pictionary vocabulary games' with peers, • read and answer questions on advertisements correctly • prepare posters and adverts for an indigenous product and display in class.	1. Why are advertisements important? 2. How do we describe objects?

Core Competencies to be developed:
• **Critical thinking** is enhanced as the learner reads and answers questions on adverts and news items correctly.
• **Learning to learn** is developed as the learner recreates content from adverts using digital devices.
Values:
• **Unity** is enhanced as the learner works harmoniously in pairs and groups to complete group tasks.
• **Responsibility** is enhanced as the learner learns to use information in adverts and news items responsibly.
Pertinent and Contemporary Issues (PCIs): **Civic responsibility** is enhanced as the learner is exposed to responsible practices in product promotion.
Links to other learning areas: The learner is able to learn and exposed to extensive reading skills necessary for study in learning in English and Kiswahili Languages.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.3WRITING	**8.3.1 Functional writing**	By the end of the Sub strand the learner should be able to: a) identify parts of a simple form for information b) create a form related to the theme c) appreciate value of forms for information	The learner is guided to: • in groups, collect a variety of forms and organize them in the portfolio, • discuss the parts of a simple form, • work collaboratively to create a digital form seeking for basic information from peers like *name, school, favorite subject, class, favourite cultural food*. • share the forms with their friends for filling, • provide information in the forms as per instructions given.	Why do we fill forms?

Core Competencies to be developed:
- **Creativity and imagination** is enhanced as the learner creates forms using digital devices.
- **Self-efficacy** is enhanced as the learner looks for forms and fills them on their own.

Pertinent and Contemporary Issues (PCIs):
Digital literacy is promoted as the learner uses digital devices to create a variety of forms.

Values:
- **Unity** is enhanced as the learner works harmoniously with peers to create forms.
- **Responsibility** is promoted as learners learn to fill sample forms related to the theme as per the instructions given.

Links to other learning areas:
The learner is able to learn the concept of functional writing and relate it in the learning in Kiswahili and English Languages.

9.0 LEADERSHIP

Suggested Vocabulary: leader, order, choosing, rule, people, govern, influence, honesty, integrity

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.1 LISTENING AND SPEAKING	**9.1.1 Expressing Personal Opinions**	By the end of the sub strand, the learner should be able to: a) describe a real life experience using acquired language, b) use appropriate turn taking and polite interruption skills in a conversation, c) appreciate discussing daily experiences using acquired language strategies.	The learner is guided to: ● describe a real life experience based on the theme using vocabulary acquired , ● listen to an audio recording on appropriate turn taking and polite interruption skills, ● identify verbs from the audio recording, ● practice using verbs in sentences appropriately, ● conduct a panel discussion on the theme while taking into account appropriate turn taking and polite interruption.	Why is it important to interrupt appropriately in a speech?

Core Competencies to be developed:

- **Critical thinking and problem solving** is enhanced as the learner uses verbs appropriately to express self.
- **Digital literacy** is promoted as the learner interacts with audio recordings on appropriate turn taking and polite interruption skills**.**

Values:

- **Unity** is enhanced as the learner engages with peers to conduct a panel discussion on the theme.

Pertinent and Contemporary Issues (PCIs):
Good governance is promoted as the learner hold a panel discussion on the theme while ensuring appropriate turn taking and polite interruption.
Links to other learning areas: The learner is able to learn the concept of leadership and relate it in learning in Social studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.2 READING	**9.2.1 Reading for Comprehension-Poems**	By the end of the sub strand,the learner should be able to: a) identify components of a poem for comprehension, b) read poems based on the theme for comprehension, c) answer questions from poem based on the theme for comprehension, d) appreciate reading to poems for personal judgement.	The learner is guided to: • list components of a poem, • read poems based on the theme and make personal judgements, • practice reading short poems and give peer review, • discuss main issues raised in a poem based on leadership, • play a vocabulary game in pairs or small groups, • works jointly with peers to use digital devices to watch poems, • use components of a poem to create own poems, • recite choral poems in class while applying non-verbal cues.	1. How do we describe a poem? 2. Why do we read poems?

Core Competencies to be developed:
• **Communication and collaboration** is developed as the learner reads and identifies components of a poem in groups.
• **Digital literacy** is enhanced as the learner uses devices to watch own poems.

Values:
• **Unity** is developed as the learner works harmoniously in pairs and groups.
• **Responsibility** is enhanced as the learner works and collaborates in groups to create poems.

Pertinent and Contemporary Issues (PCIs):
Nationalism is promoted as the learner is exposed to issues about leadership in the theme.

Link to other learning areas :
The learner is able to learn the concept of reading for comprehension and relate   in the learning in Kiswahili and English Languages.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.3 WRITING	**9.3.1 Functional writing**	By the end of the Sub strand the learner should be able to: a) give clear instructions for information, b) create instruction charts for information, c) appreciate the importance of clarity in written instructions.	The learner is guided to: • give clear instructions on a task to be done by peers, • work jointly with peers to identify verbs used in the instructions given, • role play giving instructions based on the theme, • play the '*simon says*' game to give and respond to clear instructions, • work collaboratively to create instruction charts for information, • share the charts with other members in class for peer assessment.	Why should we give clear instructions?

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Core Competencies to be developed:
- **Creativity and imagination** is enhanced as the learner role plays giving instructions on the theme.
- **Learning to learn** is promoted as the learner peer assesses each other's work for constructive feedback.

Pertinent and Contemporary Issues (PCIs):
Good governance is enhanced as the learner interacts with texts on leadership.

Values :
- **Unity** is promoted as the learner works with peers harmoniously to complete tasks,
- **Respect** is enhanced as the learner role-plays giving instructions.

Links to other learning areas:
The learner is able to relate the concept of writing of instructions to the learning in Kiswahili and English Languages.