**THE REPUBLIC OF UGANDA**
Ministry of Education and Sports

# PRIMARY SCHOOL
# **ABRIDGED CURRICULUM**
# FOR UGANDA

**ENGLISH
MATHEMATICS
INTEGRATED SCIENCE
SOCIAL STUDIES
CHRISTIAN RELIGIOUS EDUCATION
ISLAMIC RELIGIOUS EDUCATION**

# PRIMARY 4

## NCDC
*NATIONAL CURRICULUM
DEVELOPMENT CENTRE*

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# **PRIMARY 4**

A product of the National Curriculum Development Centre for the Ministry of Education and Sports with support from the Government of Uganda

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# Content

# Foreword

The COVID-19 pandemic caused a disruption in our education system and made learners miss schooling for almost 18 months of the 2020-2021 schooling period. This has created a need to re-think what and how learners will learn when schools re-open.

The Ministry of Education and Sports through National Curriculum Development Centre (NCDC), has developed this abridged curriculum for Primary and Secondary schools in the country. This curriculum presents a selection of priority learning competences and concepts, along with psychosocial support, which should be the focus of instruction in the 2022 school year in order to achieve learning recovery.

This curriculum is not a departure from the existing curricula for the different classes but rather, a modification of the same with a purpose of recovering the lost learning time with minimum learning loss. It has been packaged for all Primary and Secondary classes with exception of Primary One, Senior One and Senior Five that will use the standard curriculum.

I therefore, recommend this abridged curriculum and ask all stakeholders to support its implementation as a strategic intervention towards the mitigation of the effects of COVID-19 pandemic on our education system. The effective implementation of this curriculum by the implementers will be a great milestone towards the recovery of lost learning time and giving hope and confidence to learners and teachers.

**HON. Janet K. Museveni**
First Lady and Minister for Education and Sports

# Acknowledgement

National Curriculum Development Centre (NCDC) would like to express its most sincere appreciation to all those who worked tirelessly towards the development of the abridged curriculum for Primary and Secondary levels of education.

The Centre is indebted to the NCDC Governing Council and the Academic Steering Board whose guidance and input helped to develop quality curriculum materials.

Great thanks go to the Specialists, panel members, the Quality Assurance and Editorial Committees that invested heavily in the conceptualisation, development and quality assurance processes that collectively delivered the materials that we have here. Their efforts, extra energy and professionalism has been unmatched.

This abridged curriculum was developed with support from The Government of the Republic of Uganda, Save the Children, UNESCO, Uganda National Examinations Board (UNEB), Directorate of Education Standards (DES), Universities, National Teachers Colleges (NTCs) and Primary Teachers Colleges (PTCs).

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for addressing the gaps. Such comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or www.ncdc.go.ug.

Dr. Grace K. Baguma
**DIRECTOR,**
**NATIONAL CURRICULUM DEVELOPMENT CENTRE**

# ENGLISH

# Preamble

Welcome to the Abridged English Syllabus. The syllabus has been abridged to help you to cover all the content as you prepare learners to join Primary Five. The P4 class for this year missed almost all the Primary Three content due to the COVID-19 pandemic. Using the guidance after the introduction of each topic, introduce each lesson using the related Primary Three work to enhance mastery of the concept to be taught.

During the teaching/learning process, you need to employ methods of teaching such as demonstration, discovery, role play, group work and dramatisation, among others. These methods will give learners adequate opportunity to practise the vocabulary and structures they have learnt.

After effectively handling all the topics in Primary Four, you should guide your learners in revising what they were taught in the previous classes. This, however, does not mean you have to give them a lot of pen and paper examinations. Devise other strategies of revising the previous work with them.

| CLASS | SIGNIFICANT CHANGES | JUSTIFICATION |
|---|---|---|
| P4 | **Include Vocabulary and Structures from**<br><br> **P3 -Theme 1  : Our Environment**<br>**VOCABULARY**<br>river, well, spring, sand, soil, hill, stone(s), water, flowers, tree, plant(s), leaf, jump.<br>**Prepositions:** over, on, in, under, near, jump, stand on, come in, sit on, jump in. into.<br>**STRUCTURES**<br>• What is this/that? | Two of the given periods will be used   to teach this content to prepare the learner   for Theme 11  to be handled as Topic 1. |

| | | |
|---|---|---|
| | • This/that is a…..<br>• What colour is the … (flower, leaf, soil)?<br>• The … (flower) is … (red).<br>• This/that…..is….<br>• What are you / she/ he/ they doing?<br>• 1 / he/ she / they / is / are / am / jumping (into, over, in, on) … (river, stone).<br>• We …<br>• Where is / are …? • The … (tree) is …<br>• The … (hill). | |
| | **Theme 11: Animals and Crops in Our sub-county / Division**<br>This content of P 3 has been brought to Primary 4. | This theme has been extracted from P 3. It will assist the learner to understand and appreciate the usefulness of animals and crops and how to care for them. The learner will acquire knowledge on the different types of animals and their breeds which was missed due to COVID 19. |
| | **Vocabulary and Structures from P3 - Theme 9**<br>Livelihood in our Sub-county / Division<br>**VOCABULARY**<br>Bricks, fish, dance, drum, weave, sew, cook, crop, beer, trade, pot, grow, crop, brew, hotel, wood, carpenter, sorghum, millet.<br>**STRUCTRES**<br>• What do you … (grow) in your garden?<br>• I / we / they … (grow) e.g. beans / maize / peas in my / our / their garden.<br>• What … (crops) do you have in your garden?<br>• I / we / they have … (e.g. beans, peas, | Two of the given periods will be used to teach this content to prepare the learner for Theme 12 to be handled as Topic 2. |

| | | |
|---|---|---|
| | groundnuts) in my / our / their garden.<br>• I can … (weave) a mat but I cannot … (sew) a dress.<br>• I / we / they can play a … (drum) but I / we / they cannot dance.<br>• I / we / they can … (dance) but I / we / they cannot play a … (drum).<br>• Sarah / John can … (dance) but she / he cannot play a … (drum).<br>• My / his / her / our / their goes to the lake to fish every day.<br>• My / his / her / our / their brother is a … (trader), he is buying and selling shirts and dresses. (use a situational game / play let) | |
| | **Theme 12: Services as a business in Our sub-county / Division**<br><br>This content of P 3 has been brought to P 4. | This theme is intended to enable learner of P 4 to demonstrate knowledge and skills of saving and using units of measures in business with honesty. |
| | **Topic 3 B: How I feel**<br><br>**Grammar**<br>Use present simple forms to express feelings. The language aspect has been dropped. | This has already been covered in Topic 1 and 2. |

# ENGLISH: TERM 1

## TOPIC 1: Animals In Our Sub-County / Division

**Overview:**

This topic has been picked from theme 11 in the P.3 syllabus and it will help the learner to understand and appreciate the usefulness of animals and how to care for them. The learner will acquire knowledge of the different types of animals in their area.

**Guidance on revision of the previous content**

**Use two of the given periods to teach the Vocabulary and Structures below from P3 -Theme 1 : Our Environment**

**Vocabulary**

River, well, spring, sand, soil, hill, stone(s), water, flowers, tree, plant(s), leaf, jump.

**Prepositions:** over, on, in, under, near, jump, stand on, come in, sit on, jump in. into.

**Structures**

- I.     What is this/that?
- II.    This/that is a…..
- III.   What colour is the … (flower, leaf, soil)?
- IV.   The … (flower) is … (red).
- V.    This/that…..is….
- VI.   What are you / she/ he/ they doing?
- VII.  I / he/ she / they / is / are / am / jumping (into, over, in, on) … (river, stone).
- VIII. We …
- IX.   Where is / are …? • The … (tree) is …
- X.    The … (hill).

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| **The learner:**<br>- uses vocabulary related to animals in their Subcounty /Division in sentences.<br>- reads and writes letters and words related to animals in their Sub county/Division. | **Vocabulary**<br>Goat, sheep, cow, pig, rabbit, dog, chicken, house, feed, disease, treat, immunise, kraal, hutch, sty<br>Structures<br>**What do you do every day?**<br>• Every day I … (feed, treat) the … (cow, goat)<br>**What does he / she do?**<br>• He / she … (feeds, treats) … (cows, goats)<br>**Where is the … (cow, rabbit)?**<br>• It is in the … (kraal, hutch)<br>• Listening and Speaking<br>• Telling / re-telling stories.<br>• Asking and answering comprehension questions.<br>**Reading / Tactile**<br>• Reading sentences<br>• Reading a simple story.<br>**Writing / Brailing**<br>• Writing sentences<br>• Writing a simple story | - playing spelling games<br>- completing sentences<br>- drawing pictures<br>- matching objects<br>- reading short stories<br>- reciting rhymes<br>- acting dialogues<br>• writing/brailling simple stories<br>- Telling and retelling stories-<br>- compling guided compositions |

## Suggested Activities for Assessment

- Reading and writing sentences from a substitution table
- Reading a story and answering comprehension questions
- Writing a simple story
- Telling / retelling a story

# TOPIC 2: Services As A Business In Our Sub-County / Division

**Overview:**

This topic is Theme 12 in the P.3 syllabus and it is intended to enable learners to get to know the names of people who offer services in their Sub-county or Division in English. They should also be able to use these names for effective communication.

**Guidance on revision of   the previous content**

**Use two of the given periods   to teach the Vocabulary and Structures below from   P3** - Theme 9: Livelihood in our Sub-county / Division

**Vocabulary**

Bricks, fish, dance, drum, weave, sew, cook, crop, beer, trade, pot, grow, crop, brew, hotel, wood, carpenter, sorghum, millet.

**Structures**

- What do you … (grow) in your garden?
- I /  we / they … (grow) beans / maize / peas in my / our / their garden.
- What … (crops) do you have in your garden?
- I / we / they have … (e.g. beans, peas, groundnuts) in my / our / their garden.
- I can … (weave) a mat but I cannot … (sew) a dress.
- I / we / they can play a … (drum) but I / we / they cannot dance.
- I / we / they can … (dance) but I / we / they cannot play a … (drum).
- Sarah / John can … (dance) but she / he cannot play a … (drum).
- My / his / her / our / their brother goes to the lake to fish every day.
- My / his / her / our / their brother is a … (trader). He buys and sells shirts and   dresses.

**(Use a situational game / play let)**

| Competences | Content | Teaching and learning activities |
|---|---|---|
| The learner:<br>- uses vocabulary related to services and business in their Sub-county/Division.<br>- reads and writes letters and words related to services and business in their Sub-county/Division. | **Vocabulary**<br>Hairdresser, farmer, tailor, driver, conductor, turn boy, farming, fishing, tailoring, hairdressing, barber, gardener, salon, farm, bus, taxi, singer, waiter, waitress, cook, fishmonger, theft, butcher, butcher's, butchery, buy, sell, treat, shoe-making, steal, repair, teach, customer, transport<br>**Structures**<br>- What does a … (waiter, farmer, driver) do?<br>- He/she … (serves, grows, plaits, drives)<br>- Where does … work?<br>- A … works in / a …<br>- (restaurant, salon, bus, taxi).<br>- Who sells / markets …<br>- (clothes, food)?<br>- Waiter is to waitress as hair dresser is to barber.<br>- Who … (sold, treated, bought, stole) …?<br>- Tom / he / she …<br>- What did he / she/they do …?<br>**Listening and Speaking**<br>- Telling a story<br>**Asking and answering comprehension questions**<br>- Acting a dialogue<br>- Writing / brailling<br>- Completing a story<br>- Writing sentences from a substitution table. | - playing spelling games<br>- completing sentences.<br>- drawing pictures<br>- matching words to pictures<br>- reading short stories<br>- reciting/signing rhymes<br>- acting dialogues<br>- writing/brailling simple stories<br>- telling and re-telling stories<br>- completing guided compositions |

- Reading and writing sentences from a substitution table

- Reading a story and answering comprehension questions
- Writing a simple story
- Completing a guided composition

# TOPIC3: Describing People And Objects

**Overview:**

This topic will enable learners to acquire knowledge and develop vocabulary and structures related to describing people and objects. It builds on the vocabulary and structures which were acquired in the previous classes. Learners will be able to give clear descriptions of self, other people and objects.

**SUB-TOPIC A: Describing People**

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| looks.<br>- describes a person's behaviour and character.<br>- describes oneself using simple tense. | **Vocabulary**<br>dark-skinned, chocolate-brown, light-skinned, kind, bad, good, polite, short, tall, smart, beautiful, ugly, thin<br>**Grammar**<br>Use of the Present Simple tense.<br>**Language structures**<br>Use the Present Simple tense to describe oneself<br>• I am a ... girl/boy<br>   - I am a tall girl.<br>   - I am a fat boy.<br>• What does ... look like? .<br>   - What does Birungi    look like?... is ... | - guiding learners to pronounce/sign words<br>- constructing sentences using the given structure and vocabulary<br>- reading text (passage/dialogues/poems/notices)<br>- reciting /signing poems<br>- acting dialogues<br>- answering comprehension questions<br>- playing spelling |

| | | |
|---|---|---|
| | Birungi is chocolate- brown and tall.<br>Both ... and ... are ....<br>Tamale and Musumba are short.<br>Some are ... and others are ...<br>- Some are big and others are small.<br> ..... is ... than....<br>- Tamale is shorter than Opondo.<br> .... is the .... of the .....<br>    - Apio is the shortest of the three boys in the group. | games<br>- completing sentences<br>- writing/brailling compositions<br>- re-writing stories |

**Suggested Activities for Assessment**

-    Constructing both oral and written sentences using the vocabulary learnt
-    Using structures to construct sentences
-    Answering comprehension questions
-    Composing poems/songs/chants
-    Completing stories/dialogues
-    Writing/brailling a guided composition

**Sub-topic: B. Describing Objects**

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| • The learner: b structures to describe objects.<br><br>• narrates stories related to describing objects.<br><br>• reads texts related to describing objects.<br><br>• writes/signs texts/stories related to describing objects. | **Vocabulary**<br>Long, short, smooth, hard, rough, heavy, light, colour, round, soft, flat, rectangular, oval, triangular, square<br>**Grammar**<br>Use of the Present Simple tense to ask questions.<br>• Use of comparatives and superlatives.<br>• Use of possessive forms<br>**Language Structures**<br>- The......... is ....<br>- The bag is black.<br>- Is the…<br>- Is the bag white?<br>Yes/No …is/is not…<br><br>- Yes, the bag is white.<br>- No, the bag is not white.<br>- Are the ....?<br>- -Yes, the ... are .../No, the ... are not ....<br>- Are the stones rough? Yes, the stones are rough.<br>  Which … is ….?<br>- Which book is bigger? | - guiding learners to pronounce/sign words<br>- constructing/signing sentences using the given structure and vocabulary<br>- reading texts (passages/dialogues/poems/notices)<br>- reciting/signing poems<br>- acting/signing dialogues<br>- -answering comprehension questions<br>- playing spelling games<br>- completing sentences<br>- writing/brailling compositions<br>- rewriting stories<br>- matching objects |

| | | |
|---|---|---|
| | - -The … is … than the … one<br>The red book is bigger than the green one.<br>- -Is the … the … of the…?<br>Is the blue pencil the longest of the three?<br>- Yes, the … is the … of the….<br>Yes, the blue pencil is the longest of the three.<br>No , the … is not the … of the …<br>- No, the red pencil is not the longest of the three.<br>- -Is …. your/his/her/Maria's … book/bag …?<br>- -Is our friend's bag beautiful?<br>- Yes, our friend's bag is beautiful.<br>No, our friend's bag is not beautiful.<br>Bogere's ……. is …. . Bogere's trouser is green.<br>- Her/his … is … | |

**Suggested Activities for Assessment**
- Constructing both oral and written sentences using the vocabulary learnt
- Using the given structures to construct sentences
- Answering comprehension questions
- Completing stories/dialogues
- Writing guided compositions
- Matching objects according to size/length or colour

# TOPIC 4: Giving Directions

**Sub-topic: Directing People to Places**

**Overview:**

This topic brings real-life experience of how we ask for or give directions. The learner will be able to acquire related vocabulary and structures to enable them to use appropriate language when giving directions.

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| −The learner: talks/signs about appropriate directions of places.<br>−identifies and describes main features of familiar places.<br>−directs people to specific places.<br>−locates different places following directions.<br>−interprets and follows directions to specific places.<br>−estimates distance to specific places.<br>−reads texts and simple maps of given places.<br>− writes simple descriptions of | **Vocabulary**<br>Far, near, next to, across, in front, behind, roundabout, signpost, after, before, junction, corner, close to, left-hand side, right-hand side, in front of, down, opposite to, middle, far from, turn<br>**Structures**<br>-The … is …<br>The school is near.<br>The market is before Kafeero's house.<br>-The … is on the …….<br>The Mosque is on the left of the Church.<br>It is on the …...<br>It is on the right of the hospital.<br>… is ….than…<br>The school is nearer to the market than to the church.<br>First …then…<br>-First walk to the left and | - -guiding learners to pronounce/sign words<br>- constructing/signing sentences using the given structures and vocabulary<br>- reading texts (passages/ dialogues/poems/notices)<br>- reciting /signing poems<br>- acting dialogues<br>- -answering comprehension questions<br>- playing spelling games<br>- completing sentences<br>- writing/brailling compositions<br>- re-writing stories |

| familiar places | then turn right. | |
|---|---|---|

## Suggested Activities for Assessment

- Reads/signs texts and simple maps of different places
- Constructing both oral and written sentences using the vocabulary learnt
- Using given structures to construct sentences
- Answering comprehension questions
- Composing poems/songs/chants
- Completing stories/dialogues
- Writing/brailling guided compositions

# ENGLISH: TERM 2

## TOPIC 3: What I Like And How I Feel

**Overview:**

This topic will enable the learner to develop listening and speaking skills, while strengthening the vocabulary and structures learnt under **Likes and Dislikes** in P 3.  It will also enable learners to express their likes and feelings. Use real-life examples to teach vocabulary and other language aspects.

**Sub-topic A**: **What I Like**

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| The learner: <br> - narrates/signs stories related to their likes. <br><br> - reads/signs texts related to what they like. <br> - writes/signs texts/stories related to what they like. | **Vocabulary** <br> Foods, drinks, fruits, dancing, singing, reading, cooking, sawing, playing, football, riding, desires, enjoy, prefer, soda <br> **Language Structures** <br> -I like … <br> -I do not like …. <br> -….. prefer ……. to ….. <br> Do you prefer fish to meat? <br> Yes, I prefer fish to meat. <br> No, I prefer beans to meat. <br> -… enjoy… <br> I enjoy playing volleyball. | - guiding learners to pronounce/sign words <br> - constructing sentences using the given vocabulary and structures <br> - reading texts (passages/dialogues/poems/notices) <br> - reciting /signing poems <br> - acting/signing dialogues <br> - answering comprehension questions <br> - playing spelling games <br> - completing sentences <br> - writing/brailling compositions <br> - rewriting stories |

**Suggested Activities for Assessment**

- Constructing both oral and written sentences using the vocabulary learnt
- Using the given structures to construct sentences
- Answering comprehension questions
- Completing/brailling stories/dialogues
- Writing/brailling guided and free compositions

**Sub-topic B**: How I Feel

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| - The learner:<br>  -reads/signs texts related to how they feel.<br>  -<br>  rewrites/signs texts/stories related to how they feel.<br>- -expresses personal feelings using appropriate language. | **Vocabulary**<br>Sad, happy, angry, thirsty, tired, cold, hot, worried, scared, lazy, sick, ill, unhappy<br>**Language Structures**<br>• ........... feel……<br>I feel happy today.<br>• …… when ……<br>I feel sick when I wake up very early.<br>• … because …<br>I am unhappy because my book is missing. | -guiding learners to pronounce/sign words<br>- constructing sentences using the given vocabulary and structures<br>- reading text (passage/ dialogues/poems/notice)<br>- reciting /signing poems<br>- acting dialogues<br>- answering comprehension questions<br>- playing spelling games<br>- completing sentences<br>- writing/brailling compositions<br>- - rewriting stories |

**Suggested Activities for Assessment**
-    Constructing both oral and written sentences using the vocabulary learnt
-    Using given structures to construct sentences
-    Reading/signing stories and answering comprehension questions
-    Writing/brailling texts to expresshow they feel
-    Composing poems/songs/chants

# Topic 4: Behaviour

**Overview:**
The topic brings knowledge of behaviour (good and bad behaviour). The learner will learn vocabulary connected to good and bad behaviour which they can use to effectively communicate.

## Sub-topic A: Good Behaviour

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| - The learner:<br>• answers oral and written questions about good behaviour.<br>- •narrates/signs stories related to good behaviour.<br>- describes what good behaviour should be. | **Vocabulary**<br> Excuse, thank, sorry, forgive, lend, borrow, please, courtesy<br>**Grammar**<br>Present Simple tense<br>**Language structures**<br>- May I …?<br>  May I use your pen please?<br>   Yes, you may.<br>   No, I am sorry you may not.<br>- Please …<br>  Please lend her | - -guiding learners to pronounce/sign words<br>- constructing/signing sentences using the given vocabulary and structures<br>- reading texts (passages/dialogu poems/notices)<br>- reciting /signing poems<br>- acting dialogues<br>- answering comprehension questions |

| | | |
|---|---|---|
| • <br> - uses appropriate language to greet people around her/him. <br><br> - uses courteous words and polite language appropriately. | your textbook. Here it is. <br> - Will you please…? Will you please give me some sugar? No, I am sorry I have no sugar left. <br> - May I borrow …. please? May I borrow your jacket, please? Yes, you may. No, you may not. I am using it. Do you have any … ? Do you have a piece of paper? Yes, I have a piece of paper. No, I don't have a piece of paper. | - playing spelling games <br> - completing sentences <br> - writing/brailling compositions <br> - re-writing stories |

## Suggested Activities for Assessment
- Constructing both oral and written sentences using the vocabulary learnt
- Using given structures to construct sentences
- Reading/signing texts
- Answering comprehension questions
- Using polite language
- Acting/signing dialogues
- Reciting/signing poems/songs/chants
- Completing stories/dialogues
- Writing/brailling guided and free compositions

## Sub-topic B: Bad Behaviour

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| - The learner:<br><br>- narrates/signs stories related to bad behaviour.<br><br>- reads/ signs texts related to bad behaviour.<br><br>- describes why bad behaviour should be avoided. | **Vocabulary**<br>Rude, fight, steal, disobey, unkind, careless, hit, damage, burn, abuse, cheat, quarrel, lie, dodge<br>**Grammar**<br>Use of, '*must*' and '*should*.'<br>**Language Structures**<br>- It is bad to …<br>  It is bad to tell lies.<br>• You must not ….<br>  You must not come late to school.<br>- …should not …<br>They should not tell lies. | - guiding learners to pronounce/sign words<br>- constructing sentences using the given structure and vocabulary<br>- reading texts (passages/ dialogues/poems/notices)<br>- reciting /signing poems<br>- acting/signing dialogues<br>- answering comprehension questions<br>- playing spelling games<br>- completing sentences<br>- -writing/brailling compositions<br>- rewriting stories |

**Suggested Activities for Assessment**
- Constructing both oral and written sentences using the vocabulary learnt
- Using given structures to construct sentences
- Reading/signing stories and answering comprehension questions
- Expressing how they feel
- Completing stories/dialogues
- Writing guided and free compositions

## Topic 5: Shopping (Buying and Selling)

**Overview:**

This topic brings the experience of shopping as one of the major activities carried out in our daily life. The learner will acquire the language related to shopping which they can use in their day-to-day life. It builds on what was covered in P.3 under Measurements and relates with what is handled in Primary 4 Mathematics.

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| - The learner: <br> •demonstrates ability to use appropriate language when shopping. <br> - reads/signs texts related to shopping. <br> • rewrites/signs texts/stories related to shopping. | **Vocabulary** <br> Some, a few, cheap, expensive, a bar, kilogramme, a litre, metre, packet, cost, price, item <br> **Grammar** <br> Present Simple tense <br> - Use of "*much*" and "*many*" (teach them in the negative) <br> - Use of "*some*" and "*any*" <br> **Language structures** <br> - … some … <br> We bought some sugar yesterday. <br> - …any… <br> I don't have any sugar. <br> - …much …? <br> How much is a bottle of water? <br> How much are the books? <br> - … is/are …. shillings. <br> The cloth is 1000 shillings a | - guiding learners to pronounce/sign words <br> - constructing sentences using the given structure and vocabulary <br> - reading texts (passages/ dialogues/poems/notices) <br> - reciting /signing poems <br> - acting/signing dialogues <br> - answering comprehension questions <br> - playing spelling games <br> - completing sentences <br> - writing/brailling compositions <br> - rewriting stories |

| | metre. Pens are 2000 shillings a dozen. <br> - …. is/are…… (cheaper/more expensive) than… <br> Salt is cheaper than sugar. A bottle of oil is more expensive than a bottle of water. <br> - … is (buying/selling) … <br> Tina is buying some salt from her uncle's shop. | |
| --- | --- | --- |

**Suggested Activities for Assessment**
- Constructing both oral and written sentences using the vocabulary learnt
- Using given structures to construct sentences
- Answering comprehension questions
- Composing poems/songs/chants
- Completing stories/dialogues
- Writing/brailling guided and free compositions

# Topic 6: TIME

**Overview**:

This topic will enable learners to develop skills of talking about events using the correct form of verbs. It will consolidate the Past Simple tense which was handled in P.3 and introduce the other forms of the past tense. It will also prepare learners for the next topic, which talks about the future.

## Sub-topic A: Past Simple tense

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| - The learner:<br>• answers oral and written questions on past events.<br>- •narrates/signs stories in the past simple tense.<br>- writes/signs texts/stories related to past simple tense. | **Vocabulary**<br>Morning, break time, night, afternoon, yesterday, midday, late, early, before, after, evening, lunch time, spent.<br>**Grammar**<br>Adverbs of time (before and after)<br>**Language Structures**<br>- … do before/after …..?<br>What did you do after lunch?<br>- … because ….<br>He mended my dress because it was torn. | - -guiding learners to pronounce/sign words<br>- constructing sentences using the given structure and vocabulary<br>- reading texts (passages/dialogues/poems/notices)<br>- reciting /signing poems<br>- acting/signing dialogues<br>- answering comprehension questions<br>- playing spelling games<br>- completing/signing sentences<br>- writing/brailling compositions<br>- - rewriting stories |

## Suggested Activities for Assessment

- Constructing both oral and written sentences using the vocabulary learnt
- Using given structures to construct sentences
- Answering comprehension questions
- Completing stories/dialogues
- Writing/brailling guided compositions

**Sub-topic B: Past Continuous tense**

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| - The learner:<br>• answers oral and written questions in the past continuous tense.<br>- narrates/signs stories in the past continuous tense.<br>• writes/signs texts in the past continuous tense. | **Vocabulary**<br>Continue, bite off, while, hold, eat, swing, read, hide.<br>**Language Structures**<br>- …while ….<br> I saw a woman driving a tractor while I was cutting a tree.<br>- While ….<br> While I was cutting a tree, I saw a woman driving a tractor.<br>- When….<br> When I was reading, the lights went off.<br>- … when ……<br> The lights went off when I was reading.<br>- As …..<br> As I was coming to school, I met the Local Council Chairperson. | -guiding learners to pronounce/sign words<br>- constructing sentences using the given structure and vocabulary<br>- reading texts (passages/dialogues/poems/notices)<br>- reciting /signing poems<br>- acting/signing dialogues<br>-answering comprehension questions<br>- playing spelling games<br>- completing sentences<br>- writing/brailling compositions<br>- re-writing stories |

**Suggested Activities for Assessment**
-    Constructing both oral and written sentences using the vocabulary learnt
-    Using given structures to construct sentences
-    Answering comprehension questions
-    Completing stories/dialogues
-    Writing/Brailling guided and free compositions.

# ENGLISH: TERM 3

# TOPIC 7: Expression Of The Future

**Overview:**

The learners are already familiar with the Present and Past Simple tense. This topic will enhance their knowledge of tenses and provide the vocabulary and structures to use in the future tense. It will also lay a foundation for discussion of democratic issues in the next topic.

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| The learner:<br>- reads/ signs texts in the future.<br>- writes/signs texts/stories related to expression of the future.<br>- recites/signs dialogues related to expression of the future.<br>- follows a study time.<br>- completes guided compositions. | **Vocabulary**<br>-Tomorrow, next Monday, next week, next month, next year, shall not, will not<br>**Grammar**<br>-The future tense<br>**Language Structures**<br>-… shall ….<br>-I shall eat a mango tomorrow.<br>-… will ….<br>-Alice will go to school tomorrow.<br>-… shall not ….<br>-We shall not go to school next Monday.<br>-Shall …<br>-Shall we visit the park next week?<br>-Yes, we shall.<br>-No, we shall not ….<br>-… will not ….<br>-Masaba will not come for the meeting tomorrow. | - guiding learners to pronounce/sign words<br>- constructing sentences using the given structure and vocabulary<br>- reading texts (passages/ dialogues/ poems/notices)<br>- reciting /signing poems<br>- acting/signing dialogues<br>- answering comprehension questions<br>- spelling/finger spelling words<br>- completing sentences<br>- writing/brailling compositions<br>- re-writing stories |

**Suggested Activities for Assessment**

- Reading/signing stories and answering comprehension questions
- Constructing both oral and written sentences using the vocabulary learnt
- Using given structures to construct sentences
- Composing poems/songs/chants
- Completing stories/dialogues
- Writing/Brailling guided and free compositions

# Topic 8: DEMOCRACY

**Overview:**

This topic introduces the learner to vocabulary related to democratic activities. It will enable them to express themselves using appropriate language in different situations.

**Sub-topic A: Games and Sports**

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| The learner:<br>• narrates/signs stories related to games and sports.<br>• reads/ signs texts related to games and sports.<br>• writes/signs texts/stories related to games and | **Vocabulary**<br>Run, jump, play, football, netball, skip, race, throw high, long, kick, player, lose, win, happy, clap, shout, game, support, slow, ordinal numbers, fast, quickly volleyball, watch, coach, umpire, referee<br>**Grammar**<br>Use of adjectives<br>**Language Structures**<br>- What will … do?<br>    What will Akello do? | - -guiding learners to pronounce/sign words<br>- constructing sentences using the given structure and vocabulary<br>- reading texts (passages/ dialogues/poems/notices)<br>- reciting /signing poems<br>- acting dialogues |

| sports. | - … will …<br>Akello will play football.<br>- Who was the ……. ?<br>- …. was …. the …….<br>Who was the first?<br>Opendu was the first.<br>- Why was …… the …?<br>  Why was Delia the last?<br>- ….. was the …….<br>  because…………<br>  Delia was the last because<br>  she was slow.<br>- ……want(s) to …… when<br>  …….<br>  I want to play volleyball<br>  when I join Primary Five. | - answering<br>  comprehension<br>  questions<br>- playing spelling games<br>- completing sentences<br>- writing compositions<br>- re-writing stories |

**Suggested Activities for Assessment**

- Constructing both oral and written sentences using the vocabulary learnt
- Using given structures to construct sentences
- Reading/signing texts and answering comprehension questions
- Completing stories/dialogues
- Writing/brailling guided compositions

**Sub-topic B: Music, Dance & Drama**

| Competences | Content | Suggested teaching and learning |
|---|---|---|
| - The learner:<br>• narrates/signs<br>stories related to | **Vocabulary**<br>Sing, recite, conductor,<br>actor, costume, actress, | -guiding learners to<br>pronounce/sign words<br>- constructing/signing |

| | | |
|---|---|---|
| Music, Dance and Drama.<br>• reads/ signs texts related to Music, Dance and Drama.<br>• writes/signs texts/stories related to Music, Dance and Drama. | festival, best, rhyme, instruments, drama, worst, choir, concert<br>**Grammar**<br>The use of superlatives<br>**Language Structures**<br>- Which …. will ……<br>Which song will Daudi sing? | sentences using the given structure and vocabulary<br>- reading texts (passages/ dialogues/poems/notices)<br>- reciting/signing poems<br>- acting/signing dialogues<br>- answering comprehension questions<br>- playing spelling games<br>- completing sentences<br>- writing/brailling compositions<br>- rewriting stories |

### Suggested Activities for Assessment

- Constructing both oral and written sentences using the vocabulary learnt
- Using given structures to construct sentences
- Reading/signing stories and answering comprehension questions
- Completing/brailling stories/dialogues
- Writing/brailling campaign messages
- Writing guided compositions

## Sub-topic C: Elections

| Competences | Content | Suggested teaching and learning activities |
|---|---|---|
| - The learner:<br>•<br>narrates/signs stories related to elections.<br>• reads/ signs | **Vocabulary**<br>Prefect, vote, voter, ballot paper, head girl, head boy, elect, monitor, candidate, election, stand, leader, rig, post, captain, campaign. | - -guiding learners to pronounce/sign words<br>- constructing sentences using the given structure and vocabulary<br>- reading texts (passages/ |

| | | |
|---|---|---|
| texts related to elections. <br> • writes/signs texts related to elections. <br> - -uses appropriate language in convincing others. <br> - recites simple dialogues. <br> - reads and interprets simple posters related to elections. <br> - illustrates election activities. <br> - writes/brailles campaign messages. | **Grammar** <br> The use of relative pronouns **who** and **whom.** <br> **Language structures** <br> - …… who …… <br> John is the boy who won the post of head boy. <br> - ………/are electing ……. as the …… <br> We are electing Nambawa as the head-girl. <br> - …will …… on/in ………. <br> They will elect Mariko on ----Monday. <br> - Whom … <br> Whom are we electing as the food prefect? <br> - Is ……. standing for the post of …… <br> Is Akiiki standing for the post of class monitor? <br> Yes, Akiiki is standing for the post of class monitor. <br> No, Akiiki is not standing for the post of class monitor. | dialogues/poems/notices) <br> - reciting /signing poems <br> - acting/signing dialogues <br> - answering comprehension questions <br> - playing spelling games <br> - completing sentences <br> - writing/brailling compositions <br> - re-writing stories |

**Suggested Activities for Assessment**

- Constructing both oral and written sentences using the vocabulary learnt
- Using structures to construct sentences
- Reading/signing texts and answering comprehension questions
- Composing poems/songs/chants
- Completing stories/dialogues
- Writing guided and free compositions

# MATHEMATICS

## Purpose of this Curriculum

The purpose of this abridged curriculum is to meet the higher expectations and rigor of Mathematics standards of Uganda primary schools by motivating learners to allow them to progress to the next classes.

## Subject Overview

Mathematics is spiral in nature, the topics covered in all classes are the same except for a few and you cannot progress smoothly to the next topic without covering the work of the earlier topics. Therefore, the curriculum will cover the same topics in two classes at the same time. The topics from both classes will be covered at the same time where one will form an introduction of the other. Hence the similar competences will be combined to have a good flow. In some instances, content is the same but emphasising different competences in different classes.

To achieve an appropriate balance of content and reflect a variety of ways of understanding and applying mathematics, the Framework will specify on five mathematical content areas:

1. Number Properties and Operations— including computation and understanding of number concepts
2. Measurement —including use of instruments, application of processes, and concepts of area and volume
3. Geometry—including spatial reasoning and applying geometric properties
4. Data Analysis, Statistics, and Probability —including graphical displays and statistics
5. Algebra—including representations and relationships

# Introduction

Primary Four is a transition class that should be handled with great care. Use both English and local language to teach mathematics in Primary Four especially for first term since learners are transiting from use of local language to use of English. Some competences for primary 3 have been merged with similar competences of Primary Four to maintain a logical flow.

| CRITICAL CHANGE | JUSTIFICATION |
|---|---|
| Empty set has been left out | Learners have covered it since primary one however, it can appear in an exercise as a check |
| The rounding off to the nearest whole number is left out for the next class<br><br>Roman numerals have been shifted to primary 5 | • to avoid overloading this topic<br>• to avoid overloading the transition class |
| Operations on whole umbers is a topic retained throughout | Addition, subtraction, multiplication and division are powerful foundational concepts in Mathematics with applications to many problem situations and connections to many other topics. So it is covered throughout in all classes.<br><br>Addition and subtraction without regrouping have been included to comprise the work covered in Primary 3 |
| **Money:** Topic rearrangement | The topic on money has been shifted from term 2 to term 1 after operations on whole numbers to help the learners to use the idea of addition and subtraction to add and subtract money. |
| **4) Patterns and** | To specify them as eve and odd as in primary 3 they were never specified. This extends the work |

| | |
|---|---|
| **Sequences**<br><br>Even and odd numbers have been repeated in primary 4 | covered in primary 3<br><br>The content was covered in primary 3. |
| **Algebra**<br><br>Change of topic name from equation to algebra.<br><br>Solving equations with one unknown was introduced in primary 4. | From P.5 to P.7 the topic is Algebra therefore there is need to be uniform, from P.4.Equations are just part of Algebra but not a topic.<br><br>Learners have already been introduced to equations without letters from primary one. Therefore, they need to be introduced to equations with one unknown at this level. |

# MATHMATICS TERM 1

## Topic 1: Set Concepts

Duration: 7 Periods

### Introduction

This topic extends the work on sets which was covered from Primary One to Primary Three. The examples should be drawn from real life situations. There should be emphasis on English words which have special meaning in set concepts like 'member of', 'equivalent set', including empty set that was covered in previous classes.  Learners should begin a dictionary of such words. In absence of real objects, pictures should be used to explain the meaning of the words. Let learners do activities on their own with little assistance from the teacher. Empty set has been left out since learners have covered it since Primary One. However, it can appear in an exercise as a check.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner<br>i)     forms equivalent and equal sets.<br>ii)     finds number of members in sets.<br>iii)     identifies/ signs common members that belong to given sets. | a)  Equivalent and equal sets<br>b)  Number of members in given sets<br>c)  Common members in given sets | i)    Forming equivalent and equal sets.<br>ii)   Counting number of members in given sets.<br>iii)  Identifying / signing common members that belong to given sets.<br>iv)  Naming / signing common members that belong to given sets.<br>v)   Writing/ brailing common members in two given sets. |

**Suggested Assessment Strategies**

Let the learner

i) form equivalent sets.

ii) count number of members in a set.

iii) identify common members in two given sets.

# Topic 2: Whole Numbers

## Duration: 7 Periods

## Introduction

This topic is a continuation of the work covered from Primary One to Primary Three. In Primary Four, learners work with numbers up to 99,999. In order for it to be exciting, the teacher should use the learners' immediate environment. Engage learners in practical counting and tying bundles of 10s 100s, 1000s, 10,000s and loose sticks to aid learning. The teacher can use the abaci to recognize the place value of numbers. The Uganda currency can also be used to show how large numbers are in everyday life. Rounding off whole numbers has been shifted to the next class to avoid congestion of the syllabus. Roman numerals have been shifted to Primary Five to avoid overloading the transition class.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner | • | • |
| i) identifies the place value and value of each digit in a 5-digit number. | a) Place value up to 99,999 | i) Using an abacus or table to show place value and values of various numbers |
| ii) reads/ signs, counts, writes/ Braille and orders whole numbers up to 99,999. | b) Value up to 99,999 | ii) Writing numbers in words and in figures |
| iii) expands five-digit numbers and writes expanded numbers in | c) Expanding numbers up to five digits and writing expanded numbers in short | iii) Using values of digits in given numbers to expand them |

| short form. | form | |
|---|---|---|
| | | |

**Suggested Assessment Strategies**

Let the learner

i) count whole numbers up to 99,999.

ii) use an abacus to show place values and values of various numbers.

iii) convert Hindu Arabic to roman numerals and vice versa.

# Topic 3: Operations on Whole Numbers

## Duration: 7 Periods

**Introduction**

Addition, subtraction, multiplication and division are basic operations in Mathematics. These are powerful foundational concepts in Mathematics with applications to many problem situations and connections to many other topics. Undoubtedly, their importance extends to real-life situations. As a teacher, you need to revise work on the four basic operations using mental work, number "spiders", games and competitions at the start of this topic. Give learners opportunity to read, write and speak the key words used which have a special Mathematical meaning in relation to operations on whole numbers.

Help learners to discover that multiplication is repeated addition and division is repeated subtraction through various hands-on activities in groups and as individuals. Addition, subtraction, multiplication and division are powerful foundational concepts in Mathematics with applications to many problem situations and connections to many other topics. You will realise that they appear in all classes. Addition and subtraction without regrouping have been included to comprise the work of Primary Three.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner | | |

| | | |
|---|---|---|
| i) adds whole numbers up to 5 digits with and without regrouping<br>ii) subtracts whole numbers with and without regrouping<br>•<br>iii) multiplies numbers up to 3 digits by 0, 10 and 100.<br>iv) multiplies whole numbers up to 3 digits by whole numbers from 0 – 9.<br>v) divides 3-digit numbers by whole numbers 1 to 10 with and without remainders.<br>vi) solves simple 3-digit word problems using the four operations. | a) Addition of whole numbers<br>b) Subtraction of whole numbers<br>c) Multiplication of 3-digit numbers by 0, 10, 100<br>d) Multiplication of whole numbers by numbers 0 – 9<br>e) Division of whole numbers by numbers 1 – 10<br>f) Word problems involving operation of numbers | i) Adding whole numbers with regrouping<br>ii) Subtracting whole numbers with regrouping<br>iii) Multiplying 3-digit numerals by 0, 10 and 100.<br>iv) Dividing 3-digit numbers by whole numbers 1 up to 10<br>v) Solving simple real-life problems in groups and individually |

**Suggested Assessment Strategies**

Let the learner

i) add numbers up to 99,999.
ii) subtracts numbers up to 99,999.
iii) multiplies whole numbers up to 3 digits.
iv) divides whole numbers by up to 2 digits.
v) solves simple word problems involving the four basic operations.

# Topic 4: Money

Duration: 7 Periods

**Introduction**

This topic should begin with revision of the work covered from Primary One to Primary Three. There should be practical lessons with role playing using the classroom shop. Learners should provide items, suggest the price for each and prepare the price tags. During lockdown, parents and children have been engaged in transacting a number of businesses. Children have an idea of using Uganda currency i.e. coins and notes, therefore, the concept of profit and loss can be derived from the learners' real life experiences. This topic on money has been shifted from Term 2 to term 1 after operations on whole numbers to help the learners to use the idea of addition and subtraction to add and subtract money.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner<br>i) adds money.<br>ii) subtracts money.<br>iii) buys and sells with Uganda currency<br>iv) calculates profit and loss. | a) Buying and selling<br>b) Profit and loss | i) Buying and selling with Uganda currency<br>ii) Calculating simple profit and loss |

**Suggested Assessment Strategies**
Let the learner
   i)  add and subtract money.
   ii)  carry out buying and selling.
   iii)  calculate profit and loss.

# MATHMATICS TERM 2

## Topic 5: Patterns and Sequences

Duration: 6 Periods

**Introduction**

Learners have been learning patterns and sequences since primary one. They have been forming patterns unknowingly through plays, jigsaws and cut outs. This topic should be interesting with learners making patterns and sequences through play and fun. It begins with revision of simple shapes where the language of English is used orally and in written form. In the learners' dictionary pictures, the names of the shapes should be illustrated with diagrams of the shapes. The use of the words 'pattern' for shapes and 'sequence' for numbers should be pointed out, used correctly and also illustrated in the dictionaries. The teacher is encouraged to use phrases like 'What comes first /next?' Even and odd numbers have been repeated in primary 4 to specify them as eve and odd as in Primary 3 they were never specified. This extends the work covered in Primary 3.

| Competences | Content | Suggested activities |
|---|---|---|
| The learner<br><br>i) forms patterns and sequences using shapes.<br>ii) completes patterns and sequences from given examples.<br>**iii)** forms patterns and sequences using even and odd numbers. | a) Patterns with different shapes<br>b) Types of numbers (Even and odd numbers) | i) Forming patterns and sequences of shapes.<br>ii) Completing patterns and sequences.<br>iii) Forming number patterns and sequences<br>**iv)** using even and odd numbers |

**Suggested Assessment Strategies**

Let the learner

i)   form simple patterns of shapes and sequences of numbers.
ii)  complete patterns and sequences.

# Topic 6: Fractions

Duration: 18 Periods

## Introduction

It is important that there is revision of the work covered from Primary One to Primary Three at the start of this topic. Many learners find fractions easy if they have a firm foundation of the basic concepts. Dividing real objects and using diagrams helps learners to understand the basics. The correct language of fractions in English is important. It is necessary to teach learners the difference between proper, improper fractions and mixed numbers. Equivalent fractions have been learnt in P3 but should be illustrated using diagrams and real objects. Engaged learners in practical work to identify fractions through group work, collaborative and cooperative learning.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner<br>i)   reads/ signs and writes/braille fractions correctly.<br>ii)  identifies equivalent fractions.<br>iii) identifies and names/ signs proper, improper fractions and mixed numbers.<br>iv) orders and compares | •<br>a)  Equivalent fractions<br>b)  Naming /signing proper, improper and mixed numbers<br>c)  Ordering and comparing fractions using a number line and | •<br>i)   Demonstrating equivalent fractions using real objects<br>ii)  Identifying and naming/ signing proper, improper fractions and mixed numbers |

| | | |
|---|---|---|
| fractions with the same denominator using a number line and diagrams.<br>v) adds fractions with the same denominator.<br>vi) subtracts fractions with the same denominator.<br>vii) solves simple word problems involving fractions using real life scenarios. | diagrams<br>d) Adding fractions with the same denominators<br>e) Subtracting fractions with the same denominator<br>f) Solving simple word problems involving fractions | iii) Ordering and comparing fractions using a number line and diagrams<br>iv) Adding and subtracting fractions with the same denominators.<br>v) Solving simple word problems involving fractions |

## Suggested Assessment Strategies

Let the learner
    i) use diagrams to show proper fractions and mixed numbers
    ii) name/sign equivalent fractions and illustrates them.
    iii) add fractions with same denominator.
    iv) subtract fractions with same denominators.
    v) solve simple word problems involving fractions.

# Topic 7: Lines, Angles and Geometric Figures

Duration: 15 Periods

**Introduction**

There is evidence of geometry everywhere. Measurement and geometry arise frequently in many fields such as architecture, engineering, carpentry and others. Being able to understand the basic properties of 2-D and 3-D shapes, to draw shapes and to create your own patterns, whether symmetrical or not, will help the learners appreciate better the world they live in. Give learners opportunities to understand that all flat figures are two dimensional. Let them, in groups, discover such figures in real life using their local environment. Identification of 2 and 3 dimensional figures has been left out since they have been identifying them subsequently in Nursery. However, can just be used as an introduction to the topic.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner<br>i) uses rulers or set squares to draw line segments, triangles, rectangles, and squares.<br>ii) recognises right angles.<br>iii) draws right angles.<br>iv) builds polygons using straws, sticks etc. | a) Line segments<br>b) Right angles | i) Using rulers or set squares to draw line segments, triangles, rectangles, and squares<br>ii) Recognising right angles in real life situations<br>iii) Building polygons using straws, sticks or others<br>• |

**Suggested Assessment Strategies**

Let the learner

i)   draw simple shapes using instruments correctly.
ii)  build polygon figures using straws, sticks, etc.

# Topic 8: Data Handling

## Duration: 14 Periods

**Introduction**

Graphical presentation makes an immediate appeal to learners of all ages. Helping learners understand and appreciate data handling through their own experiences will be fruitful. In this topic, teachers should revise work covered on graphs from Primary One to Primary Three classes before they handle the Primary Four content. Let the learners be introduced to the collection of various data using their local environment. Give them an opportunity to carry out this activity practically in their respective groups leading them to record and interpret data using tables and later on tallies. Use the picture graphs as revision of the work covered in Primary 3.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner | • | • |
| i)   draws bar graphs. | a)  Picture and bar graphs | i)   Drawing bar graphs |
| ii)  reads/ signs and interprets picture and bar graphs. | b)  Tally marks | ii)  Organising and displaying data using tables |
| iii) organises and displays data using tables. | • | iii) Reading/ signing and interpreting data from tables |
| iv)  reads/signs and interprets data in | | iv)  Using tally marks to group data |

| | | |
|---|---|---|
| tables. | | |
| v) uses tally marks to group data. | | |

**Suggested Assessment Strategies**

Let the learner

    i)   collect data from home, school and community.

    ii)   display data in tables.

    iii)  read/sign and interpret data in tables.

    iv)  use tally marks to group data
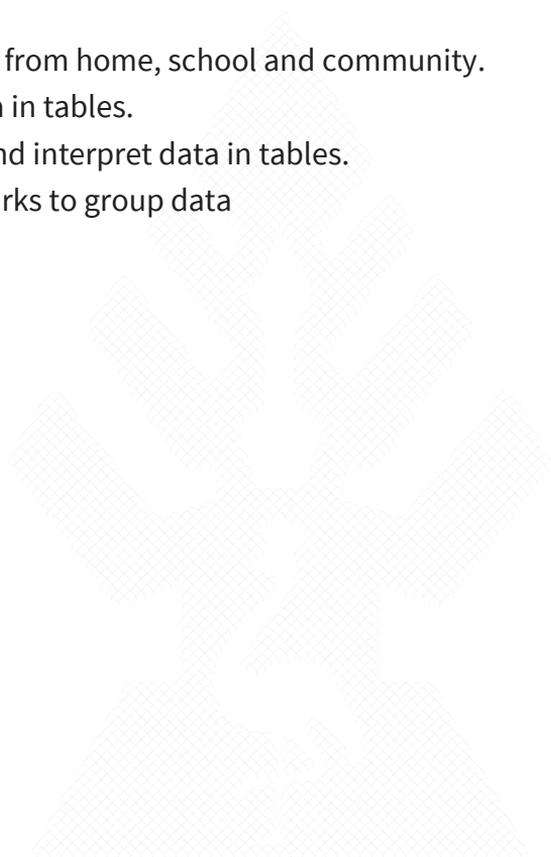
    •

# MATHMATICS TERM 3

## Topic 9: Time

Duration: 15 Periods

**Introduction**

Learners have already been introduced to telling time using hours and half hours from Primary One to Primary Three. In this class the concept of minutes past and minutes to should be emphasised using real or model clocks. There should be practical lessons with learners making a weekly timetable for their homework and a monthly calendar for the classroom wall. The teacher should engage learners in telling time using both analogue and digital clocks correctly.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner<br>i) revises telling time in hours and half hours.<br>ii) tells/ signs time in minutes past and minutes to.<br>iii) converts measures of time e.g. months to days, days to weeks, hours to minutes and vice versa.<br>iv) finds duration. | •<br>a) Telling/ signing time<br>b) Conversion of units of time<br>c) Duration<br>•<br>• | •<br>i) Telling/ signing time in hours and half hours.<br>ii) Telling/ signing time using minutes past and minutes to.<br>iii) Converting units of time.<br>iv) Finding duration.<br>v) Making a calendar showing the months of the year<br>• |

**Suggested Assessment Strategies**

Let the learner
  a) tell/ sign time using digital and analogue clocks.
  **b)** convert bigger units of time to small ones.
  **c)** find duration.

  •

# Topic 10: Length, Mass and Capacity

Duration: 15 Periods
**Introduction**

This is a practical topic where learners measure by themselves in groups and as individuals. At the start of the topic, there is need for standard units to be emphasised. This can be done using tape measures, foot rulers, metre rules, weighing scales, jerry cans, glass jars, measuring cylinder and **many** others. Give learners opportunity to derive the formulae of perimeter and area before they can use them.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner | • | |
| i) uses standard units to measure length, mass and capacity. | a) Length<br>• - Perimeter | i) Using standard units to measure length, mass and capacity |
| | • - Area | |
| ii) calculates perimeter of rectangles, squares and triangles. | b) Mass<br>c) Capacity | ii) Calculating perimeter of rectangles, squares and triangles |
| iii) calculates the areas of squares and rectangles. | •<br><br>• | iii) Calculating the areas of squares and rectangles |

**Suggested Assessment Strategies**
Let the learner
  i) use standard units to measure length, mass and capacity.

ii) calculate perimeter of rectangles, squares and triangles.

iii) calculate the areas of squares and rectangles.

# Topic 11: Algebra

Duration: 15 Periods

**Introduction**

This topic should start with the revision of work covered about equations from Primary One to Primary Three.

The teacher should begin by revising equations without using letters and gradually introduce the learners to equations with one unknown. There has been similar work before, so by the end of this topic, learners should be able to interpret simple word problems involving equations with one unknown and solve them. The topic equations in the Primary Four syllabus should be Algebra because equations are just part of the big topic algebra. Solving equations with one unknown was introduced in Primary Four. Learners have already been introduced to equations without letters from primary one. Therefore, they need to be introduced to equations with one unknown at this level. The consistency in the scope and sequence of the mathematics content should also be put into consideration.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner<br>i) solves simple equations without letters.<br>ii) works out equations with letters.<br>iii) solves simple word problems. | a) Simple equations without letters<br>b) Simple equations with letters<br>c) Simple word problems | •<br>i) Solving simple equations with one unknown<br>ii) Working out equations with letters<br>iii) Solving simple word problems involving without unknowns |

**Suggested Assessment Strategies**

Let the learner

   i) solve simple equations without unknowns.

   ii) form and solve simple word problems.

# INTERGRATED SCIENCE

## Introduction

This is a transition class. The learners are transiting from a thematic curriculum to a subject-based curriculum with Integrated Science being introduced to them as a subject for the first time. They are transiting from the use of local language to English as a language of instruction. The teacher needs to factor this in during the teaching learning process.

The Primary Four Integrated Science syllabus has sixteen topics under six themes. The Integrated Science-based themes of Primary Three have been lifted and added onto the topics of Primary Four, as they were not covered in Primary Three due to the disruptions to learning by the COVID 19 pandemic. Other critical changes in this syllabus include streamlining the concept in classifying foods, removing the content on the external parts of a rabbit, and specifying the content on the parts of a flowering plant. The teacher is expected to use a variety of learner-centred pedagogy and effective use of the environment to facilitate learning.
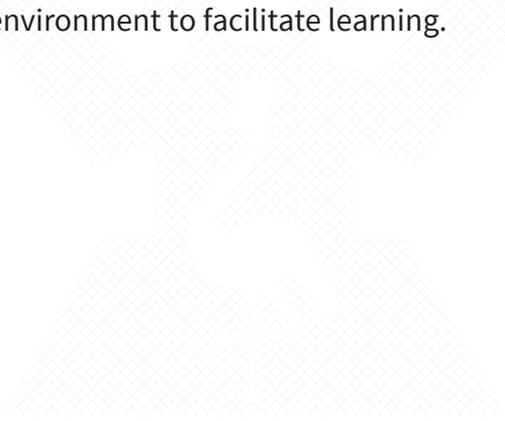
# SCIENCE: TERM 1

# THE WORLD OF LIVING THINGS

**THEME: THE WORLD OF LIVING THINGS**

25 PERIODS

**Overview:** This is Topic 1, Term 1, in the standard P.4 curriculum. It provides learners with an understanding of different plants in the environment and their habitats, identifying different parts of a flowering plant, functions of different parts such as leaves, roots, flowers, stems and seeds and caring for different plants and garden tools.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| • Names types of living things<br>• Explains the characteristics of living things<br>• Names/signs plants<br>• Identifies characteristics of plants<br>• Describes habitats of plants<br>• Classifies plants<br>• Identifies the | • **Living things**<br>-Types of living things<br>-Characteristics<br><br>• Plants and their habitats<br>• Examples of plants: maize, yams, cactus, sisal<br>• Characteristics of plants: they grow, eat, reproduce, breathe<br>• Plant habitats: garden, water, wetlands, dry areas, rocky places<br>• Parts of a flowering plant<br>• Roots: functions, parts, | • Using a field visit, the learners identify the different plants in the environment<br>• Collecting samples of plants for preserving in the class<br>• Grouping plants according to where they grow: in water, in dry areas, in swamps, on rocks<br>• Observing and naming/signing the different parts of a plant in their local language and in English<br>• Explaining the functions |

- external parts of a flowering plant
- Labels parts of a flowering plant
- Discusses the uses of a plant
- Discusses the function of the different parts of the flowering plant
- Describes the structure of a seed
- Demonstrates how to plant
- Describes the process of planting
- Investigates the conditions necessary for germination
- Explains the uses of the different parts of a

- types, uses to humans
- Stems: functions, types, uses to humans
- Leaves: parts, functions, types, uses to humans
- Flowers: what they are, parts of a flower, functions of each part, uses of flowers to people
- Pollination: what it is , types, agents, importance
- Seeds: what they are, parts of a seed, function of each part
- Seed germination: definition (the development of a seed into a seedling), types of germination, conditions necessary for germination
- Experiment: observing and recording the growth of a plant
- Crop growing practices
- Clearing land (slashing, digging, ploughing)
- Planting (seed selection/seedlings, row planting, broadcasting,

- of the different parts of the plant
- Matching names with functions for the different parts of a flowering plant
- Demonstrating the usefulness of plants to humans: preparing flower bouquets, preparing leaves as food, making medicinal extracts from roots
- Demonstrates plant propagation either by the use of seeds or other vegetative parts
- Carrying out an experiment to find out the conditions for germination
- Participating in a debate about the usefulness and dangers of plants to man and the environment: topics like "The environment is nothing without plants", "Plants are a problem in the environment"
- Demonstrating the use

| flowering plant to people | transplanting) | of the different garden tools used at home |
|---|---|---|
| • Discusses the dangers of plants in the environment | • Caring for crops: weeding, pruning – root, branch, thinning, mulching, spraying, watering, drying, storing, harvesting, marketing, staking | • Demonstrating how to care for garden tools |
| • Names garden tools | • Crop rotation | • Establishing mini gardens and backyard gardens on the school's compound to learn about crop growing |
| • Explains the uses of garden tools | • Garden tools: hoe, slasher, panga | |
| | • Seed germination project | |

**Assessment guidelines**

1. Assess the learners' ability to demonstrate practices of caring for plants in the environment.
2. Assess the learners' ability to investigate the conditions for germination.
3. Assess the learners' competence of using and caring for different garden tools.

**Theme: THE WORLD OF LIVING THINGS**

TOPIC 2: **ANIMAL LIFE (18 PERIODS)**

18 PERIODS

**Introduction**: This topic is created from Theme 5, Term 2 of P.3 thematic curriculum. Animals are components of the environment. Some animals are kept at home while others live in the bush. Some walk, others crawl. Some swim while others fly. Some eat grass while others eat flesh. However, each animal is important in the environment, and we need to protect and take good care of them. This topic aims at making learners identify the different animals in their environment, their uses and how to care for them.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br>• explains the characteristics of animals (including birds and insects.<br>• identifies examples of animals and their habitats.<br>• classifies animals (including birds and insects).<br>• identifies ways of caring for animals.<br>• demonstrates ways of | • Characteristics of animals: the number of legs, type of feet, type of skin<br>• Classes of animals:<br>-In the air: birds, bats<br>-In the water: fish<br>-On land: cows<br>• Types of animals<br>-Domestic and wild animals<br>• Examples of domestic animals: cows, goats, rabbits<br>• Examples of wild animals: elephant, zebra, lion, hyena, giraffe<br>• Homes (habitats) of domestic animals: pig (sty), cattle (shed/kraal), dogs (kennels/dens/homes)<br>• Homes (habitats) of wild animals: forest, burrow (underground), nest<br>• Birds and insects | • Through nature walk, learners identify and group different animals in the environment (where they live, whether they are wild or domestic)<br>• Using whole class approach, learners explain the usefulness of the different animals in the environment<br>• Individually, learners demonstrate ways of caring for animals in the environment |

| caring for birds and other animals. | <ul><li>Domestic birds: hen, turkey, duck, pigeon</li><li>Wild birds: crow, kite, weaver bird, eagle, sparrow, crested crane (Uganda's national emblem)</li><li>Bat (is not a bird): has no feathers, does not lay eggs</li><li>Characteristics of birds: lay eggs, have wings and feathers, some fly</li><li>Habitats: nests, burrows</li><li>Insects: white ants, black ants, termite, bee, wasp, butterfly</li><li>**Characteristics of insects:**</li></ul>-Some move in groups (bees, black ants)<br>-Some have wings: locusts, butterfly, bees, wasps<br>-Some sting: bees, wasps<br>-Some bite: black ants<br>-Some do not have wings: termites, ants<br>-All have six legs<br>C**are for insects and birds and other animals**<ul><li>Caring for bees:<ul><li>provide a hive</li><li>plant flowers</li><li>provide water</li><li>provide something sweet</li></ul></li><li>Caring for domestic birds and other animals:<ul><li>protect their nests</li><li>protect their eggs</li><li>treat the birds</li></ul></li></ul> | |

|  |  | <ul><li>prepare their habitats</li><li>protect the birds</li><li>keep bird records</li><li>be kind to birds</li><li>participate in grooming</li><li>feed the birds</li><li>clean the animal habitats</li><li>prepare animal habitats</li><li>identify signs and symptoms of ill health</li><li>be kind to animals</li><li>keep animal records</li></ul><ul><li>Caring for wild birds and other animals:<ul><li>protect from hunters</li><li>discourage bush burning</li><li>avoid destroying forests and swamps</li><li>provide food, protection and medication for animals in protected areas like zoos</li><li>avoid poaching and unnecessary killings (hunting)</li></ul></li></ul> |  |
|---|---|---|---|

**Assessment guidelines**

1. Assess the learners' ability to correctly group animals using identified criteria.

2. Assess the learners' competences of demonstrating ways of caring for animals in the environment.

**3.** Assess individual learner's competence to identify different types of animals**.**

Theme: MATTER AND ENERGY

## TOPIC 3: BASIC TECHNOLOGY IN OUR SUB COUNTY/DIVISION

2**0 P**ERIODS

**Introduction:** This is Theme 1 Term Three in the standard P.3 curriculum. It provides learners with an understanding of the different things that exist in their environment, their sources and uses. The topic also enlightens them about the usefulness and the challenges in using these materials. This helps the learners to take appropriate care of these made items.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br><br>• names/signs artificial and natural materials.<br>• describes characteristics of natural and artificial materials according to colour, size, weight and | • The concept of technology<br>• Natural and artificial materials<br>• Natural materials: banana fibres, palm leaves<br>• Artificial materials: wire, plastics, straws<br>• Characteristics of materials in terms of texture, size, colour, weight (heavy/light)<br>• Collecting and displaying materials for use<br>• Processing and making | • Through nature walk, learners collect different materials in the environment<br>• Using small groups, learners classify the collected materials as artificial and natural materials<br>• Using pair work, learners compare different natural and artificial |

| | | |
|---|---|---|
| texture.<br>• identifies sources of natural materials.<br>• compares natural and artificial materials.<br>• describes how to make different things from natural and artificial materials.<br>• discusses uses of materials.<br>• identifies sources of artificial materials.<br>• classifies materials as natural and artificial. | things from natural materials: food, fibre, leaves<br>• Source: swamps, plantation, bush<br>• Products: mats, ropes, juice, salads<br>• Purpose: selling, eating, playing, learning<br>• Practical on making some materials:<br>  o Ropes from sisal<br>  o Balls and mats from banana fibres<br>  o Models from clay<br>  o Mats from papyrus<br>  o Juice from oranges, lemon, pineapples, passion fruit<br>• Making things from artificial materials<br>• Source: recycling<br>• Product: toy cars, toy bicycles, flowers, candles, bags<br>• Use: for children's play, for selling, for decoration, for wearing/ornaments<br>• Practical on making some materials: toy cars, toy bicycles | materials according to durability, difficulty in getting, ease of use, number of uses<br>• Making different things from natural and artificial materials: decorations, play materials, containers<br>• Demonstrating how to use the materials made above<br>• |

**Assessment guidelines**

1. Assess the learners' ability to identify natural and artificial resources in the environment.

2. Using written work, assess the learners' ability to describe uses of natural/artificial materials.

3. Using project work, assess the learners' competence to develop materials from natural/artificial materials.

**Theme: MATTER AND ENERGY**

# TOPIC 4:   ENERGY IN OUR SUB COUNTY/DIVISION (18 PERIODS)

**Introduction:** This topic is derived from Theme 12, Term 3 in the standard thematic P.3 curriculum. It is intended to develop appreciation and in-depth understanding of the learners on the different energy resources in their environment with the aim of enabling them to make good use of the available resources. Energy is a costly resource and a major source of environmental degradation. Learners need to understand where they get their energy from and how to reduce wastage of and environmental effects of energy use.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br>• explains the meaning of energy.<br>• identifies different types | • Meaning of energy<br>• Sources of energy:<br>- natural sources e.g. wind (for sailing boats, driving, windmill), water<br>- artificial sources e.g. fuel | • Identifying the common sources of energy in the community<br>• Classifying energy sources as artificial |

| of energy.<br>• describes the different sources of energy.<br>• demonstrates that air moves objects.<br>• discusses ways of saving energy.<br>• discusses the importance of saving energy, dangers of energy and ways of avoiding these dangers. | (diesel, petrol, wood, charcoal, paraffin)<br>Their uses:<br>- Electricity (in home, battery)<br>- Diesel/petrol – in cars and generators<br>- Paraffin – lighting and cooking, in refrigerators<br>- Wood/charcoal - cooking<br>- Hydroelectricity – factories, cars, lighting, homes/hospitals<br>• Ways of saving energy:<br>- Using energy saving stoves and bulbs<br>- Switching off electricity and appliances when not in use<br>- Putting out fire after use<br>- Planting trees<br>- Following instructions on proper use of energy<br>  • Importance of saving energy:<br>- minimising costs<br>- avoiding waste<br>  • Dangers of energy:<br>- Live wire<br>- Fire<br>- Strong wind | and natural<br>• Experiments to show that air moves things: kites, propellers<br>• Demonstrating practices of saving energy resources<br>• Making functional models of toys and other play materials that use different energy resources to function<br>• In small groups, learners discuss ways of saving energy |

|  | - Storm<br>- Drought<br>- Accidents<br> • Ways of avoiding dangers:<br>-planting trees to act as wind breaks<br>- avoid playing with fire<br>-avoid pushing nails into sockets<br>-do not play with electric wires<br>-use fire extinguishers<br>-make posters with warning messages or safety symbols |  |

## Assessment guidelines

1. Individually, assess the learners' competence to describe the different ways of saving energy resources.
2. Using written test, assess the learners' competence to name and categorise energy resources.

**Theme: The environment**

## TOPIC 5:  WEATHER IN OUR SUB COUNTY/DIVISION

20 PERIODS

**Introduction:** This is Topic 5 in Term One of the P.4 standard curriculum. The content from Theme 4 of P.3 Term One has been integrated in it. Learners

need to learn about weather, weather changes, and activities during particular weather conditions, weather forecast, weather instruments, rain formation, uses and dangers of the elements of weather and so on.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br><br>• describes weather and seasons.<br><br>• elements of weather (rainfall, wind, cloud, sunshine).<br><br>• describes the changes in the weather through the year.<br><br>• describes weather patterns and climate changes in different parts of the country.<br><br>• discusses the importance of weather. | • What weather and seasons are<br><br>• Changes in the weather<br><br>(sunshine, clouds, rain, wind, temperature)<br><br>• Air and the sun<br><br>• Air: concept of air and properties of air – weight, moves things (force), occupies space, can be felt<br><br>• Importance of air: for burning, for breathing<br><br>• Dangers of strong wind<br><br>• Experiments: how air occupies space, properties of air, air is needed for burning (oxygen)<br><br>• The sun: importance of the sun – dries things, | • Observing the skies of the day and describing what they see in the skies<br><br>• Referring to their memory to state other conditions of the skies on other days (weather conditions)<br><br>• Identifying topics and conducting debates on the different elements of weather e.g. "Rain is life", "Wind is a threat to the environment"<br><br>• Carrying out an experiment to show that air is needed for burning – closing a burning candle in a glass jar<br><br>• Observing clouds and describing their characteristics |

| | | |
|---|---|---|
| • explains the dangers of weather changes. | gives light, warmth, helps living things to grow | • Carrying out and observing the demonstration of the rain cycle |
| • uses a thermometer to measure temperature. | • Dangers of the sun: dries up water, destroys crops | • Establishing projects in the school to harvest and properly manage water |
| • demonstrates that air is needed for burning. | • Experiments: why plants need light | |
| • names the types of clouds. | • Water | • Making and using a weather chart |
| • describes types of clouds. | • How rain is formed (the water cycle) – water cycle; formation of rain drops (evaporation and condensation); types of clouds – how clouds affect the environment; how clouds bring changes in temperature | • Recording daily weather over a period (like one month) and using this information to describe the weather and economic activities for that month |
| • describes a weather chart. | | |
| • describes the rain cycle. | | |
| • makes accurate measurements of rainfall. | • Monitoring weather change | |
| | • Process of water cycle; measuring rainfall | |
| • names sources of water. | • How rain affects the environment; importance of rain on soil, animals; dangers of rain on soil, animals, | |
| • discusses | | |

| importance of water sources. ・ discusses ways of proper management of water. | plants ・ Managing water ・ Importance of water; sources of water; water harvesting; maintenance of water sources | |
| --- | --- | --- |

**Assessment guidelines**

1. Assess an individual learner's ability to record the weather at their respective homes over a period of one month. They should use this information to identify the best economic activities for that month.

2. Assess the learners' ability to improvise instruments such as a shadow clock, a windsock and wind vane for determining the elements of weather.

3. Assess as learners design and carry out projects in conservation and management of water resources in the school.

**Theme: The environment**

## TOPIC 6: MANAGING RESOURCES IN OUR SUB COUNTY/DIVISION

**20** PERIODS

**Introduction:** This topic is created from Theme 7 in Term 3 of the standard P.3 curriculum. This content was not covered due to the COVID 19 pandemic. This topic will equip learners with knowledge on how to utilise, manage and conserve resources in the environment.

Resources need to be used in a sustainable way for our own benefit and that of the future generation. This topic intends to increase the awareness of the learners and develop their skills in sustainable use of resources.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br><br>• names/signs basic resources.<br>• explains ways of saving resources.<br>• discusses why we save.<br>• explains how we keep and use records.<br>• names/signs things we spend on.<br>• discusses ways of spending wisely.<br>• identifies possible activities that generate | • Saving resources<br>• Concept of resources<br>• Basic resources: water, time, money, food<br>• Fuel: firewood, charcoal, gas, petrol, diesel<br>• Meaning of saving<br>• Ways of saving – in the bank, in safe boxes, proper use of materials, repairing, recycling, planting, preparing enough food, switching off power when not in use, proper budgeting<br>• Why we save – meeting needs, improving standards, avoiding wastage, for future use<br>• Keeping records on things used at home and school<br>• Spending resources<br>• Meaning of spending wisely - budgeting, | • By brainstorming learners identify things that they need daily to survive<br>• Working in groups, learners cost the materials that they need daily and compare them to the earnings of their guardians<br>• Individually, learners demonstrate record keeping of what they use daily for one week<br>• Using whole class approach, learners discuss ways of saving the resources that they use daily like firewood, charcoal, food, fuel, electricity, water, cooking gas, clothes, |

| | | |
|---|---|---|
| knowledge, skills, and money. <br> • explains the importance of projects. <br> • demonstrates establishing and managing projects. | negotiating, prioritising, comparing quality, comparing prices <br> • Keeping records <br> • Projects: activities carried out to get knowledge, skills or money <br> • Examples of projects: bee keeping, tree planting, poultry keeping, brick making <br> • Preparing for a project – money, time, space, knowledge/skills <br> • Managing a project – recording, commitment, checking, maintenance | books, money <br> • Establishing a sample project in the school and demonstrating record keeping, saving |

**Assessment guidelines**

1. Assess the learners' competence to keep records of their daily activities and practices for one week.
2. Using written exercises, assess the learners' competence to explain ways of saving resources.
3. Using whole group approach, assess the learners' competence to describe possible activities of saving resources in the environment.

**Theme: The Human Body**

# TOPIC 2.1:  The major Body Organs   13 PERIODS

**Introduction:** This is Topic 2 in Term 2 of the standard P.4 curriculum. It provides learners with an understanding of their internal organs and the functions of each organ. This helps the learners to take appropriate care of these organs.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br>• names/signs different organs of our body.<br>• States the function of the different organs of our body.<br>• Describes ways in which our body works.<br>• Draws and labels the different human body organs. | • Major organs of the human body:<br>**Eyes** – organ for seeing<br>**Brain** – for thinking, storing information<br>**Ears** – for hearing<br>**Urinary bladder** – for storing urine<br>**Lungs** – for breathing<br>**Liver** – for making harmful materials harmless<br>**Kidneys** – for producing urine<br>**Heart** – for pumping blood<br>• How the human body works:<br>– takes in food and oxygen<br>– uses food and oxygen to get energy<br>– removes waste | • Using think-pair-share, learners identify the internal parts of their bodies<br>• Using a model or a chart, learners identify the internal parts of the body<br>• Learners identify the approximate positions of the internal organs from an external perspective<br>• In groups, learners explain the functions of their internal organs<br>• Using preserved organ specimens, learners identify internal organs |

**Assessment guidelines**

1. Assess the learners' ability to identify internal organs of the human body.

2. Assess the learners' ability to explain how the human body works.

**Theme: Human Body**

# TOPIC 8: The teeth   10 PERIODS

**Introduction**: This is a Term Two topic in the standard P.4 curriculum. Oral health is important in maintaining our general health. The P.4 learners should be taught how to maintain oral health (oral hygiene). In this topic, learners will have an understanding of sets of teeth, types of teeth, functions of each type of teeth, the teeth structure (parts), care for teeth, teeth diseases and disorders.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br><br>• names the sets of teeth.<br>• describes the different types of teeth and their function.<br>• explains the functions of each type of tooth.<br>• draws different types of teeth and correctly labels them.<br>• identifies the diseases and | • Sets of teeth (milk teeth, permanent teeth)<br>• Types of teeth (canines, incisors, premolars and molars)<br><br>• Functions of teeth (cutting, tearing, grinding, chewing)<br><br>• Teeth structure (enamel, crown, neck, root)<br><br>• Care of our teeth (brushing, flossing, regular dental check-up, eating correct food, using | • Observing the jaws of a mammal and how the teeth are fixed<br>• Observing and classifying the different types of teeth<br>• Drawing and labeling<br>• the structure of different types of teeth<br>• Identifying the diseases and disorders of teeth |

| | | |
|---|---|---|
| disorders of the teeth. <br> • demonstrates how to brush the teeth correctly. <br> • practices habits that promote oral health. | toothpaste) <br><br> • Teeth diseases and disorders <br> (dental cavity, dental carries, tooth cracks, dental plaque, improper growth, broken teeth) | • Practising the correct way to brush teeth and maintain good oral hygiene <br><br> • |

Assessment guidelines

1. Using a practical approach, assess as the learners classify the different types of teeth.
2. Using written test, assess the learners' ability to explain the functions of each type of tooth.
3. Assess the learners' ability to demonstrate some of the best practices of caring for teeth.

**Theme:  The human Health**
# TOPIC 9:  Personal Hygiene          **18** PERIODS

**Introduction:** This is a Term One P.4 topic in the standard curriculum. It provides learners with an understanding of how to keep their bodies clean, why they keep their bodies clean and things they need to clean the body, clothes and beddings. At this level you need to encourage the learners to continue to develop desirable habits for good personal hygiene.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br><br>• explains why we need to keep clean.<br>• identifies ways of keeping clean.<br>• demonstrates keeping clean.<br>• discusses what can go wrong if we do not keep clean. | 1. Importance of keeping our bodies clean (remove dirt, remove germs, avoid bad smell, keep healthy, keep smart)<br>2. Ways of keeping clean<br>3. Things used for keeping our body clean<br>4. Keeping bedding and clothing clean | • Learners share their experiences of friends who do not keep their bodies clean<br>• Learners brainstorm on the importance of keeping the body clean<br>• Learners demonstrate the best practices for keeping the body clean<br>• Using whole class approach, learners brainstorm about the materials for keeping the body |

| | | clean |
|---|---|---|

**Assessment guidelines**

1. Orally or using a written test, assess individual competence on explaining the importance of keeping clean.
2. Using a skit, assess the learner's ability to demonstrate correct practices in keeping their bodies clean.
3. Assess individual learners' ability to identify materials used in keeping the body clean.

**Theme: The Human health**

# TOPIC 10: Our Food                    16 PERIODS

**Introduction:** This is Topic 1 in Term 2 of the P.4 standard curriculum. Food is important for the growth and development of living things. We need food with various food values. We need to feed on a variety of foods. This topic provides learners with an understanding of classes of food, food values, uses of food in the body, deficiency diseases, and preparing different dishes, how food gets contaminated and how to prevent food from contamination.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br><br>• identifies classes of food and their values.<br>• describes | • Classes of food: Carbohydrates, fats, Vitamins and minerals, proteins, water, roughage<br>• Uses of food to the body (growth, energy, | • Learners collect and bring samples of the foods they eat to school. These can be displayed in the nature section<br>• Grouping foods into the |

| | | |
|---|---|---|
| the uses of food to the body. | protection) | different classes of foods |
| • Describes how food gets contaminated | • Deficiency diseases (night blindness, kwashiorkor, marasmus, goitre, beriberi, scurvy, rickets) | • Making a guided tour of the nearest market to collect information on the foods sold in the markets |
| • Practices proper handling of food. | • How food gets contaminated (dirty hands, dirty containers, dusty or dirty surrounding, flies) | • Identifying the common contaminates of food |
| • Identifies some deficiency diseases. | • Prevention of food contamination (cooking well, covering food, serving in clean containers, serving in clean environment, preparation of simple dishes using local food) | • In small groups, discussing how food gets contaminated |
| • Prepares local dishes using common foods in. the community | | • Demonstrating practices to keep food safe from contamination |
| | | • Making materials that help keep food safe: food covers |
| | | • Preparing at least one local dish using indigenous technology |
| | | • Relating the different food values to their deficiency diseases |

Assessment guidelines

1. Using group work, assess the learners' ability to demonstrate correct practices in keeping food safe from contamination.
2. Using the project method, assess the learners' ability to prepare local dishes.
3. Using a written/brailled exercise, assess the learners understanding of deficiency diseases (their cause, signs and symptoms).

# SCIENCE : TERM 2

### Theme: The human health

## TOPIC 11: Sanitation      25 PERIODS

**Introduction:** This is Topic 4 in Term 2 in the standard P.4 curriculum. It provides learners with an understanding of keeping the surroundings clean and the different reasons for keeping the environment clean. Learners should be equipped with skills to handle sanitation challenges. In this topic, the learners will also learn about germs and diseases, building from the knowledge learnt in Primary Three.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br><br>• states what sanitation is.<br>• discusses the importance of proper sanitation.<br>• Explains what germs are.<br>• discusses how germs are | • What sanitation is<br>• Importance of good sanitation in our environment<br>• Germs and diseases<br>  – what they are<br>  – where they are found<br>  – how | • Sharing experiences of waste disposal in their communities<br>• Walking around the school to identify areas for disposal of waste, the toilets, the urinals<br>• Observing and recording the uses of these areas<br>• Identifying whether or not these areas are properly used<br>• Showing a video of the 4Fs germ pathway: https://www.youtube.com/watch?v=YBGsoimPXZg<br>• Demonstrating ways of protecting themselves against germs especially proper hand washing procedures, smoking latrines, burning rubbish, spraying with insecticides, sweeping the compound |

| spread. • describes the different ways of maintaini ng proper sanitation . | they are spread <br> – the 4Fs germ path <br> – How they cause rotting <br> • Ways of protecting against germs and diseases in the environme nt, at school and in the homes | • Using the whole class approach, learners describe ways diseases spread |
|---|---|---|

**Assessment guidelines**

1. Set up projects within the school where learners take part in maintaining sanitation. Observe and record the success of these projects and the participation of individual learners in the projects.

2. Assess the learners' competence on explaining how diseases are spread and importance of sanitation through written/brailed assessment.

## SCIENCE: TERM 3

**Theme: Human health**

# TOPIC 12: COMMUNICABLE INTESTINAL DISEASES AND WORM INFESTATION 25 PERIODS

**Introduction:** This is Topic 1 in Term 3 of the standard P.4 curriculum. It provides learners with an understanding of diarrhoeal diseases, causes of intestinal communicable diseases and how they are spread, different kinds of worms, their signs and symptoms and how they can be prevented.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br>▪ identifies diarrhoeal diseases.<br>▪ describes the causes of diarrhoeal diseases and how they can spread.<br>▪ demonstrates how to mix and administer oral rehydration solution (ORS) and make salt- | • Diarrhoeal diseases:<br>  – diarrhoea, dysentery, cholera, typhoid<br>• Causes of intestinal communicable diseases:<br>  – bacteria, virus, protozoa , worms<br>• How some common intestinal communicable diseases are spread through 4Fs<br>• Signs and symptoms of common intestinal communicable diseases (diarrhoea, dysentery, cholera and | • Sharing experiences of diarrhoeal diseases (stories about diarrhoeal diseases)<br>• Watching videos of diarrhoeal diseases<br>• Demonstrating how to make an Oral Rehydration Solution and Salt Sugar Solution<br>• Demonstrating practices that prevent the entry of worms in the body<br>• Acting/signing a skit on how worms enter the body, their effects on the body and how to treat worm infestations |

| | | |
|---|---|---|
| sugar solution (SSS). <br> ▪ identifies types of worms. <br> ▪ explains how worms enter the body. <br> ▪ describes signs and symptoms or worm infestations. <br> ▪ describes treatment of worms and intestinal diseases. | typhoid) <br> • Treatment and prevention of common communicable diseases: <br>   – Mixing and administering ORS <br>   – Eating well-prepared foods <br>   – Drinking boiled water <br>   – Proper personal and food hygiene <br>   – Seeking medical advice <br> • Worm infestation <br>   – Tape worms <br>   – Round worms (hookworms, askaris) <br>   – Thread worms (pin worms) <br> • Signs and symptoms of worm infestation <br> • Treatment and prevention of worm infestations: <br>   – Eating well-cooked meat <br>   – Wearing shoes or sandals <br>   – Washing foods eaten raw | |

**Assessment guidelines**

1. Observe and record as learners prepare Oral Rehydration Solution and/or Salt Sugar Solution.
2. Assess the learner's individual ability to identify diarrhoeal diseases and their causes.
3. Assess individual learners' participation in a skit about prevention of diarrhoeal and intestinal diseases.

**Theme: Theory and Practice of Physical Education**

# TOPIC 13: Vectors and Diseases   20 PERIODS

**Introduction**: This is Topic 2 in Term 3 in the standard P.4 curriculum. The topic helps learners to identify common vectors in their communities. It is intended to increase learners' awareness about disease vectors and how to control or prevent them.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br><br>▪ names/signs some disease vectors.<br>▪ states the characteristics of some disease vectors.<br>▪ describes the life cycle of some vectors.<br>▪ explains | • Common vectors: bed bugs, cockroaches, ticks, fleas, houseflies, mites, rats, lice, mosquitoes, and tsetse flies<br>• Characteristics of disease vectors:<br>  o Their body structures<br>  o Their habitat<br>  o Their feeding habits<br>• The life cycle of mosquitoes, cockroaches, houseflies, and tsetse | • Capturing vectors in their environment<br>• Observing external parts of vectors they captured or brought to the classroom by the learners and teacher<br>• Drawing and labeling the external parts of the common vectors<br>• Sharing their experiences about common vectors (houseflies, mosquitoes, cockroaches)<br>• Observing, recording and reporting about common |

| | | |
|---|---|---|
| how vectors spread disease. | flies | vectors and their habits |
| ▪ identifies the diseases spread by the vectors. | • How vectors spread diseases: bites, dirty body, dirty environment | • In whole class approach, learners discuss the diseases spread by the vectors (name, signs and symptoms) |
| • practises correct prevention and control of diseases spread by vectors. | • Prevention and control:<br>  o Proper hygiene<br>  o Covering food<br>  o Spraying<br>  o Biological control<br>  o Sleeping under mosquito nets | • Demonstrating ways of controlling the diseases spread by common vectors: spraying insecticide, proper use of a mosquito net and so on |
| • names/signs what causes HIV/AIDS. | | • Acting/signing a skit on the causes, prevention of HIV/AIDS in the community |
| • explains ways in which HIV/AIDS spreads. | | |
| • discusses the effects of HIV/AIDS. | | |
| • explains ways of caring for HIV/AIDS patients. | | |

## Assessment guidelines

1. Assess the learners' ability to identify and describe the life cycles of different common vectors.
2. Assess the learners' ability to demonstrate effective methods of controlling the diseases spread by the common vectors. Assess the learners' participation in the skit and their understanding of the skit.
3. Using the project method, assess the learners' ability to participate in activities that control the spread of diseases caused by common vectors.

**Theme: Human health**

# TOPIC 14: Accidents, poisoning and first aid

18 PERIODS

**Introduction:** This is Topic 3 in Term 3 of the standard P.4 curriculum. Accidents are common occurrences in the lives of children. This is partly due to their poor coordination of body organs, playfulness and their inadequate experiences in the harmful effects of objects in their surroundings. This topic intends to increase the awareness of the learners about the causes and effects of accidents and equip them with skills to support victims of accidents

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br>▪ names/signs the common accidents and poisoning at home, on the way to, from and at school.<br>▪ states causes of accidents | 1. Accidents at home, on the way to, from school and at school:<br>– Types of injuries<br>– Causes<br>– Ways of preventing accidents<br>– Safety rules on the road<br>2. Poisoning: | • Brainstorming about accidents and poisoning at home, on the way to, from and at school<br>• Demonstrating ways of preventing accidents at home, on way to, from and at school |

| | | |
|---|---|---|
| and poisoning. <br> ▪ demonstrates correct practises to avoid accidents. <br> ▪ practises habits, which help to avoid accidents and poisoning at home, on the way to, from and at school. <br> ▪ demonstrates how to care for an injured person. <br> ▪ describes how to take care of a person who has taken poison. | – Causes of poisoning <br> – Prevention of poisoning <br><br> 3. First Aid Kit: <br> – Components <br> – Uses of components <br> – Giving First Aid | • Demonstrating ways of administering first aid to a casualty <br> • Establishing projects in schools to reduce accidents at school <br> • Collecting local materials that can be used to carry out First Aid in the community |

**Assessment guidelines**

1. Assess an individual learner's ability to identify common accidents, causes and prevention.
2. Assess the learners' competence to administer First Aid to an accident casualty.
3. Design and allow learners to carry out activities to ensure that the homes and schools are safe from accidents.

**NCDC**
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

Theme: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS

## TOPIC 15: GROWING CROPS          20 PERIODS

**Introduction:** This is Topic 2 in Term 1 in the standard P.4 curriculum. The topic is intended to develop learner's appreciation for and competences in crop growing. The learners are exposed to appropriate practices in crop growing. The teacher is urged to adopt a practical approach to the teaching of this lesson. Learners need to be provided with small plots of land where they demonstrate proper practices in crop growing. Co-curricular activities like the Young Farmers Club can help reinforce the competences developed in the classroom.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br><br>• identifies common crops in the community.<br>• groups the common crops as perennials and annuals.<br>• draws and labels annual crops.<br>• identifies common tools, equipment and materials used in | • Common crops (maize, sorghum, peas, groundnuts, bananas, beans, cassava, coffee, tea, cotton)<br><br>• Groups of crops:<br>- Perennial crops: coffee, tea, bananas.<br>- Annual crops: maize, sorghum, peas, groundnuts, cassava, beans, cotton<br>• Garden tools, equipment, and materials: hoes, spade, | • Using excursion, identify the common crops grown in their community<br>• Visiting to a nearby market to identify the common crops sold in the market (distinguishing between those grown locally and those imported from other parts of the country)<br>• Demonstrating how |

growing annual crops.
- describes the uses of common tools, equipment and materials.
- draws and labels common tools and equipment.
- identifies crop growing practices.
- describes crop growing practices.
- demonstrates some of the crop growing practices.
- identifies some common signs of disease damage in crops.
- describes some signs of pests and diseases and pest damage in crops and ways of controlling them.

rake, wheelbarrow, pegs, shovel, pickaxe, hand fork, pangas, watering can, string, garden fork, trowel, secateurs, pruner, axe, pail, jerry can, sprayer and knives
- Crop growing practices: land clearing, ploughing, seed selection, planting, gap filling, weeding, thinning, mulching, manuring, drying, transplanting, pruning, spraying, record keeping, harvesting, storing, watering
- Common signs of pest and disease damage in crops:
  – Holes in leaves, fruits and stems of crops
  – Spots on leaves, fruits, seeds, roots and stems of crops
  – Change of colour in leaves, fruits and stems
  – Rotten plant parts
  – Deformed plant parts

to use the garden tools that are commonly used in the community
- Demonstrating ways of caring for garden tools
- Setting up a project of growing vegetables in the school garden
- Demonstrating correct crop growing practices on the demonstration farms
- Demonstrating correct practices of pest control

|  | • Ways of controlling pests and diseases in the garden: spraying, cleaning seeds, planting clean seeds, uprooting diseased crops, timely weeding, early planting, use of scarecrows |  |
|---|---|---|

## Assessment guidelines

1. Assess an individual learner's ability to demonstrate practices in crop growing.
2. In small groups, assess the learners' competences in setting up vegetable gardens within the school by for example, using urban farming strategies.

**Theme: SCIENCE IN HUMAN ACTIVITIES AND OCCUPATIONS**

# TOPIC 16: KEEPING RABBITS          20 PERIODS

**Introduction:** This is the last topic in the standard P.4 curriculum. The topic develops learners' competences in and appreciation of keeping rabbits as a viable livelihood activity. Where possible, the teacher needs to establish a demonstration farm in the school for learners to practise rabbit keeping by feeding the rabbits and ensuring sanitation, vaccination and treatment of the rabbits.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| The learner:<br><br>▪ names the external parts of a rabbit.<br><br>▪ names different types of rabbits and their uses.<br><br>▪ compares the different types of rabbits.<br><br>▪ constructs a hutch for rabbits.<br><br>▪ describes breeding habits of rabbits.<br><br>▪ names/signs common diseases of rabbits.<br><br>▪ practices the control, prevention and | • Types and uses:<br>  – Types: local, exotic<br>  – Uses: meat, manure, money, skin for making bags and belts<br><br>• Construction of rabbit hutch (housing)<br><br>• Management practices (keeping rabbits)<br>  – Feeding rabbits<br>  – Breeding rabbits<br>  – Hygiene<br>  – Common diseases: ear canker, flu, cold, coccidiosis, pneumonia, snuffles, fleas, mites, ticks<br><br>• Control and treatment of diseases of rabbits<br><br>• Keeping rabbit records | • Visiting a rabbit farm within the school's community<br><br>• In case the school has a rabbit farm, the learners should visit the farm<br><br>• Constructing a rabbit hutch<br><br>• Demonstrating correct practices in rabbit keeping<br><br>• Setting up projects of rabbit keeping<br><br>• Demonstrating practices of control of pests and diseases of rabbits |

| | | |
|---|---|---|
| treating of rabbit diseases. | | |
| ▪ demonstrates skills in keeping rabbits. | | |

**Assessment guidelines**

1. In groups, assess the learners' ability to construct hutches for rabbits.
2. Individually, using the schools farm, assess the learners' ability to take care of rabbits.
3. Using the project method, assess the learners' ability to establish and manage rabbit farms (either in school or at home). This may involve home visits by the teacher.

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# SOCIAL STUDIES

## General Background

The outbreak of COVID-19, caused disruptions of schooling, and shut down schools across the country. . Even though government deployed distance learning programs to ensure continuity in learning, its impact was limited.  As a mitigation measure to recover from the loss of learning, the curriculum has been adapted and reorganised to allow for flexible promotion of learners who missed school because of the Covid-19 pandemic or illness. The Curriculum content has been reorganised by teasing out the critical concepts and competences that should not be left out at a given level. This has been done by identifying key concepts under each theme/topic that need to be covered as essential for progression to the next class. The adaptation of the content has been based on consideration of what is critical to be covered at the current level as a foundation for building on at the subsequent levels. The curriculum and teaching methods have been adapted to suit learners' ability and reflects gender and inclusive perspectives.

Learning assessments and examinations serve different but critical functions. Learning assessments aim to gather information on what learners know, understand, and can do, whereas examinations are used to certify or select learners in a given grade or age for further schooling, training or work. In particular, national examinations can determine learners' ability to progress further in their education and inform decisions on tracking learners. Therefore, examinations are not recommended during this period of schooling. We shall focus on formative assessment only.

**Remediation**

As a result of lower levels of learning during school closures, many children are at risk of returning to school without having properly assimilated the course content required of their grade. In these cases, remedial instruction will be required to get children back on track. During    the first two weeks of school opening, remedial lessons will be conducted. In remediation, teachers will try to correct a deficit rather than teach learners to cope with the deficit. Through remediation activities or lessons, teachers will help learners improve their skills through direct instruction. Remedial instruction will be focused on the specific concepts which were covered at the time when learners were at school. Remediation strategies include re-teaching, using alternative instructional strategies, task analysis, additional practice and one-on-one tutoring. This will be the springboard to prepare learners for new content and awaken their memories which Covid-19 has greatly disrupted. The following themes/topics will be considered for remediation; primary four, peace and security in our sub- county/division, child rights and obligations, culture and gender and livelihood in our sub-county/division primary five; how to meet people's needs in our district

# SOCIAL STUDIES: TERM 1

## TOPIC/THEME: PEACE AND SECURITY IN OUR SUB-COUNTY / DIVISION

### INRODUTION

This theme helps learners to understand what peace is and its importance in our communities. Peace is a concept which builds on societal friendship and harmony.  Hostility and violence should not be part of our lifestyles. In a social sense, peace is commonly used to mean a lack of conflict and freedom from fear of violence between individuals or groups. Peace and security are essential factors of human life. A peaceful and secure environment is critical to every community since it affects all aspects of economic and social development.

**Learning outcome:** The learner should be able to appreciate harmonious living and participate in promoting purposeful development in society.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| • State ways of promoting Peace and Security<br><br>• Discuss the causes and effects of Insecurity | • Food in our homes.<br>• Laws and order<br>• Traditions, beliefs and customs from different cultures<br>• Importance of promoting peace and security.<br>• Causes:<br>- poverty,<br>- ignorance, misunderstandings/ conflicts and diseases,<br>- drunkard ness,<br>- famine,<br>- theft, | Ask the learners to:<br>- narrate traditional stories related to promotion of peace<br>- identify common misunderstandings at home and school<br>-<br>- describe the effects of |

| | | |
|---|---|---|
| | - unfairness, <br> - misbehaviour, <br> - child abuse, <br> - immorality, <br> - corruption and defilement. <br><br> • Effects**:** <br> - street children, <br> - taking drugs, <br> - death, <br> - hunger, <br> - poor health, <br> - stigma, <br> - divorce, <br> - school drop out <br> - Drunkard ness, <br> - cultural practices, <br> - separation of families, <br> - death of both parents, <br> - wars, | insecurity <br> - <br> - explain how to avoid the causes of insecurity |

**Competences for Assessment**

- Identifying the common misunderstandings at home and school.

- Writing ways of promoting Peace and Security.

- Explaining the causes of Insecurity in our sub-county/division.

- Describing the effects of insecurity in our sub-county/division.


# CHILD RIGHTS AND OBLIGATIONS

**INRODUTION**

It is important for learners to know their rights so that if people try to mistreat them, they cannot accept. Remember that any responsible person knows what his/her rights are and respects the rights of others. Being responsible

means, learners can care about other people's rights. For example; every child has the right to live with his/her parent, every child has the right to be cared for and every child has the right to basic needs among others.

Additionally, learners should grow knowing that they have to perform certain duties as children. These may include; respect their parents, teachers, elders and love youngsters, pay attention to personal hygiene, help people in need, sharing things with others, use polite language, study, play, eat and sleep at the proper time.

**Learning outcome:** The learner understands and appreciates the relevance of her/his rights and obligation, knows the causes, effects and ways of avoiding them.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| • Discuss the causes of child abuse<br>• identify ways of child abuse<br>• State the effects of child abuse<br>• Discuss ways of avoiding child abuse | • Causes of child abuse<br>- Drunkard ness,<br>- cultural practices,<br>- separation of families,<br>- death of both parents,<br>- wars,<br>- ignorance,<br>- poverty<br><br>• Ways of child abuse<br>- Exposure to pornography<br>- Defilement,<br>- denial of basic needs e.g., | • Ask learners to:<br>- describe the consequences of child abuse.<br>- demonstrate ways of avoiding child abuse.<br>- role play on reporting incidences related to child abuse. |

|  | food, clothes, |  |
|---|---|---|
|  | - child battering, |  |
|  | - child neglect, |  |
|  | - child labour, |  |
|  | - rape. |  |
|  |  |  |
|  | • Effects of child abuse. |  |
|  | - Being on streets, |  |
|  | - lack of food, |  |
|  | - early pregnancies, |  |
|  | - acquire diseases HIV/ AIDS / STD, |  |
|  | - being neglected, |  |
|  | - being exploited, |  |
|  | - drop out from school, |  |
|  | - lack of shelter, |  |
|  | - retarded growth and development, |  |
|  | - malnutrition, |  |
|  | - disability, |  |
|  | - child trafficking, traumatization, |  |
|  | - stigmatization, |  |
|  | - moral degeneration |  |
|  |  |  |
|  | • Ways of avoiding child abuse |  |
|  | - Walking in groups, |  |

|  | - avoiding gifts from strangers |  |
|  | - avoiding lifts from strangers, |  |
|  | - timely reporting to elders, L.Cs, police |  |
|  | - descent dressing, |  |
|  | - sensitizing parents, |  |
|  | - avoiding moving out at night and to dark place, |  |
|  | - avoiding bad groups/peers, |  |
|  | - engaging in constructive work, |  |
|  | - keeping in school, |  |
|  | - helping parents. |  |

**Competences for assessment**

- Explaining the causes of child abuse in our community
- Describing consequences/ effects of child abuse.
- Demonstrating ways of avoiding child abuse.
- Explaining ways of avoiding child abuse

## CULTURE AND GENDER

### INTRODUCTION

This theme focuses on culture and how we can preserve it. Cultures tells us how men and women think about themselves within their gender role. Both girls and boys should grow up knowing that all people are equal and have roles they can play. This will help a child to grow up and reflect on those same attitudes in their own relationships and behaviour. Gender is an

important consideration in development. It is a way of looking at how social norms and power structures impact on the lives and opportunities available to different groups of men and women.

**Learning outcome: The learner** understands, demonstrates and appreciates the different gender related issues and cultural practices for harmonious living.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| • Explain the Importance of traditions and customs.<br>• Identify ways of promoting and preserving culture | • Importance of traditions and customs.<br>• Promotion of societal values e.g., for:<br>- identity,<br>- moral development,<br>- learning purposes,<br>- unity / cooperation,<br>- prestige,<br>- continuity / heritage<br>• Ways of promoting and preserving culture, Music, Dance and Drama<br>- Sharing roles and responsibilities.<br>- documenting/recording<br>- Tree planting,<br>- Practicing traditional education.<br>- Initiation.<br>- Introduction marriage.<br>- Enthronement / installation / | • Ask the learners to:<br>- Explain ways of promoting and preserving culture.<br>- Narrate the importance of respecting and appreciating cultural norms.<br>- Identify cultural responsibilities that can be shared. |

| | | |
|---|---|---|
| | coronation. | |
| | - Attending funerals respecting cultural norms. | |
| | - Planting traditional medicinal plants. | |
| | - Cultural retreats | |
| | - use of local languages / poems / proverbs / folk tales | |
| | - through dressing such as traditional wear | |
| | - preserving and visiting cultural sites | |
| | • Dangers of some cultural practices - Spread of diseases e.g., HIV / AIDS e.g., through use of - unsterilized instruments. - sharing sharp objects. | |
| | - Human sacrifices | |
| | - Death | |
| | - Witch craft | |
| | - Cannibalism | |
| | - Immorality | |

**Competences for assessment**

- Explaining ways of promoting and preserving culture.

- writing the importance of respecting and appreciating cultural norms

- Identifying cultural responsibilities that can be shared in our community

# LIVELIHOOD IN OUR SUB-COUNTY/DIVISION

**INTRODUCTION**

This theme introduces learners to the different activities people do to earn a living. These activities include; gathering of materials for building and crafts, fuel wood collection, clay and sand mining, car washing, carpentry, trading and practicing agriculture.

Most people in our communities entirely depend on growing crops for food and livestock production. Food Crops grown include, cassava, bananas, sweet potatoes, beans, maize among others and the major cash crops grown are coffee, sugar cane, cotton, tea and oil palm. Animals reared include; cows, goats, sheep among others. Poultry is also practiced by people in our communities.

**Learning outcome:** The learner understands and appreciates the benefits of work and production and the factors that cause migration in the society.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| • Identifies activities carried out in our Sub-County / Division <br><br> - | • Activities carried out in our Sub- County / Division Examples <br> - Trading, lumbering, fishing, keeping animals, crop growing, mining, teaching, carpentry, building, tailoring, cookery, weaving, knitting, hotel services, brewing, hair dressing, music, dance and drama, transport, modelling | • Ask the learners to: <br> - identify activities carried out in the sub-county / division. <br><br> - explain how some of the activities are carried out. |

| | | |
|---|---|---|
| | (brick making, pottery), secretarial work.<br><br>- Sculpture<br>- Black smithing<br>- Wood work | |
| - Discusses the Importance of activities carried out in our Sub-County / Division | • Importance of activities carried out in our Sub-County / Division<br>- Employment (jobs)<br>- Getting enough food.<br>- To get money.<br>- Teaching<br>- Provision of services.<br>- Availability of essential commodities e.g., milk, sugar, food.<br>- Improved quality of life<br>- Tourism | - discuss about the importance of different activities done in our sub-county / division.<br><br>- discuss the importance of some of the essential commodities found in the sub-county / division. |

## Competences for Assessment

- Identifying activities carried out by people in the sub-county / division.

- Explaining how some of the activities are carried out

- Telling the importance of different activities done in our sub-county / division.

- Writing the importance of some of the essential commodities found in the sub-county / division

# LOCATION OF OUR DISTRICT

**INTRODUTION**

Learners need to know the name of their district, its location and size in relation to number of sub-counties, counties, divisions/municipalities. Learners are not expected to memorize all the sub-counties, counties and divisions, but perhaps they should know the neighbouring sub-counties and counties. Learners can find out this information through research and readings from atlases. This topic will enable learners to relate what they studied in P.3 (the sub-county) to the district which is a more distant environment. Teachers should bear in mind that counties are not part of the main administrative structure of the district. They are only integral structures in some localities. Use of resource persons is very important in this topic.

**Learning Outcomes:** The learner should be able to demonstrate an understanding and use of map making and map reading skills to interpret information, and explore and know one's immediate and distant environment and the interactions of human and other factors.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| - Locates his/her district on the map of Uganda<br>- Locates important places in his/her district | - Location of our district, sub-counties and counties/municipalities.<br>- Important places in our district - towns, district headquarters, hospitals, health centres, markets, churches/mosques and roads. | - Ask the learners to:<br>- locate his/her district on the map of Uganda.<br>- name the sub-counties, counties, and municipalities in the district.<br>- draw a map of the district.<br>- Visit some important places<br>- Observe and record down what is happening in these important places. |

| | | - compile a reports on what they have observed. |
|---|---|---|
| | | - model some of these important places. |

### Competences for assessment

- Drawing the map of the district and writing the names of the main towns and other important places
- Naming the neighbouring districts.
- Locating important places in our district

## PHYSICAL FEATURES IN OUR DISTRICT

**INTRODUTION**

The learners should explain what physical features are, locate them on the map of the district, and describe their importance and how they affect people and other living things. Learners should explain and discuss the relationship between the physical features, people and other living things. This topic will also lead the learners to develop skills of using and caring for the physical features. It is important that learners are given opportunity to examine any local feature and talking to people living around it. Learners should realize that physical features are natural resources which people in the district use to earn a living.

**Learning Outcome: The** learner **explores**, understands and appreciates the value of his/her immediate and distant environment for better health and harmonious living.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| • State the examples of physical features<br>• Explain the dangers of different physical features<br>• Discuss ways of caring for physical features | • Location of physical features in our district - rivers - lakes and dams - hills - mountains - valleys - rift valleys – plains<br>• Uses of physical features<br>- Usage<br>- Fishing, stones, source of water, minerals and farming<br>• Dangers of different physical features.<br>- Landslides, soil erosion, harboring bad people, floods, keep vectors.<br>- Caring for physical features - Avoid pouring dirty things into lakes and rivers.<br>- Using physical features carefully<br>- Covering with soil in the areas where bricks have been made and where sand has been dug out. - Plant crops that keep water within the features. | • Ask the learners to:<br>- draw the map of the district and show the main physical features.<br>- visit some of these physical features in the neighborhood and observe them.<br>- discuss the uses of these physical features in groups.<br>- Listen to the resource person and retell stories about physical features.<br>- compose songs and rhymes about the uses and dangers of physical features.<br>- identify solutions for dangers caused by physical features.<br>- clear areas leading to the water source and around the water sources.<br>- discuss with parents on how to care for physical features<br>- Practice ways of caring for physical features in their community |

**Competences for assessment**

- Discussing the importance of physical features.

- Identifying and practicing ways of caring for the physical features.

- Identifying dangers caused by physical features.

- Discussing solutions to dangers caused by physical features.

# SOCIAL STUDIES: TERM 2

## TOPIC 1: VEGETATION IN OUR DISTRICT (25 Periods)

**INTRODUCTION**

This topic introduces learners to the land cover called vegetation. In the process of learning about vegetation around their school and district, learners will be given an opportunity to visit, study and identify different types of vegetation, their importance to people and other living things. In addition, learners should be helped and supported to develop skills of caring and preserving vegetation to benefit people and animals.

**Learning Outcomes,** The learner should be able to understand and appreciate the value of vegetation for better living, and plants, cares and uses of different types of vegetation correctly.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| • Identifies Natural and planted vegetation <br> • Identifies activities that people do which affect vegetation <br> - <br> - <br> • Identifies ways of caring for the vegetation <br> - | • 1. Examples of vegetation: - Forests - Swamps - Shrubs - Grass – Crops and trees. <br> • 2. How people affect vegetation: - Making bricks - Construction of roads - Building houses for settlement, building industries - Clearing bushes and forests for crop growing mining | • Ask the learners to: <br> - visit different vegetation areas near the school. <br> - compare the natural and planted forests. <br> - identify areas at school and at home where vegetation has been destroyed by people's activities. <br> - plant trees and grass in school compound and at home <br> - make nursery beds for |

| | | tree seedlings. |
|---|---|---|
| | • Caring for the vegetation: - Watering them. - Add manure - Trimming them, spraying using pesticides. | - trim fences, flowers and trees. |
| | | - slash compound at school and home. |

**Competences for assessment:**

- Identifying three ways of caring for vegetation in the school compound.

- Giving two reasons as to why vegetation should be cared for.

- Practicing ways of caring for the vegetation. (Planting trees, flowers, shrubs sand hedges).

- Identifying three plants which provide medicine, plant them at home and care for them.

# PEOPLE IN OUR DISTRICT

**INRODUCTION**

The environment is made up of two components that is the physical and social environments. People and what they make constitute the social environment. The learners should know the major tribes in the district and the number of people found there. This topic is meant to help learners study about the people found in their districts, their activities as well as social and political organization. Learners should also know how their district develops and what social activities are carried out in the district.

**Learning Outcomes:** The learner should be able to promote and practice desirable values in the society and shows respect for his/her own culture and other cultures, and understand the importance of interdependence among people within the district and other districts

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| • Identifies factors that determine settlement patterns in the district today<br>• Discusses various types of work done by people in our district<br>• Identifies social activities people engage in<br>• Discusses the importance of social activities | • Factors influencing settlement patterns in our district include: - soil fertility - reliable rainfall - trade - jobs - enough food - good security/peace - availability of social services like education, water, good roads, health care and others.<br>• Types of work: - fishing - farming - pottery - brick laying - craft working - trading - teaching - office work, carpentry and others<br>• Types of social activities: in our district<br>- Introduction in marriages<br>- Weddings<br>- Naming of children | • Ask the learners to:<br>- discuss with parents why some places have more people than others (Report the findings to class).<br>- write down factors contributing to people's settlement patterns. (Children display their work in class).<br>- model land weave different things made by people in their locality, e.g., pots, mats, baskets.<br>- prepare gardens and planting crops in the school garden.<br>- demonstrate some of the social activities<br>- discuss the importance of social activities to the people<br>- recite rhymes on some social activities.<br>- sing songs on some social activities (according to the locality).<br>- participate during any social activity in the community. |

| | | |
|---|---|---|
| | - Circumcision | - sing cultural songs connected to work and social activities. |
| | • Importance of social activities. | - attend/participate cultural fashion show. |
| | - They keep different families together. | |
| | - They promote, culture, e.g., language, feeding, dressing. | |
| | - Unite people. | |
| | - They promote acceptable behaviour. | |
| | - Promoting working together | |
| | - Strengthen family clan ties and norms | |

## Suggested competences for assessment

- Identifying factors that determine settlement patterns in the district today

- Describing various types of work done by people in our district

- Identifying social activities people engage in

- Discussing the importance of social activities

- Describing the social and economic set up of the people in the district

- Identifying main factors that contribute to people's quality of life.

# SOCIAL STUDIES: TERM 3

## TOPIC 1: LEADERS IN OUR DISTRICT

**INTRODUCTION**

This topic introduces learners to different groups of leaders in the district. It also shows the administrative structure of different leaders which include political, civic, cultural, religious and voluntary leaders. Some leaders are elected by people, appointed by government some inherit leadership from their ancestral leaders and yet others volunteer to lead. These leaders help to plan and organize people as they work.

**Learning Outcomes:** The learner should be able to understand the different groups of leaders in the district, and appreciate the roles of different leaders in the district, and demonstrate interest and willingness to participate in the democratic and civic processes in the district.

| COMPETENCES | CONTENT | SUGGESTED ACTIVITIES |
|---|---|---|
| • Identifies different titles of leaders in our district.<br>• Describes how leaders are chosen in our district.<br>• States the roles of different leaders in our district.<br>• States the rights | • Types of leaders in our district.<br>- Political leaders: LC1 – LC 5, RDC, RCC District Internal Security Officer (DISO)<br>- Civic leaders: CAO, District Health Officer, District Agricultural Officer, Magistrates, District Police Commander.<br>- Religious Leaders: Bishops, Priests, | • Ask the learners to:<br>- group leaders in our district.<br>- describe and draw the political and civic administrative structures.<br>- state the role playing an L.C I meeting<br>- identify names of leaders in our district.<br>- perform a role play on election procedures |

| | | |
|---|---|---|
| and responsibilities of people in our district. | Reverends, Sheiks, Pastors and Khadis. | of school prefects |
| | - Voluntary leaders: Scouts, Guides, All leaders of NGOs., UWESO, TASO, The Red Cross etc. | - sing patriotic songs. |
| | | - draw election posters. |
| | | - model a ballot paper. |
| | | - demonstrate how campaign to be prefects |
| | • How leaders are chosen in Our district | |
| | - By election | - explain how leaders are chosen in our district |
| | - By appointment | |
| | - Through inheritance/ succession. | - role – play an L.C V Council meeting. |
| | - By volunteering | - listen to a resource person on roles of cultural leaders, Civic and political |
| | - Ordination | |
| | • Rights and responsibilities of people in our district: Rights of the people in our District. | - list roles of different leaders in the district. |
| | | - match the leaders with their correct roles. |
| | - Life, food, Education, security - Right to medical care, movement, worship | - list children's rights and for other people |
| | • Responsibilities of people in our district: Obeying laws and Participating in community work, Doing Productive activities, caring for | - identify people who provide services related to these rights. |
| | | - sing songs of appreciation to the people who provide these rights. |
| | | - make posters of |

| | the sick, going to school. - Participating in making laws. - Maintaining proper sanitation. - Helping and caring for others. | people who abuse their rights and display their work in class and compound |
|---|---|---|
| | | - make campaign against people who abuse peoples' rights in the school and neighbourhood. |
| | | - discuss in groups the responsibilities people do in their localities to provide the basic needs |
| | | - report the discussed responsibilities to class |
| | | - write class rules to be followed |

**Competences for assessment**

- Describing and drawing the political and civic administrative structures.
- Identifying names of leaders in our district.
- Drawing election posters.
- Modelling a ballot paper.
- Explaining how leaders are chosen in our district

# CHRISTIAN RELIGIOUS EDUCATION

# Preamble

In Bridging the Primary Four curriculum, some topics from Primary Three were shifted in this class, knowing that they were not handled in the previous class. Other topics in this class have been merged that have the same or related content.

CRE is a subject which is designed to develop morals and acceptable values. As a teacher, you are required to use appropriate methodology to develop values like co-operation, sharing, appreciation, endurance, patience, responsibility, care, respect, trustworthiness, love, togetherness, honesty, self-reliance, joy, concern, privacy, independence, faithfulness and obedience, among others. Pick values that suit what is being taught.

## What was changed/merged and the justification

The first two topics are from P3, to help the teacher review P3 work before starting on P4 work. (Traditions and Messengers of God). These topics were brought to Primary Four to help the learner to begin from the known to the unknown.

Worshipping Community is a topic got from the Primary Three curriculum. It was not covered in Primary Three, which is why it appears in the position where it is, to easily connect with the content of the topic "The Christian Community" in the Primary Four curriculum.

Topic 6 "Jesus our example in the service" merged with Topic 7 "Voluntary service in response to Gods' love". These two topics bring out the concept of service.

| CRITICAL CHANGES | JUSTIFICATION |
|---|---|
| The first two topics i.e. "Traditions" and "Messengers of God" were got from primary three curriculum. | These topics were brought to primary four to help the learner to begin from known to unknown. |
| Worshipping Community is a topic got from the curriculum of primary 3 | It was not covered in primary three, that's why it appears in the position where it is, to easily connect with the content of the topic "The Christian Community" in the curriculum of primary four. |
| Topic: 6"Jesus our example in the Service" merged with topic : 7 "Voluntary Service in response to Gods' love" | These two topics bring out the Concept of service. |

## C.R.E: TERM 1

## TOPIC 1: Traditions

# Introduction

This is the first topic from the Primary Three curriculum that has been shifted to Primary Four, to help the teacher make a review of previous work in the Primary Three curriculum. It exposes the learner to the cultural beliefs, norms and practices that help them to apply the concept with biblical values, for the purposes of building social harmony in the community. The learner also appreciates and respects the different people's traditions.

| Competences | Content | Suggested Activities |
|---|---|---|
| **The learner**<br>i) identifies individual societal traditional customs and practices.<br>ii) talks about the importance of traditional customs and practices.<br>iii) talks about the importance of other people's customs and practices.<br>iv) identifies different Christian practices.<br>v) talks about the importance of some Christian practices. | **Traditional customs, practices, values and their importance**<br>- Mark: 7: 1-15, Luke 7: 44-46, John 13: 4-17<br>**Traditions and customs from other cultures**<br>- John 4: 7-9, Acts 10: 1-**35**<br>**Some Christian customs**<br>- Acts 2: 44-46, John 2:1-12<br>    • | i) Telling /signing the meaning of traditions<br>ii) Mentioning different people's customs<br>iii) Role-playing the people's traditional practices in the community<br>iv) Reading/brailing the bible verses<br>v) Identifying Christian practices and their importance |

## Assessment Guidelines

**Let the learner**

    i)   explain the importance of traditions, customs and practices.

    ii)  tell the importance of other people's customs and practices.

identify different Christian practices.

## TOPIC 2:  Messengers of God

# Introduction

This is topic two from the Primary Three curriculum. It was carried forward for review, and the topic brings out the concept of communication, which   is the sending and receiving of messages. God speaks his message through different chosen messengers.  The concept helps the learner to develop communication skills and appreciate the different ways through which God's message manifests itself.

| Competences | Content | Suggested Activities |
|---|---|---|
| **The learner**<br>i)  names some of God's messengers.<br>ii)  talks about qualities of people God chose to be His messengers.<br>iii) names special messengers who talked about the coming of Jesus. | **Meaning of the word messengers**<br>-  Different ways / media through which God speaks to His people.<br>•  Isaiah 6: 1-10, John 1 and 3, Luke16:19-25.<br><br>**Qualities of God's messengers like Elijah, Isaiah, children**<br>-  Genesis 18:1-15, 1Samuel 13: 1-21, 1 | •<br>i)  Telling /signing the meaning of messengers<br>ii)  Reading /brailing the Bible verses<br>iii) Role-playing the role of the angels bringing God's message<br>iv) Mentioning the qualities of a good messenger<br>    • |

| iv) names the angels who acted as God's messengers. | Kings 17:1-24, Isaiah 6:1-8, 7: 14, Micah 5:2. **Lessons about Jesus as a special messenger** - John the Baptist message about Jesus Matthew 3:1-11, Matthew 3: 3 and 8 **Angels as messengers of God** - The need to listen and respond to God's message Genesis 18:1-15, Luke 1:11-17, 26-38, Acts 12: 1-12. • | |

## Assessment Guidelines

**Let the learner**

i) name some of God's messengers.
ii) talk about the qualities of a good messenger.
iii) tell the lessons learnt from Jesus as a messenger.

mention different ways God speaks to His people.

## Topic 3: God's continuing love for his people

## Introduction

This topic is important because it reveals the creation story and builds on it to show the causes and consequences of "The Fall of Human Beings", How disobedience leads to judgment and punishment, presents forgiveness and repentance as God's solution to sin through Jesus Christ our saviour.

It helps the learner to know how disobedience is at the root of every sin in the community.

| Competences | Content | Suggested Activities |
|---|---|---|
| **The learner**<br>i) describes the order of creation as recorded in Genesis 1.<br>ii) explains different ways in which human beings should take care of what God has created.<br>iii) explains how human beings disobeyed God.<br>iv) identifies the consequences of disobedience.<br>v) identifies the causes of disobedience in the family, school and community.<br>vi) explains the meaning and importance of repentance.<br>vii) explains the purpose of Jesus' coming. | • <br>- Creation (Genesis 1: 1-27)<br>- Order of creation<br>- Caring for Gods' creation<br>- The fall of human beings (Genesis 3:14-23)<br>- Asking forgiveness when we do wrong (Luke 15:11-32)<br>- The message of John the Baptist and Jesus' coming. (Matthew 1:18-21, Mark 1: 1-18, Mathew 3:1-6<br>• | • <br>i) Reading/brailing the bible story of creation<br>ii) Role-playing the story of the fall of man<br>iii) Identifying things made by God /man<br>iv) Drawing and naming things made by God /man<br>v) Telling /signing what happens when he/ she chooses to disobey<br>vi) Sharing experiences how the elders, parents and teachers respond to the actions of disobedience<br>vii) Discussing the value of Jesus' coming |

**Assessment Guidelines**

Let the learner

   i)   tell/sign the story of creation after reading the Bible.
   ii)  identify the things that were created by God.
   iii) explain the causes and consequences of disobedience.
   iv)  role-play the story of the fall of man.

**read/ brail the story of Jesus' coming.**

## TOPIC 4: Gods people and the law

# Introduction

God is so merciful that He showed love, kindness and patience to His people, through the covenant and promises He made with them. This topic shows how God created a good relationship with His people by establishing a written agreement between Him and His people, for example the Ten Commandments.

| Competences | Content | Suggested Activities |
|---|---|---|
| **The learner**<br>i)   explains how Noah, Abraham, and Jacob were faithful to God.<br>ii)  explains God's promises to Noah, Abraham and Jacob.<br>iii) explains how Moses led the Israelites out of Egypt.<br>iv)  explains how Moses received the Ten | **God's covenant with his people**<br>- Noah's faithfulness to God. (Genesis 6 and 7)<br>- God's promises to Abraham<br><br>**God guides His people**<br>- The call of Moses and his role in the Exodus story (Exodus 3) | • <br>i)   Naming/signing the things Noah put in the ark<br>ii)  Discussing on why Noah and his family were saved<br>iii) Reading/signing and studying relevant Bible verses to pick out God's promises<br>iv)  Roleplaying Moses leading the |

| | | |
|---|---|---|
| Commandments. | | Israelites |
| v) mentioning ways the Ten Commandments apply to life today at home, school and the community. | - The Ten Commandments and their application in day to day life. (Exodus 20) | • v) Telling/signing how Moses received the Ten Commandments<br>vi) Discussing about ways through which the Ten Commandments apply to life today at home and at school |

## Assessment Guidelines

**Let the learner**

i) explain how Noah, Abraham, and Jacob were faithful to God.
ii) narrate God's promises to Noah, Abraham and Jacob.
iii) mention ways the Ten Commandments apply to life today at home and at school.

# C.R.E: TERM 2

## TOPIC 1: Following Jesus as a leader

# Introduction

Jesus' leadership and authority is shown in His lifestyle. He showed love, kindness and full authority over creation, sickness, sin and death. The examples given above show that Jesus had authority over all life situations. He still has the authority to forgive sins up-to-date.

| Competences | Content | Suggested Activities. |
|---|---|---|
| **The learner**<br>i) explains the meaning of leadership and authority using local examples.<br>ii) identifies ways the Israelites fell short of God's expectation.<br>iii) describes the qualities of leadership and authority Jesus used.<br>iv) describes ways leadership and authority can be used for the good of the family, school and community. | **Jesus as a leader**<br>- Meaning of leadership and authority. (Mark 9:14-29), (Luke 8:22-25)<br>- Qualities of good civil leader<br><br>**How people fell short of God's expectations**<br>- King Saul and David (1Samuel8:4-5,10:17-24,15:10-25)<br>- Amos and his message to the people (Amos 1:1-3, 8:4-6, 2Kings 22:23:1-27 | •<br>i) Listening to explanations<br>ii) Writing/brailing in short sentences the meaning of "authority'' and "leadership"<br>iii) Reading/ brailing scriptures, with each learner reading a small piece on how David killed Goliath<br>iv) Narrating how Saul became a king and why he was rejected<br>v) Drawing David and Goliath<br>vi) Dramatising David killing Goliath<br>• |

| v) acts how Jesus sent out His disciple. | **David and Goliath**<br>- How David defeated Goliath (1Samuel17:41-58)<br>- Confidence in Jesus' authority in all life situations<br>- Jesus's instructions and promises to his disciples | vii) Memorising Jesus' promises to His disciples |
|---|---|---|

## Assessment Guidelines

**Let the learner**

i)   write in short sentences the meaning of the key words.
ii)  share experiences of how they solve problems.

## TOPIC 2: Jesus Christ Our Saviour

## Introduction

Jesus Christ offers His life to us through His suffering. This is shown in His unselfish life. Jesus decided to be punished for us through suffering and death. That's why He is called our Saviour. Jesus Christ is able to give us power to overcome selfishness. The learner has to know this, that Jesus Christ is our living example.

## Assessment Guidelines

**Let the learner**

i) re-tell the story of Jesus' suffering, death and resurrection.
ii) identify the picture of Jesus in the Garden of Gethsemane.
iii) tell the causes and consequences of selfishness.
iv) write a poem in his/her book on sharing.

## TOPIC 3: The worshipping community

# Introduction

This topic is got from Primary Three curriculum because it was not covered there. It helps to connect quickly to the topic "The Christian Community". The worshipping community are the people who attend church and participate in church activities regularly, without being prevented by anything; for example visiting the sick, giving, singing, caring for others, fellowships, baptism, etc. The learner needs to know how this aspect of worship can help him/her in order to grow up knowing to serve God together with other people in the community.

| Competences | Content | Suggested Activities |
|---|---|---|
| **The learner:**<br>i) identifies different Christian activities and experiences of worshipping God.<br>ii) talks about the importance of | **Christian activities in the church**<br>- Activities of the early Church and in the Church today<br>- Doing the work of God is an act of | •<br>i) Role-playing different Christian activities of worshipping God<br>ii) Giving their own experiences of worshipping God |

| | | |
|---|---|---|
| Christian joint activities and experience in worshipping God.<br>iii) identifies different situations which require confession, thanksgiving and petition prayers. | worship.<br><br>**Importance of Christian joint activities**<br>- Weddings, visiting the sick, helping the needy, encouraging those who have lost their dear ones | iii) Talking/signing about Christian joint experiences of worshipping God<br>iv) Composing /brailing personal prayers |
| iv) composes personal confession, thanksgiving and petition prayers. | **Christian life in worship**<br>- Types of prayer<br>- It involves confession of sins, thanksgiving and petition prayers | |

## Assessment Guidelines

**Let the learner**

i)   identify different Christian activities and give experiences of worshipping God.
ii)  talk about the importance of Christian joint activities and experiences in worshipping God.
iii) identify different situations which require confession, thanksgiving and petition prayers.

compose personal confession, thanksgiving and petition prayers.

## TOPIC 4: The Christian community

## Introduction

A Christian community is a group of Christians working together and sharing what they have. The Early Church Christians shared what they had. This practice brought God's blessings, created togetherness, unity and increase in their faith.

| Competences | Content | Suggested activities |
|---|---|---|
| **The learner**<br>i) describes the events and activities of the Early Church.<br>ii) mentions events and activities of the Church today.<br>iii) mentions the effects of the Uganda Martyrs on the growth of the Church.<br>iv) explains the meaning of the Church and its membership.<br>v) explains the meaning of denomination and mentions different denominations as part of the body of Christ.<br>vi) identifies the coming and the | **Missionaries in the beginning of the church**<br>- Meaning of the Church<br>- Events of the Early Church(Acts 2:1-6)<br>- The Pentecost day<br>- Activities of the Early Church (Acts4:32-35**)**<br><br>**Missionary work in the first century**<br>- The role of the spreading the Gospel (Acts 8:26-30, 9:1-22, 18: 9-11).<br><br>**Missionary work in Uganda**<br>- History of the Church in Uganda<br>- Effects of the Uganda Martyrs on the growth of the Church | i) Listing activities done as members of the Church<br>ii) Writing/signing in simple sentences events and activities of the Church today<br>iii) Talking/signing in simple ways about the events and activities of the Early Church<br>iv) Reading/brailing Acts 4:32-35<br>v) Dramatising the conversion of Saul Acts 9:1-18<br>vi) Drawing pictures of Saul<br>vii) Talking /signing simple ways about the effects of the Uganda Martyrs on the growth of the Church |

| | | |
|---|---|---|
| work of the Holy Spirit in the Church. | **The Church and its denominations**<br>- Membership of the Church as the body of Christ (1 Corinthians 12:12)<br><br>**The work of the Holy Spirit**<br>- The coming of the Holy Spirit (Acts 2:1-13)<br>- The work of the Holy Spirit in the Church (john 16:5-15.)<br>- People are given different gifts by the Holy Spirit to serve the Church. Romans 12:3-9,1Corinthian 12:3-11 | viii)    Dramatising the story of the Uganda Martyrs<br>ix)  Writing/signing in short sentences on the meaning of denominations.<br>x)   Identifying the different denominations in their locality<br>**xi)** Telling/signing about the coming and the work of the Holy Spirit in the Church today. |

**Assessment Guidelines**

Let the learner

i)   write individually on the work in the Church today.
ii)   talk about the history of the Early Church in simple sentences.
tell ways how the Holy Spirit helps the believers in the Church today.

# C.R.E: TERM 3

## TOPIC 1: Jesus our example in service

## Introduction

Topic 6 of the Primary Four curriculum has been merged with Topic 7 "Voluntary service in response to God's love" of the same curriculum. They bring out the concept of service, which is defined as providing something to someone. Jesus wanted to be a living example in service. Jesus taught people to be servants and do voluntary service. This topic will help the learner to identify good services done by people in the community, he/ she will be able to participate in and appreciate the different services of people.

| Competences | Content | Suggested Activities |
|---|---|---|
| **The learner** <br> i) describes ways in which Jesus served His parents and other people. <br> ii) describes ways learners can do voluntary work at home, school, community and nation. <br> iii) explains the meaning of the word voluntary. <br> iv) mentions different examples of unpaid service in the Bible, | **Ways Jesus served others,** <br> - Jesus showing true example of service <br> - Serving His parents and others. (Luke 2:51,4:40) <br> - Washing His disciples' feet, etc. (John 13:4-17) <br><br> **Good service in the Community** <br> - Examples of good service (Luke 10:25-37, Matthew 8:5-13) <br> - Ways of serving | • <br> i) Reading/signing the scripture (Luke2:51, 4:40) <br> ii) Listing ways learners can serve others at home, school and nation <br> iii) Talking/signing simple ways about how Jesus served His parents and other people <br> iv) Roleplaying the washing of the disciple's feet <br> v) Re-telling/signing in simple words the |

Church and community.
v) mentions different Voluntary organisations.
**vi)** sensitises learners and staff on a voluntary project.

others
- (Galatians 6:2, Romans 16:12-13)

**Unpaid service**
- Meaning of the word "voluntary"
- Examples of unpaid service from the Bible (John4:1-12, Luke 10:25-36)
- Church and community

**Co-operating in voluntary service (Nehemiah 3,** 2corinthian 8:1-7)
- Ways in which co-operation was important in the Bible
- Some voluntary organisations
- Aims of voluntary organisations
- Work of voluntary organisations
- Benefits of voluntary service

**Voluntary service project**
- Planning
- Preparation
- Implementation of the project
- Evaluation of the project

meaning of voluntary
vi) Listing examples of unpaid service in the Bible, Church and community
vii) Demonstrating exchange of gifts with classmates
viii) Listing from discussion the aims, work and benefits of voluntary organisations
ix) Contributing items for the project
x) Seeking qualifications on the project
xi) Participating in the project
xii) Contributing to the evaluation of the project
  ●

## Assessment Guidelines

**Let the learner**

i) tell the true services people can give to others.
ii) do voluntary work at home, school and community.
iii) write the benefits of voluntary service.

start a project at school/at home.

## TOPIC 2: Making our decision as Christians

# Introduction

This topic brings out the concept of "making a decision". This means that God gave man the ability to make their own decisions. When human beings make right decisions, God blesses them; when they make bad decisions, they have to suffer. The learner should always seek assistance in order to make right decisions. Before deciding on what to do, the learner should consider the effects of their decisions.

| Competences | Content | Suggested activities |
|---|---|---|
| **The learner** <br> i) explains the meaning of decision making, its importance and consequences. <br> ii) identifies the good and bad decisions. <br> iii) identifies ways Jesus made decisions on His own. <br> iv) identifies unselfish | **Decision-making** <br> - Differentiate between good and bad decisions (Genesis 3:1-7) <br> - Examples of good and bad decisions <br> - Importance of making right decisions <br> - Consequences of our decisions | i) Listing good and bad decisions <br> ii) Sharing experiences about the decisions they make <br> iii) Telling/signing examples of good and bad decisions <br> iv) Telling why it is good to make right decisions <br> v) Sharing experiences of decisions they have made and how |

| | | |
|---|---|---|
| decisions in the society.<br>v) explains ways of keeping good decisions with God's help. | **Decisions in the Bible**<br>- Examples of people in the Bible who made decisions Kings 3:3-13, (Solomon) Luke1:26-39 (Mary) Genesis 12: 1-5<br>- How decisions change one's direction in life<br>**Making good decisions**<br>- How to make a good decision (Luke 22:39-42)<br>- Unselfish decisions<br>- Keeping good decisions with God's help. | this influenced their lives<br>vi) Telling/ signing how Jesus made decisions on his own<br>vii) Writing/ Brailing creatively on how they have kept good decisions |

## Assessment Guidelines

**Let the learner**

i) role-play the decisions he/she made in life.
ii) read the scriptures as he/she identifies the decisions people made.
avoid selfish acts as he/she interacts with others.

## TOPIC 3: Peace

## Introduction

This topic relates with Topic 8 about decision-making in that making right decisions creates peace in life. Peace is God given (John 14:27). It is beyond human understanding. Peace is valuable and kept by praying, observing God's commandments as well as keeping national laws. The teacher should put emphasis on keeping peace using the traditional ways.

| Competences | Content | Suggested Activities |
|---|---|---|
| The learner<br><br>i) explains the meaning of peace<br>ii) identifies ways of keeping peace in African societies (compare with Romans 12:17-21)<br>iii) discusses the need for reconciliation and how effective communication aids reconciliation<br>iv) narrates the events of the birth of Jesus (according to St. Luke)<br>v) identifies examples of peace for himself/herself and for the world. | **Peace**<br>- Meaning of peace<br>- How to create peace (Genesis 13: 1-18, John 14:27<br>**Peace in African tradition**<br>- Ways of keeping peace in African societies<br>- Ways of restoring peace in African societies<br>**Peace in the Bible**<br>- Ways of keeping and restoring peace in the Bible. (Leviticus 26:3-13, Matthew 5:38-48, 1corithians 13:4-13, Isaiah 42:1-2<br>**Communication and reconciliation**<br>- The need for effective communication<br>- Genesis 45:1-25<br>- The need of reconciliation Romans 5:1 | i) Discussing the meaning of peace<br>ii) Mentioning/ signing ways peace is created<br>iii) Compering ways of restoring peace in African societies with those in the Bible<br>iv) Listing ways of keeping peace in the Bible<br>v) Discussing the meaning and importance of effective communication<br>vi) Discussing the meaning of reconciliation<br>vii) Using of appropriate language to bring reconciliation |

## Assessment Guidelines

**Let the learner**
   i) explain the meaning of peace.
   ii) cite experiences of how peace can be kept.
   iii) role-play the traditional way of keeping peace.
read the Bible verses where Jesus created peace among people.

# ISLAMIC RELIGIOUS EDUCATION

# ABRIDGED CURRICULUM OF ISLAMIC RELIGIOUS EDUCATION

## General background

Islamic Religious Education is designed to enable you guide the learners to develop moral, ethical and spiritual values. You are expected to teach IRE as provided for on the timetable to enable learners develop moral, ethical and spiritual values. This shall enable the learners develop a high level of discipline, hence improve their academic performance and live peacefully in society.

**There are many instructional strategies used in teaching and learning process. The following are suggested;** recitation, explanation, interpretation, Identification, Relationship to real life experience but you are free to use any other Strategy of your choice which you find practical and appropriate to deliver the content.

## Islamic Religious Education Assessment strategy

In Religious Education, learners' reflection on what they have learnt is very important. It enables them to learn from religion and not merely about religion.

Learning from religion involves evaluating religious beliefs and values that learners have studied and reflecting on one's own belief in light of what he/she has learnt. All assessment strategies must be designed to assess attitude development. Emphasis should not be put on cognitive competences. Values should be attached to the way of life.

Islamic Religious Education is an essential subject that learners cannot do without. Therefore, leaving a topic without teaching it, may cause loss to the learner. Due to the time lost during Covid period, the IRE curriculum has been abridged by merging Topics and considering the most essential competences.

| SN | CRITICAL CHANGES | JUSTIFICATION |
|---|---|---|
| 1 | Topic: Surat Al- Asr in P4 term will taught alone | Has not been merged because Arabic alphabets have been taught from P1 up to P.3 |
| 2 | Topic: The 25 prophets and the Unique nature of Muhammad's Messenger ship in P4 term2 and term3 respectively are taught in term 2 in P4 | This is because the information is the same. |
| 3 | Topic S: Adhan and Iqaamah P3 term2 . Has been merged with prophet messenger ship in P4 term1 | The teacher needs to make a review of Adhan and Iqaamah before teaching prophet messenger ship in P4 term1. This is because a child needs to master Adhan and Iqaamah. |
| 4 | Topics: dress for prayer in P4 term 1 has been merged with law and its importance in P3 term2 | These two topics have been merged because they are related. When you talk about dress in Islam you are giving an example of Islamic law. |
| 5 | Topic: impurities are in both classes P3 term 3 P4 term 1 they have been merged in P4 term1 | The content is the same. Therefore, it can be taught in P4. |
| 6 | Topic: The first call, reactions to the call and related problems (or P3 term3) can be taught together with Early converts in P4 term 1 | This is because the content related. |
| 7 | **Topic:** Surat Al- Humaza can be taught without merging it with any topic from P3 | It fits to teach each alone |
| 8 | **Topic:** Dress for prayer P4 term1, dress and cleanliness P4 term 3 have been merged to be taught together in P4 term 1. | The topic is related and can be taught together. |
| | Topic: Conduct of Salat in P4 Term3 can be merged with Dua in P3 Term3. | This is because always after Salat, Duas are said. Therefore, it is easy for a teacher to teach these two topics together. |

# I.R.E TERM 1

## TOPIC: SURAT AL- ASR (6 PERIODS)

## Introduction

The topic deals with **Surat Al- Asr** and brings out its meaning and importance. This topic develops the life skills for standing for one's value and beliefs. It strengthens the learners' ability to: know the value of time, have faith in Allah and obedience to his commands, be honest and patient, respect for the value of Islam and Muslim practice.

A teacher is expected to assist learners to recite the Chapter in Arabic or its transliterated form. Teach the meaning of this Surat after discussing to the learners events that led to its revelation.

The topic is divided into sub-topics; - recitation of the Surat, meaning of the Surat and its importance. The teacher is expected to teach each sub-topic in a lesson of (40 minutes). Note that the first competence previews lessons in P.3 and should be handled in the first lesson of the week.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Reviews and tells/ signs the importance and incidents that led to the revelation of Surat Al- Asr <br> • Recites/ signs Surat Al- Asr <br> • Interprets the meaning of the Surat <br> • Relates the message in the Surat to the daily life. <br> • Identifies situations that | • the importance and incidents that led to the revelation of Surat Al- Asr (ref P.3 material) <br> • Holy Qur'an 103:1-3 <br> Meaning | • Telling the importance and incidents that led to the revelation of Surat Al- Asr <br> • Displaying the chart showing Surat Al- Asr <br> • Guiding learners to recite Surat Al- Asr correctly. <br> • Asking learners to |

| can make one a failure in life. | • Importance of Surat Asr | recite as a class, group, in pairs, and individually.<br>• Telling the meaning of Surat Al- Asr<br>• Matching the meaning of Surat Al- Asr with the Arabic transliteration<br>• Guiding learners to relate the importance of Surat Al- Asr to our daily experience. |
| --- | --- | --- |

**Guidance on Assessment**

- Listen and assess the learner's articulation as he/she individually recite the Surat.
- Assess the learner's Creativity as he/ she match the meaning of Surat Al- Asr with Arabic texts.
- Assess the learner's Decision making as he/ she pair and Interpret Surat Al-Asr
- Listen and assess the learner's Critical thinking as he/she identify lessons from the Surat.
- Listen and assess the learner's problem-solving skills as he/she relate the message in the Surat to the daily life.

# Topic: Prophet/ Messenger (6 periods)

## Introduction

The topic brings out the concept of messenger ship and prophet hood. Learners are assisted to know the roles and qualities of the prophets and messengers. The learner will also know the persons whose commands should be followed i.e. the parents, teachers, prefects, local council leaders. This knowledge that a learner gets is enhanced by authority the prophet/messenger carried.

The topic is divided into sub-topics; - relationship between prophet and messenger. Duties of prophet and messenger and qualities of the prophet. The teacher is expected to teach each sub-topic in a lesson (40 minutes). Note that the first competence (Gives/ signs/signs the importance of Adhan and Iqaamah) previews lessons in P.3 and should be handled in the first lesson of the week.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Gives/ signs/signs the importance of Adhan and Iqaamah. <br> • Tells/ signs the relationship between prophet and messenger. <br> • Identifies the duties of prophet and messenger. <br> • Mentions/ signs the qualities of the prophet. | • Importance of Adhan and Iqaamah <br> • Definition of a prophet and messenger. <br> • Duties of a prophet <br> • Delivering Gods' message. <br> • Providing leadership. <br> • Being a role model. <br> • Qualities of a prophet <br> • Kindness <br> • Patience <br> • Trustworthiness. | • Guiding learners to tell the importance of Adhan and Iqaamah <br> • Guiding learners to exchange ideas about the meaning of prophet hood and messenger ship. <br> • Tasking learners to tell the difference between prophet hood and messenger |

| | | ship |
|---|---|---|
| | | • Asking learners to mention the duties of the Prophet and the messenger. |

**Guidance on Assessment**

- Assess the learner's confidence as he/she discusses/ signs reasons for the revelation of Surat Ikhlas
- Listen and assess the learner's articulation as he/she recites/ signs Surat Al-Falaq
- Assess the learner's critical thinking as he/she matches the meaning of Surat Al-Falaq with Arabic texts.
- Listen and assess the learner's problem solving skills as he/she Gives/ signs the importance of Surat Al-Falaq

## Topic: Dress for prayer (6 periods)

## Introduction

The topic exposes to the learner how to dress for Swalat. Learners will also know that a responsible person has to dress decently.  The topic teaches learners to respect Allah's symbols. The teacher should identify other symbols in Islam i.e. Mosque, Qur'an. Kaaba etc. The topic is divided into sub-topics; Description of a male dress, Description of a female dress, importance of the Muslim dress for prayer.  Note that the first competence (Explains/ signs the usefulness of serving others and being peaceful) previews lessons in P.3 and should be handled in the first lesson of the week

| Competences | Content | Suggested Activities |
|---|---|---|
| • Explains/signs the usefulness of serving others and being peaceful<br><br>• Describes/ signs the male dress for prayers.<br>• Describes/ signs the female dress for prayers.<br>• Tells/ signs the importance of the Muslim dress for prayer. | • Usefulness of serving others and being peaceful<br>• Dress for prayer<br><br>Acceptable males' dress for prayer;<br><br>Should cover the navel, the above part of the body and below the knee. Should not be transparent.<br><br>## Acceptable females' dress for prayer;<br><br>• should cover the whole body except the palms and the face. Not tight, not transparent, not for men etc.<br>• Importance of a Muslim dress for prayers.<br>• Decency.<br>• Respect.<br>• Readiness to perform any religious duty.<br>• How it relates to daily life. | • Telling the usefulness of serving others and being peaceful<br><br>• Guiding the learners to describe the Muslim dress for prayers.<br>• Demonstrating how male Muslim Dress look like.<br>• Drawing the picture for a Muslim dress.<br>• Discussing about the importance of the Muslim dress for prayer, |

## Guidance on Assessment

- Listen and assess the learner's sharing skills as he/she discusses/ signs what they have shared in their pair about the description of a male dress for prayers
- Observe and assess the learner's sharing skills as he/she discusses/ signs what they have shared in their pair about the description of a female dress for prayers
- Listen and assess the learner's logical thinking as he/she shares/ signs the importance of the Muslim dress for prayer.

## Topic: Impurities (6 periods)

## Introduction

The topic introduces learners to the concept of health leaving. This is an act of obedience to the commands of God and his messengers. The removal of Najaasah makes a person keep away from practices that are harmful to life and promote healthy living.

The topic is divided into sub-topics; prophetic tradition concerning impurities. Interprets the prophetic tradition and message got from the tradition. The teacher is expected to teach each sub-topic in a lesson (40 minutes). Note that the first competence (Identifies/signs the usefulness of unity/ Jamaa) previews lessons in P.3 and should be handled in the first lesson of the week.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Identifies/signs the usefulness of unity (Jamaa). <br> • Narrates/ signs a prophetic tradition | • Usefulness of unity (Jamaa). <br><br> The Prophet said: "Al-Islam Nadhwiif fatanadhwafu | Discussing with the learners the usefulness of unity (Jamaa). <br><br> Guiding learners to read selected Hadith regarding |

| | | |
|---|---|---|
| concerning impurities.<br>• Interprets the prophetic tradition<br>• Relates the message to daily life experience. | fainahu la yaduhulu janata illa Nadhwiif"<br><br>The Prophet said: "Islam is cleanliness, so clean yourselves. For you cannot enter paradise except when you are clean"<br><br>قَالَ رَسُوْلُ اللهِ صَلَّى اللهُ عَلَيْهِ وَالسَّلَّمَ : "الإِسْلاَمُ نَظِيْفٌ فَتَنَظَّفُو فَإِنَّهُ لاَ يَدْخُلُ الْجَنَّةَ إِلاَّ نَظِيْفٌ"<br><br>**Relate the message to daily life.**<br><br>When you keep your body and surrounding clean, you cannot get lice, you do not smell bad, you look smart and your clothes are always clean. | impurities.<br><br>Guiding learners to choose impure substances from items provided by the teacher on a chart.<br><br>Guiding learners to write the importance of prophetic tradition on impurities.<br><br>Tasking learners to explain why they should be clean. |

## Guidance on Assessment

• Assess the learner's fluency as he/she presents the group work on the usefulness of unity (Jamaa).
• Listen and assess the learner's audibility as he/she narrates/ signs the prophet's tradition concerning impurities.
• Assess the learner's critical thinking as he/she interprets the prophet's tradition concerning impurities.
• Observe and assess the learner's problem solving skills as he/she Demonstrates/ signs the message to daily life experience.

# Topic: Early Converts in Islam (6 periods)

## Introduction

The topic introduces to learners the early converts in Islam who accepted Islam in the early days of Islam and became Muslims. Among others they include; Hadijah bint Khuwaylid, Ali, Abubakar, Zaid bun Thabit, Bilal and Sumayyah.

The topic is divided into sub-topics; suffering of prophet Muhammad (P.B.U.H) and the early converts, lessons learnt from this suffering and Tells/ signs the lessons learnt from this suffering.

The teacher is expected to teach each sub-topic in a lesson (40 minutes). Note that the first competence (Gives/ signs the usefulness of good behavior correctly) previews lessons in P.3 and should be handled in the first lesson of the week.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Gives/ signs the usefulness of good behaviour correctly.<br>• Describes/ signs the suffering of prophet Muhammad (P.B.U.H) and the early converts.<br>• Tells/ signs the lessons learnt from this suffering.<br>• Relates the suffering of the early converts to the daily life. | The suffering of prophet Muhammad (P.B.U.H) and the early converts to Islam.<br><br>The lessons learnt from the suffering of the prophet and early converts.<br><br>Relevance of the above mentioned suffering to the daily life. | Narrating/ signing the suffering of Prophet Muhammad (P.B.U.H) and early converts.<br><br>Grouping learners to demonstrate the suffering of early converts.<br><br>Summarizing the learners demonstration by writing lessons learnt from the demonstration.<br><br>Individual learners |

|  |  | dramatizing how Bilal suffered. Guiding learners to share experiences about the relationship they have with learners from different religions. |
|---|---|---|

**Guidance on Assessment**

- Assess the learner's care for others as he/she Demonstrates/ signs the usefulness of good behavior.
- Listen and assess the learner's care for others as he/she role plays/ signs the suffering of prophet Muhammad (P.B.U.H) and the early converts.
- Assess the learner's use appropriate language as he/she tells / signs the lessons learnt from this suffering from the play.
- Listen and assess the learner's interaction freely with others as he/she relates the suffering of the early converts to the daily life.

## Topic: Surat Al- Humaza (6 periods)

## Introduction

The topic deals with Surat Al- Humaza and brings out its meaning and importance. This Surat teaches the value of honesty and caring for others and Allah's reward of those who are honest. It discusses some of the qualities of faith (i.e. gratefulness, pray, sacrifice). The teacher is expected to assist learners to recite the Chapter in Arabic of transliterated form. Teach the meaning of this Surat after discussing with the learners events that led to its revelation. The topic is divided into sub-topics; - recitation of the Surat, meaning of the Surat and its importance.

**Note**: The first competence previews lessons in P.3 and should be handled in the first lesson of the week.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Gives/ signs the qualities of the first wife of Prophet Muhammad(P.B.U.H) (PBUH)<br>• Recites/ signs Surat Al- Humaza<br>• Tells/ signs the meaning of the Surat.<br>• Tells/ signs the importance of the Surat to one's life. | • Qualities of the first wife of Prophet Muhammad(P.B.U.H) (ref P.3 material)<br>• Recitation of Surat Al- Humaza<br>• Meaning<br>• Importance of Surat Al- Humaza | • Telling qualities of the first wife of Prophet Muhammad(P.B.U.H)<br>• Displaying the chart showing Surat Al- Humaza<br>• Guiding learners to recite Surat Al- Humaza correctly.<br>• Asking learners to recite as a class, group, in pairs, and individually.<br>• Telling the meaning of Surat Al- Humaza<br>• Matching the meaning of Surat Al- Humaza with the Arabic transliteration<br>• Guiding learners to mention the importance of Surat Al- Humaza |

### Guidance on Assessment

• Guide and assess the learner's body language as he/she shares/ signs the qualities of the first wife of Prophet Muhammad (P.B.U.H)
• Listen and assess the learner's articulation as he/she recites/ signs the Surat.
• Assess the learner's critical thinking as he/she tells/ signs the meaning in the Surat.

- Listen and assess the learner's body language as he/she tells/ signs the importance of the Surat that he has shared with a friend.

## Topic: The 25 prophets (6 periods)

## Introduction

The topic introduces to the learner the names of 25 prophets mentioned in the Qur'an. Learners should know that there are more than 25 prophets because sent a prophet in every part of the world. The learner should be introduced to the categories of the prophets, e.g. Ul-Azm.

The topic is divided into sub-topics; functions of the Arch- Angel, names of the 25 prophets and categories of prophets and qualities of the prophet. The teacher is expected to teach each sub-topic in a lesson (40 minutes). Note that the first competence (Gives/ signs/signs the functions of the Arch- Angel) previews lessons in P.3 and should be handled in the first lesson of the week.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Gives/ signs the functions of the Arch-Angel<br>• Mentions/ signs names of the 25 prophets<br>• Describes/ signs the categories of prophets. | • Functions of the Arch- Angel<br>• The 25 prophets mentioned in the Qur'an.<br>• Categories of prophets. | • Guiding learners to tell the functions of the Arch-Angel.<br>• Reading the names e.g. the prophets.<br>• Guiding the learners to list down the prophets.<br>• Helping learners to describe the categories of prophets. |

**Guidance on Assessment**

- Assess the learner's co-operation as he/she shares the functions of the Arch-Angel.
- Listen and assess the learner's choice making as he/she sorts the names of the 25 profits from the given names.
- Listen and assess the learner's critical thinking as he/she describes/ signs the categories of prophets.

# Topic: Imaan and forgiveness (6 periods)

## Introduction

This topic introduces the pillars of faith to the learners without which a person cannot be called a believer in Islam. Forgiveness is a value that should be taught to the learner by demonstrating this value in the real life situation. The learner gets to know who is a Muslim by name and a believer in Islam and among the characteristics of a Muslim believer he practices forgiveness.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Tells/ signs ways of practicing kindness, neighborhood, and respect to visitors.<br>• Narrates/ signs one hadith concerning Imaan<br>• Narrates/ signs one hadith concerning forgiveness<br>• Gives/ signs the | • Ways of practicing kindness, neighborhood, and respect to visitors.<br>• **Hadith** concerning **Imaan**<br>The Prophet P.B.U.H Said; "Articles of Imaan (faith) are six, to believe in Allah, to believe in his angels, to believe in His | • Telling/ signing ways of practicing kindness, neighborhood, and respect to visitors.<br>• Narrating/ signing one hadith concerning Imaan and forgiveness<br>• Giving the meaning of the Hadith.<br>• Relating the 2 hadiths to the daily life. |

| | | |
|---|---|---|
| meaning of the Hadith.<br>• Relates the 2 hadiths to the daily life.<br>• Tells/ signs lessons learnt from the Hadiths | holy books, to believe in His Messengers, to believe in believe in the day of judgment, to believe in Allah's power (Qadar) either good or bad is from Him (Allah).<br>• Hadith concerning forgiveness<br>• The meaning of the hadiths<br>• Lessons learnt from the hadiths | • Telling/ signing lessons learnt from the Hadiths |

## Guidance on Assessment

Assess the learner's care for others as he/she Demonstrates/ signs how to practice kindness, good neighborhood Ness, and respect to visitors.

- Listen and assess the learner's confidence as he/she narrates the Hadith concerning Imaan.
- Listen and assess the learner's articulation as he/she narrates the Hadith concerning forgiveness.
- Assess the learner's critical thinking as he/she compares the meaning of the hadiths to the daily life situation.

## Topic: Congregational Prayer (Swalat Al- Jama-a) (6 periods)

# Introduction

The topic brings out the concept of a congregational prayer. The teacher is encouraged to be practical so that he/she brings out the real meaning of congregational prayer. Therefore instructional materials like praying mat, a jerrycan for water, a kanzu and long dress for women. This will assist the learner to peak the real meaning of congregational prayer.  The topic is divided into sub-topics; the description of a congregational prayer, Mentions/ signs types of congregational prayers and Tells/ signs the importance of a congregational prayer.  Note that the first competence (Tells/ signs  the number of rakaats in each Swalat) previews lessons in P.3 and should be handled in the first lesson of the week.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Tells/ signs the number of rakaats in each Swalat<br>• Gives/ signs a description of a congregational prayer.<br>• Mentions/ signs types of congregational prayers<br>• Tells/ signs the importance of a congregational prayer. | • The Prophet (P.B.U.H) said: "A congregational prayer is better than one's prayer by twenty seven (27) times". Another name for a congregational prayer is a group prayer.<br>Examples of congregational prayers: Juma prayer, Tarawiih, Idd prayer. Even the five daily prayers can be performed in a group.<br>• Importance of a congregational prayer. | • Demonstrating  prayers showing the number of rakaats in each Swalat<br>• Demonstrating a congregational prayer by paying different roles.<br>• Guiding  learners to mention types of congregational prayers<br>• Telling the importance of a congregational prayer after pairing and sharing. |

| | Shows equality before Allah, | |
| | • make friends, | |
| | • share ideas, | |
| | • you learn more about your religion, | |
| | • showing respect to one another, | |
| | • solutions about your problem can easily be got, | |
| | • it has more rewards than a prayer by an individual. | |

## Guidance on Assessment

- Assess the learner's logical reasoning as he/she Demonstrates/ signs prayers showing the number of rakaats in each Swalat
- Listen and assess the learner's co-operation   as he/she Demonstrates/ signs a congregational prayer.
- Listen and assess the learner's critical thinking as he/she mentions/signs types of congregational prayers.
- Assess the learner's appreciation as he/she tells/signs the importance of a congregational prayer.

# Topic: The night Journey (Israi and Miraj) (6 periods)

## Introduction

The topic brings the biggest reward that the prophet (PBUH) received from Allah for his patience and suffering. This topic will expose learners to the saying "patience pays". Allah rewards those who do good and they are patient. Those who do bad deeds are punished. The topic is divided into sub-topics; - Description of Isra and Miraj, the importance of Isra and Miraj. This topic assists a learner to know the background of Prophet Muhammad (P.B.U.H)'s messenger ship.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Describes/ signs Isra and Miraj<br>• Explains/ signs the importance of Isra and Miraj.<br>• Discusses lessons learnt from the night journey. | **Isra**- This was the journey of Prophet Muhammad (P.B.U.H) from Makkah to Jerusalem. **Miraj**: This was the journey of going up from Jerusalem to the Heaven.<br><br>Allah sent angel Jibril to come for Muhammad(P.B.U.H) from Makkah to Jerusalem he moved on an animal called Buraaq, At in Jerusalem the Prophet met all other Prophets of Allah. He led them in prayers…….<br>The importance of the night journey of the Prophet (P.B.U.H):<br>• The journey gave the Prophet energy to | • Guiding learners to describe Isra and Miraj<br>• Explaining the importance of Isra and Miraj.<br>• Observing learners as they discuss lessons learnt from the night journey. |

| | continue preaching Islam. | |
| | • Abubakar was given a name Swidiiq . | |
| | • Swalat was given to the Prophet (P.B.U.H) | |
| | • This was among miracles performed by the Prophet (P.B.U.H). | |
| | • The journey showed Allah's power. | |
| | • Lessons learnt. | |
| | • Allah is always with the patient. | |

### Guidance on Assessment.

- Assess the learner's logical thinking as he/she Demonstrates/ signs the night journey (Isra and Miraj)
- Listen and assess the learner's confidence as he/she Explains/ signs the importance of Isra and Miraj.
- Assess the learner's appreciation as he/she discusses/signs lessons learnt from the night journey.

## Topic: Surat Al- Falaq (II3) (6 periods)

# Introduction

The topic deals with Surat Al- Falaq and brings out its meaning and importance. This Surat is recited to seek God's protection against all types of mischief, harmful creatures and all types of wickedness. The teacher is expected to assist learners to recite the Chapter in Arabic of transliterated form. Teach the meaning of this Surat after discussing to the learners events

that led to its revelation. The topic is divided into sub-topics; - recitation of the Surat, meaning of the Surat and its importance.

**Note:** The first competence previews lessons in P.3 and should be handled in the first lesson of the week.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Recites/ signs the Surat. <br> • Interprets the meaning of the Surat. <br><br><br> • Tells/ signs the importance of Surat Al- Falaq (II3). | بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمُ <br> قُلْ أَعُوْذُ بِرَبِّ الْفَلَقِ ۞ مِنْ شَرِّ مَا خَلَقَ ۞ وَ مِنْ شَرِّ غَاسِقٍ إِذَا وَقَبَ ۞ وَمِنْ شَرِّ النَّفَّاثَاتِ فِى الْعُقَدِ ۞ وَمِنْ شَرِّ حَاسِدٍ إِذَا حَسَدَ ۞ <br><br> Bismillahi Rahman rahiim <br> Qul - Auudhu Birabbil- Falaq. <br> Min Sharri maa Halaqa. <br> In the name of Allah, the most gracious and the most merciful. <br><br> • Say: I seek refugee with lord of the dawn <br> • From the bads of the created things. <br> • From the bad of darkness as it overspreads. <br> • From the bad of those who blow knots (magic) <br> • And from the bad of the envious ones as he practices envy. <br> The relevance of Surat Al-Falaq to our daily life experience. | • Displaying the chart showing Surat Al- Falaq <br> • Guiding learners to recite Surat Al- Falaq correctly. <br> • Asking learners to recite as a class, group, in pairs, and individually. <br><br> • Telling the meaning of Surat Al- Falaq <br> • Matching the meaning of Surat Surat Al- Falaq with the Arabic transliteration <br> • Guiding learners to mention the importance of Surat Al- Falaq |

| | • We should pray to Allah in order to protect us against all evils created by those who are jealous.<br>• We should discourage others from doing bad things. | |

## Guidance on Assessment

- Listen and assess the learner's articulation as he/she individually recites/ signs the Surat AL- Falaq.
- Assess the learner's critical thinking as he/she in a group interprets the message in the Surat.
- Listen and assess the learner's critical thinking as he/she tells /signs the importance of Surat Al- Falaq (II3).

## Topic: Unique nature of Muhammad's (P.B.U.H) Messenger ship (6 periods)

## Introduction

The topic unveils the fact that the nature of prophet Muhammad (P.B.U.H) was unique. Islam is a religion with unique ways of performing acts of worship which differ from other religions i.e. Swalat has unique ways of its performance as compared to how other religions perform prayers. The learner will discover that much as Prophet Muhammad (P.B.U.H) was sent to the whole world, his message was unique. The topic is divided into sub-topics; - reasons why Muhammad (P.B.U.H) went to the cave, nature of Prophet Muhammad's (P.B.U.H) messenger ship and aspects that made Prophet Muhammad's (P.B.U.H) message unique

| Competences | Content | Suggested Activities |
|---|---|---|
| • Gives/ signs the reasons why Muhammad (P.B.U.H) went to the cave.<br>• Describes/ signs the nature of Prophet Muhammad's (P.B.U.H) messenger ship<br>• Outlines the aspects that made prophet Muhammad(P.B.U.H) message different from his predecessors | • Reasons why Muhammad(P.B.U.H) went to the cave.<br>• Nature of Prophet Muhammad's (P.B.U.H) messenger ship.<br>• Aspects that made Prophet Muhammad's (P.B.U.H) message unique. | Guiding learners to give reasons for Muhammad's (P.B.U.H) going to the cave.<br><br>Helping learners to describe the nature of Prophet Muhammad's (P.B.U.H) messenger ship<br><br>Guiding learners to identify aspects that made Prophet Muhammad's (P.B.U.H) message unique. |

### Guidance on Assessment

- Assess the learner's critical thinking as he/she discusses/signs reasons why Muhammad (P.B.U.H) went to the cave.
- Listen and assess the learner's logical reasoning as he/she narrates/ signs the nature of Prophet Muhammad's (P.B.U.H) messenger ship.
- Assess learner's audibility as he/she tells/ signs aspects that made prophet Muhammad (P.B.U.H) message different from his predecessors.

## Topic: Conduct after Swalat (6 periods)

# Introduction

The topic brings out immediate acts after Swalat. The period requires peace of mind and dedication of oneself to the creator therefore it is used to recite Duwa(Supplications). The learner is introduced to important supplications made after Swalat. Sometimes Allahs' negative decisions are changed by supplications. Therefore it is imperative to the learner to know thanking Allah, asking for forgiveness and asking for things you need may be done through supplications. Note: The first competence (Recites/ signs/signs Dua for acquisition of knowledge correctly) previews lessons in P.3 and should be handled in the first lesson of the week. Remember this material is for the whole week.

| Competences | Content | Suggested Activities |
|---|---|---|
| • Recites/ signs Dua for acquisition of knowledge correctly<br>• Describes/ signs the behavior after Swalat (Prayer)<br>• Recites/ signs Adhkar (Utterances) after Swalat<br>• Explains/ signs the importance of Duas. | • Dua for acquisition of knowledge correctly(p.3 work)<br>• Behaviour after Swalat.<br>• Activities that take place after Swalat include: Supplication(prayers for self and others)<br>• Orderly exit from the Mosque.<br>• Importance of Duas | • Reciting/ Signing the Dua for acquisition of knowledge<br>• Demonstrating/Signing behaviours required during and after Swalat.<br>• Guiding learners demonstrate activities that take place after Swalat.<br>• Guiding learners describe how people should go out of the Mosque.<br>• Helping learners to explain importance of Duas to an individual and group. |

### Guidance on Assessment

- Assess the learner's articulation as he/she recites/signs Dua for acquisition of knowledge
- Assess the learner's free interaction with others as he/she Demonstrates/ signs how a Muslim behaves after Swalat (Prayer).
- Listen and assess the learner's audibility as he/she recites/ signs Adhkar (Utterances) after Swalat.
- Listen and assess the learner's appreciation as he/she explains/ signs how Duas are very important in their day to life.

# Topic: Dress and Cleanliness (6 periods)

## Overview:

The topic addresses the issue of dress and cleanliness as emphasized in Islam. A particular way of dressing is required for men and it is recommended that women dress in a way which is different from men. Also, a particular type of cleanliness is recommended on particular occasions.  This assist a learner to know that purity and decency are recommended by Allah.

| Competences | Content | Suggested Activities |
| --- | --- | --- |
| • Narrates/ signs one Hadith concerning cleanliness.<br>• Interprets the prophetic tradition on cleanliness.<br>• Tells/ signs lessons learnt from the Hadith on cleanliness. | The Hadith on cleanliness was narrated by Abdullah bin Umar said, "He heard the Prophet saying that people's prayer (Swalat) are not accepted by Allah unless when someone is clean. Abdullah the son of Umar reported that Prophet Muhammad(P.B.U.H) (P.B.U.H) said, "Allah does not accept a prayer | • Narrating/ signing one Hadith concerning clean correctly.<br>• Telling/signing substances which are unclean and can spoil Swalah.<br>• Interpreting the prophetic tradition on cleanliness basing on what is his/her |

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| | that was not performed in the state of purity nor does He accept charity from what has been stolen" | environment. |
| | | • Telling lessons learnt from the Hadith on cleanliness through think, pair and share |
| | • Cleanliness is one of the conditions for a prayer to be accepted by Allah. | |
| | • Dirtiness is a bad practice. | |
| | • Lessons learnt (Guide learners) | |

**Guidance on Assessment**

- Listen and assess the learner's fluency as he/she narrates/ signs one Hadith concerning cleanliness correctly.
- Assess the learner's critical thinking as he/she interprets the prophetic tradition on cleanliness basing on what is his/her environment.
- Listen and assess the learner's appreciation as he/she tells/signs lessons learnt from the Hadith on cleanliness.