



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

**UPPER PRIMARY SCHOOL**  
**CURRICULUM DESIGN**

**GRADE 5**

First Published 2017

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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
<b>Total</b>		<b>35</b>

## **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**

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 program. 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 in Arabic, German and French and YCT 2 in Mandarin Chinese.

## **SUBJECT GENERAL LEARNING OUTCOMES**

By the end of the level, the learner should be able to:

- a) apply literacy, numeracy skills and logical thinking appropriately in self-expression,
- b) communicate effectively in diverse contexts,
- c) apply digital literacy skills appropriately for communication and learning in day-to-day life,
- d) practise hygiene, appropriate sanitation and nutrition to promote health,
- e) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
- f) demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
- g) demonstrate social skills, spiritual and moral values for peaceful co-existence,
- h) demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence, manage pertinent and contemporary issues in society effectively.



## 1.0 LISTENING AND SPEAKING

Theme 1: Greetings and Introduction				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.1 Phonological Awareness</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) discriminate initial and final sounds in Chinese syllables,</p> <p>b) compose simple sentences on various themes,</p> <p>c) exhibit confidence in manipulating sounds in spoken language.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>listen and repeat initials and finals from a recording (z, c, s, zh, ch, sh, r, w, y, ai, ei, ui, ou, iu, ie, ü, un, an, en, un, ang, eng, ing, ong),</li> <li>identify initials and finals from the given syllables and say them out (你、我、他/她、朋、友、叫、什么、名字、是、不、女孩、男孩),</li> <li>make self-introductions (hello + name) with the correct tones (你/您好, 我叫....., 你呢? .....),</li> <li>listen to an introduction of a friend and respond to simple questions (我朋友叫什么名字? 他是不是女孩、男孩? ),</li> <li>introduce their friend (我朋友叫... 他是男生) to their peers,</li> </ul>	How do you articulate words accurately?

			<ul style="list-style-type: none"> <li>• listen to an audio with simple sentences on Chinese pronouns and select the correct one to fill in the gaps ( 您, 你, 我, 她, 他 ),</li> <li>• discuss why it is important to observe respect and the appropriate titles while making introductions.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Communication and collaboration: Team work skills are exhibited when the learners actively identify rhyming and non-rhyming words collaboratively.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Social awareness skills: The learner understands and follows social norms and expectations as they make introductions with respect and using the appropriate titles.</p>				
<p><b>Values:</b>  Patriotism is enhanced when the learner is aware of their social and moral duties as members of the community to use respectful language when making introductions.</p>				
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>• The learner links their learning to English, Kiswahili and Indigenous languages on use of the appropriate pronouns in varied contexts.</li> <li>• Learning is linked to Arabic, French and German on use of the appropriate vocabulary to express their ideas and opinions in a logical manner.</li> </ul>				

**Theme 2: Family**

<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 Phonological Awareness</b>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) reproduce rhyming syllables and words in spoken language,</li> <li>b) apply vocabulary acquired in forming sentences,</li> <li>c) appreciate the different language sounds and patterns in a language.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to a group of words and indicate rhyming and non-rhyming words cooperatively,</li> <li>• repeat saying the group of words that rhyme aloud,</li> <li>• create new words and phrases from the initials, finals and tones given,</li> <li>• repeat saying the names of extended family members from a recording( 奶奶, 爷爷, 外婆, 外公 ),</li> <li>• use vocabulary acquired to introduce different family members using simple sentences (我爸爸叫.....; 我爷爷叫.....),</li> <li>• ask and respond to questions on the names of their family members in turns (你外公叫什么名字? 我外公叫.....)</li> <li>• research the similarities and differences in the family units in</li> </ul>	Why is correct articulation of words important in communication?

			Kenya and China and share their findings in class.	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking and problem solving: The learner exhibits researching skills as they compare and contrast family units in Kenya and China.</li> <li>• Learning to learn: The learner develops healthy relationships when they work collaboratively with their peers to categorise rhyming and non-rhyming words.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Family Dynamics: The learners becomes aware of the varied family structures in the own and other communities providing them with rich cultural insights.</p>				
<p><b>Values:</b>  Respect is enhanced as the learner understands and appreciates the diverse perspectives on the family unit in Kenya and China.</p>				
<p><b>Link to other subjects:</b>  Learning is linked to Arabic, French and German on the skill of manipulation of sounds to create new words or variations.</p>				

**Theme 3: My Surroundings**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>1.0 Listening and Speaking</b></p>	<p><b>1.3 Phonological awareness</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) distinguish the different tones in Mandarin from listening texts,</p> <p>b) make simple descriptions in an organised and coherent manner,</p> <p>c) acknowledge the importance of tone discrimination in enhancing Mandarin proficiency.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>listen and repeat saying aloud the names of the learning areas offered in their school with the correct tones (数学、英语、斯瓦希里语、综合科学、社会研究,汉语),</li> <li>listen and match vocabulary related to classroom stationery/items with the correct tones (铅笔、橡皮、尺子、卷笔刀、粉笔、书、桌子、椅子、黑板),</li> <li>describe the colours (黑色, 白色, 棕色, 紫色, 橙色, 绿色, 蓝色, 红色, 灰色) of the various classroom stationery/ items displayed in turns (<i>e.g.</i> 你的铅笔是什么颜色? 我的铅笔是.....),</li> </ul>	<p>How do you communicate clearly in Mandarin Chinese?</p>

			<ul style="list-style-type: none"> <li>• talk about their favourite learning area /learning area that they enjoy and like at school with peers (我最喜欢汉语) ,</li> <li>• practise singing the colour song (颜色歌)using a familiar tune collaboratively,</li> <li>• use a set of words with similar pronunciation but different meaning (<i>mā-mà , mǎ-má, shì-shí</i>) to discuss how the correct pronunciation of tones is important in conveying different meanings in Mandarin Chinese.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn: The learner develops meaningful relationships with their peers as they carry out various oral tasks collaboratively.</li> <li>• Communication and collaboration: the learner speaks clearly and effectively using appropriate expressions as they make simple sentences about their favourite learning areas in school.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Healthy relationships are developed among the learners as they work together in undertaking various tasks and activities.</p>				
<p><b>Values:</b> Unity is fostered as the learner cooperates and take turns to make simple descriptions on the colours of stationery /items in their classroom.</p>				
<p><b>Link to other subjects:</b> The learner links their learning to Arabic, French and German where the importance of clarity in communication to convey meaning effectively is learned.</p>				

**Theme 4: Time**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.4 Imitative Speaking</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify key words, phrases and expressions in listening texts,</li> <li>b) pronounce words with the correct speed, intonation and rhythm,</li> <li>c) appreciate the importance of imitation in fostering accurate pronunciation.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen and repeat saying verbs related to activities carried out at different moments of the day (起床、睡觉、吃早饭、午饭、晚饭、做作业) and words related to moments of the day aloud (早上, 上午, 中午, 下午, 晚上),</li> <li>• listen and repeat a chant on my day (我的一天) with the correct sounds, tones, speed, intonation and rhythm,</li> <li>• match various activities (你什么时候起床、睡觉、吃早饭、午饭、晚饭、做作业?) to the appropriate moments of the day collaboratively (早上, 上午, 中午, 下午, 晚上),</li> <li>• use pictures/drawings to make a simple description on the activities they do at different moments of the day in turns,</li> </ul>	<ol style="list-style-type: none"> <li>1. How can you enhance your imitative speaking skills?</li> <li>2. What do you do at different times of the day?</li> </ol>

			<ul style="list-style-type: none"> <li>• discuss the challenges they face when pronouncing Chinese words and propose solutions collaboratively.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn: The learner works collaboratively with their peers to find solutions for the challenges they experience in pronouncing Chinese words.</li> <li>• Communication and collaboration: The learner speaks clearly and effectively using the appropriate speed, intonation and rhythm as they imitate the chant on my day.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Peer education and mentorship: The learner establishes a supportive network among peers when they share constructive feedback and relatable solutions to the challenges they face when pronouncing Chinese words.</p>				
<p><b>Values:</b> Unity: The learner displays team spirit as they take turns to make simple descriptions of the activities that they undertake at different moments of the day.</p>				
<p><b>Link to other subjects:</b> The learner links their learning to English, Kiswahili, Indigenous and foreign languages where they learn about discussion skills and turn taking during conversations.</p>				



**Theme 5: Fun and Enjoyment**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.5 Imitative Speaking	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) replicate words, phrases and simple sentences from varied audio texts,</li> <li>b) express their likes and dislikes on familiar topics fluently,</li> <li>c) utilise appropriate vocabulary on familiar topics fluently,</li> <li>d) develop an interest in expressing themselves clearly in communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch an audio-visual clip on vocabulary related hobbies and interests (画画, 跳舞, 唱歌, 听音乐, 看书, 玩儿电子游戏) and repeat saying the words,</li> <li>• listen to a recording and match the pictures related to hobbies and interests to their correct <i>pinyin</i> and Chinese characters,</li> <li>• sing along the hobbies and likes song (爱好歌) with their peers,</li> <li>• play a guessing game where the learner acts out a verb related to hobbies/interests and the others say out the word,</li> <li>• respond to simple questions on hobbies and interests in turns (你的爱好是什么? 我的爱好是.....你喜欢做什么? 我喜欢.....),</li> <li>• talk about their hobbies/interests and those of their friends in turns,</li> </ul>	<ol style="list-style-type: none"> <li>1. What is considered as effective communication?</li> <li>2. Who is an effective communicator?</li> </ol>

			<ul style="list-style-type: none"> <li>• discuss the importance of engaging in productive hobbies as a way of expressing oneself creatively with their peers.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: the learner identifies who they are and what activities they love to do as they share their hobbies and interests.</li> <li>• Communication and collaboration: the learner speaks clearly and effectively using appropriate language, expressions and gestures as they talk about the hobbies and interests of their friends.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Self-awareness is developed when the learner understands self and can easily recognise what their hobbies and interests are in regard to outdoor activities.</p>				
<p><b>Values:</b> Respect: the learner displays acceptance of the varied opinions and views of their peers as they talk about their hobbies and interests.</p>				
<p><b>Link to other subjects:</b> Learning is linked to Creative Arts on the skill of expressing oneself using varied creative forms.</p>				

**Theme 6: Foods and Drinks**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Listening and Speaking	1.6 Imitative Speaking	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify keywords from oral texts in varied contexts,</p> <p>b) apply intonation and stress patterns in spoken language to convey meaning,</p> <p>c) exhibit interest in using intonation and stress patterns appropriately during oral interactions.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to a recording on meals and indicate if the statements are true or false,</li> <li>• use pictures of the different times of the day to say what they eat at the given times (早餐、午餐、晚餐),</li> <li>• listen and repeat saying simple words and sentences related to meals of the day (红薯、面包、鸡蛋、奶茶、乌加利、米饭、饼、炖豆、炖牛肉、蔬菜)</li> <li>• say out a tongue twister on food (吃葡萄) with the appropriate intonation and stress patterns collaboratively,</li> <li>• combine different food items from the list provided to make a healthy meal and form simple sentences (我今天早上吃鸡蛋, 面包和奶茶),</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to articulate words clearly and correctly?</li> <li>2. What strategies can be used to improve clarity when speaking?</li> </ol>

			<ul style="list-style-type: none"> <li>• bring pictures/ images/ drawings of their favourite meals and talk about them in turns,</li> <li>• group the food items in the pictures/ images/ drawings into healthy and unhealthy food,</li> <li>• discuss how daily habits can affect one's overall health in relation to the food that they consume.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Self-efficacy is developed as the learner identifies and articulates clearly what they eat during different moments of the day.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Healthy eating habits: the learner becomes aware of how to choose a healthy diet to ensure their wellness as they design a healthy meal from the list of food items provided.</p>				
<p><b>Values:</b> Unity: cooperation is displayed as the learner patiently waits for their turn in reciting the tongue twister about food.</p>				
<p><b>Link to other subjects:</b> Learning is linked to Agriculture and Nutrition on the importance of eating healthy food for good health.</p>				

**Theme 7: My Body**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.7 Listening for Gist</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify vocabulary related to a given theme in listening texts,</li> <li>b) determine the key information in varied oral presentations,</li> <li>c) exhibit interest in listening to texts for general understanding.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to an audio recording and repeat words related to parts of the body (眼镜, 头, 耳朵, 鼻子, 嘴巴, 手, 肚子, 角, 退, 舌头 etc.) ,</li> <li>• listen to names of parts of the body and match them to their appropriate functions (e.g. 听, 看, 闻, 走路, 跑步 etc.) collaboratively,</li> <li>• sing along to the body parts song (e.g. 头和肩膀 ) using the appropriate gestures with peers,</li> <li>• listen as their peers mention the functions of different body parts and point out the part of the body related to it,</li> <li>• listen to a riddle on the use of different body parts and solve it (e.g. 我们用什么看? 我们用眼睛看。),</li> <li>• discuss the importance of different parts of the body with peers.</li> </ul>	How do you pick out the main ideas from a listening text?

**Core Competencies to be developed:**

Communication and Collaboration: Team work is displayed by the learner as they participate actively in solving the riddle related to the use of different body parts.

**Pertinent and Contemporary Issues (PCIs):**

Self-awareness: The learner demonstrates a heightened ability to understand self and body by identifying the different body parts and their functions as they undertake the matching activity.

**Values:**

Unity is developed as the learner collaborates with others as they match names of body parts to the corresponding function.

**Link to other subjects:**

The learner is able to relate the skills used in listening comprehension in English, Kiswahili and Indigenous languages.

**Theme 8: Weather and Environment**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.8 Listening for Gist</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify specific information and details from everyday topics,</li> <li>b) listen for general understanding in different settings,</li> <li>c) acknowledge the importance of active listening to comprehend the central idea in spoken content.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• say out the weather patterns displayed in flashcards (晴天, 雨天, (刮) 风天, 阴天),</li> <li>• listen to a recording and circle the option that is related to information on weather patterns,</li> <li>• compose a simple song on weather patterns collaboratively and make presentations,</li> <li>• listen to a simple weather forecast and respond to the questions given (今天、明天、昨天天气怎么样? ),</li> <li>• look at a recent weather forecast and give simple descriptions of the weather pattern with peers,</li> <li>• talk about their favourite weather pattern in turns using pictures/images /drawings,</li> <li>• research online or from various sources the similarities and differences of weather patterns in Kenya and China</li> </ul>	How can you capture the gist when listening to various speakers or contexts?

			and present their findings collaboratively.	
<b>Core Competencies to be developed:</b>				
Digital literacy: The learner uses digital technology to search for similarities and differences of weather patterns in Kenya and China collaboratively.				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Environmental Education is promoted as the learner recognises and becomes aware of the different weather patterns in their community.				
<b>Values:</b>				
Unity: Cooperation is exhibited when the learner makes presentations of the weather patterns song they composed with their peers.				
<b>Link to other subjects:</b>				
The learner links their learning to Arabic, French and German on the skills of responding to instructions in a logical and coherent manner.				



**Theme 9: Getting Around**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>2.0 Listening and Speaking</b></p>	<p><b>1.9 Listening for Gist</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recall vocabulary in a given theme from a listening text,</p> <p>b) summarize the key ideas from oral texts in a concise and coherent manner,</p> <p>c) develop interest in understanding the core message in oral texts for comprehension.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to an audio clip with prepositions and repeat saying them aloud (前边, 后边, 旁边, 后边),</li> <li>• listen to a song on different classroom items (铅笔, 书, 黑板, 椅子, 桌子, 橡皮, 粉笔, 尺子) and sing along with peers,</li> <li>• listen to a simple narration on locations of different items in their classroom and rephrase where they can be found collaboratively,</li> <li>• answer questions on the location of different items in their classroom in turns,</li> <li>• use the vocabulary acquired to build a word pyramid collaboratively e.g.</li> </ul> <p align="center">书 我的书 我的书在哪儿 我的书在桌子上,</p>	<p>What strategies can you use to be a proficient listener?</p>

			<ul style="list-style-type: none"> <li>• discuss why it is important to have an organised classroom environment to enhance learning with peers.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Learning to learn: the learner exhibits self-discipline when they work collaboratively to build a word pyramid from the vocabulary acquired on the context.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Safety in the classroom and school environment is improved as the learner becomes aware of the importance of having an organised learning environment during the discussion.</p>				
<p><b>Values:</b>  Respect is developed by the learner when they appreciate the diverse opinions shared by their peers during the discussion on the importance of an organised classroom environment.</p>				
<p><b>Link to other subjects:</b>  The learner is able to link to English and Kiswahili Languages on the skills of expressing their opinions and ideas confidently during discussions.</p>				

## ASSESSMENT RUBRIC: LISTENING AND SPEAKING

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to utilise vocabulary and expressions in oral communication.	Learner utilises all the targeted vocabulary and expressions in oral communication; attempts to use a variety of vocabulary and expressions synonymous to the targeted one's, giving justifications for their choice.	Learner utilises all targeted vocabulary and expressions in oral communication.	Learner utilises most of the targeted vocabulary and expressions in oral communication.	Learner utilises some of the targeted vocabulary and expressions in oral communication.
Ability to exhibit quality of language in oral communication (pronunciation, rhythm, pace and intonation)	Learner exceptionally exhibits correct pronunciation, rhythm and pace at all times in oral communication and applies intonation in different contexts to convey meaning effectively.	Learner exhibits correct pronunciation, rhythm and pace in oral communication and applies intonation in different contexts to convey meaning accurately.	Learner exhibits correct pronunciation, rhythm and pace most of the time in oral communication and applies intonation in different contexts with minor instances of misinterpretation.	Learner exhibits correct pronunciation, rhythm and pace some of the time in oral communication and applies intonation with difficulty in different contexts, leading to occasional misinterpretations.

<p>Ability to respond to questions and prompts to show comprehension and engagement in oral interactions.</p>	<p>Learner responds to all questions and prompts to show comprehension and engagement in oral interactions and goes further to give appropriate illustrations and examples.</p>	<p>Learner responds to all questions and prompts to show comprehension and engagement in oral interactions.</p>	<p>Learner responds to some questions and prompts to show comprehension and engagement in oral interactions.</p>	<p>Learner responds to very few questions and prompts to show comprehension and engagement in oral interactions.</p>
<p>Ability to interpret and use non-verbal cues to enhance oral expressions (body language, gestures, eye contact, facial expressions).</p>	<p>Learner interprets and uses adequate gestures and facial expressions in oral expressions when appropriate, is sensitive to cultural diversity and adapts non-verbal cues to suit diverse cultural contexts.</p>	<p>Learner interprets and uses adequate gestures and facial expressions to complement oral expressions when appropriate.</p>	<p>Learner interprets and uses some gestures and facial expressions to complement oral expressions when appropriate. Some gestures and facial expressions used do not rhyme with the intended communication.</p>	<p>Learner interprets and uses some gestures and facial expressions to complement oral expressions when appropriate. Many of the gestures and facial expressions used do not rhyme with the intended communication.</p>

## 2.0 READING

Theme 1: Greetings and Introduction				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.1 Reading Aloud	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) distinguish Chinese tones in monosyllabic and disyllabic words,</p> <p>b) read texts with appropriate pauses to enhance fluency and <b>expression</b>,</p> <p>c) appreciate the importance of punctuation pauses when reading aloud.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• read out <i>pinyin</i> words on greetings and self-introduction using the correct tone 我, 你, 您, 他, 朋友, 叫, 什么, 名字, 是, 不是, 女孩, 男孩,</li> <li>• match personal pronouns with the corresponding images and read them out (他, 我, 你, 它, 我们, 你们, 他们,</li> <li>• rearrange jumbled up sentences on greetings and introduction and read them with peers,</li> <li>• read out texts on simple introductions paying attention to punctuation marks and respond to the questions (你朋友叫什么名字? , 她是谁? 他是不是男、女孩) collaboratively,</li> <li>• research online and offline the differences and similarities of punctuation marks in English and Chinese and share their findings.</li> </ul>	<p>Why is it important to pay attention to punctuation guides when reading?</p>

**Core Competencies to be developed:**

Digital literacy is developed as the learner interacts with digital technology to research on differences and similarities of punctuation marks in English and Chinese.

**Pertinent and Contemporary Issues (PCIs):**

Analytical thinking: the learner develops analytical thinking as they rearrange jumbled up sentences on greetings and introduction and reads them out.

**Values:**

Unity: The learner collaborates with their peers to read and respond to questions on simple introductions.

**Link to other subjects:**

The learner is able to relate their learning to Arabic, French and German on the use of punctuation guides when reading texts.

**Theme 2: Family**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>2.0 Reading</b>	<b>2.2 Reading Aloud</b>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify key words from a reading text,</li> <li>articulate simple sentences in text,</li> <li>appreciate the importance of reading aloud in oral communication.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>read out vocabulary related to extended family (奶奶, 爷爷, 外婆, 外公) in pairs,</li> <li>place different family members on a family tree and read the names out,</li> <li>read out sentences on extended family members (爸爸的爸爸叫爷爷),</li> <li>read out a dialogue of someone introducing their family and answer questions,</li> <li>take turns mimic reading of a text related to nuclear family member for proper articulation,</li> <li>research online or offline the function of grandparents role of a family in a Chinese nuclear family and make presentations.</li> <li>research online or offline the role of a family in Kenya and China then make presentations.</li> </ul>	<p>Why is reading aloud important?</p>

**Core Competencies to be developed:**

- Self efficacy is developed as a learner identifies names of family members in a nuclear family set up (who their nuclear family members are by their names)

**Pertinent and Contemporary Issues (PCIs):**

Citizenship education: the learner is able to trace their family ties relations as they place family members on a family tree

**Values:**

Respect is nurtured as a learner exercises patience as they take turns to mimic reading a text related to nuclear family member for proper articulation

**Link to other subjects:**

Learning is linked to Arabic , French and German on the role that reading aloud plays in ensuring proper pronunciation of words.



**Theme 3: My Surroundings**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.3 Reading Aloud	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify key words and phrases from a reading text ,</li> <li>b) read simple sentences with the appropriate speed and intonation,</li> <li>c) appreciate the importance of reading aloud for fluency.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to a recording and repeat reading out vocabulary on stationery/items found in the classroom (铅笔、橡皮、尺子、卷笔刀、粉笔、书、桌子、椅子、黑板) and their colours (黑色, 白色, 棕色, 紫色, 橙色, 绿色, 蓝色, 红色, 灰色),</li> <li>• listen to their peers read out names of stationery/items and match them with the correct images,</li> <li>• mimic reading simple sentences on the various learning areas in their school with the correct pronunciation in turns (数学、英语、斯瓦希里语、综合科学、社会研究, 汉语),</li> <li>• read out a short paragraph on the colour of classroom items and respond to the given questions (e.g. 你的笔是什么颜色? ..... ),</li> </ul>	<p>How can you improve your fluency when reading?</p>

			<ul style="list-style-type: none"> <li>• read simple sentences on their most enjoyable learning areas in turns (我喜欢汉语),</li> <li>• read simple texts of their liking to their peers to refine their reading skills and receive feedback.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Learning to learn: The learner works collaboratively to match pictures to the names of stationery or items found in their classroom.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Peer education and mentorship is developed as the learner reads simple texts of their liking to their peers for critique.</p>				
<p><b>Values:</b>  Unity is nurtured as the learner take turns to read simple sentences with the correct pronunciation.</p>				
<p><b>Link to other subjects:</b>  The learner links their learning to English, Kiswahili and Indigenous languages on use of appropriate intonation, expression, and pacing while reading aloud.</p>				

**Theme 4: Time**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.4 Reading Aloud	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) replicate key words, expressions and phrases in Chinese,</li> <li>b) read simple sentences with the appropriate tone and volume,</li> <li>c) exhibit interest in reading texts aloud for language proficiency.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• circle names of moments of the day (早上, 上午, 中午, 下午, 晚上) from a puzzle and read them out in turns,</li> <li>• read aloud verbs on various activities done during the day with peers (起床、睡觉、吃早饭、午饭、晚饭、做作业),</li> <li>• read simple sentences and sequence the activities given in relation to the appropriate moment of the day,</li> <li>• listen and repeat reading sentences on the moments of the day collaboratively (我早上起床, 吃早饭, 我下午...),</li> <li>• read a simple text on moments of the day and answer the given questions,</li> <li>• discuss the essence of proper scheduling of activities in the day with peers for managing their time.</li> </ul>	What do you do at different moments of the day?

**Core Competencies to be developed:**

Communication and collaboration: The learner develops teamwork skills as they participate actively in reading the sentences on moments of the day with peers.

**Pertinent and Contemporary Issues (PCIs):**

Self-awareness: The learner becomes aware and accountable for their time during the day as they discuss the importance of schedules.

**Values:**

Unity: The learner respects other people's opinion as they discuss the importance of proper planning of activities during the day.

**Link to other subjects:**

Learning is linked to Kiswahili, English and Indigenous languages on the use of appropriate tone and volume when reading texts aloud.

**Theme 5: Fun and Enjoyment**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.5 Guided Reading	By the end of the sub strand, the learner should be able to: a) recite key words, expressions and phrases in simple texts, b) read simple sentences on a given topic fluently, c) show awareness of the importance of correct articulation when reading texts.	The learner is guided to: <ul style="list-style-type: none"> <li>• look at pictures depicting hobbies and interests and read them out (画画, 跳舞, 唱歌, 听音乐, 看书, 玩儿电子游戏 etc.),</li> <li>• match pictures to the corresponding sentences in <i>pinyin</i> and characters expressing interests and hobbies collaboratively (e.g. 我的爱好是听音乐 <i>wǒ de àihào shì tīng yīnyuè</i>),</li> <li>• recite a simple poem related to hobbies and interests in turns,</li> <li>• read a simple passage and rephrase the main idea,</li> <li>• role play a dialogue asking about peers' hobbies and interests (你的爱好是什么? 我的爱好是.....你喜欢做什么? 我喜欢.....),</li> <li>• explore how hobbies and interests can be used as a platform to raise awareness and advocate for various causes.</li> </ul>	What clues can help you comprehend a text?

**Core Competencies to be developed:**

Creativity and Imagination: The learner networks and shares ideas that inspire creative thinking as they explore ways of raising awareness/ advocacy through their hobbies and interests with peers.

**Pertinent and Contemporary Issues (PCIs):**

Advocacy on social issues: The learner gains new perspective on ways they can raise awareness and advocate for various social causes through their hobbies and interests.

**Values:**

Unity: The learner displays team spirit when they recite a simple poem related to hobbies and interests with peers.

**Link to other subjects:**

The learner relates their learning to Arabic, French and German on use of summarising skills to paraphrase key information in texts.

**Theme 6: Foods and Drinks**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.6 Guided Reading	By the end of the sub strand, the learner should be able to: a) identify and read out vocabulary, b) articulate sentences clearly from texts, c) appreciate reading for pleasure on a variety of themes.	The learner is guided to: <ul style="list-style-type: none"> <li>• read out names of meals displayed on flashcards,</li> <li>• indicate what one eats in relation to different times of the day (早餐、午餐、晚餐),</li> <li>• identify the food items that don't belong in the category given pictures based on the time when they are eaten collaboratively ,</li> <li>• repeat reading simple words and sentences related to meals of the day from the given text (红薯、面包、鸡蛋、奶茶、乌加利、米饭、饼、炖豆、炖牛肉、蔬菜),</li> <li>• read a short dialogue on food items and moments of the day then answer subsequent questions,</li> </ul>	What role does vocabulary play in reading comprehension?

			<ul style="list-style-type: none"> <li>• share some picture cards/drawings of food items usually taken at home during different mealtimes (<i>fruit, vegetable, meat, drink, main dish</i>) in groups and read their names aloud in turns,</li> <li>• distinguish healthy and unhealthy diets based on the food item picture cards/drawings.</li> </ul>	
<p><b>Core Competencies to be developed:</b> The learner develops self-efficacy as they categorize the food items based on the mealtimes they are taken.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Healthy eating habits are nurtured as the learners distinguish healthy and unhealthy diets based on the food items shared according to mealtimes.</p>				
<p><b>Values:</b> Responsibility is enhanced as the learners share some picture cards/drawings of food items usually taken at home during different mealtimes in groups and read their names aloud in turns.</p>				
<p><b>Link to other subjects:</b> The learner links their meaning to Home Science on healthy eating.</p>				



**Theme 7: My Body**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.7 Guided Reading	By the end of the sub strand, the learner should be able to: a) underline key words in a reading text b) highlight key information from texts c) appreciate role of vocabularies knowledge in comprehension	The learner is guided to: <ul style="list-style-type: none"> <li>• mimic reading the functions of different body parts (e.g. 听 <i>tīng</i>, 看 <i>kàn</i>, 闻 <i>wén</i>, 走路 <i>zǒulù</i>, 跑步 <i>pǎobù</i>, 说 <i>shuō</i> e.t.c.)</li> <li>• match parts of the body and with their function and read out the matched pair collaboratively</li> <li>• play <b>word search games</b> to identify body parts and read out their functions(看, 说, 走, 听, 闻) and read out the words collaboratively</li> <li>• Read texts about functions of the body and answer simple questions</li> <li>• imitate reading texts on the functions of the body parts with the correct tones and summarise the text with a word or short sentence</li> <li>• play a card game of body parts and their functions (眼睛-看, 腿-走, 耳朵-听, 鼻子-闻)</li> </ul>	What is the importance of vocabulary knowledge in reading?

**Core Competencies to be developed:**

- Communication and collaboration is enhanced as a learner articulates words clearly and effectively as they imitate reading texts on the functions of the body parts.

**Pertinent and Contemporary Issues (PCIs):**

self-awareness: the learner develops self awareness skills as they play a word game of parts of the body and their functions.

**Values:** Unity is enhanced as learners collaborate in playing word **search games** to identify body parts and read out their functions.

**Link to other subjects:**

The learner links their learning with physical and health education as they learn about body parts and their functions

**Theme 8: Weather and Environment**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.8 Guided Reading	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify key words and phrases from a written text,</li> <li>articulate key words phrases and sentences in reading,</li> <li>appreciate the importance of correct pronunciation in communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>Read out words and phrases related to weather patterns from flashcards/ word charts in class (e.g. 晴天 qíngtiān, 雨天 yǔtiān, 风天 fēngtiān, 阴天 yīntiān 晴天, 雨天, 风天, 阴天),</li> <li>chant out phrases and sentences related to weather pattern from a written text in class (e.g. 今天是阴天。),</li> <li>take turns to match pictures and corresponding weather pattern by rotating a weather display chart/ wheel and read them out,</li> <li>read and answer questions on weather conditions collaboratively, e.g (明天天气怎么样? 明天是多云。)</li> <li>Search online and offline with peers for some indicators of climate change and how to mitigate.</li> </ul>	How do you read confidently?

**Core Competencies to be developed:**

Digital literacy is promoted as a learner interacts with digital technology when searching online on indicators of climate change and how to mitigate.

**Pertinent and Contemporary Issues (PCIs):**

Environmental education is promoted as a learner search with peers for some indicators of climate change and how to mitigate.

**Values:**

Unity is exhibited as the learner collaborates with peers to complete reading tasks and answering questions.

**Link to other subjects:**

The learner links their learning to English and Kiswahili languages when making comparisons about weather pattern descriptions.

**Theme 9: Getting Around**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.9 Reading Aloud	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify key words and phrases while reading aloud,</p> <p>b) articulate punctuation pauses in reading,</p> <p>c) acknowledge the importance of reading words correctly.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• look at pictures of classroom items and read the correct name (铅笔, 书, 黑板, 椅子, 桌子, 橡皮, 粉笔, 尺子),</li> <li>• Look at pictures of different classroom items and fill in the right preposition (前边, 后边, 旁边, 后边) then read the sentences aloud</li> <li>• read out sentences on location of different classroom items 我的书在桌子上</li> <li>• read out the location of the items placed in different parts of the class as their peers locate where the items are placed,</li> <li>• read aloud simple sentences related to locating items in various areas of the classroom focusing on pronouncing the words accurately,</li> </ul>	<p>What is the significance of correct pronunciation in reading?</p>

			<ul style="list-style-type: none"> <li>take turns to read and respond to questions on location of classmates and classroom items (e.g 椅子在哪儿?)</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Communication and collaboration: the learner develops effective reading skills as they read aloud simple sentences related to locating items in various areas of the classroom.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Self-awareness is developed as a learner reads aloud simple sentences related to locating items in various areas of the classroom focusing on pronouncing the words accurately.</p>				
<p><b>Values:</b> Responsibility is enhanced as the learners actively engage in the class group activities on locating people or items.</p>				
<p><b>Link to other subjects:</b>  The learners link their learning to English and Kiswahili by learning the value of pronunciation when reading.</p>				

## ASSESSMENT RUBRIC: READING

<div style="text-align: center;"><b>Level</b></div> <hr/> <div><b>Indicator</b></div>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<p>Ability to pronounce words in contexts for accuracy in reading.</p>	<p>The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meaning. Makes no errors of pronunciation even for texts on unfamiliar topics.</p>	<p>The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meaning.</p>	<p>The learner makes a few errors of pronunciation of words in simple texts on familiar topics. Errors may hamper the ability to convey the intended meaning.</p>	<p>The learner makes many errors of pronunciation of words in simple texts on familiar topics. Errors greatly hamper the ability to convey the intended meaning.</p>
<p>Ability to read with fluency (smoothness, pace, pauses and intonation)</p>	<p>The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes no errors at all even in texts on unfamiliar topics.</p>	<p>The learner reads simple texts with natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes minimal errors in texts</p>	<p>The learner reads simple texts with natural and smooth flow and at an appropriate pace through most parts of the texts. Pays attention to most of the punctuations and applies appropriate pauses and intonation to express intention</p>	<p>The learner reads simple texts with stilted and choppy flow through most parts of the texts. Pays attention to very few punctuations as pauses and intonation are misplaced.</p>

		on unfamiliar topics and auto-corrects self in the few errors made.	and emotions. Makes many errors in texts on unfamiliar topics and is unable to auto-corrects self.	
Ability to read and understand simple texts	The learner interprets all questions in context and gives correct answers to all the questions. Uses extensive vocabulary in giving responses to questions.	The learner interprets all questions in context and gives correct answers to all the questions. Uses adequate vocabulary in giving responses to questions.	The learner interprets most of the questions in context and gives correct answers to most of them. Vocabulary used in giving responses to questions is limited but sufficient.	The learner interprets few questions in context and gives correct answers to a few of them. Vocabulary used in giving responses to questions is very limited but insufficient.



### 3.0 WRITING

Theme 1: Greetings and Introduction				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Writing	3.1 Guided Writing	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>write syllables and words in dictations,</li> <li>compose short sentences in chinese,</li> <li>Appreciate the importance of correct spelling in writing.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>listen to a dictation and write down the words with the correct pinyin</li> <li>Listen to an audio of a set syllables choose the one you hear ( <i>Tā, tǎ, tà, Nǐ, nǐ, ní, nì</i> )</li> <li>writes short sentences on self introduction ( <i>我叫...、我是女孩, 我朋友叫.....。他是男孩,</i></li> <li>join different strokes of basic greetings (你, 好)using moldable material (pebbles, sand, cereals, plasticine, clay, thread etc.) to form characters and display them collaboratively,</li> <li>complete the given sentences on greetings and self introduction with the missing punctuation marks.</li> </ul>	<p>What is the importance of correct spelling writing?</p>

**Core Competencies to be developed:**

Communication and collaboration: the learners develop writing skills as they write down simple sentences self introduction.

**Pertinent and Contemporary Issues (PCIs):** Social cohesion is exhibited as a learner works collaboratively with others in joining strokes together to form characters.

**Values:** Unity is inculcated as the learner works collaboratively with others in joining strokes together to form characters.

**Link to other subjects:** Creative Arts and Sports : The learner's artistic skills are developed as they recreate characters using moldable material and present the moulded words in the classroom.

**Theme 2: Family**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Writing	3.2 Guided Writing	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) list vocabulary in varied context</li> <li>b) write simple sentences in Chinese</li> <li>c) appreciate the importance of writing clearly.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• sort out jumbled up words to form names of the nuclear family</li> <li>• draw a family tree (Include 爷爷, 奶奶, 外婆, 外公)</li> <li>• write simple sentences introducing their family members (我妈妈叫.....)</li> <li>• answer simple question related to family members (爸爸的爸爸叫什么?)</li> <li>• join Chinese strokes to form characters on family, then stick to display (<i>the strokes can be printed, sticks, plasticine, mud, grass etc</i>)</li> <li>• compare and contrast members of the nuclear family in the Chinese set up against their own and note them down the differences and similarities in collaboration.</li> <li>• discuss the role of grandparents in the chinese set up and why they are part of the basic family unit.</li> </ul>	How can you improve your writing?

**Core Competencies to be developed:**

Self efficacy is developed as a learner introduces their family members by their name and their relationship with the learner.

**Pertinent and Contemporary Issues (PCIs):**

Citizenship is developed as a learner discusses with peers and discovers the role of grandparents in the care and protection of children in the Chinese family set up.

**Values:**

Respect for different cultural setups is enhanced as learners compare and contrast members of the nuclear family in the Chinese set up against their own and note them down.

**Link to other subjects:**

Learner links their learning to indigenous as they compare and contrast family setups with the Chinese set up.

**Theme 3: My Surroundings**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.3 Guided Writing	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) list names of items in Chinese,</p> <p><b>b) list words, phrase and expressions with the correct tones,</b></p> <p>c) write simple descriptions on a variety of topics,</p> <p>d) develop a love for writing Chinese Characters.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>listen to a recording and place the correct tone on the words and phrases given (一 二 三 四 和 轻声),</li> <li>look at actual/ pictures of classroom items and label them collaboratively, (e.g. 铅笔 <i>qiānbǐ</i>, 橡皮 <i>xiàngpí</i>, 尺子 <i>chǐzi</i>, 书 <i>shū</i>, 黑板 <i>hēibǎn</i> etc.)</li> <li>circles names of colours in a word search with peers (e.g. 红色 <i>hóng sè</i>, 蓝色 <i>lán sè</i>, 黄色 <i>huáng sè</i>, 绿色 <i>lǜ sè</i>, 橙色 <i>chéng sè</i>, 黑色 <i>hēi sè</i>, 白色 <i>bái sè</i>, etc. ),</li> <li>look at flashcards/pictures of colours and label them in groups or pairs,</li> <li>match classroom objects with their respective colours on a chart in class in groups or pairs,</li> <li>write down descriptions of actual classroom items in terms of colour (e.g. <i>Zhè shì hóngsè de bǐ; Wǒ de bāo shì hēisè de.</i>),</li> </ul>	How do you improve your writing skills?

			<ul style="list-style-type: none"> <li>• write a question to their peers asking the colours of their classroom items receive answers.(e.g. 你的书是什么颜色的? 我的书是绿色的。 Nǐ de shū shì shénme yánsè de ? Wǒ de shū shì lǜsè de.).</li> <li>• combine different colours to form a new colour (红+蓝=紫色)</li> </ul>	
<p><b>Core Competencies to be developed:</b> Communication and collaboration- The learner writes clear sentences with more than five words in making colour descriptions of items.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Creative thinking: The learner exhibits flexibility in writing answers to prompts about using colour to describe items and as they combine colours to come up with new ones.</p>				
<p><b>Values:</b> Unity- the learner engages with peers in taking turns to write questions and answers of item descriptions in the classroom.</p>				
<p><b>Link to other subjects:</b> The learner links their learning to English and Kiswahili languages as they make comparisons of descriptions of items using colour.</p>				

**Theme 4: Time**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.0 Writing</b>	<b>3.4 Guided Writing</b>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) match words and phrases to meaning</li> <li>b) construct simple sentences in varied contexts</li> <li>c) appreciate the importance of writing in communication</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• List different activities done during different times of the day (起床, 吃饭, 做作业, 睡觉),</li> <li>• list activities of the day and link them with moments of the day (早上, 上午, 中午, 下午, 晚上),</li> <li>• Match images of different activities with their meaning,</li> <li>• answer simple questions on activities during different moments of the day,(你上午做什么? )</li> <li>• rearrange scrambled up words and sentences on moments of the day and activities done during those moments</li> <li>• write a simple description of what they do in a day and present in class.</li> </ul>	<p>What is writing important in communication?</p>

**Core Competencies to be developed:**

Learning to learn: a learner does their self reflection and shares with peers a simple description of what they do in a day

**Pertinent and Contemporary Issues (PCIs):**

Effective Communication is enhanced as a learner responds to simple questions on activities done at different moments of the day

**Values:**

- Unity is developed as a learner cooperates with peers in rearranging sentences and words

**Link to other subjects:**

learners link their learning to Home Science when they care about time and what to do



**Theme 5: Fun and Enjoyment**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.5 Guided Writing	By the end of the sub strand, the learner should be able to: a) list words from a dictation, b) construct simple sentences in Chinese, c) value writing clearly for effective communication	The learner is guided to: <ul style="list-style-type: none"> <li>• Listen to an audio on hobbies and interests (唱歌, 跳舞, 油画, 绘画玩儿电脑) and write them down</li> <li>• Play a game of charades on different hobbies and guess the hobbies</li> <li>• look at a picture and write down the hobbies displayed</li> <li>• construct simple sentences on what they like and don't like (我喜欢唱歌, 我不喜欢跳舞, 我爱, 不爱)</li> <li>• create a table of likes and dislikes and write them down (喜欢, 不喜欢。。。)</li> <li>• create a scrapbook of their hobbies</li> <li>• Fill in a word puzzle on hobbies and interests</li> <li>• share the different hobbies and interests and write them in groups</li> <li>• discuss the importance of hobbies and interests with peers.</li> </ul>	What do you like doing at your free time?

**Core Competencies to be developed:**

- Creativity and imagination is nurtured as a learner creates an original and unique scrapbook on their hobbies.

**Pertinent and Contemporary Issues (PCIs):**

Learner support program: The learner identifies their hobbies and interests and their importance during discussions with peers.

**Values:**

Love for different hobbies and interest is nurtured as a learners constructs simple sentences on what they like and don't like,

**Link to other subjects:**

The learner links their learning to Creative Arts and Sports as they create scrapbooks for their hobbies and interest.

### Theme 6: Foods and Drinks

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.6 Guided writing</b>	By the end of the sub strand, the learner should be able to: a) list down nouns in varied contexts b) compose sentences of various topics c) appreciate the importance of eating a balanced diet	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to an audio and write down a list of food items (红薯、面包、鸡蛋、奶茶、乌加利、米饭、饼、炖豆、炖牛肉、蔬菜) make a balanced meal form the list of food items provided (早饭, 午饭, 晚饭)</li> <li>• write simple sentences using the words provided</li> <li>• fill in blank spaces in simple sentences</li> <li>• using pictures and simple sentences make scrapbook on their favourite dishes</li> <li>• discuss the importance of eating a balanced diet</li> </ul>	why is eating healthy food important?
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Communication and collaboration is developed as learners write simple sentences using the words provided.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Health living is promoted as learners discuss the importance of eating a balanced diet				
<b>Values:</b>				
Responsibility is enhanced as learners pick food items from a list and make a balanced diet meal.				
<b>Link to other subjects:</b>				
learner link learning to Agriculture and Nutrition where they learn about nutrition and healthy living.				

Theme 7: My Body				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Writing	3.7 Guided Writing	By the end of the sub strand, the learner should be able to: a) list selected vocabulary from texts, b) write simple sentences on various topics. c) acknowledge the role of writing clearly in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• match body part names with their correct functions from a table (eg. 眼睛-看, 腿-走, 耳朵-听, 鼻子-闻),</li> <li>• listen to a dictation on body functions and list the respective parts associated with them ,</li> <li>• write the functions of the different body parts from the images provided,</li> <li>• Write short description describing different features in the body</li> <li>• Retrace characters on parts of the body and their functions following the correct stroke order (看, 子, 耳)</li> </ul>	What role does handwriting play in communication?
<p><b>Core Competencies to be developed:</b> Communication and collaboration is developed as the learner clearly writes simple sentences with the correct spelling.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Self awareness is promoted as learners become aware of the importance of the various body parts.</p>				

**Values:**

Respect for one's body is nurtured when the learner understands the different parts of their body and appreciates their functions.

**Link to other subjects:**

Learning is linked to English and Kiswahili on the importance of writing and spelling words clearly for communication.

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**Theme 8: Weather and Environment**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>Writing</b>	<b>3.8 Guided Writing</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>list words from texts,</li> <li>construct simple sentences on various themes.</li> <li>show interest in writing clearly for effective communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>rearrange jumbled up letters/ words related to weather patterns to form correct words in groups or pairs,</li> <li>write the names of weather patterns from the pictures provided,</li> <li>fill in missing letters in given words in collaboratively,</li> <li>Write simple sentences describing the weather (今天阴天)</li> <li>Look at a weather forecast for a week and write sentences on the weather forecast (星期天雨天)</li> <li>choose a weather pattern of their choice in groups and make a creative presentation with pictures and simple sentences.</li> </ul>	How can one write effectively?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Creativity and imagination: the learner exhibits networking skills as they work in groups to make a presentation of their weather pattern of choice.</li> </ul>				

**Pertinent and Contemporary Issues (PCIs):**

Assertiveness is developed as the learner takes part in group tasks and ensures that their views contribute positively to the group's success while considering the perspectives of others.

**Values:**

Unity is nurtured as the learners collaborate with their peers to undertake various writing tasks. work together in groups.

**Link to other subjects:**

The learners link their learning to Arabic, French and German on the importance of writing clearly in communication.

**Theme 9: Getting Around**

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>2.0 Listening and Speaking</b>	<i>Listening for gist</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) highlight vocabulary from audio text,</li> <li>b) recognise key information in listening</li> <li>c) appreciate the role of listening to texts in building vocabularies</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to an audio with prepositions and repeat (前边, 后边, 旁边, 后边)</li> <li>• listen to a song on different classroom items and sing along with the audio.</li> <li>• listen to a narration on locations of different items in the classroom (铅笔, 书, 黑板, 椅子, 桌子, 橡皮, 粉笔, 尺子) and highlight the key information</li> <li>• answer questions on the location of different items in class collaboratively</li> <li>• build a word pyramid collaboratively                             <p align="center">书 我的书 我的书在哪儿 我的书在桌子上</p> </li> <li>• discuss the importance of having a neat environment for learning collaboratively</li> </ul>	How can we build vocabulary knowledge?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Creativity and imagination is enhanced as a learner together with peers connects</li> </ul>				



different sentence patterns to come up with a word pyramid
<b>Pertinent and Contemporary Issues (PCIs):</b> Safety in the class and school environment is improved as a learners engage in a discussion on the importance of having a neat learning environment
<b>Values:</b> Responsibility is developed as learners collaboratively discuss the importance of having a neat environment for learning
<b>Link to other subjects:</b> Learner links their learning to English, Kiswahili, Indigenous languages and other foreign languages where they discuss prepositions.

<b>Assessment Rubric</b>				
<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to highlight vocabulary from audio text,	Learner highlights vocabulary and their use from audio text,	Learner highlights vocabulary from audio text	Learner highlights most of the vocabulary from audio text	Learner highlights some vocabulary from audio text
Ability to recognise key information in listening	Learner recognises key information and additional relevant details in listening	Learner recognises key information in listening	Learner recognises key information in listening with a few omissions	Learner recognises key information in listening with a lot of omissions

**Theme 9: Getting Around**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>Reading</b>	9.2 <i>Reading aloud</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify key words and phrases while reading aloud,</li> <li>articulate punctuation pauses in reading,</li> <li>acknowledge the importance of reading words correctly.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>look at pictures of classroom items and read the correct name (铅笔, 书, 黑板, 椅子, 桌子, 橡皮, 粉笔, 尺子),</li> <li>Look at pictures of different classroom items and fill in the right preposition (前边, 后边, 旁边, 后边) then read the sentences aloud</li> <li>read out sentences on location of different classroom items 我的书在桌子上</li> <li>read out the location of the items placed in different parts of the class as their peers locate where the items are placed,</li> <li>read aloud simple sentences related to locating items in various areas of the classroom focusing on pronouncing the words accurately,</li> </ul>	What is the significance of correct pronunciation in reading?

			<ul style="list-style-type: none"> <li>take turns to read and respond to questions on location of classmates and classroom items (e.g 椅子在哪儿?)</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Communication and collaboration: the learner develops effective reading skills as they read aloud simple sentences related to locating items in various areas of the classroom.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Self-awareness is developed as a learner reads aloud simple sentences related to locating items in various areas of the classroom focusing on pronouncing the words accurately.</p>				
<p><b>Values:</b> Responsibility is enhanced as the learners actively engage in the class group activities on locating people or items.</p>				
<p><b>Link to other subjects:</b>  The learners link their learning to English and Kiswahili by learning the value of pronunciation when reading.</p>				

<b>Assessment Rubric</b>				
<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identifies keywords and phrases while reading aloud,	Learner	Learner identify keywords and phrases while reading aloud,	Learner	Learner
Ability to	Learner articulates punctuation pauses in reading in an engaging manner	Learner articulates punctuation pauses in reading	Learner articulates punctuation pauses in reading with a few unnecessary pauses	Learner articulates punctuation pauses in reading a lot of unnecessary pauses

**Theme 9: Getting Around**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Writing	3.9 Guided Writing	By the end of the sub strand, the learner should be able to: a) write simple sentences from texts, b) compose texts on related topics, c) show enthusiasm in writing for effective communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• match pictures of the location of different areas to the appropriate words,</li> <li>• write words related to classroom items from a dictation( 铅笔, 书, 黑板, 椅子, 桌子, 橡皮, 粉笔, 尺子) ,</li> <li>• fill in missing words in given sentences with appropriate preposition with peers( 前边, 后边, 旁边, 后边) ,</li> <li>• use prepositions to make correct sentences( 前边, 后边, 旁边, 后边) ,</li> <li>• draw and colour images of common items in class with simple explanations of their locations,</li> <li>• share their writings with peers for peer assessment .</li> <li>• Collaboratively with peers discuss the safety of different places within the community</li> </ul>	How does composition help in enhancing communication?

**Core Competencies to be developed:**

Communication and collaboration: The learner develops teamwork as they participate actively in sharing writings.

**Pertinent and Contemporary Issues (PCIs):**

Safety and Security: The learner develops awareness of places that are potentially dangerous as they discuss different locations with their peers.

**Values:**

Unity:Unity is nurtured as learners display tolerance to their peers as they express their opinions.

**Link to other subjects:**

Learners link their learning to Social studies as they learn from others .

## ASSESSMENT RUBRIC: WRITING

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to use vocabulary and sentence structures in writing.	Learner correctly uses a wide variety of grammar structures and vocabulary in writing with no errors.	Learner correctly uses a variety of grammar structures and vocabulary in writing with few errors which do not hinder understanding.	Learner uses some grammar structures and vocabulary in writing with frequent errors which interferes with understanding.	Learner uses some grammar structures and vocabulary in writing with many errors which interferes with understanding.
Ability to write clear and readable texts.	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through. Text looks like a typed Microsoft office word document.	The learner writes readable texts paying attention to neatness all through. Letters in all the words are correctly spaced and sized within the lines. Words are correctly spaced within sentences all through.	The learner writes readable texts paying attention to neatness in most parts of the text. Letters in most of the words are correctly spaced and sized within the lines. Some abnormal spacing of words within sentences is visible.	The learner writes texts that are not easily readable. Neatness is not maintained all through. Letters in most of the words are incorrectly spaced and sized within the lines. Frequent abnormal spacing of words within sentences is visible.

Handwriting	Neat and easily readable, many letters are correctly spaced and sized within lines; many spaces between words are the correct size.	Untidy but readable; some letters are correctly spaced and sized within lines; some spaces between words are not the correct size.	Not easily readable, many letters are not correctly spaced and not sized within lines; many spaces between words are not the correct size.	Neat and easily readable throughout, many letters are correctly spaced and sized within lines; spaces between words are the correct size throughout.
Ability to organize texts in a logical and coherent manner.	Learner exhibits an exceptionally clear sense of unity and order throughout, there is a clear sense of beginning, middle and ending and makes smooth transition between ideas.	Learner exhibits a logical sequence, there is a sense of unity and order, there is a sense of beginning, middle and ending and makes smooth transition between ideas.	Learner attempts to provide a logical sequence, there is some sense of beginning, middle and ending and some smooth transition between ideas.	Learner exhibits no sense of order and provided a series of separate sentences and disconnected ideas and it is difficult to follow.



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

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

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

##### **1) Preparation**

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

## 2) **Implementation CSL Activity**

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

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

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

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