



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

A skilled and Ethical Society

**UPPER PRIMARY SCHOOL**

**CURRICULUM DESIGN**

**GRADE 6**

First Published 2017

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## TABLE OF CONTENTS

NATIONAL GOALS OF EDUCATION .....	ii
GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION .....	v
ESSENCE STATEMENT .....	v
SUBJECT GENERAL LEARNING OUTCOMES.....	v
STRAND 1.0:LISTENING AND SPEAKING .....	1
STRAND 2.0:READING .....	22
STRAND 3.0:WRITING .....	42
CSL AT UPPER PRIMARY (GRADE 4-6).....	63

## LESSON ALLOCATION AT UPPER PRIMARY

<b>S/No</b>	<b>Learning Area</b>	<b>Number of Lessons</b>
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**

## **SUBJECT GENERAL LEARNING OUTCOMES**

## STRAND 1.0: LISTENING AND SPEAKING

Theme 1: Greetings and Introduction				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.1 Active Listening</b> (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify key details in oral communication, b) recall key points from oral contexts, c) appreciate the significance of listening keenly for comprehension.	The learner is guided to: <ul style="list-style-type: none"> <li>listen to an audio recording on personal pronouns (我、你、您、他、她) and repeat after it,</li> <li>listen to an audio recording on time-specific greetings (早上好、上午好、中午好、下午好、晚上好、晚安) and repeat after it,</li> <li>count numbers 1-20 in Chinese in turns,</li> <li>listen to a Chinese tongue-twister on numbers (四是四，十是十，十四是十四，四不是十，十不是四) and repeat saying it with the correct pronunciation,</li> <li>listen to an audio recording on introduction of oneself and others and answer the subsequent questions,</li> </ul>	How can you minimise distractions while listening?



			<ul style="list-style-type: none"> <li>● practise carrying out basic greetings and self introduction (你/您好、早上好/上午好/中午好/下午好/晚上好,我叫....., 我今年.....岁) collaboratively,</li> <li>● roleplay introducing other people in turns with their name and age (你/您好、早上好/上午好/中午好/下午好/晚上好,他是我的朋友, 他叫....., 他今年.....岁) with peers,</li> <li>● introduce oneself and their friends, mentioning their ages in turns (你/您好、早上好/上午好/中午好/下午好/晚上好,我叫....., 我今年.....岁。他是我的朋友, 他叫....., 他今年.....岁, 你/您呢?),</li> <li>● discuss how the use of appropriate language during introductions builds stronger interactions/connections in the community.</li> </ul>	
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<p><b>Core Competencies to be developed:</b>  Communication and collaboration: the learner develops keen and active listening skills as they listen to an audio recording and answer the subsequent questions.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Social cohesion is strengthened as the learner exhibits the commonly held norms and values that promote acceptance in the community when they introduce oneself and others appropriately.</p>				
<p><b>Values:</b>  Unity is developed when the learner takes turns in introducing their friends during the roleplay.</p>				
<p><b>Link to other subjects:</b>  The learner links their meaning to English and Kiswahili languages on the use of appropriate phrases and expressions to introduce oneself and others.</p>				

## Theme 2: Family

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.2 Oral Expression</b> (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) recall vocabulary from listening texts,</li> <li>b) explain ideas in an organised and coherent manner in the given context,</li> <li>c) acknowledge the importance of clarity of ideas in communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● listen to a recording and list members of their nuclear family correctly,</li> <li>● listen and repeat saying numbers 30-100 with peers,</li> <li>● ask and respond to questions inquiring about the age of their family members using 多大了 collaboratively,</li> <li>● listen to a passage and respond to questions,</li> <li>● use pictures/drawings/paintings to talk about the members of their nuclear family in turns.</li> </ul>	What makes a good oral presentation?
<b>Core Competencies to be developed:</b> Communication and collaboration is developed as learners speak clearly and effectively about their families using appropriate language, expressions and gestures.				
<b>Pertinent and Contemporary Issues (PCIs):</b>				

Healthy inter and intra personal relationships are developed when learners can relate amicably with peers through open, honest and respectful communication with peers during class activities.

**Values:**

Respect is nurtured when the learner appreciates the diverse opinions of their peers during introductions of their family members.

**Link to other subjects:**

The learner links their learning to Mathematics on how the knowledge of numbers is important in our day to day life.

**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 Interactive Speaking</b> (3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify keywords and phrases from a listening text,</p> <p>b) carry out an inquiry-based interactive conversation,</p> <p>c) appreciate the role of engaging in conversations with fluency.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>listen to an audio text on different areas in the school and repeat out loud (e.g. 图书馆 <i>túshūguǎn</i>, 教室 <i>jiàoshì</i>, 体育馆 <i>tǐyùguǎn</i>, 操场 <i>cāochǎng</i>, 办公室 <i>bàngōngshì</i>, 教师休息室 <i>jiàoshī xiūxiǎoshì</i>),</li> <li>take turns to point to the corresponding picture of a school facility after listening to an audio text in class,</li> <li>draw the school map/ look at a digital map and mark the location of the corresponding school facility after a listening prompt with peers,</li> <li>say out loud keywords and phrases on asking where someone is, is going/ has gone to (e.g. 你去哪儿? <i>Nǐ qù nǎr?</i>; 老</li> </ul>	<p>What is the essence of engaging in dialogue?</p>

			<p>师去哪儿了? <i>Lǎoshī qù nǎr le?</i> 老师在...吗? <i>Lǎoshī zài... ma?</i>),</p> <ul style="list-style-type: none"> <li>take turns to ask and answer questions on where someone is, is going/ has gone to within the school area (e.g 同学去哪儿了? 同学去操场了。 <i>Tóngxué qù nǎ'r? Tóngxué qù cāochǎng</i>).</li> </ul>	
<p><b>Core Competencies to be developed:</b> Creativity and imagination:the learner develops perceptual skills as they draw the school map/ look at a digital map and mark the location of the corresponding school facility after a listening prompt.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Digital Literacy: The learner exhibits digital literacy as they locate different areas/ facilities within the school compound using a digital map.</p>				
<p><b>Values:</b> Responsibility: the learner exhibits respect for school facilities and property.</p>				
<p><b>Link to other subjects:</b> The learner links their learning to English and Kiswahili languages on the use of simple future tense to express intentions/what one intends to do.</p>				

<b>Theme 4:Time</b>				
<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 Oral expressions</b> (3 lessons)	By the end of the sub strand, the learner should be able to: a) recognize vocabulary in a listening context, b) talk about various topics using appropriate phrases and expressions, c) display enthusiasm in using appropriate language for effective communication.	The learner is guided to: <ul style="list-style-type: none"> <li>● listen and repeat words and phrases related to the months of the year (一月、二月、三月、四月、五月、六月、七月、八月、九月、十月、十一月、十二月),</li> <li>● create a rhyme on months of the year using a familiar tune in pairs and recite it in class,</li> <li>● talk about their favourite months and why they like them with peers,</li> <li>● look at pictures of seasonal events that take place during various months of the year and talk about them ( 圣诞节、复活节、情人节, 放假, 开学)</li> </ul>	How can you speak clearly and effectively on various topics?

			<ul style="list-style-type: none"> <li>• prepare a song on months of the year and present it in class for peer role modelling.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Communication and collaboration: The learner speaks effectively and in a logical order when they give reasons for their preferences of the various months.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Life skills, self awareness:peer role modelling is developed as learners give input to the songs created by their classmates.</p>				
<p><b>Values:</b>  Responsibility is nurtured as the learner takes part in the duties and tasks assigned of creating a rhyme about months of the year.</p>				
<p><b>Link to other subjects:</b>  The learner links their learning to Creative Arts on the use of one's imagination and creativity in expressing ideas in a variety of mediums, such as songs.</p>				



**Theme 5: Fun and Enjoyment**

<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>1.5 Oral Expression</b> (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify key words and phrases from an audio text, b) express personal preferences through oral communication, c) acknowledge the role of proper articulation in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>● say out loud the names of games and sports after listening to an audio text (足球 <i>zúqiú</i> , 籃球 <i>lánqiú</i> , 網球 <i>wǎngqiú</i> , 乒兵 <i>pīngpāngqiú</i> , 羽毛球 <i>yǔmáoqiú</i> etc.) ,</li> <li>● take turns to say out keywords and phrases associated with the games and sports (e.g 運 <i>yùndòng</i> , 比賽 <i>bǐsài</i> , 踢足球 <i>tī zúqiú</i> , 打籃球 <i>dǎ lánqiú</i> , 打排球 <i>dǎ páiqiú</i> e.t.c),</li> <li>● simulate a game/ sport and have their peers say out the name of the game/ sport collaboratively,</li> </ul>	How can we practise proper articulation in communication?

			<ul style="list-style-type: none"> <li>● say out given words and phrases to express a preference for games/sports ( 我喜欢 <i>Wǒ xǐhuān</i>, 我爱 <i>Wǒ ài</i>, 我热爱 <i>Wǒ rè'ài</i> , e.t.c),</li> <li>● take turns to express the game/ sport they enjoy (e.g. 我喜欢打乒乓球。 <i>Wǒ xǐhuān dǎ pīngpāngqiú.</i> ) in class,</li> <li>● engage in a question-answer session about a game or sport that a peer enjoys collaboratively (e.g. 你最喜欢什么运动? 我最喜欢跑步。 <i>Nǐ zuì xǐhuān shénme yùndòng? Wǒ zuì xǐhuān pǎobù.</i> ) .</li> </ul>	
<p><b>Core Competencies to be developed:</b> Communication and collaboration: the learner exhibits keen listening and answers questions using appropriate language.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Self-awareness is demonstrated as the learner expresses their personal preference in sports and games.</p>				
<p><b>Values:</b> Respect:the learner appreciates diverse preferences in sports and games by their peers.</p>				
<p><b>Link to other subjects:</b></p>				

The learner links their learning to Creative Arts on the use of one's imagination and creativity in expressing ideas in a variety of mediums, such as simulating a game/ sport and have their peers say out the name of the game/ sport collaboratively.

<b>Theme 6: Foods and Drinks</b>				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.6 Oral expressions</b> (3 lessons)	By the end of the sub strand, the learner should be able to: a) outline different vocabulary from a listening text, b) talk about given topics in an organised and coherent manner, c) acknowledge the importance of clarity of ideas in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>● watch an audio-visual clip and list different tastes of food (咸、甜、辣、苦、酸、好吃、好喝),</li> <li>● examine pictures of different food items and assign them their correct tastes with peers,</li> <li>● describe the food that one likes and dislikes using 我喜欢吃_____, 我爱吃 _____.)</li> </ul>	What makes a good oral presentation?

			<ul style="list-style-type: none"> <li>● talk about their taste preferences (我喜欢吃_____, 我爱吃 _____,) with peers,</li> <li>● use pictures/paintings of common foods from their communities and describe how they taste like,</li> <li>● discuss with peers why the tastes of food vary in different communities for cultural appreciation.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Communication and collaboration is developed as the learner speaks fluently and in an organised manner about their preferences with regard to food tastes.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Healthy eating: the learner gains an awareness of the importance of eating various foods while discussing food cultures in the different communities.</p>				
<p><b>Values:</b> Respect is nurtured as the learner understands and appreciates the diverse opinions of their peers with regard to food taste preferences.</p>				
<p><b>Link to other subjects:</b> The learner links their learning to Agriculture and Nutrition on how to determine which foods should be prepared, cooked, and served to the family in order to meet the family's nutritional needs with the resources available.</p>				

<b>Theme 7:My Body</b>				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>1.0 Listening and Speaking</b>	<b>1.7 Interactive Speaking</b> (3 lessons)	By the end of the sub strand, the learner should be able to: a) repeat words and phrases from audio-visual texts, b) paraphrase information from speaking texts, c) appreciate the role of speaking clearly in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>● watch a DVD on different body parts and repeat the words on what they use for grooming (水、梳子、牙膏、牙刷、剪刀),</li> <li>● spell out the names of body parts (脸、牙、手、头发) with peers,</li> <li>● engage in role-playing activities where learners take on different roles and practise speaking about the different parts of the body and how to groom them,</li> </ul>	How does speaking build confidence and improve articulation?

			<ul style="list-style-type: none"> <li>● form simple sentences using vocabulary related to grooming of the body and share them jointly in class,</li> <li>● draw a tree on parts of the body with how to groom it and present it to the class.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Learning to learn: the learner develops skills of working collaboratively as they do presentations.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Personal hygiene:the learner develops an awareness of how to maintain hygiene as they learn how to groom different parts of the body.</p>				
<p><b>Values:</b> Responsibility is developed as learners discuss how to take care of different parts of the body.</p>				
<p><b>Link to other subjects:</b> The learner links their learning to Agriculture and Nutrition on how body grooming affects one’s appearance,acceptability and overall body wellness.</p>				

**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 Oral expression</b> (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify adjectives from a listening context, b) make simple comparisons in Chinese, c) appreciate the importance of expressing oneself clearly.	The learner is guided to: <ul style="list-style-type: none"> <li>● listen and repeat the weather-related adjectives (热, 冷, 暖, 凉, 晴, 刮风, 多云),</li> <li>● spin a wheel with pictures of different weather patterns and answer the question 天气怎么样? using the adjectives that describe weather,</li> <li>● compare weather from different places/ days/months using 比 (七月比八月冷 )</li> <li>● look at the weather forecast/ journal on the weather pattern for one week and describe the weather in simple sentences with peers,</li> <li>● play a guessing game where they act out words related to weather and adjectives and have others guess.</li> </ul>	How can one communicate clearly?

**Core Competencies to be developed:**

Creativity and imagination is developed as the learner makes comparisons of the weather patterns of different places/ days/months using 比.

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

Environmental Education: the learner interacts with environmental education as they look at the weather forecast and describe the different weather patterns using adjectives.

**Values:**

Responsibility is enhanced as the learner carries out set class tasks collaboratively.

**Link to other subjects:**

The learner links their learning to Social Studies on descriptions of weather patterns in different climatic regions.



**Theme 9: Getting Around**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>1.0 Listening and Speaking</b></p>	<p><b>1.9 Interactive Speaking</b> (3 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify keywords and phrases from a listening context,</p> <p>b) describe locations verbally,</p> <p>c) appreciate the role of critical thinking in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>say out loud the specific school facility after listening to an audio description in class(e.g 图书馆 <i>túshūguǎn</i>, 教室 <i>jiàoshì</i>, 体育馆 <i>tǐyùguǎn</i>, 操场 <i>cāochǎng</i>, 办公室 <i>bàngōngshì</i>, 餐厅 <i>cāntīng</i> ),</li> <li>look at visual explanations of key location words and repeat saying them after a listening text in class ( e.g. 前面 <i>qiánmiàn</i>, 后面 <i>hòumiàn</i>, 旁边 <i>pángbiān</i>, 对面 <i>duìmiàn</i>),</li> <li>point to a specific school facility on a paper or digital map after listening to an audio text describing the location with peers (e.g 图书馆在前面 <i>Túshūguǎn zài qiánmiàn</i>. 操场在教室后面。 <i>Cāochǎng zài jiàoshì hòumiàn</i>.),</li> </ul>	<p>How does thinking critically enhance communication?</p>

			<ul style="list-style-type: none"> <li>● describe verbally the specific location of a school facility on a paper/ digital map of a school collaboratively,</li> <li>● ask and respond orally to questions on where specific school facilities are located with peers (e.g. 教室在哪儿 <i>Jiàoshì zài nǎr ?</i> 教室在洗手间旁边。 <i>Jiàoshì zài xǐshǒujiān pángbiān.</i>).</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Critical Thinking and Problem-Solving: the learner demonstrates effective problem-solving skills by efficiently navigating various areas within the school for improved orientation and accessibility.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Time Management: the learner demonstrates proficient time management skills through the strategic identification of specific school facility locations, enhancing overall navigation efficiency.</p>				
<p><b>Values:</b>  Responsibility: the learner proactively helps in identifying specific locations in school for easier navigation.</p>				
<p><b>Link to other subjects:</b>  The learner links their learning to English and Kiswahili on the use of prepositions to denote location/position.</p>				

<b>Assessment Rubric for Listening and Speaking</b>				
<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to recognize target words and phrases in oral communication.	Learner recognizes target words and phrases in oral communication with relevant illustrations.	Learner recognizes target words and phrases in oral communication.	Learner recognizes target words and phrases in oral communication with few omissions.	Learner recognizes target words and phrases in oral communication with many omissions.
Ability to articulate themselves in pronunciation and intonation logically, with clarity and simplicity.	Learner articulates themselves with nearly perfect/error-free pronunciation and intonation with an attempt to sound like a native speaker and is clearly heard because the response is logical and very easy to understand.	Learner articulates themselves with nearly perfect/error-free pronunciation and intonation and is clearly heard because the response is logical and simple to understand.	Learner has clear pronunciation and intonation, with few errors, and can be judged because the response is logical and simple to understand.	Learner hesitates with frequent pronunciation and intonation errors; meaning can be guessed from their responses; they are not audible and difficult to understand.

<p>Ability to employ non-verbal cues appropriately (facial expressions, body postures, gestures, pauses, poise and meaningful eye contact) with the teacher and their peers at all times and speak with confidence.</p>	<p>Learner employs non-verbal cues appropriately (facial expressions, body postures, gestures, pauses, poise and meaningful eye contact) with the teacher and their peers at all times, speaks with confidence and takes initiative.</p>	<p>Learner employs non-verbal cues appropriately (facial expressions, body postures, gestures, pauses, poise and meaningful eye contact) with the teacher and their peers at all times and speaks with confidence.</p>	<p>Learner employs non-verbal cues most of the time (facial expressions, gestures and meaningful eye contact) with the teacher and their peers and speaks with confidence.</p>	<p>Learner hardly employs non-verbal cues with the teacher and their peers and speaks with less confidence.</p>
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## STRAND 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 (2 lessons)	By the end of the sub strand, the learner should be able to: a) pronounce sounds and words correctly in varied contexts, b) respond to simple questions from texts, c) develop enthusiasm for reading texts aloud.	The learner is guided to: <ul style="list-style-type: none"> <li>● read out greetings related to moments of the day (早上好, 上午好, 中午好, 下午好, 晚上好, 晚安) and number 1-50 with the correct tone,</li> <li>● look at pictures of different moments of the day and indicate whether the greeting accompanying the picture is correct or incorrect,</li> <li>● read out the tongue twister on numbers collectively (四是四, 十是十, 十四是十四, 四不是十, 十不是四),</li> <li>● rearrange jumbled up greetings related to moments of the day and read them out aloud,</li> <li>● read a conversation on greetings and introduction and answer simple</li> </ul>	How can reading aloud improve text comprehension?

			<p>questions on the name and age of the friend (你/他、她几岁),</p> <ul style="list-style-type: none"> <li>• compare the similarities and differences of Chinese greetings for different moments of the day with their own language and share with peers.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Self efficacy: the learner reflects on their own learning when they share with their peers the similarities and differences of greetings between Chinese and their own language.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Cultural awareness is developed as the learner becomes aware of the similarities and differences of greetings in Chinese and their own language.</p>				
<p><b>Values:</b> Respect is enhanced as the learner exercises patience with their peers and waits for their turn to read the tongue twister on numbers.</p>				
<p><b>Link to other subjects:</b> The learner links their learning to English and Kiswahili on suitable choice of words in different contexts to express politeness.</p>				

## Theme 2: Family

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.2 Reading aloud (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) outline vocabularies in the given text,</li> <li>b) read simple text in context,</li> <li>c) acknowledge the importance of reading aloud in enhancing communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● read aloud names of /related to nuclear family members (你、我、他、爸爸、妈妈、姐姐、哥哥、弟弟、妹妹、女儿) in a text,</li> <li>● arrange jumbled-up flashcards of nuclear family members in accordance with the family tree hierarchy,</li> <li>● locate vocabulary on nuclear family members from a crossword puzzle, then read them aloud,</li> <li>● read out the names of nuclear family members and compare them with Kiswahili language pronunciation (爸爸-baba,妈妈-mama, 哥哥-kaka, 姐姐-dada),</li> <li>● dramatise the roles of family members in the family with peers,</li> </ul>	How does syllable repetition affect reading fluency?

			<ul style="list-style-type: none"> <li>● discuss how sound repetition influences the articulation of words in communication.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Self-efficacy: the learner develops an awareness of their family as they outline names of family members and dramatise their roles.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Citizenship: the learner develops an awareness of their own language as they compare it to the Chinese language.</p>				
<p><b>Values:</b>  Love is nurtured as the learner reads out names of family members and dramatises their roles with peers.</p>				
<p><b>Link to other subjects:</b>  The learner links their learning to Kiswahili on the repetition of syllables to form words for instance in names of family members.</p>				



**Theme 3: My Surroundings**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Reading	2.3 Guided reading (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify vocabulary in a given context,</li> <li>read sentences on varied thematic areas,</li> <li>exhibit interest in reading a variety of text proficiently.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>with the aid of flashcards read out the names of school facilities (图书馆 <i>túshūguǎn</i>, 教室 <i>jiàoshì</i>, 体育馆 <i>tǐyùguǎn</i>, 操场 <i>cāochǎng</i>, 办公室 <i>bàngōngshì</i>, 教师休息室 <i>jiàoshī xiūxiǎoshì</i>),</li> <li>pick out words on school facilities from a list of vocabulary and read them out ,</li> <li>read a conversation of someone explaining where they are (e.g. 你去哪儿 <i>Nǐ qù nǎr?</i>; 老师去哪儿了? <i>Lǎoshī qù nǎr le?</i> 老师在...吗? <i>Lǎoshī zài... (location) ma?</i>) within the school context and answer the questions,</li> <li>rearrange jumbled up sentences and read them out with peers,</li> </ul>	How can we clearly communicate where we are?

			<ul style="list-style-type: none"> <li>● match sentences with their responses,</li> <li>● go for a treasure hunt for names of school facilities hidden around the school (图书馆 <i>túshūguǎn</i>, 教室 <i>jiàoshì</i>, 体育馆 <i>tǐyùguǎn</i>, 操场 <i>cāochǎng</i>, 办公室 <i>bàngōngshì</i>, 教师休息室 <i>jiàoshī xiūxiǎnshì</i>) with peers and bring the words to class and read them out.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Critical thinking and problem solving: the learner employs evaluation and decision making skill as they go for a treasure hunt around the school to find names of school facilities</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Peer education and mentorship is strengthened as the learner takes leadership roles in the treasure hunt for words within the school.</p>				
<p><b>Values:</b> Unity is enhanced as the learner works in cooperation with peers to hunt for hidden words within the school.</p>				
<p><b>Link to other subjects:</b> The learner links their learning to Kiswahili, English and Indigenous languages on inference of meaning in a given context.</p>				

<b>Theme 4:Time</b>				
<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>2.4 Reading for understanding</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) list vocabulary from the given context, b) identify the key points in a text, c) appreciate the importance of understanding a text when reading.	The learner is guided to: <ul style="list-style-type: none"> <li>● arrange months of the year in the correct order and read them out,</li> <li>● match months of the year with the respective seasonal event,</li> <li>● read out rhymes on months of the year,</li> <li>● read a text on seasonal events at different months of the year ( 圣诞节、复活节、情人节, 放假, 开学) then, based on the questions, extract the key points,</li> <li>● read a conversation about months of the year, then, with peers, ask each other questions regarding the text.</li> </ul>	How can you enhance your understanding of texts when reading ?
<p><b>Core Competencies to be developed:</b> Learning to learn is developed as the learner works collaboratively with peers in reading a conversation and asking questions regarding the text.</p>				

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

Life skills: the learner employs analytical thinking as they read and extract key points from a text, then generate questions from it.

**Values:**

Respect is enhanced as the learner asks questions to their peers regarding the text that they have read, and they allow them to answer.

**Link to other subjects:**

The learner links their learning to English, Kiswahili and Indigenous languages on inferring meaning from a given text.

### 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 (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) highlight words and phrases from texts,</p> <p>b) articulate words and phrases clearly in simple dialogues,</p> <p>c) show awareness of the importance of correct pronunciation in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● extract names of games and sports from texts and read them out aloud (足球 <i>zúqiú</i> , 籃球 <i>lánqiú</i> , 网球 <i>wǎngqiú</i> , 乒乓 <i>pīngpāngqiú</i> , 羽毛球 <i>yǔmáoqiú</i> ),</li> <li>● examine pictures of games and sports collaboratively and read out their names,</li> <li>● role play a dialogue on descriptions of likes and dislikes in relation to sports and games,</li> <li>● reread the dialogue silently on their own and identify where they need help,</li> <li>● read aloud to their peers why they like a particular hobby or interest,</li> <li>● discuss with peers why taking part in appropriate hobbies and interests is important for recreation.</li> </ul>	<p>How can you articulate words clearly while reading?</p>

**Core Competencies to be developed:**

Communication and Collaboration: the learner develops teamwork skills as they actively roleplay the set class tasks.

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

Social awareness: the essence of peer pressure resistance will be at play as the learner points out their likes/dislikes/hobbies/interests to their peers and the reason behind the preference(s).

**Values:**

Respect is developed when the learner is open minded to the varied preferences of their peers.

**Link to other subjects:**

The learner links their learning to Creative Arts on the expression of one's imagination and creativity in a variety of mediums such as taking part in various hobbies and interests for recreation.

**Theme 6: Foods and drinks**

<b>Theme 6: Foods and drinks</b>				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>

<p><b>2.0 Reading</b></p>	<p><b>2.6 Reading aloud</b> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) recognise vocabulary from a body of text,</li> <li>b) express preference using simple, correct sentences,</li> <li>c) acknowledge the significance of reading aloud for comprehension.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● read aloud names of food items (e.g. 红薯、面包、鸡蛋、奶茶、乌加利、米饭、饼、炖豆、炖牛肉、蔬菜) displayed on flashcards,</li> <li>● read aloud and repeat words denoting tastes of foods and drinks (e.g. 咸、甜、辣、苦、酸、好吃、好喝) from flashcards,</li> <li>● read out words and phrases denoting preference (e.g. 喜欢、不喜欢、爱、不爱) repetitively,</li> <li>● read a short passage on foods and drinks and state whether the subsequent questions are true or false (e.g. 他喜欢吃....., 他不喜欢吃....., 他爱吃....., 他不爱吃....., 他喜欢喝....., 他不喜欢喝....., 他爱喝....., 他不爱喝....., 饭很咸/甜/辣/苦/酸/好吃, 饭不咸/甜/</li> </ul>	<p>How significant is reading aloud to comprehension?</p>
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			<p>辣/苦/酸/好吃，饮料好喝，饮料不好喝)，</p> <ul style="list-style-type: none"> <li>● share some picture cards/drawings of food items you like/dislike with peers, and read aloud their names,</li> <li>● construct a simple sentence denoting preference/lack of preference for the food items shared then read it out to the class,</li> <li>● construct a simple sentence on the taste of the food items shared then read it out to the class,</li> <li>● discuss with peers what informs preference/lack of preference for different foods and drinks.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Communication and collaboration: the learner develops communication skills as they employ the learnt vocabulary to articulate their preferences while giving the reasons behind.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Healthy eating habits are nurtured as the learners discuss their food preferences and the reasons behind.</p>				
<p><b>Values:</b> Respect is brought about as the learners share their food preferences with the class and become receptive to others' perspectives.</p>				



**Link to other subjects:**

The learner links their learning to Agriculture and Nutrition on how to determine which foods should be prepared to meet one's nutritional needs with the resources available.

<b>Theme 7:My Body</b>				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>

<p><b>2.0 Reading</b></p>	<p><b>2.7 Guided Reading</b> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>extract vocabulary from a given text.</li> <li>read simple texts fluently,</li> <li>exhibit interest in reading fluently for effective communication.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>examine pictures of different body parts and match them to what they use for grooming (水、梳子、牙膏、牙刷、剪刀),</li> <li>spell out the names of body parts (脸, 牙, 手, 头发) collaboratively,</li> <li>read the names of activities related to grooming of the body (刷牙、洗脸、洗手、洗澡、梳头发、编头发、剪头发),</li> <li>form simple sentences using vocabulary related to grooming of the body and read them out in class,</li> <li>discuss and share how self grooming builds one's confidence.</li> </ul>	<p>What strategies can you use to read fluently?</p>
<p><b>Core Competencies to be developed:</b> Self-efficacy is developed as the learner knows themselves and identifies how they can practise good grooming for their bodies.</p>				

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

Self-management: the learner gains self-awareness of what they need to do to practise good hygiene and grooming.

**Values:**

Responsibility is nurtured when the learner becomes aware of the ways and need to proactively carry out personal grooming.

**Link to other subjects:**

The learner links their learning to Agriculture and Nutrition on how personal grooming affects one's appearance, acceptability and overall body wellness.

**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 (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) recognise key words and phrases in a written text,</li> <li>b) clearly articulate important words and phrases as they read them,</li> <li>c) acknowledge the significance of effective reading when providing descriptions.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● read out vocabulary related to weather conditions from flashcards in class (e.g. 热, 冷, 暖, 凉, 晴, 刮风, 多云),</li> <li>● read the weather condition written and displayed on a picture card then role-play for a randomly selected student to guess,</li> <li>● read out phrases and sentences related to weather conditions from a written text in class (e.g. 今天很冷, 下午不热, 星期一会刮风),</li> <li>● read and answer questions on weather conditions with peers in turns (e.g. 明天天气怎么样? 明天是多云),</li> <li>● look at a newspaper cutout on weather conditions across the country and read out the stated weather conditions in different places(e.g. 明天 Nairobi冷,</li> </ul>	<p>Why is effective reading significant when providing descriptions?</p>

			今天Kisumu晴 , 下午Mombasa暖) in class, • compare and mention the stated weather conditions in different places with peers using 比 (e.g. Mombasa比Kisumu暖 , Nairobi比Kisumu冷).	
<b>Core Competencies to be developed:</b> Creativity and imagination: the learner gets to make visual connections between the vocabulary they learn and actual weather conditions in the descriptions when role-playing.				
<b>Pertinent and Contemporary Issues (PCIs):</b> Environmental education is enhanced as the learner becomes cognisant of their country’s different weather conditions and how to describe them.				
<b>Values:</b> Patriotism is nurtured in the learner by being appreciative of the diverse weather conditions in their country.				
<b>Link to other subjects:</b> The learner links their learning to English and Kiswahili on the use of descriptive words to describe given conditions.				

### Theme 9: Getting Around

Theme 9: Getting Around				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.9 Guided Reading</b> (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) highlight words in a textual context,</li> <li>b) read texts in given thematic areas,</li> <li>c) appreciate the importance of knowing your surroundings.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● read a text and list down the school facilities mentioned (图书馆、教室、体育馆、操场、办公室、餐厅),</li> <li>● highlight words related to school facilities from a crossword puzzle and read them out</li> <li>● read out school map using prepositions ( 旁边、对面、前面、后面 ),</li> <li>● read a text describing the location of different school facilities then answer the questions (图书馆在哪儿? ),</li> <li>● match pictures of their school facilities with the correct description collaboratively.</li> </ul>	<p>How can we effectively read out texts in given thematic areas?</p>
<b>Core Competencies to be developed:</b>				

Critical thinking and Problem Solving: the learner develops observation skills as they interpret/read out the school map using prepositions.

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

Self-awareness is portrayed in the learners ability to identify the things in their environs as they match pictures of their school facilities with the correct description.

**Values:**

Unity is promoted as the learner works collaboratively to match pictures of their school facilities with the correct description.

**Link to other subjects:**

The learner links their learning to Social Studies on the use of given strategies to interpret a map..

<b>Assessment Rubric for Reading</b>				
<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to pronounce words accurately and fluently to capture the targeted meaning.	Learner maintains correct pronunciation of words in simple texts on known topics, makes no pronunciation errors even for texts on unknown topics, adheres to all punctuation, and employs suitable pauses and intonation to capture targeted meaning.	Learner maintains correct pronunciation of words in simple texts on known topics, adheres to all punctuation, and employs suitable pauses and intonation to capture the targeted meaning.	Learner makes a few errors of pronunciation of words in simple texts on known topics, adheres to most of the punctuations and employs suitable pauses and intonation. Errors can make it difficult to capture the targeted meaning.	Learner makes many errors of pronunciation of words in simple texts on known topics, adheres to few punctuations as pauses and intonation are misplaced. Errors significantly can make it difficult to capture the targeted meaning.
Ability to infer meaning from a textual context.	Learner interprets all questions contextually and provides correct answers to all of them. Employs extensive vocabulary when responding to questions.	Learner interprets all questions contextually and provides correct answers to all of them. Employs adequate vocabulary when responding to questions.	Learner interprets most of the questions contextually and provides correct answers to most of them. Employs limited vocabulary when responding to questions.	Learner interprets few questions contextually and provides correct answers to a few of them. Employs very limited vocabulary when responding to questions.



## STRAND 3.0: WRITING

Theme 1: Greetings and Introduction				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.1 Guided writing (1 lesson)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>list key words and phrases in a given context,</li> <li>compose coherent sentences and paragraphs on familiar topics,</li> <li>exhibit interest in writing sentences clearly for effective communication.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>watch an audio-visual clip and list down the vocabulary related to greetings ,introduction and age ( 你几岁, 你多大了, 岁了 ),</li> <li>list the different ways of greeting their peers during the day(早上好、下午好、晚上好 ),</li> <li>listen to a song on numbers (一、二、三、四.....二十 ) and write them down in Chinese,</li> <li>introduce your best friend using short simple sentences,</li> <li>create a dialogue about introducing one's friend using given words such as</li> </ul>	<p>How can one ensure clarity when writing texts?</p>

			<p>name, age (早上好 , 你几岁, 我十二岁),</p> <ul style="list-style-type: none"> <li>● play word relay games with peers on greetings and introduction,</li> <li>● using locally available materials (plasticine, clay, beans, papers etc) mould out number 1-10 and display in class.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Communication and collaboration: the learner develops writing skills when they clearly and with correct spelling introduce themselves and their friends.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Citizenship: social cohesion is portrayed as the learner collaboratively introduces themselves and their friend.</p>				
<p><b>Values:</b>  Unity is enhanced as the learner plays word relay games on greetings and introduction with peers.</p>				
<p><b>Link to other subjects:</b>  The learner links their learning to English and Kiswahili on the appropriate choice of words to clearly and correctly introduce oneself and others.</p>				

<b>Theme 2: Family</b>				
<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>3.2 Guided writing</b> (1 lesson)	By the end of the sub strand, the learner should be able to: a) recognize simple characters in a written text, b) make simple descriptions in writing, c) cultivate an interest in writing Chinese characters.	The learner is guided to: <ul style="list-style-type: none"> <li>● pick out characters for family members from a group of characters that resemble them ( 乃 vs 奶、 未 vs 未 vs 妹、 可 vs 何 vs 哥、 把 vs 吧 vs 芭 vs 爸 ),</li> <li>● create a family tree for their family ( 爸爸、 妈妈、 姐姐、 妹妹、 哥哥、 弟弟 ) and make presentations,</li> <li>● write simple introductions of various family members (relationship, name, age ) with the aid of photos,</li> <li>● fill in missing words in a cloze test,</li> <li>● use locally available materials (plasticine, clay, beans, papers etc) to mould out 5 numbers between 30- 50.</li> </ul>	How can we effectively articulate our ideas in writing?

**Core Competencies to be developed:**

Self-efficacy is developed as the learner gets to identify their family members in their class descriptions of their nuclear family members.

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

Citizenship: social cohesion is brought out as the learner enhances their awareness of social ties as they talk about members of their nuclear family collaboratively..

**Values:**

Respect is developed as the learner presents and equally listens to their peers making presentations on their nuclear families..

**Link to other subjects:**

The learner links their learning to English, Kiswahili and Indigenous languages on how to articulate thoughts and ideas logically and with clarity in writing.

**Theme 3: My Surroundings**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.3 Guided writing (1 lesson)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) extract keywords and phrases from simple text and audio sources,</p> <p>b) compose organised and coherent texts on given topics,</p> <p>c) show enthusiasm in writing for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● look at the displayed flashcards on various school facilities(e.g 图书馆 <i>túshūguǎn</i>, 教室 <i>jiàoshì</i>, 体育馆 <i>tǐyùguǎn</i>, 操场 <i>cāochǎng</i>, 办公室 <i>bàngōngshì</i>, 教师休息室 <i>jiàoshī xiūxiǎoshì</i>) and practise writing each name thrice,</li> <li>● highlight the names of school facilities from the given text,</li> <li>● listen to a short passage on various school facilities from an audio then write down the names of the facilities mentioned,</li> <li>● fill in the blanks in the given sentences with the appropriate noun,</li> <li>● match the given pictures to the corresponding sentences on school</li> </ul>	<p>Why is clarity important in written communication?</p>

			<p>facilities(e.g. 这是图书馆 <i>Zhè shì túshū guǎn</i>, 这是教室 <i>zhè shì jiàoshì</i>),</p> <ul style="list-style-type: none"> <li>listen to an audio and answer the subsequent questions(e.g. 学生去哪儿了? 学生去操场了 <i>Xuéshēng qù nǎ'er le? Xuéshēng qù cāochǎng le</i> , 老师在哪儿? 老师在教室 <i>Lǎoshī zài nǎ'er? Lǎoshī zài jiàoshì</i>),</li> <li>write a simple sentence in relation to school facilities indicating where you are going(我要去图书馆 <i>Wǒ yào qù túshū guǎn</i>, , 我要去操场 <i>wǒ yào qù cāochǎng</i>),</li> <li>construct a sentence from a given set of words and phrases with peers.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Creativity and imagination: the learner develops an ability to make visual connections between the vocabulary they have learned and existing structures/facilities as they engage in the matching activity.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p>				

Social awareness is portrayed in the learner being aware of their environment and surroundings, becoming cognisant of the existence of different school facilities, and how they inform their whereabouts at any given time.

**Values:**

Responsibility is demonstrated in the learner becoming accountable for their time in relation to where they are going within the school.

**Link to other subjects:**

The learner links their learning to English and Kiswahili on the use of simple words and expressions to articulate location and direction.

<b>Theme 4: Time</b>				
<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> (1 lesson)	By the end of the sub strand, the learner should be able to: a) write words in the given context in a sequence, b) construct simple sentences in the given context, c) appreciate the importance of numerical sequences in Chinese characters.	The learner is guided to: <ul style="list-style-type: none"> <li>● write down the months of the year in sequence (一月、二月、三月、四月、.....十二月) ,</li> <li>● rearrange scrambled up words and write the months of the year in a sequence,</li> <li>● watch an audio-visual clip and practice writing the months in sequence,</li> <li>● decide if sentences given on months are true or false with peers,</li> <li>● discuss and write the important events and holidays that happen in the course of the year collaboratively and relate with the months involved (e.g 元旦节、复活节、母亲节、圣诞节) .</li> </ul>	How does sequence enhance written communication?



**Core Competencies to be developed:**

Communication and collaboration: the learner develops teamwork skills as they work collaboratively in relating the important events and holidays that happen in the course of the year to the various months.

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

Citizenship: civic responsibility comes as the learner pays keen attention to the events and holidays that take place in their country in the course of the year.

**Values:**

Patriotism is enhanced as the learner discusses with peers the events and holidays that take place in their own country in the course of the year.

**Link to other subjects:**

The learner links their learning to Mathematics in using a numbering system to systematically organise time into months.

**Theme 5: Fun and Enjoyment**

<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>3.5 Guided writing</b> (1 lesson)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) enumerate vocabulary from texts,</li> <li>b) write short sentences with appropriate word order and patterns,</li> <li>c) value writing as a tool for effective communication in society.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● listen to an audio clip on sports and games and list the new words,</li> <li>● create bingo cards with images or names of different sports in Chinese then call out the names of the sports, and let their peers mark the corresponding sport on their cards,</li> <li>● write down the names of the sports based on the images displayed on a set of flashcards,</li> <li>● match up pictures or drawings of jumbled up sports and games and create short sentences based on them (足球、排球乒乓球、打篮球、跑步),</li> <li>● engage in a turn-taking game on sports and games they like and dislike (我不喜欢, 我喜欢, 你爱, 你爱。。。吗?)</li> </ul>	What roles does handwriting play in communication?

			<p>) and write them down using simple sentences,</p> <ul style="list-style-type: none"> <li>● discuss with peers the reason for their preference for a given sport/game, write down the reasons, then share with the rest of the class.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Communication and collaboration: the learner develops writing skills as they express their like or dislike for a given sport/game in clear and correctly-spelled sentences.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Social awareness: an awareness of the essence of peer pressure resistance will be created as the learner discusses with peers the reason for their preference for a given sport/game, bringing out the existence of diverse opinions.</p>				
<p><b>Values:</b>  Respect is enhanced as the learner becomes receptive to the various likes and dislikes for given sports by their peers as they work collaboratively.</p>				
<p><b>Link to other subjects:</b>  The learner links their learning to Creative Arts on how to artistically express themselves through sports and games.</p>				

**Theme 6: Foods and drinks**

<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>3.6 Guided writing</b> (1 lesson)	By the end of the sub strand, the learner should be able to: a) identify vocabulary in the given context, b) write simple descriptions in Chinese, c) appreciate the diversity in preferences.	The learner is guided to: <ul style="list-style-type: none"> <li>● look at pictures with facial expressions and guess which taste is associated with the facial expression,</li> <li>● match foods and beverages with their taste (红薯、面包、鸡蛋、奶茶、乌加利、米饭、饼、炖豆、牛肉、蔬菜 with 咸、甜、辣、苦、酸、好吃、好喝),</li> <li>● write simple descriptions of their favourite food(s) (我喜欢吃____、我爱吃____, ____很好吃、辣...) then share with peers,</li> <li>● create a scrapbook for foods that they have eaten from their community and around the world and label them</li> </ul>	How can we write an effective description?

			according to their tastes then introduce them to their peers.	
<p><b>Core Competencies to be developed:</b>  Communication and collaboration:the learner develops writing skills as they make simple descriptions of their favourite food(s) with clarity.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Decision-making:analytical thinking is brought out as the learner looks at various facial expressions and matches them with different tastes of food.</p>				
<p><b>Values:</b>  Patriotism is enhanced as the learner creates a scrapbook for foods from their community and around the world with a description of their tastes.</p>				
<p><b>Link to other subjects:</b>  The learner links their learning to Agriculture and Nutrition on how to determine which foods should be prepared, cooked, and served to meet nutritional needs with the resources available and how this may inform preference for different foods and beverages and their tastes.</p>				

**Theme 7: My Body**

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.7 Guided Writing (1 lesson)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) list down keywords and phrases from the given context,</p> <p>b) write simple, correct sentences in Chinese,</p> <p>c) appreciate the importance of journaling in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● match different pictures of body parts with corresponding written names collaboratively (e.g. 脸 <i>liǎn</i>, 牙 <i>yá</i>, 手 <i>shǒu</i>, 头发 <i>tóufa</i>),</li> <li>● circle words and phrases related to grooming tools/ materials in a word square/ word search collaboratively (水 <i>shuǐ</i>, 梳子 <i>shūzi</i>, 牙膏 <i>yágāo</i>, 牙刷 <i>yáshuā</i>, 剪刀 <i>jiǎndāo</i>, etc.),</li> <li>● look at word cards on different body grooming activities and match them to corresponding pictures of grooming tools with peers (e.g. 刷牙 <i>shuā yá</i>, 洗脸 <i>xǐ liǎn</i>, 洗手 <i>xǐ shǒu</i>, 洗澡 <i>xǐzǎo</i>, 梳头发 <i>shū tóufa</i>), 编头发 <i>biān tóufa</i>, 剪头发 <i>jiǎn tóufa</i>, etc.),</li> </ul>	<p>What is the importance of journaling in communication?</p>

			<ul style="list-style-type: none"> <li>● write down activities on the use of a grooming tool/ material from an audio or picture content, (e.g. 我们用水洗澡。 <i>Wǒmen yòng shuǐ xǐzǎo</i>),</li> <li>● express the need/ importance of body grooming in writing with peers (e.g. 我应该刷牙 <i>Wǒ yīnggāi shuā yá</i> ; 我需要洗澡 <i>Wǒ xūyào xǐ zǎo</i>).</li> <li>● write down grooming activities they need to do each day in a personal journal in class.</li> <li>● share the written down content related to personal grooming of their journal with their peers in class.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Self-efficacy: the learner develops a sense of knowing oneself, thus practising good personal grooming as they discuss with peers the importance of body grooming.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Self-management: a sense of self-awareness is brought out in the learner showcasing a commitment to caring for their own body and overall well-being.</p>				
<p><b>Values:</b></p>				

Responsibility is enhanced as the learner takes proactive steps to maintain personal hygiene and well-being by being cognisant of the importance of body grooming.

**Link to other subjects:**

The learner links their learning to Agriculture and Nutrition on how personal hygiene affects one's appearance, acceptability and overall body wellness.

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Theme 8: Weather and Environment				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Writing	3.8 Guided writing (1 lesson)	By the end of the sub strand, the learner should be able to: a) list key vocabulary in the thematic area, b) construct simple correct sentences in the given context, c) appreciate the importance of clarity in written communication.	The learner is guided to: <ul style="list-style-type: none"> <li>list down vocabulary on weather conditions ( (e.g. 晴天 <i>qíngtiān</i>、 雨天 <i>yǔtiān</i>、 风天 <i>fēngtiān</i>、 阴天 <i>yīntiān</i>),</li> <li>listen to an audio on weather conditions in a given area then write down the weather conditions mentioned,</li> <li>look at flashcards on different weather conditions then use simple correct sentences to describe them,</li> <li>go through a brief passage then extract and write down complete sentences describing weather conditions at a given locality,</li> <li>watch an audio-visual source on weather conditions then summarise it using simple and clear sentences,</li> </ul>	How can we clearly communicate through written communication?

			<ul style="list-style-type: none"> <li>● make a drawing of the weather condition(s) in your locality then take turns to share with peers with its pros and cons.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Creativity and imagination : the learner develops an ability to make visual connections with existing phenomena as they make descriptions of weather conditions from flashcards.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Environmental education is portrayed as the learner discusses with peers the weather condition(s) in their locality with the perceived pros and cons.</p>				
<p><b>Values:</b> Patriotism is enhanced as the learner gains an awareness of the weather conditions in their locality and vividly articulates it.</p>				
<p><b>Link to other subjects:</b> The learner links their learning to English and Kiswahili on how to employ suitable words to make visual descriptions vividly in writing.</p>				

### Theme 9: Getting Around

Theme 9: Getting Around				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.9 Guided writing</b> (1 lesson)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) list vocabulary from texts,</p> <p>b) compose short texts using vocabulary from the context,</p> <p>c) underscore the importance of writing neatly and legibly.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● match images of facilities in the school with their appropriate names (图书馆、教室、体育馆、操场、办公室、餐厅)</li> <li>● listen to a recording and write down prepositions related to giving locations (旁边、对面、前面、后面),</li> <li>● take turns asking and giving the location of school facilities to their peers (e.g 图书馆在哪儿? 图书馆在办公室前面),</li> <li>● listen to a narration and fill in the gaps with appropriate words,</li> <li>● use their classroom as a reference point to draw and give the position of different facilities in the school for easier navigation collaboratively.</li> </ul>	<p>What role does handwriting play in communication?</p>
<b>Core Competencies to be developed:</b>				

- Communication and collaboration: the learner develops writing skills as they write clearly and correctly the location of school facilities in response to peers' inquiry while taking turns.
- Critical thinking and problem solving: the learner exhibits active listening skills as they listen to a narration to fill in blanks with the appropriate word(s).

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

Self-awareness is portrayed in the learner's ability to identify the school facilities in their environs and effectively articulate their location to their peers for easier navigation.

**Values:**

Responsibility is portrayed as the learner works with their peers to appropriately give the positions of different school facilities in school for easier navigation.

**Link to other subjects:**

The learner links their learning to English and Kiswahili on the use of prepositions to convey position/location.

**Assessment Rubric for Writing**

<b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to accurately list intended vocabulary related to the topic.	Learner lists a wide variety of the intended vocabulary that expands the topic.	Learner lists the intended vocabulary.	Learner lists most of the intended vocabulary; some vocabulary may be inaccurate or unrelated to the topic.	Learner only lists some of the intended vocabulary; most vocabulary are inaccurate or unrelated to the topic.
Ability to write texts clearly and with correct language structure.	Learner writes texts clearly and with a variety of correct language structures.	Learner writes texts clearly and with the correct language structure.	Learner writes texts clearly, but with some errors in the language structure.	Learner writes texts in an unclear manner with many errors in the language structure.

### **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.