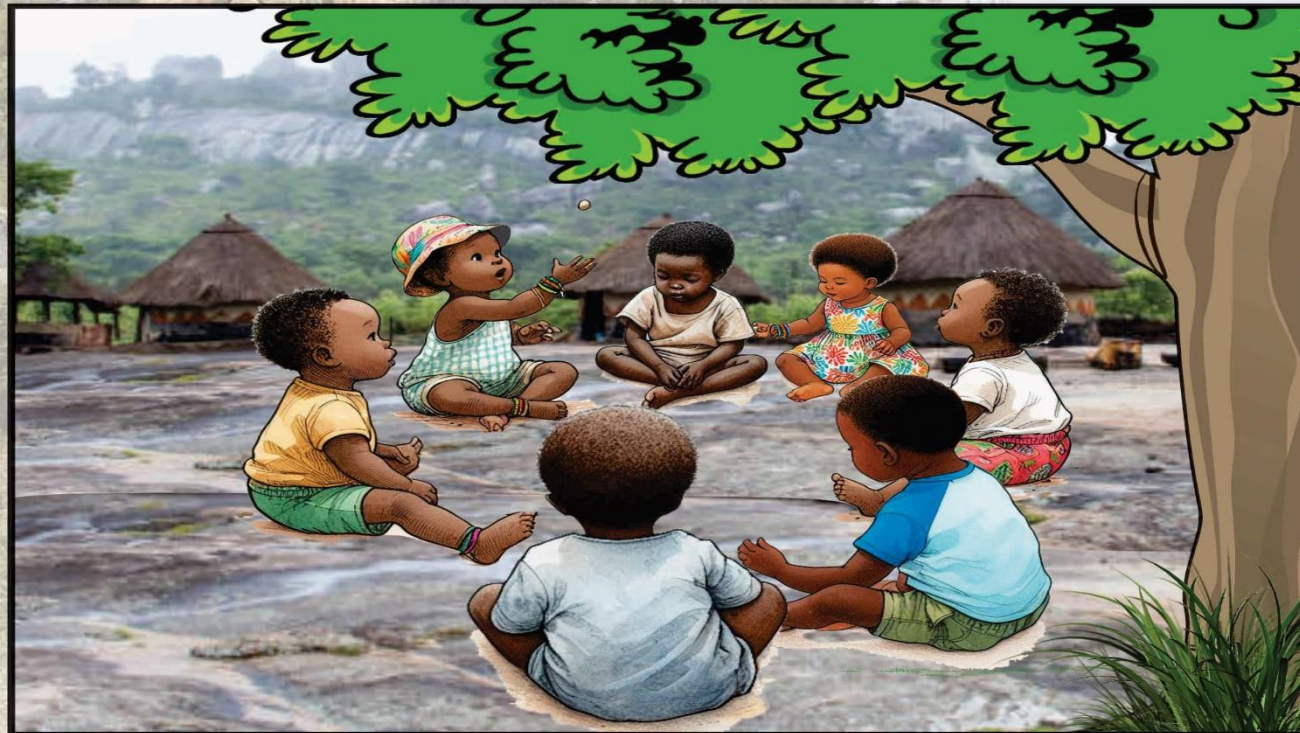




ZIMBABWE

Ministry of Primary and Secondary Education



INDIGENOUS LANGUAGES

SYLLABUS

2024-2030

INFANT (ECD A- GRADE 2)

Curriculum Development and Technical Services
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Mt Pleasant
Harare

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ACKNOWLEDGEMENTS

The Ministry of Primary and Secondary Education wishes to acknowledge the following for their valued contribution in the production of the syllabus:

- The Infant Syllabus Teachers Panel
- Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development (MoHTEISTD)
- The Zimbabwe School Examinations Council (ZIMSEC) for their contribution on the Scheme of Assessment
- United Nations Children's Fund (UNICEF)
- United Nations Educational Scientific and Cultural Organisation (UNESCO)

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1 PREAMBLE

1.1 Introduction

The Zimbabwe Indigenous Languages, Early Childhood Development (ECD) A- Grade 2 (Infant level) syllabus is heritage based and meant to enhance effective, culturally relevant communication. It provides a basic foundation for the development of language skills for everyday life. The syllabus intends to develop the four main language skills of listening, speaking, reading and writing. Problem solving, creativity, critical thinking, innovation, digital skills, teamwork, self-control and assertive skills should also be developed to produce a holistic individual. Visual, manual and tactile skills are emphasised in order to accommodate learners with special needs. The syllabus is intended for use by both formal and non-formal learners in the development of individuals who are proud of their cultural heritage and conform to the norms and values of their culture (Ubuntu/Unhu/Vumunhu).

1.2 Rationale

The learning of Indigenous languages at Infant level lays the foundation in the acquisition of communication skills which are essential in life and necessary for learning across the curriculum. It emphasises on our heritage and cultural practices that promote indigenous knowledge systems and self-identity in learners.

1.3 Summary of content

The Indigenous languages Infant level syllabus focuses on the development of the language skills which are listening/observing, speaking/signing, reading and writing. It also promotes the 21st century comprehensive skills like problem solving, creativity, critical thinking, innovation, digital skills, teamwork, self-control and assertiveness among others through culturally relevant content. The skills are developed simultaneously complementing each other using the topics. They are not taught separately. The Communicative Approach in language teaching must be emphasised.

1.4 Assumptions

The syllabus assumes that learners:

- are exposed to an indigenous language
- are able to listen/observe, speak/sign, read and write in Indigenous language
- are motivated to learn the Indigenous Language
- have knowledge of ICT

1.5 Cross-cutting themes

The following contemporary and global issues must be taken into consideration in the teaching and learning of Indigenous Languages:

- 1.0.1 Health and wellbeing
- 1.0.2 Disaster risk management
- 1.0.3 Climate change
- 1.0.4 Children's rights and responsibilities
- 1.0.5 ICT
- 1.0.6 Business enterprise skills

2 PRESENTATION OF THE SYLLABUS

The Indigenous languages Infant level syllabus is a document covering ECDA to Grade 2 content. This syllabus is divided into topics and sub topics, and has a performance matrix.

3 SYLLABUS AIMS

The syllabus aims to enable pupils to:

- 3.1 acquire skills of listening/ observing, speaking/ signing, reading, writing, visual, tactile and manual for effective communication;
- 3.2 develop problem solving, creativity, critical thinking, innovation, teamwork, self-control, assertive and digital skills to enhance national heritage and culture;
- 3.3 develop positive cultural values and norms (Ubuntu/Unhu/Vumunhu);
- 3.4 enhance a sense of cultural identity and belonging.
- 3.5 develop holistically through learner-centred approaches.

4 SYLLABUS OBJECTIVES

Pupils should be able to:

- 4.1 develop listening/observing, speaking/signing, reading and writing skills;
- 4.2 demonstrate pre-reading and pre-writing skills;
- 4.3 write with grammatical accuracy, correct spelling and appropriate punctuation;
- 4.4 show problem solving, creativity, critical thinking, innovation, teamwork, self-control, assertive and digital skills;

- 4.5 communicate in a correct and appropriate register;
- 4.6 appreciate their tangible and non- tangible heritage and that of others;
- 4.7 display self-pride, sense of belonging and cultural understanding;
- 4.8 showcase in cultural activities and events;
- 4.9 demonstrate physical, intellectual, emotional and social skills;

5 METHODOLOGY AND TIME ALLOCATION

5.1 Methodology

In the teaching and learning of Indigenous Languages at infant level, the Communicative Approach is recommended. All content and methods should be pupil centred, play based and develop the pupil holistically. Teaching and learning should be hands on and there is need for repetition. The teacher's role is to facilitate, direct and organise the learning environment.

Pupils should be exposed to more than one method in a lesson. The following methods are suggested but not exhaustive:

- Story telling
- Role play
- Play way
- Games
- Poetry
- Discovery
- Dramatization
- Dancing
- Puzzles
- Quizzes
- Songs and rhymes
- Educational tours
- Resource persons
- Puppetry
- Models
- Individualised Learning Programme
- Drawing

- Question and answer
- Classroom based action research
- Subject integration

5.2 Time allocation

For the successful implementation of this syllabus, ECD A and ECD B time allocation is 5 periods of 20 minutes per week.

The time allocation for grade 1 and 2 is 9 periods per week of 30 minutes each. The teacher has the freedom to do block teaching, integrate topics or learning areas.

6 SYLLABUS TOPICS

- Comprehension and summary
- Language usage
- Language structures
- Composition
- Cultural aspects

7 SCOPE AND SEQUENCE

7.1 ECD A

TOPIC	LISTENING/OBSERVING	SPEAKING/SIGNING	READING	WRITING
Comprehension	<ul style="list-style-type: none"> • News, stories and folktales • Question and answer • Auditory/tactile discrimination • Auditory/tactile 	<ul style="list-style-type: none"> • News, stories, folktales, • Requests and instructions • Dialogue 	<ul style="list-style-type: none"> • Book handling skills • Left to right orientation • Top to bottom orientation 	<ul style="list-style-type: none"> • Penmanship • Left to right orientation • Top to bottom orientation • Finger dexterity

	<p>memory</p> <ul style="list-style-type: none"> • Requests and instructions 		<ul style="list-style-type: none"> • Visual/tactile discrimination • Visual/tactile memory 	<ul style="list-style-type: none"> • Pre-writing
Language usage	<ul style="list-style-type: none"> • Registers • Concordial agreement • Conjunctives • Numbers up to 5 	<ul style="list-style-type: none"> • Registers • Concordial agreement • Conjunctives • Numbers up to 5 	<ul style="list-style-type: none"> • Book handling skills • Left to right orientation • Top to bottom orientation • Visual/ tactile memory • Visual/ tactile discrimination 	<ul style="list-style-type: none"> • Penmanship • Left to right orientation • Top to bottom orientation • Finger dexterity • Hand-eye coordination • Pre-writing
Language structures	<ul style="list-style-type: none"> • Names • Action words • Describing words • Position 	<ul style="list-style-type: none"> • Names • Action words • Describing words • Position 	<ul style="list-style-type: none"> • Book handling skills • Left to right orientation • Top to bottom orientation • Visual/ tactile memory • Visual/ tactile discrimination 	<ul style="list-style-type: none"> • Penmanship • Left to right orientation • Top to bottom orientation • Finger dexterity • Pre-writing

Composition	<ul style="list-style-type: none"> • News, stories and folktales • Auditory/tactile discrimination • Auditory/tactile memory • Question and answer 	<ul style="list-style-type: none"> • News, stories and folktales • Auditory/tactile discrimination • Auditory/tactile memory • Question and answer • Dialogue 	<ul style="list-style-type: none"> • Book handling skills • Left to right orientation • Top to bottom orientation • Visual/tactile discrimination • Visual/tactile memory 	<ul style="list-style-type: none"> • Penmanship • Left to right orientation • Top to bottom orientation • Finger dexterity • Pre-writing
Cultural aspects	<ul style="list-style-type: none"> • Heritage <ul style="list-style-type: none"> - songs - riddles - folktales - stories - events - registers • Relationships 	<ul style="list-style-type: none"> • Heritage <ul style="list-style-type: none"> - songs - riddles - folktales - stories - events - registers • Relationships 	<ul style="list-style-type: none"> • Book handling skills • Left to right orientation • Top to bottom orientation • Visual/tactile discrimination • Visual/tactile memory 	<ul style="list-style-type: none"> • Penmanship • Left to right orientation • Top to bottom orientation • Finger dexterity • Pre-writing

7.2 ECD B

TOPIC	LISTENING/OBSERVING	SPEAKING/SIGNING	READING	WRITING/BRAILING
Comprehension	<ul style="list-style-type: none"> • Rhymes, jingles and songs • News, stories and folktales • Auditory discrimination • Auditory memory • Requests and instructions • Dialogue 	<ul style="list-style-type: none"> • News, stories, folktales, • Songs, rhymes and jingles • Requests and instructions • dialogue 	<ul style="list-style-type: none"> • Book handling skills • Left to right orientation • Top to bottom orientation • Picture reading • Matching • Visual/ tactile memory • Visual/ tactile discrimination • Sequencing • Hand-eye coordination 	<ul style="list-style-type: none"> • Penmanship • Drawing • Scribbling • Colouring • painting • Left to right orientation • Top to bottom orientation • Hand-eye coordination • Finger dexterity
Language usage	<ul style="list-style-type: none"> • Songs, rhymes, riddles and jingles • News, stories and folktales • Auditory discrimination • Auditory memory 	<ul style="list-style-type: none"> • Songs, rhymes, riddles and jingles • News, stories and folktales • Greetings and times of the day • Appropriate 	<ul style="list-style-type: none"> • Book handling skills • Left to right orientation • Top to bottom orientation • Picture reading 	<ul style="list-style-type: none"> • Penmanship • Drawing • Scribbling • Colouring • painting • Left to right orientation

	<ul style="list-style-type: none"> • Greetings and times of the day • Appropriate registers • Requests and instructions • Dialogue 	<ul style="list-style-type: none"> registers • Requests and instructions • Dialogue 	<ul style="list-style-type: none"> • Matching • Visual/ tactile memory • Visual/ tactile discrimination • Ordering • Hand-eye coordination 	<ul style="list-style-type: none"> • Top to bottom orientation • Hand-eye coordination • Finger dexterity
Language structures	<ul style="list-style-type: none"> • Names • Positions • Describing words • Action words 	<ul style="list-style-type: none"> • Names • Positions • Describing words • Action words 	<ul style="list-style-type: none"> • Book handling skills • Left to right orientation • Top to bottom orientation • Picture reading • Matching • Visual/ tactile memory • Visual/ tactile discrimination • Ordering • Hand-eye coordination 	<ul style="list-style-type: none"> • Penmanship • Drawing • Scribbling • Colouring • Painting • Left to right orientation • Top to bottom orientation • Hand-eye coordination • Finger dexterity

Composition	<ul style="list-style-type: none"> • News, stories, folktales, • Dialogue • Words and sentences • Question and answer • Heritage • Auditory discrimination • Auditory memory • Events 	<ul style="list-style-type: none"> • News, stories, folktales, • Dialogue • Words and sentences • Question and answer • Heritage • Events 	<ul style="list-style-type: none"> • Book handling skills • Left to right orientation • Top to bottom orientation • Picture reading • Visual/ tactile memory • Visual/ tactile discrimination • Hand-eye coordination • Matching • Sequencing 	<ul style="list-style-type: none"> • Penmanship • Drawing • Scribbling • Left to right orientation • Top to bottom orientation • Hand-eye coordination • Pre-writing
Cultural aspects	<ul style="list-style-type: none"> • Rhymes, jingles, songs and riddles • News, folktales, stories • Registers • Events • Heritage 	<ul style="list-style-type: none"> • Rhymes, jingles, songs, and riddles • News, folktales, stories • Registers • Events • Heritage 	<ul style="list-style-type: none"> • Book handling skills • Left to right orientation • Top to bottom orientation • Picture reading • Visual/ tactile 	<ul style="list-style-type: none"> • Penmanship • Drawing • Scribbling • Painting • Colouring • Left to right orientation • Top to bottom

			memory <ul style="list-style-type: none"> • Visual/ tactile discrimination • Hand-eye coordination • Matching • Sequencing 	orientation <ul style="list-style-type: none"> • Hand-eye coordination • Pre-writing
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7.3 GRADE 1

TOPIC	LISTENING/OBSERVING	SPEAKING/SIGNING	READING	WRITING/BRAILING
Comprehension	<ul style="list-style-type: none"> • Vowels, syllables, words and sentences • News, stories and folktales • Dialogue • Question and answer 	<ul style="list-style-type: none"> • News, stories, folktales, • Requests and instructions • Dialogue • Vowels, syllables, words and sentences 	<ul style="list-style-type: none"> • Phonics • Vowels, syllables, words and sentences • Fluency • Word attack • Word meanings 	<ul style="list-style-type: none"> • Penmanship • Letter shaping (Nelson script) • Finger dexterity • Spelling and dictation • Vowels, syllables, words and

		<ul style="list-style-type: none"> • Question and answer 		<ul style="list-style-type: none"> • sentences • Punctuation
Language usage	<ul style="list-style-type: none"> • News, stories and folktales • Auditory discrimination • Greetings • Time • Appropriate registers • Requests and instructions • Dialogue • Concordial agreement • Conjunctives • Homographs 	<ul style="list-style-type: none"> • News, stories and folktales • Auditory discrimination • Greetings • Time • Appropriate registers • Requests and instructions • Dialogue • Concordial agreement • Conjunctives • Homographs 	<ul style="list-style-type: none"> • News, stories and folktales • Auditory discrimination • Greetings • Time • Appropriate registers • Requests and instructions • Dialogue • Concordial agreement • Conjunctives • Homographs 	<ul style="list-style-type: none"> • Penmanship • Finger dexterity • Punctuation • News, stories and folktales • Greetings • Time • Appropriate registers • Concordial agreement • Conjunctives • Homographs
Language structures	<ul style="list-style-type: none"> • Names • Positions • Describing words • Action words • Letter sounds • Syllables, words, 	<ul style="list-style-type: none"> • Names • Positions • Describing words • Action words • Letter sounds • Syllables, words, 	<ul style="list-style-type: none"> • Names • Positions • Describing words • Action words • Letter sounds • Syllables, words, 	<ul style="list-style-type: none"> • Penmanship • Finger dexterity • Names • Positions • Describing words • Action words

	<p>phrases and sentences</p>	<p>phrases and sentences</p> <ul style="list-style-type: none"> • Punctuation 	<p>phrases and sentences</p> <ul style="list-style-type: none"> • Punctuation • Punctuation Visual/ tactile discrimination • Hand-eye coordination • Punctuation 	<ul style="list-style-type: none"> • Letter sounds • Syllables, words, phrases and sentences • Punctuation •
Composition	<ul style="list-style-type: none"> • News, stories, folktales, • Dialogue • Syllables, words, phrases and sentences • Question and answer • Heritage 	<ul style="list-style-type: none"> • News, stories, folktales, • Dialogue • Syllables, words, phrases and sentences • Question and answer • Heritage • punctuation 	<ul style="list-style-type: none"> • News, stories, folktales, • Dialogue • Syllables, words, phrases and sentences • Question and answer • Heritage • punctuation 	<ul style="list-style-type: none"> • Penmanship • Heritage • Finger dexterity • News, stories, folktales, • Dialogue • Syllables, words, phrases and sentences • Question and answer • Heritage • punctuation
Cultural aspects	<ul style="list-style-type: none"> • Songs 	<ul style="list-style-type: none"> • Syllables, words, 	<ul style="list-style-type: none"> • Syllables, words, 	<ul style="list-style-type: none"> • Penmanship

	<ul style="list-style-type: none"> • News, folktales and stories • Registers • Heritage • Relationships • Events 	<ul style="list-style-type: none"> • phrases and sentences • Songs • News, folktales and stories • Registers • Heritage • Relationships • Events 	<ul style="list-style-type: none"> • phrases and sentences • News, folktales and stories • Poems • Registers • Heritage • Relationships • Events 	<ul style="list-style-type: none"> • Punctuation • Finger dexterity • Syllables, words, phrases and sentences • News, folktales and stories • Poems • Registers • Heritage • Relationships • Events
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7.4 GRADE 2

TOPIC	LISTENING/OBSERVING	SPEAKING/SIGNING	READING	WRITING/BRAILING
Comprehension	<ul style="list-style-type: none"> • Vowels, syllables, words and sentences • News, stories and folktales • Dialogue • Question and answer 	<ul style="list-style-type: none"> • News, stories, folktales, • Requests and instructions • Dialogue • Vowels, syllables, words and 	<ul style="list-style-type: none"> • Phonics • Vowels, syllables, words and sentences • Fluency • Word attack • Word meanings 	<ul style="list-style-type: none"> • Penmanship • Letter shaping (Nelson script) • Finger dexterity • Spelling and dictation • Vowels, syllables,

		<p>sentences</p> <ul style="list-style-type: none"> • Question and answer 		<p>words and sentences</p> <ul style="list-style-type: none"> • Punctuation
Language usage	<ul style="list-style-type: none"> • News, stories and folktales • Auditory discrimination • Greetings • Time • Appropriate registers • Requests and instructions • Dialogue • Concordial agreement • Conjunctives • Homographs 	<ul style="list-style-type: none"> • News, stories and folktales • Auditory discrimination • Greetings • Time • Appropriate registers • Requests and instructions • Dialogue • Concordial agreement • Conjunctives • Homographs 	<ul style="list-style-type: none"> • News, stories and folktales • Auditory discrimination • Greetings • Time • Appropriate registers • Requests and instructions • Dialogue • Concordial agreement • Conjunctives • Homographs 	<ul style="list-style-type: none"> • Penmanship • Finger dexterity • Punctuation • News, stories and folktales • Greetings • Time • Appropriate registers • Concordial agreement • Conjunctives • Homographs
Language structures	<ul style="list-style-type: none"> • Names • Positions • Describing words • Action words • Letter sounds 	<ul style="list-style-type: none"> • Names • Positions • Describing words • Action words • Letter sounds 	<ul style="list-style-type: none"> • Names • Positions • Describing words • Action words • Letter sounds 	<ul style="list-style-type: none"> • Penmanship • Finger dexterity • Names • Positions • Describing words

	<ul style="list-style-type: none"> • Syllables, words, phrases and sentences 	<ul style="list-style-type: none"> • Syllables, words, phrases and sentences • Punctuation 	<ul style="list-style-type: none"> • Syllables, words, phrases and sentences • Punctuation • Punctuation • Visual/ tactile discrimination • Hand-eye coordination • Punctuation 	<ul style="list-style-type: none"> • Action words • Letter sounds • Syllables, words, phrases and sentences • Punctuation •
Composition	<ul style="list-style-type: none"> • News, stories, folktales, • Dialogue • Syllables, words, phrases and sentences • Question and answer • Heritage 	<ul style="list-style-type: none"> • News, stories, folktales, • Dialogue • Syllables, words, phrases and sentences • Question and answer • Heritage • punctuation 	<ul style="list-style-type: none"> • News, stories, folktales, • Dialogue • Syllables, words, phrases and sentences • Question and answer • Heritage • punctuation 	<ul style="list-style-type: none"> • Penmanship • Heritage • Finger dexterity • News, stories, folktales, • Dialogue • Syllables, words, phrases and sentences • Question and answer • Heritage • punctuation

Cultural aspects	<ul style="list-style-type: none"> • Songs • News, folktales and stories • Registers • Heritage • Relationships • Events 	<ul style="list-style-type: none"> • Syllables, words, phrases and sentences • Songs • News, folktales and stories • Registers • Heritage • Relationships • Events 	<ul style="list-style-type: none"> • Syllables, words, phrases and sentences • News, folktales and stories • Poems • Registers • Heritage • Relationships • Events 	<ul style="list-style-type: none"> • Penmanship • Punctuation • Finger dexterity • Syllables, words, phrases and sentences • News, folktales and stories • Poems • Registers • Heritage • Relationships • Events
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TOPIC	LISTENING/OBSERVING	SPEAKING/SIGNING	READING	WRITING/BRAILING
Comprehension	<ul style="list-style-type: none"> • Question and answer • News, stories and folktales • Dialogue • Requests and instructions • Word recognition • Rhymes, jingles, poems and songs • Vocabulary • Syllables, words and sentences 	<ul style="list-style-type: none"> • Requests and instructions • News, stories, folktales, • Songs, rhymes and jingles • Question and answer • Word recognition • Dialogue • Vocabulary • Fluency • Punctuation 	<ul style="list-style-type: none"> • Phonics • Fluency • Picture reading • Word attack • Word meaning • Vocabulary • Syllables, words and sentences 	<ul style="list-style-type: none"> • Penmanship (Nelson script) • Spelling and dictation • Punctuation • Syllables, words and sentences • Question and answer
Language usage	<ul style="list-style-type: none"> • News, stories and folktales • Vocabulary • Appropriate registers • Requests and instructions • Dialogue 	<ul style="list-style-type: none"> • News, stories and folktales • Vocabulary • Appropriate registers • Requests and instructions 	<ul style="list-style-type: none"> • Picture reading • Word attack • News, stories and folktales • Vocabulary • Requests and instructions 	<ul style="list-style-type: none"> • Penmanship (Nelson script) • Syllables, words and sentences • Vocabulary • Punctuation

	<ul style="list-style-type: none"> • Rhymes, riddles, jingles, songs and poems 	<ul style="list-style-type: none"> • Dialogue • Rhymes, riddles, jingles, songs and poems • Proficiency • Punctuation 	<ul style="list-style-type: none"> • Proficiency • Punctuation • Syllables, words and sentences 	
Language structures	<ul style="list-style-type: none"> ▪ Nouns ▪ Prepositions ▪ Verbs ▪ Adjectives ▪ Phonics ▪ Syllables words and sentences 	<ul style="list-style-type: none"> ▪ Nouns ▪ Prepositions ▪ Verbs ▪ Adjectives ▪ Phonics ▪ Syllables words and sentences 	<ul style="list-style-type: none"> ▪ Picture reading ▪ Punctuation ▪ Nouns ▪ Prepositions ▪ Verbs ▪ Adjectives ▪ Phonics ▪ Syllables words and sentences 	<ul style="list-style-type: none"> ▪ Penmanship (Nelson script) ▪ Punctuation ▪ Nouns ▪ Prepositions ▪ Verbs ▪ Adjectives ▪ Phonics ▪ Syllables words and sentences
Composition	<ul style="list-style-type: none"> ▪ News, stories, folktales, ▪ Dialogue ▪ Syllables, words and sentences ▪ Question and answer ▪ Heritage 	<ul style="list-style-type: none"> ▪ News, stories, folktales, ▪ Dialogue ▪ Syllables, words and sentences ▪ Question and answer ▪ Heritage 	<ul style="list-style-type: none"> ▪ News, stories, folktales, ▪ Picture reading ▪ Syllables, words and sentences ▪ Heritage ▪ Punctuation ▪ Extensive 	<ul style="list-style-type: none"> ▪ Penmanship (Nelson script) ▪ Punctuation ▪ Heritage ▪ Spelling and dictation ▪ Syllables, words and sentences

			reading	<ul style="list-style-type: none"> ▪ Creative writing
Cultural aspects	<ul style="list-style-type: none"> • News, folktales and stories • Registers • Vocabulary • Heritage • Rhymes, jingles, songs, poems and riddles • Relationships 	<ul style="list-style-type: none"> • News, folktales, stories, poems and riddles • Registers • Vocabulary • Heritage • Relationships 	<ul style="list-style-type: none"> • Picture reading • News, folktales and stories • Registers • Vocabulary • Heritage • relationships 	<ul style="list-style-type: none"> • Penmanship (Nelson script) • Vocabulary • Punctuation • Syllables, words and sentences • Relationships

8 COMPETENCE MATRIX

8.1 ECD A TOPIC 1: COMPREHENSION

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	Pupils should be able to:	(knowledge, skills and positive attitudes)		
Comprehension	<ul style="list-style-type: none"> • display proper book handling 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Book handling skills 	<ul style="list-style-type: none"> • Demonstrating proper book 	<ul style="list-style-type: none"> • Pictures • ICT tools

	<p>skills</p> <ul style="list-style-type: none"> • demonstrate left to right and top to bottom orientation • respond to questions from news, stories and folktales • describe pictures and objects • handle writing tools 	<ul style="list-style-type: none"> • Left to right orientation • Top to bottom orientation • Question and answer • Dialogues • News, stories and folktales • Heritage <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening-auditory/tactile discrimination -auditory/tactile memory • Speaking • Reading -sequencing -visual discrimination -ordering -hand-eye coordination <p>Writing</p> <ul style="list-style-type: none"> -finger dexterity -penmanship • Problem solving • Critical thinking <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Teamwork • Confidence 	<p>handling skills</p> <ul style="list-style-type: none"> • Displaying left to right and top to bottom orientation • Listening to news, stories and folktales • Responding to questions, requests and instructions • Retelling news, stories and folktales • Describing pictures and objects • Handling and using writing tools • Drawing • Scribbling • Colouring • Playing reading games 	<ul style="list-style-type: none"> • Charts • Resource persons • Cartoons • Picture books • Braille books • Realia
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		<ul style="list-style-type: none"> • Empathy • Tolerance • Cultural appreciation 	<ul style="list-style-type: none"> • Discussing crosscutting themes and emerging issues • Role playing • Reciting rhymes and jingles 	
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8.2 ECD A TOPIC 2: LANGUAGE USAGE

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive, attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Registers	<ul style="list-style-type: none"> • greet according to times of the day. • respond to greetings • use appropriate register 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Times of the day • Greetings • Registers <p><u>Skills</u></p> <ul style="list-style-type: none"> • Auditory memory • Speaking- articulation • Sequencing • Matching 	<ul style="list-style-type: none"> • Naming different times of the day • Greeting according to times of the day. • Responding to greetings • Using appropriate register 	<ul style="list-style-type: none"> • Reference books • Pictures • Picture books • ICT tools • Resource persons • Specialized materials

		<ul style="list-style-type: none"> • Left to right orientation • Top to bottom orientation • Hand eye co-ordination • Penmanship <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Confidence • Empathy • Team work • Tolerance • Cultural appreciation • Ubuntu/Unhu/Vumunu 	<ul style="list-style-type: none"> • Role playing • Reciting rhymes and jingles • Singing 	
Subject-verb agreement	<ul style="list-style-type: none"> • use correct subject-verb agreement in sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Subject-verb agreement <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening/observing • Speaking/signing -Articulation 	<ul style="list-style-type: none"> • Using correct subject-verb agreement in sentences • Role playing • Dialogue • Reciting rhymes and jingles • Singing 	<ul style="list-style-type: none"> • Pictures • Picture books • Charts • ICT tools • Resource person • Specialized materials
Conjunctives	<ul style="list-style-type: none"> • Use conjunctives in sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Joining words 	<ul style="list-style-type: none"> • Using conjunctives in sentences 	<ul style="list-style-type: none"> • Reference books • Pictures

		<p>Skills</p> <ul style="list-style-type: none"> • Listening • Speaking • Articulation <p>Reading</p>	<ul style="list-style-type: none"> • Reciting rhymes and jingles • Matching games • Storytelling • Singing 	<ul style="list-style-type: none"> • Picture books • Word cards • Work cards • Charts • ICT tools • Resource person • Realia
Numbers in Indigenous Language up to 5	<ul style="list-style-type: none"> • count up to 5 • use numbers in sentences 	<p>Knowledge</p> <ul style="list-style-type: none"> • Numbers up to 5 • Counting <p>Skills</p> <p>Auditory memory</p> <p>Proficiency</p>	<ul style="list-style-type: none"> • Reciting number rhymes • Counting up to 5 • Using numbers in sentences • Playing number games 	<ul style="list-style-type: none"> • Real objects • Picture books • ICT tools • Learning centers

8.3 ECD A TOPIC 3: LANGUAGE STRUCTURES

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	Pupils should be able to:	(knowledge, skills, positive attitudes)		

Names	<ul style="list-style-type: none"> state names of objects in the home and classroom identify domestic animals use names in sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Names of; <ul style="list-style-type: none"> people -domestic animals objects <p><u>Skills</u></p> <ul style="list-style-type: none"> Listening Speaking <ul style="list-style-type: none"> -articulation Reading 	<ul style="list-style-type: none"> Stating names of objects in the home and classroom Naming domestic animals Using names in sentences Picture reading Reciting rhymes, jingles and poems Singing Drawing, colouring and painting 	<ul style="list-style-type: none"> Resource persons ICT tools Reference books Puzzles Realia
Action words	<ul style="list-style-type: none"> Demonstrate different actions 	<p><u>Knowledge</u></p> <p>Action words</p> <p><u>Skills</u></p> <p>Listening</p> <p>Speaking</p> <p>articulation</p> <p>Reading</p>	<ul style="list-style-type: none"> Responding to instructions Demonstrating different actions Playing action games Role playing Reciting rhymes and jingles 	<ul style="list-style-type: none"> ICT tools Pictures Picture books Braille books Realia

			<ul style="list-style-type: none"> • Singing 	
Describing words	<ul style="list-style-type: none"> • identify different objects • use describing words 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Describing words <p><u>Skills</u></p> <ul style="list-style-type: none"> • Critical thinking • Reading • Speaking - articulation 	<ul style="list-style-type: none"> • Identifying different objects • Using describing words • Comparing • Matching objects • Ordering • Playing games • Drawing • Colouring 	<ul style="list-style-type: none"> • ICT tools • Pictures • Picture books • Braille books • Realia
Position	<ul style="list-style-type: none"> • identify position of objects • show position of objects 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Position <p><u>Skills</u></p> <ul style="list-style-type: none"> • listening • speaking • reading • writing • Critical thinking • Identifying 	<ul style="list-style-type: none"> • Identifying position of objects • Placing objects on different position • Reciting position rhymes and jingles • Singing position songs • Using position words in 	<ul style="list-style-type: none"> • ICT tools • Pictures • Picture books • Braille books • Realia

			sentences	
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8.4 ECD A TOPIC 4: COMPOSITION

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (knowledge, skills, positive attitudes,)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Composition	<ul style="list-style-type: none"> • retell stories and folktales • narrate stories and folktales • respond to questions 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Words • Sentences • Dialogue • Stories • Folktales • Heritage <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> -auditory/tactile memory • Speaking <ul style="list-style-type: none"> -narrating -describing • Critical thinking 	<ul style="list-style-type: none"> • Listening to stories and folktales • Retelling stories and folktales • Narrating stories and folktales • Responding to questions • Role playing • Reciting rhymes and jingles • Singing 	<ul style="list-style-type: none"> • Story books • Pictures • Picture books • Magazines • ICT tools • Braille books • Realia

		<ul style="list-style-type: none"> • Creativity <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Confidence • Empathy • Team work • Tolerance • Cultural appreciation 		
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8.5 ECD A TOPIC 5: CULTURAL ASPECTS

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Heritage	<ul style="list-style-type: none"> • identify indigenous food and fruits • name indigenous food and fruits 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • indigenous foods and fruits <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening/Observing • Speaking/Signing • Reading • Writing 	<ul style="list-style-type: none"> • Identifying indigenous food and fruits • naming indigenous food and fruits • collecting indigenous food 	<ul style="list-style-type: none"> • ICT tools • Pictures • Picture books • Realia

		<ul style="list-style-type: none"> • Critical thinking • Teamwork • Research <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Tolerance • Appreciation • Sense of belonging • Cultural sensitivity 	<p>and fruits</p> <ul style="list-style-type: none"> • visiting heritage sites • researching on indigenous food and fruits • Storytelling • Singing • Reciting rhymes and jingles • Playing games • Collecting indigenous food and fruits • Visiting heritage sites 	
Relationships	<ul style="list-style-type: none"> • Name family members • Say the number of family members 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Relationships <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening -Auditory/tactile memory • Speaking • Reading 	<ul style="list-style-type: none"> • Naming family members • Saying the number of family members • Drawing family members • Role play 	<ul style="list-style-type: none"> • ICT tools • Pictures • Charts • Library books • Picture books • Realia • Resource

		<ul style="list-style-type: none"> • Writing <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Teamwork • Confidence • Tolerance 	<ul style="list-style-type: none"> • Pasting pictures of family members • Reciting rhymes and jingles • Singing 	<p>person</p> <ul style="list-style-type: none"> • magazines
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8.6 ECD B TOPIC 1: COMPREHENSION

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	Pupils should be able to:	(Skills, positive attitudes, knowledge)		
Comprehension	<ul style="list-style-type: none"> • display proper book handling skills • demonstrate left to right orientation, and top to bottom orientation 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Book handling skills • Left to right orientation • Top to bottom orientation • Question and answer • Dialogues • News, stories and folktales • Heritage 	<ul style="list-style-type: none"> • Demonstrating proper book handling skills • Displaying left to right orientation, and top to bottom orientation • Listening to news, 	<ul style="list-style-type: none"> • Pictures • ICT tools • Charts • Resource persons • Cartoons • Picture books • Braille books

	<ul style="list-style-type: none"> • respond to questions from news, stories and folktales • identify pictures • describe pictures and objects • handle writing tools 	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening-auditory/tactile discrimination -auditory/tactile memory • Speaking • Reading -sequencing -visual discrimination -ordering -hand-eye coordination <p>Writing</p> <ul style="list-style-type: none"> -finger dexterity -penmanship • Problem solving • Critical thinking <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Teamwork • Confidence • Empathy • Tolerance • Cultural appreciation 	<p>stories and folktales</p> <ul style="list-style-type: none"> • Responding to questions, requests and instructions • Retelling news, stories and folktales • Naming pictures • Describing pictures and objects • Handling and using writing tools • Drawing • Scribbling • Colouring • Playing reading games • Discussing crosscutting themes and emerging issues 	<ul style="list-style-type: none"> • Objects
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			<ul style="list-style-type: none"> • Role playing • Reciting rhymes and jingles 	
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8.7 ECD B TOPIC 2: LANGUAGE USAGE

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Registers	<ul style="list-style-type: none"> • greet according to times of the day. • respond to greetings • use appropriate register • make polite requests and expressions 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Times of the day • Greetings • Registers • Polite requests and expressions <p><u>Skills</u></p> <ul style="list-style-type: none"> • Auditory memory • Speaking- articulation • Sequencing • Matching • Left to right orientation • Top to bottom orientation 	<ul style="list-style-type: none"> • Naming different times of the day • Greeting according to times of the day. • Responding to greetings • Using appropriate register • making polite requests and expressions • Role playing 	<ul style="list-style-type: none"> • Reference books • Pictures • Picture books • ICT tools • Resource persons

		<ul style="list-style-type: none"> • Hand eye co-ordination • Penmanship • Confidence <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Confidence • Empathy • Team work • Tolerance • Cultural appreciation • Ubuntu/Unhu/Vumunhu 	<ul style="list-style-type: none"> • Reciting rhymes and jingles • Singing • Colouring 	
Subject and verb agreement	<ul style="list-style-type: none"> • use correct subject-verb agreement in sentences • 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Subject-verb agreement <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening/observing • Speaking/signing -Articulation 	<ul style="list-style-type: none"> • Using correct subject-verb agreement in sentences • Role playing • Dialogue • Reciting rhymes and jingles • Singing 	<ul style="list-style-type: none"> • Pictures • Picture books • Charts • ICT tools • Resource person
Conjunctives	<ul style="list-style-type: none"> • Use conjunctives in sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Joining words <p><u>Skills</u></p>	<ul style="list-style-type: none"> • Using conjunctives in a sentence • Reciting rhymes 	<ul style="list-style-type: none"> • Reference books • Pictures • Picture books

		<ul style="list-style-type: none"> • Listening • Speaking • Articulation Reading	and jingles <ul style="list-style-type: none"> • Matching games • storytelling • Singing 	<ul style="list-style-type: none"> • Word cards • Work cards • Charts • ICT tools • Resource person • Realia
Numbers in Indigenous Language	<ul style="list-style-type: none"> • count up to 5 • use numbers in sentences 	<u>Knowledge</u> <ul style="list-style-type: none"> • Numbers up to 5 • Counting <u>Skills</u> Auditory memory Proficiency	<ul style="list-style-type: none"> • Reciting number rhymes • Counting up to 5 • Using numbers in sentences • Playing number games 	<ul style="list-style-type: none"> • Real objects • Picture books • ICT tools • Learning centers

8.8 ECD B TOPIC 3: LANGUAGE STRUCTURES

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	Pupils should be able to:	(Skills, positive attitudes, knowledge)		

Names	<ul style="list-style-type: none"> state names of objects in the home and classroom identify domestic and wild animals use names in sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Names of; <ul style="list-style-type: none"> - people - objects -domestic animals -wild animals <p><u>Skills</u></p> <p>Listening Speaking articulation</p> <ul style="list-style-type: none"> Reading 	<ul style="list-style-type: none"> Stating names of objects in the home and classroom Using names in sentences Picture reading Reciting rhymes, jingles and poems Singing Drawing, colouring and painting 	<ul style="list-style-type: none"> Resource persons ICT tools Reference books Puzzles
Action words	<ul style="list-style-type: none"> demonstrate different actions 	<p><u>Knowledge</u></p> <p>Action words</p> <p><u>Skills</u></p> <p>Listening Speaking articulation Reading</p>	<ul style="list-style-type: none"> Responding to instructions Demonstrating different actions Playing action games Role playing Reciting rhymes and jingles Singing 	<ul style="list-style-type: none"> ICT tools Pictures Picture books Braille books
Describing words	<ul style="list-style-type: none"> identify different objects use describing words 	<p><u>Knowledge</u></p> <p>-Describing words</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Critical thinking Reading 	<ul style="list-style-type: none"> Identifying different objects Using describing words Comparing Matching objects Ordering 	<ul style="list-style-type: none"> ICT tools Pictures Picture books Braille books Realia

		<ul style="list-style-type: none"> • Speaking - articulation • Reading 	<ul style="list-style-type: none"> • Playing games • Drawing • Colouring 	
Position	<ul style="list-style-type: none"> • identify position of objects • show position of objects 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> - position <p><u>Skills</u></p> <ul style="list-style-type: none"> • listening • speaking • reading • writing • Critical thinking • Identifying 	<ul style="list-style-type: none"> • Identifying position of objects • Placing objects on different position • Reciting position rhymes and jingles • Singing position songs • Using position words in sentences 	<ul style="list-style-type: none"> • ICT tools • Pictures • Picture books • Braille books • Realia

8.9 ECD B TOPIC 4: COMPOSITION

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Composition	<ul style="list-style-type: none"> • retell stories and folktales • narrate stories and folktales 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Words • Sentences • Dialogue 	<ul style="list-style-type: none"> • Listening to stories and folktales • Retelling stories and folktales 	<ul style="list-style-type: none"> • Story books • Pictures • Picture books • Magazines

	<ul style="list-style-type: none"> • respond to questions 	<ul style="list-style-type: none"> • Stories • folktales • Heritage <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> -auditory/tactile memory • Speaking <ul style="list-style-type: none"> -narrating -describing • Critical thinking • Creativity <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Confidence • Empathy • Team work • Tolerance • Cultural appreciation 	<ul style="list-style-type: none"> • Narrating stories and folk tales • Responding to questions • Role playing • Reciting rhymes and jingles • Singing 	<ul style="list-style-type: none"> • ICT tools • Braille books • Realia
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8.10 ECD B TOPIC 5: CULTURAL ASPECTS

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
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	Pupils should be able to:	(Skills, positive attitudes, knowledge)	LEARNING ACTIVITIES AND NOTES	RESOURCES
Heritage	<ul style="list-style-type: none"> • identify indigenous food and fruits • name indigenous food and fruits • identify indigenous musical instruments 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • indigenous food and fruits • indigenous musical instruments <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening/Observing • Speaking/Signing • Reading • Writing/Brailling • Critical thinking • Teamwork • Research <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Tolerance • Appreciation • Sense of belonging • Cultural sensitivity 	<ul style="list-style-type: none"> • Identifying indigenous food and fruits • naming indigenous food and fruits • collecting indigenous food and fruits • visiting heritage sites • researching on indigenous food and fruits • identifying indigenous musical instruments • Storytelling • Singing • Reciting rhymes 	<ul style="list-style-type: none"> • ICT tools • Pictures • Picture books • Realia

			and jingles <ul style="list-style-type: none"> • Playing indigenous musical instruments • Collecting indigenous foods and fruits • Visiting heritage sites 	
Relationships	<ul style="list-style-type: none"> • Name family members • Say the number of family members 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Relationships <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening -Auditory/tactile memory • Speaking • Reading • Writing <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Teamwork • Confidence • Tolerance 	<ul style="list-style-type: none"> • Naming family members • Saying the number of family members • Drawing family members • Role play • Pasting pictures of family members • Reciting rhymes and jingles • Singing 	<ul style="list-style-type: none"> • ICT tools • Pictures • Chart • Library books • Picture books • Realia • Resource person • magazines •

8.11 GRADE 1 TOPIC 1: COMPREHENSION

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Comprehension	<ul style="list-style-type: none"> • display proper book handling skills • demonstrate left to right orientation, and top to bottom orientation • respond to questions from news, stories and folktales • identify pictures • describe pictures and objects • read vowels, syllables, words and sentences • handle writing tools properly 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Book handling skills • Left to right orientation • Top to bottom orientation • Question and answer • Dialogues • News, stories and folktales • Vowels, syllables, words and sentences • Heritage <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening-auditory/tactile discrimination -auditory/tactile memory • Speaking 	<ul style="list-style-type: none"> • Demonstrating proper book handling skills • Displaying left to right orientation, and top to bottom orientation • Listening to news, stories and folktales • Responding to questions, requests and instructions • Retelling news, stories and folktales • Naming pictures • Describing pictures and objects 	<ul style="list-style-type: none"> • Pictures • ICT tools • Charts • Resource persons • Cartoons • Picture books • Braille books • Objects

		<ul style="list-style-type: none"> • Reading -sequencing -visual discrimination -ordering -hand-eye coordination Writing -finger dexterity -penmanship • Problem solving • Critical thinking <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Teamwork • Confidence • Empathy • Tolerance • Cultural appreciation 	<ul style="list-style-type: none"> • Reading vowels, syllables, words and sentences • Handling and using writing tools • Drawing • Scribbling • Colouring • Playing reading games • Discussing crosscutting themes and emerging issues • Role playing • Reciting rhymes and jingles 	
Spelling dictation	<ul style="list-style-type: none"> • read vowels, syllables, words and sentences • spell words • construct sentences • write dictated sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Vowels • Syllables • Words • Sentences <p><u>Skills</u></p>	<ul style="list-style-type: none"> • Reading vowels, syllables, words and sentences • Spelling words • Construct sentences • Writing dictated 	<ul style="list-style-type: none"> • Pictures • ICT tools • Charts • Picture books • Braille books • Flash cards

		<ul style="list-style-type: none"> • Auditory/ tactile memory • Speaking/Signing • Articulation • Word attack • Penmanship <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Confidence • Team work 	<ul style="list-style-type: none"> • sentences • Reciting spelling rhymes • Singing • Spelling games 	
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8.12 GRADE 1 TOPIC 2: LANGUAGE USAGE

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	Pupils should be able to:	(Skills, positive attitudes, knowledge)		
Registers	<ul style="list-style-type: none"> • greet according to 	<u>Knowledge</u>	<ul style="list-style-type: none"> • Naming different 	<ul style="list-style-type: none"> • Reference

	<p>times of the day.</p> <ul style="list-style-type: none"> • respond to greetings • use appropriate register • make polite requests and expressions 	<ul style="list-style-type: none"> • Times of the day • Greetings • Registers • Polite requests and expressions <p><u>Skills</u></p> <ul style="list-style-type: none"> • Auditory memory • Speaking- articulation • Sequencing • Matching • Left to right orientation • Top to bottom orientation • Hand eye co-ordination • Penmanship • Confidence <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Confidence • Empathy • Team work • Tolerance • Cultural appreciation • Ubuntu/Unhu/Vumunhu 	<p>times of the day</p> <ul style="list-style-type: none"> • Greeting according to times of the day. • Responding to greetings • Using appropriate register • making polite requests and expressions • Role playing • Reciting rhymes and jingles • Singing • Colouring 	<p>books</p> <ul style="list-style-type: none"> • Pictures • Picture books • ICT tools • Resource persons
Subject and verb	<ul style="list-style-type: none"> • Identify the 	<u>Knowledge</u>	<ul style="list-style-type: none"> • Identifying the 	<ul style="list-style-type: none"> • Reference

agreement	<p>subject and verb in a sentence</p> <ul style="list-style-type: none"> • Construct simple sentences with correct subject word agreement 	<ul style="list-style-type: none"> • Subject-verb agreement <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Articulation • Reading 	<p>subject and verb in a sentence</p> <ul style="list-style-type: none"> • Constructing simple sentences with correct subject-verb agreement • Correcting errors in subject-verb agreement in given sentences • Reciting rhymes and jingles • Singing 	<p>books</p> <ul style="list-style-type: none"> • Pictures • Picture books • Word cards • Work cards • Charts • ICT tools • Resource person
Joining words	<ul style="list-style-type: none"> • Identify joining words in a sentence • Use joining words to make phrases 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Joining words <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Articulation • Reading 	<ul style="list-style-type: none"> • Identifying joining words in a sentence • Using joining words to make phrases • Reciting rhymes and jingles • Matching games • storytelling 	<ul style="list-style-type: none"> • Reference books • Pictures • Picture books • Word cards • Work cards • Charts • ICT tools • Resource person

			<ul style="list-style-type: none"> • Singing 	<ul style="list-style-type: none"> • Realia
Homographs (words with same spelling but different meanings)	<ul style="list-style-type: none"> • Identify examples of homographs • Construct sentences using homographs in their correct contexts 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Homographs <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Articulation <p>Reading</p>	<ul style="list-style-type: none"> • Identifying words with the same spelling but different meanings • Grouping words with the same spelling but different spelling • Constructing sentences using homographs in their correct contexts 	<ul style="list-style-type: none"> • Reference books • Pictures • Picture books • Word cards • Work cards • Charts • ICT tools • Resource person • Realia
Numbers in Indigenous Language	<ul style="list-style-type: none"> • count in indigenous language up to 10 • use numbers in sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Numbers up to 10 • Counting <p><u>Skills</u></p> <p>Auditory memory</p> <p>Proficiency</p>	<ul style="list-style-type: none"> • Reciting number rhymes • Counting in indigenous language up to 10 • Using numbers in 	<ul style="list-style-type: none"> • Realia • Picture books • ICT tools • Learning centers • Resource

			sentences <ul style="list-style-type: none"> • Saying numbers in indigenous language • Playing number games 	person
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8.13 GRADE 1 TOPIC 3: LANGUAGE STRUCTURES

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Names	<ul style="list-style-type: none"> • state names of objects, people and places in singular and plural form • use singular and plural names of objects, people and places in sentences 	<p>Knowledge</p> <ul style="list-style-type: none"> • Names of; <ul style="list-style-type: none"> - objects - people - places -domestic and wild animals • Singular and plural <p>Skills</p>	<ul style="list-style-type: none"> • Stating names of objects, people and places in singular and plural form • using singular and plural names of objects, people and places in sentences 	<ul style="list-style-type: none"> • ICT tools • Reference books • Resource person • Pictures • Charts • Braille books • Realia • Magazines

		Listening Speaking Articulation <ul style="list-style-type: none"> • Reading 	identifying domestic and wild animals <ul style="list-style-type: none"> • Picture reading • Reciting rhymes, jingles and poems • Singing 	
Action words	<ul style="list-style-type: none"> • demonstrate different actions • use action words in a sentence 	<u>Knowledge</u> Action words Present tense Past tense Future tense <u>Skills</u> Listening Speaking articulation Reading Critical thinking Analysis Team work	<ul style="list-style-type: none"> • Demonstrating different actions • Using action words in various tenses • Playing action games • Role playing • Reciting rhymes and jingles • Singing • Reading words and sentences 	<ul style="list-style-type: none"> • ICT tools • Pictures • Word cards • Library books • Charts • Resource person • Braille books
Describing words	<ul style="list-style-type: none"> • use colour, size and shape to describe objects • give opposites of 	<u>Knowledge</u> <ul style="list-style-type: none"> • Describing words -colour -size	<ul style="list-style-type: none"> • Identifying different objects • Using colour, size and shape to 	<ul style="list-style-type: none"> • ICT tools • Pictures • Picture books

	describing words	-shape <ul style="list-style-type: none"> • Opposites <u>Skills</u> <ul style="list-style-type: none"> • Listening • Speaking articulation • Reading • Critical thinking • Problem solving 	describe objects <ul style="list-style-type: none"> • Giving opposites of describing words • Comparing • Matching objects • Ordering • Playing games • Drawing • Colouring 	Braille books <ul style="list-style-type: none"> • Realia
Position	<ul style="list-style-type: none"> • identify position of objects • show position of objects 	<u>Knowledge</u> <ul style="list-style-type: none"> - position <u>Skills</u> <ul style="list-style-type: none"> • listening • speaking • reading • writing • Critical thinking • Identifying 	<ul style="list-style-type: none"> • Identifying position of objects • Placing objects on different position • Reciting position rhymes and jingles • Singing position songs • Using position words in sentences 	<ul style="list-style-type: none"> • ICT tools • Pictures • Picture books • Library books • Braille books • Realia

8.14 GRADE 1 TOPIC 4: COMPOSITION

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Composition	<ul style="list-style-type: none"> • retell stories and folktales • narrate stories and folktales • respond to questions • write words and simple sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Words • Sentences • Dialogue • Stories • Folktales • Heritage <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening -auditory/tactile memory • Speaking -narrating -describing • Critical thinking • Creativity <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Confidence • Empathy 	<ul style="list-style-type: none"> • Listening to stories and folktales • Retelling stories and folktales • Narrating stories and folktales • Responding to questions • Writing words and simple sentences • Role playing • Reciting rhymes and jingles • Singing 	<ul style="list-style-type: none"> • Story books • Pictures Picture books • Magazines • ICT tools • Braille books • Realia

		<ul style="list-style-type: none"> • Team work • Tolerance • Cultural appreciation 		
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8.15 GRADE 1 TOPIC 5: CULTURAL ASPECTS

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Heritage	<ul style="list-style-type: none"> • name indigenous food and fruits • identify indigenous musical instruments • list indigenous utensils 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • indigenous food and fruits • indigenous musical instruments • indigenous utensils <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening/Observing • Speaking/Signing • Reading • Writing/Braille • Critical thinking 	<ul style="list-style-type: none"> • Identifying indigenous food and fruits • Naming indigenous food and fruits • collecting indigenous food and fruits • visiting heritage sites • researching on 	<ul style="list-style-type: none"> • ICT tools • Pictures • Chart • Library books • Picture books • Realia • Resource person • Culture centre

		<ul style="list-style-type: none"> • Teamwork • Research <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Tolerance • Appreciation • Sense of belonging • Cultural sensitivity 	<p>indigenous food and fruits</p> <ul style="list-style-type: none"> • Identifying indigenous musical instruments • listing indigenous utensils • Storytelling • Singing • Reciting rhymes and jingles • Playing indigenous musical instruments • Collecting indigenous foods and fruits • Visiting heritage sites 	
Relationships	<ul style="list-style-type: none"> • Name family members • State roles of family 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Relationships 	<ul style="list-style-type: none"> • Naming family members • Stating roles of 	<ul style="list-style-type: none"> • ICT tools • Pictures • Chart

	members	<p>Skills</p> <ul style="list-style-type: none"> • Listening -Auditory/tactile memory • Speaking • Reading • Writing <p>Positive attitudes</p> <ul style="list-style-type: none"> • Teamwork • Confidence • Tolerance 	<p>family members</p> <ul style="list-style-type: none"> • Drawing family members • Cutting and pasting pictures of family members 	<ul style="list-style-type: none"> • Library books • Picture books • Realia • Resource person • magazines
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8.16 GRADE 2 TOPIC 1: COMPREHENSION

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	Pupils should be able to:	(Skills, positive attitudes, knowledge)		
Comprehension	<ul style="list-style-type: none"> • read vowels, syllables, words and sentences • respond to 	<p>Knowledge</p> <ul style="list-style-type: none"> • Vowels, syllables, words and sentences • Question and answer 	<ul style="list-style-type: none"> • Listening to news, stories and folktales • Reading vowels, 	<ul style="list-style-type: none"> • Pictures • ICT tools • Charts • Resource

	<p>questions from news, stories and folktales</p> <ul style="list-style-type: none"> • retell news stories and folktales • answer comprehension questions • read stories in indigenous language 	<ul style="list-style-type: none"> • Dialogues • News, stories and folktales • Heritage • WH questions <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening- • auditory/tactile discrimination • -auditory/tactile memory • Speaking • Reading • Writing • -penmanship • Problem solving • Critical thinking <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Teamwork • Confidence • Empathy • Tolerance • Cultural appreciation 	<p>syllables, words and sentences</p> <ul style="list-style-type: none"> • Responding to questions, requests and instructions • Retelling news, stories and folktales • read stories in indigenous language • Playing reading games • Discussing crosscutting themes and emerging issues • Role playing • Reciting rhymes and jingles • Singing 	<p>persons</p> <ul style="list-style-type: none"> • Cartoons • Picture books • Library books • Braille books • Objects
Spelling dictation	<ul style="list-style-type: none"> • read vowels, syllables, words 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Vowels 	<ul style="list-style-type: none"> • Reading vowels, 	<ul style="list-style-type: none"> • Pictures • ICT tools

	and sentences <ul style="list-style-type: none"> • spell words • construct sentences • write dictated sentences 	<ul style="list-style-type: none"> • Syllables • Words • Sentences <p><u>Skills</u></p> <ul style="list-style-type: none"> • Auditory/ tactile memory • Speaking/Signing • Articulation • Word attack • Penmanship <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Confidence • Team work 	syllables, words and sentences <ul style="list-style-type: none"> • Spelling words • Construct sentences • Writing dictated sentences • Reciting spelling rhymes • Singing • Spelling games 	<ul style="list-style-type: none"> • Charts • Picture books • Braille books • Flash cards
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8.17 GRADE2 TOPIC 2: LANGUAGE USAGE

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	Pupils should be able to:	(Skills, positive attitudes, knowledge)		
Registers	<ul style="list-style-type: none"> • use appropriate register • make polite requests and 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Greetings • Registers • Polite requests and 	<ul style="list-style-type: none"> • Greeting according to times of the day. • Responding to 	<ul style="list-style-type: none"> • Reference books • Pictures • Picture books

	<p>expressions</p> <ul style="list-style-type: none"> • demonstrate cultural etiquettes 	<p>expressions</p> <ul style="list-style-type: none"> • Cultural etiquettes <p><u>Skills</u></p> <ul style="list-style-type: none"> • Auditory memory • Speaking- articulation • Reading • Penmanship • Confidence • Critical thinking • Problem solving <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Confidence • Empathy • Team work • Tolerance • Cultural appreciation • Ubuntu/Unhu/Vumunhu 	<p>greetings</p> <ul style="list-style-type: none"> • Using appropriate register • making polite requests and expressions • Role playing • Dramatizing cultural etiquettes • Reciting rhymes and poems • Singing 	<ul style="list-style-type: none"> • ICT tools • Resource persons
Subject and verb agreement	<ul style="list-style-type: none"> • Identify the subject and verb in a sentence • Construct simple sentences with correct subject 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Subject-verb agreement <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Articulation 	<ul style="list-style-type: none"> • Identifying the subject and verb in a sentence • Constructing simple sentences with correct 	<ul style="list-style-type: none"> • Reference books • Pictures • Picture books • Word cards • Work cards

	word agreement	<ul style="list-style-type: none"> • Reading 	subject-verb agreement <ul style="list-style-type: none"> • Correcting errors in subject-verb agreement in given sentences • Reciting rhymes and jingles • Singing 	<ul style="list-style-type: none"> • Charts • ICT tools • Resource person
Conjunctives	<ul style="list-style-type: none"> • Identify joining words in a sentence • Use joining words to make phrases and sentences 	<u>Knowledge</u> <ul style="list-style-type: none"> • Conjunctives <u>Skills</u> <ul style="list-style-type: none"> • Listening • Speaking • Articulation • Reading 	<ul style="list-style-type: none"> • Identifying joining words in a sentence • Using joining words to make phrases and sentences • Reciting rhymes and jingles • Matching games • storytelling • Singing 	<ul style="list-style-type: none"> • Reference books • Pictures • Picture books • Word cards • Work cards • Charts • ICT tools • Resource person • Realia
Homographs (words with same spelling)	<ul style="list-style-type: none"> • Identify examples of homographs 	<u>Knowledge</u> <ul style="list-style-type: none"> • Homographs 	<ul style="list-style-type: none"> • Identifying words with the same 	<ul style="list-style-type: none"> • Reference books

<p>but different meanings)</p>	<ul style="list-style-type: none"> • Construct sentences using homographs in their correct contexts 	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Articulation • Reading 	<p>spelling but different meanings</p> <ul style="list-style-type: none"> • Grouping words with the same spelling but different spelling • Constructing sentences using homographs in their correct contexts 	<ul style="list-style-type: none"> • Pictures • Picture books • Word cards • Work cards • Charts • ICT tools • Resource person • Realia
<p>Numbers in Indigenous Language</p>	<ul style="list-style-type: none"> • count numbers in indigenous language up to 20 • read numbers in indigenous language • write numbers in indigenous language • use numbers in sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Numbers up to 20 • Counting <p><u>Skills</u></p> <ul style="list-style-type: none"> • Auditory memory • Proficiency • Reading • Writing • Critical thinking <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Cultural appreciation 	<ul style="list-style-type: none"> • Counting in indigenous language up to 20 • Reading numbers in indigenous language • Writing numbers in indigenous language • Using numbers in sentences • Playing number 	<ul style="list-style-type: none"> • Realia • Picture books • ICT tools • Learning centers • Word cards • Work cards • Charts • Resource person

			games	
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8.18 GRADE 2 TOPIC 3: LANGUAGE STRUCTURES

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Nouns	<ul style="list-style-type: none"> Identify proper and common nouns use singular and plural forms of nouns 	<p>Knowledge</p> <ul style="list-style-type: none"> Proper nouns Common nouns Singular and plural <p>Skills</p> <ul style="list-style-type: none"> Listening Speaking Articulation Reading Critical thinking 	<ul style="list-style-type: none"> Identifying proper and common nouns using singular and plural forms of nouns playing naming games research on proper and common nouns distinguishing between proper and common nouns Reciting rhymes, jingles and poems 	<ul style="list-style-type: none"> ICT tools Reference books Resource person Pictures Word cards Work cards Charts Braille books Realia Magazines

			<ul style="list-style-type: none"> • Singing 	
Verbs	<ul style="list-style-type: none"> • demonstrate different actions • use verbs in sentences • use verbs in different tenses 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Verbs <p>-Present tense -Past tense -Future tense</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Articulation • Reading • Critical thinking • Analysis • Collaboration • creativity 	<ul style="list-style-type: none"> • Demonstrating different actions • Using verbs in sentences • Using verbs in various tenses • Playing action games • Role playing • Reciting rhymes, poems and jingles • Singing • Reading words and sentences • Writing words and sentences • Quizzes and riddles 	<ul style="list-style-type: none"> • ICT tools • Pictures • Word cards • Library books • Charts • Resource person • Braille book • Puzzles • Work cards • Flash cards • Realia
Adjectives	<ul style="list-style-type: none"> • use adjectives to describe objects • give opposites of 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Adjectives <p>-colour -size</p>	<ul style="list-style-type: none"> • Identifying different objects • Describing 	<ul style="list-style-type: none"> • ICT tools • Pictures • Picture books

	adjectives	-shape -texture <ul style="list-style-type: none"> • Opposites <u>Skills</u> <ul style="list-style-type: none"> • Listening • Speaking articulation • Reading • Critical thinking • Problem solving 	different objects using adjectives <ul style="list-style-type: none"> • Giving opposites adjectives • Comparing • Matching objects • Ordering • Playing games • Drawing • Colouring • Quizzes and riddles 	<ul style="list-style-type: none"> • Braille books • Library books • Word cards • Work cards • Realia
Prepositions	<ul style="list-style-type: none"> • identify position of objects • show position of objects • use prepositions in sentences • give opposites 	<u>Knowledge</u> <ul style="list-style-type: none"> • Prepositions • Opposites <u>Skills</u> <ul style="list-style-type: none"> • listening • speaking • reading • writing • Critical thinking • Identifying 	<ul style="list-style-type: none"> • Identifying position of objects • Placing objects on different position • Using prepositions in sentences • Giving opposites to prepositions • Reciting position 	<ul style="list-style-type: none"> • ICT tools • Pictures • Picture books • Library books • Braille books • Work cards • Flash cards • Realia

			rhymes and poems • Singing position songs • Using position words in sentences • Quizzes and riddles	
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8.19 GRADE 2 TOPIC 4: COMPOSITION

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Composition	<ul style="list-style-type: none"> retell news, stories and folktales narrate news, stories and folktales respond to questions write composition 	<p>Knowledge</p> <ul style="list-style-type: none"> Words Sentences Dialogue Stories Folktales Heritage <p>Skills</p> <ul style="list-style-type: none"> Listening -auditory/tactile 	<ul style="list-style-type: none"> Listening to stories and folktales Retelling stories and folktales Narrating stories and folktales Responding to questions Writing guided, fill 	<ul style="list-style-type: none"> Story books Pictures Picture books Library books Magazines Charts Sentence strips ICT tools Braille books Realia

		memory <ul style="list-style-type: none"> • Speaking -narrating -describing • Reading • Writing • Critical thinking • Creativity <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Confidence • Empathy • Team work • Tolerance • Cultural appreciation 	in composition <ul style="list-style-type: none"> • Role playing • Reciting poems • Singing • Drawing and colouring 	
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8.20 GRADE 2 TOPIC 5: CULTURAL ASPECTS

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Heritage	<ul style="list-style-type: none"> • name indigenous food and fruits 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • indigenous food and fruits 	<ul style="list-style-type: none"> • Identifying indigenous food and fruits 	<ul style="list-style-type: none"> • ICT tools • Pictures

	<ul style="list-style-type: none"> • identify indigenous musical instruments • list indigenous utensils and tools 	<ul style="list-style-type: none"> • indigenous musical instruments • indigenous utensils and tools <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening/Observing • Speaking/Signing • Reading • Writing/Braille • Critical thinking • Teamwork • Research <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Tolerance • Appreciation • Sense of belonging • Cultural sensitivity 	<ul style="list-style-type: none"> • Naming indigenous food and fruits • collecting indigenous food and fruits • visiting heritage sites • researching on indigenous food and fruits • Identifying indigenous musical instruments • listing indigenous utensils and tools • Storytelling • Singing • Reciting rhymes and jingles • Playing indigenous musical 	<ul style="list-style-type: none"> • Charts • Library books • Picture books • Realia • Resource person • Word cards • Culture centre • Learning centre
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			instruments <ul style="list-style-type: none"> • Collecting indigenous foods and fruits • Visiting heritage sites 	
Relationships	<ul style="list-style-type: none"> • Name immediate and extended family members • Say the number of family members • State roles of family members 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Relationships -immediate family members -extended family members <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening -Auditory/tactile memory • Speaking • Reading • Writing <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Teamwork • Confidence • Tolerance 	<ul style="list-style-type: none"> • Naming family members • Saying the number of family members • Stating roles of family members • Drawing family members cutting and pasting pictures of family members • Cutting and pasting pictures of family members 	<ul style="list-style-type: none"> • ICT tools • Pictures • Chart • Library books • Picture books • Realia • Resource person • magazines •

9 ASSESSMENT

Learners shall be assessed at school level through continuous assessment and summative assessment. These assessments shall be guided by the principles of inclusivity, practicability, authenticity, transparency, flexibility, validity and reliability. The principles are crucial for creating a supportive and effective learning environment that fosters growth and development in learners at infant school module. Arrangements, accommodations and modifications shall be visible to enable learners with special needs to access assessments.

This section covers the assessment objectives, the assessment model, the scheme of assessment and Assessment Scheme.

9.1 Assessment Objectives

Learners shall be assessed on their ability to:

- 9.1.1 retell news, stories and folktales
- 9.1.2 communicate effectively using appropriate register
- 9.1.3 use grammatical structures appropriately
- 9.1.4 write creative work
- 9.1.5 demonstrate cultural awareness and etiquette
- 9.1.6 answer comprehension questions

9.2 Assessment Model

School Based Continuous Assessment shall be used for learners in ECD A and B. There shall not be any summative assessment for ECD A and B.

Grade 1 and 2 shall have both Continuous and Summative Assessments as illustrated in Figure 1. Continuous assessment shall include recorded School Based Continuous Learning and Assessment activities marks. The

mark shall be included on learners' end of term and year reports. Summative assessment shall be school tests which are at the end of the term and year.

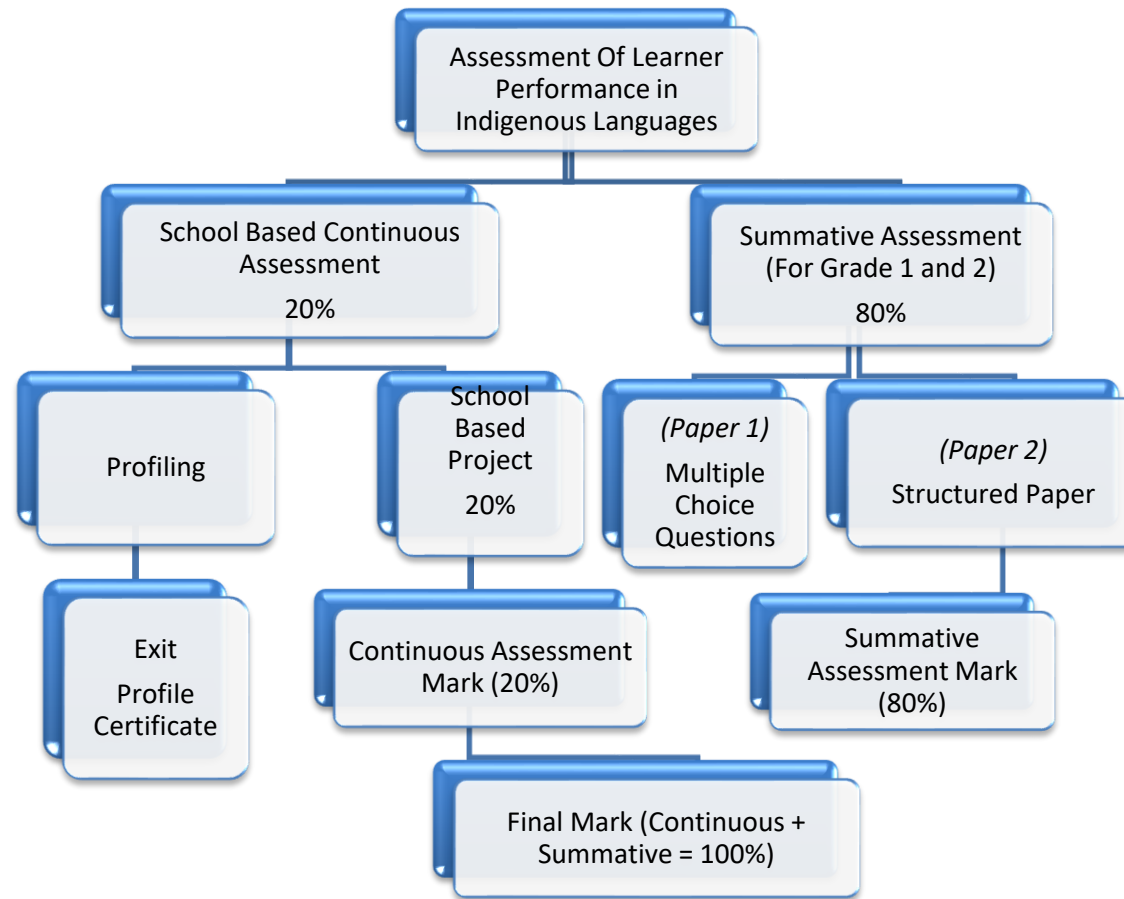


Fig. 1 Assessment Model

In addition, learners shall be profiled and learner profile records established. Learner profile certificates shall be issued at the end of Grade 2. The certification is to officially verify and validate that a pupil has acquired competences at the point of exit.

9.3 Scheme of Assessment

The table below shows the Scheme of Assessment for Grade 1 and 2 where 50% is allocated to Continuous Assessment and 50% to Summative Assessment.

FORM OF ASSESSMENT	WEIGHTING
Continuous Assessment	50%
Summative Assessment	50%
Total	100%

Of the 50% for continuous assessment, 20% shall be allocated to the School Based Project. The remaining 30% shall be for other school based continuous learning activities that learners do at school as part of formative assessment.

Both the continuous and summative assessment marks shall be recorded on the learners' reports on a termly basis.

School – Based Project Assessment Scheme

The Table given below shows the Learning and Assessment Scheme for the School Based Project.

Project Execution Stages	Project Stage Description	Timeline	Marks
1	Understanding and adoption of what is to be done according to teacher or learner theme	January - April	5
2	Exploration of the theme as guided by the teacher	May	10
3	Participation in engagement activities	June	10
4	Collecting or selecting relevant	July	5

	materials to use		
5	Creating the project	August - September	10
6	Collaboration with others in refining the project	October	5
7	Presentation of the project	November - December	5
TOTAL			50

The assessment scheme shows the stages that shall be executed by pupils and the timeline at which each stage shall be carried out. Possible marks, totalling 50, are highlighted to indicate how much can be allocated.

9.4 ASSESSMENT INSTRUMENTS

The following are suggested assessment tools:

- Checklists
- Rating Scale
- Observation Guide
- Exercises
- Tests
- School based projects

9.5 INFANT LEVEL ASSESSMENT MATRIX

LEVEL	FORM OF ASSESSMENT	ASSESSMENT TASKS	NATURE	FREQUENCY
INFANTS	Continuous	Assessment tasks can be School Based Projects or pen and paper activities based on the following: <ul style="list-style-type: none"> • Singing • Drawing • Dancing • Colouring • Storytelling • Speaking 	Individual, or group activities	<ul style="list-style-type: none"> ✓ Daily basis ✓ Weekly ✓ Fortnightly ✓ Monthly ✓ Termly ✓ Yearly

		<ul style="list-style-type: none"> • Listening • Counting • Playing children's games • Chanting • Reciting • Sequencing • Matching • Sorting • Writing 		
	Summative	<ul style="list-style-type: none"> • Classroom exercises • End of week, month, term and year tests • Check point assessment 	Individual activities	<ul style="list-style-type: none"> ➤ Daily basis ➤ Weekly ➤ Fortnightly ➤ Monthly ➤ Termly ➤ Yearly

LEVEL	FORM OF ASSESSMENT	ASSESSMENT TASKS Demonstrate understanding of concepts through:	NATURE	FREQUENCY
Grade 1	School based projects	<ul style="list-style-type: none"> -singing -drawing -dancing -storytelling -speaking -listening -counting -reading -written exercises -theory test 	<ul style="list-style-type: none"> • Practical • Can be done individually in pairs or groups • 	<ul style="list-style-type: none"> -fortnightly -once per month -termly -yearly
Grade 2	School based projects	<ul style="list-style-type: none"> -singing -drawing -dancing 	<ul style="list-style-type: none"> • Practical • Can be done individually in 	<ul style="list-style-type: none"> -fortnightly -once per month

		-storytelling -speaking -listening -counting -reading -written exercises -theory test	pairs or groups •	-termly -yearly
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9.6 SCHEME OF ASSESSMENT

Learners shall be assessed through Continuous and Summative Assessment as shown by the table below:

Level	Form of Assessment	Weighting
ECD	Formative / Continuous Assessment	100%
Grade 1 and Grade 2	Summative	80%
	Continuous Assessment	20%

9.7 DOMAINS TO BE ASSESSED

The domains to be assessed are as follows

Domain	Percentage (%)
Cognitive	20
Physical	40
Social	20
Emotional	20

Physical domain

- 9.1.1 demonstrate a mastery of fine motor skills
- 9.1.2 demonstrate good eye and hand coordination

- 9.1.3 identify the left and right side.
- 9.1.4 demonstrate top to bottom coordination

Cognitive domain

- 9.1.5 inquire about events and things in the environment
- 9.1.6 demonstrate problem solving abilities
- 9.1.7 make rational choices and decisions

Socio-emotional domain

- 9.1.8 communicate effectively in Indigenous language
- 9.1.9 appreciate their tangible and non- tangible heritage and that of others
- 9.1.10 cooperate with others to achieve a joint outcome
- 9.1.11 act independently

