



ZIMBABWE

Ministry of Primary and Secondary Education



SCIENCE AND TECHNOLOGY SYLLABUS

2024-2030

INFANT (ECD A - GRADE 2)

Curriculum Development and Technical Services
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Harare

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SCIENCE AND TECHNOLOGY SYLLABUS: INFANT (ECD A - GRADE 2) 2024-2030

1 Preamble

1.1 Introduction

The Infant Science and Technology syllabus document is one of the six learning areas in the Infant School Module curriculum. This syllabus comprises basic scientific concepts learnt through practical activities such as matching, ordering, measuring, classifying and identifying amongst others. It also covers heritage-based technological concepts acquired through a hands-on learner-centred learning trajectory, which includes but not limited to pottery, weaving, basketry, carving or woodworking. The Infant learning phase seeks to give learners an appreciation of Science and Technology as a learning area in their education and to equip them with life skills through critical thinking, experimentation, discovery, problem solving and hands-on experiences. The syllabus is also designed to enable a smooth transition from Infant to Junior, using a play-based learning approach. The learners will be assessed through a domain focused continuous and summative assessments in order to track the holistic development of the child, focusing mainly on the key developmental progression milestones attained by individual children by specific grade.

1.2 Rationale

The Heritage-Based Science and Technology syllabus for Infant education provides a culturally relevant and inclusive framework. It nurtures children's curiosity, appreciation for their own heritage, and respect for other cultures and natural endowments. It empowers them to become active participants in their communities, contributing to the sustainable development of society while fostering a strong foundation for life-long learning in science and technology. Embracing and applying indigenous knowledge systems in the Infant Science and Technology curriculum allow early learners to connect with their cultural identity. These also develop a sense of belonging and seeing themselves and their communities represented, fostering pride as well as a positive self-image as they progress with their education journey.

1.3 Summary of Content

The Infant Science and Technology syllabus emphasizes integrating heritage-based knowledge into early childhood education and supports diversity. The syllabus covers various topics aimed at fostering a deep connection with cultural roots while promoting scientific curiosity and technological skills. Key topics include health and hygiene practices, food and nutrition, environmental awareness and conservation and educational technology. It encourages hands-on, learner-centred activities such as moulding, classifying, constructing, drawing, designing, programming promoting critical thinking and problem-solving skills. The syllabus also addresses

cross-cutting themes like digital competencies, climate change and disaster risk management, ensuring a holistic approach to early childhood development.

1.4 Assumptions

The Heritage-Based Infant syllabus for Zimbabwe has taken deliberate consideration of several assumptions critical for socio-economic transformation. The assumptions are based on the context of Zimbabwe's heritage, educational system, societal needs and aspirations. It therefore becomes critical to consider that learners:

- are exposed to scientific experiences
- live in diverse social contexts
- use technological devices
- are conscious of their environment
- are aware of their obligation towards health and well-being

1.5 Cross-Cutting Themes

The following cross-cutting themes must be considered in infant science and technology teaching and learning to foster competence development for life-long learning:

- environmental management
- climate change
- digital competencies
- health and wellbeing
- disaster risk management
- entrepreneurship

2 Presentation of the syllabus

The syllabus is presented as a single document catering for infant school module.

3 Aims

The Infant Science and Technology syllabus aims to:

- introduce learners to the principles of science and technology, through a heritage-based approach.
- incorporate indigenous knowledge, cultural practices, historical perspectives and national endowments into science and technology education.

- foster an understanding of the learning area matter and promote cultural appreciation in its diverse nature.

4 Syllabus Objectives

The syllabus will enable learners to:

- 4.1 develop an understanding of scientific concepts and technological principles
- 4.2 explore the connections among heritage, science and technology
- 4.3 cultivate curiosity, critical thinking, creativity, collaboration and problem-solving skills in real life situations
- 4.4 promote cultural awareness, respect and appreciation of our natural endowments in science and technology

5 Methodology and Time allocation

5.1 Methodology

The Infant learning approach should be essentially used to support cognitive, social, emotional and physical development in learners. Play-based learning activities are initiated by learners and facilitated by teachers. It is based on ideas that promote learner-centred, participatory, active engagement, social connection, exploration and discovery learning in order to increase intrinsic motivation in the learner.

Heritage-Based Science and Technology syllabus should encourage scientific inquiry and exploration. Teachers should assess learners' prior knowledge, contextualise the topic and add hands-on activities. This technique increases learners' interests and critical thinking skills, encouraging them to study scientific phenomena. A multi-disciplinary approach is required with emphasis on identifying linkages between disciplines. Regular assessments and feedback are essential.

Teaching methods that can help to create an engaging learning environment in early childhood education include but are not limited to:

- play
- games
- sensory exploration
- experimentation

- nature-based learning
- storytelling
- projects
- educational tours
- excursions

5.2 Time Allocation

The syllabus should be allocated three (3) hours per week. There should be four (4) double periods of forty (40) minutes each and one (1) 20-minutes period.

6 SYLLABUS TOPICS

This syllabus is made up of eight (8) topics.

1. Health and Hygiene practices
2. Food and Nutrition
3. Crops, Plants and Animals
4. Environmental awareness and conservation
5. Tools, Equipment and Implements
6. Energy and Fuels
7. Disaster risk management and resilience
8. Educational Technology and Innovations

7 SCOPE AND SEQUENCE

7.1 Health and Hygiene Practices

ECD A	ECD B	Grade 1	Grade 2
<ul style="list-style-type: none"> Personal Hygiene <ul style="list-style-type: none"> -Body parts -Toilet training -Hand washing 	<ul style="list-style-type: none"> Personal Hygiene <ul style="list-style-type: none"> -bathing and grooming -Hand washing -toilet training -clothing and cleanliness 	<ul style="list-style-type: none"> Personal Hygiene <ul style="list-style-type: none"> -human body parts -personal hygiene habits 	<ul style="list-style-type: none"> Personal Hygiene <ul style="list-style-type: none"> -function of the human body parts -senses -Importance of personal hygiene habits
<ul style="list-style-type: none"> Food Hygiene <ul style="list-style-type: none"> -safe food handling -etiquette 	<ul style="list-style-type: none"> Food Hygiene <ul style="list-style-type: none"> -food preparation -Food storage -Table manners 	<ul style="list-style-type: none"> Food Hygiene <ul style="list-style-type: none"> -food handling -food preparation 	<ul style="list-style-type: none"> Food Hygiene <ul style="list-style-type: none"> -food handling
<ul style="list-style-type: none"> Environmental Hygiene <ul style="list-style-type: none"> -cleanliness of living spaces -ventilation and sunlight 	<ul style="list-style-type: none"> Environmental Hygiene <ul style="list-style-type: none"> -cleanliness of living spaces -ventilation and sunlight - pest control 	<ul style="list-style-type: none"> Environmental Hygiene <ul style="list-style-type: none"> -clean and unclean environment -importance of a clean environment -basic cleaning tasks 	<ul style="list-style-type: none"> Environmental Hygiene <ul style="list-style-type: none"> -clean and unclean environment -clean environment -basic cleaning tasks
<ul style="list-style-type: none"> Health and wellness <ul style="list-style-type: none"> - physical activities - Sleep and rest 	<ul style="list-style-type: none"> Health and wellness <ul style="list-style-type: none"> -physical activities -balanced diet -sleep and rest 	<ul style="list-style-type: none"> Health and wellbeing <ul style="list-style-type: none"> -healthy habits -physical activities, balanced meal, sleep and rest 	<ul style="list-style-type: none"> Health and wellbeing <ul style="list-style-type: none"> -healthy habits -physical activities, balanced meal, sleep and rest
	<ul style="list-style-type: none"> Disease prevention 	<ul style="list-style-type: none"> Common diseases 	<ul style="list-style-type: none"> Causes and

	<ul style="list-style-type: none"> -vaccination -prevention of illnesses -symptoms of common illnesses 	<ul style="list-style-type: none"> -causes of diseases -prevention of common diseases -good hygiene habits 	<ul style="list-style-type: none"> prevention of diseases -disease prevention -ways of preventing common diseases
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7.2 Food and Nutrition

ECD A	ECD B	Grade 1	Grade 2
<ul style="list-style-type: none"> • Sources of food -plants -animals 	<ul style="list-style-type: none"> • Food groups -grains -dairy -fruits -vegetables 	<ul style="list-style-type: none"> • Food groups -grains -dairy -fruits -vegetables -body building food -protective food 	<ul style="list-style-type: none"> • Food groups -body building food -protective food -energy giving food
<ul style="list-style-type: none"> • Healthy snacks -healthy snacks - unhealthy snacks 	<ul style="list-style-type: none"> • Balanced meals -variety of foods 	<ul style="list-style-type: none"> • Sources of food -different sources of food -local food sources 	<ul style="list-style-type: none"> • Sources of food - different sources of food -local food sources
	<ul style="list-style-type: none"> • Healthy snacks -healthy snacks -unhealthy snacks 	<ul style="list-style-type: none"> • Balanced meals -proteins -vitamins 	<ul style="list-style-type: none"> • Balanced meals -Balanced diet
	<ul style="list-style-type: none"> • Food preparation -indigenous food 	<ul style="list-style-type: none"> • Food preparation -indigenous food -foreign food 	<ul style="list-style-type: none"> • Sources of food
			<ul style="list-style-type: none"> • Food preparation -indigenous -foreign foods

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7.3 Crops, Plants and Animals

ECD A	ECD B	Grade 1	Grade 2
<ul style="list-style-type: none"> Plants <ul style="list-style-type: none"> -types of plants - plant parts 	<ul style="list-style-type: none"> Plants <ul style="list-style-type: none"> -plant parts -simple growth cycle of plants 	<ul style="list-style-type: none"> Crops and plants <ul style="list-style-type: none"> -types of crop plants -plant parts -growth cycle of crop plant 	<ul style="list-style-type: none"> Crops and plants <ul style="list-style-type: none"> - types of plants -plant families
<ul style="list-style-type: none"> Vegetable gardening <ul style="list-style-type: none"> -vegetable planting -vegetable caring - vegetable harvesting 	<ul style="list-style-type: none"> Vegetable gardening <ul style="list-style-type: none"> -vegetable planting -vegetable caring -vegetable harvesting 	<ul style="list-style-type: none"> Vegetable gardening <ul style="list-style-type: none"> -vegetable planting -vegetable caring -vegetable harvesting 	<ul style="list-style-type: none"> Vegetable gardening <ul style="list-style-type: none"> -types of vegetables -growing of vegetable - caring for vegetables - vegetable preparation
<ul style="list-style-type: none"> Animals <ul style="list-style-type: none"> -domestic animals -wild animals 	<ul style="list-style-type: none"> Animals <ul style="list-style-type: none"> -domestic animals -wild animals 	<ul style="list-style-type: none"> Animals <ul style="list-style-type: none"> -different animals -domestic and wild animals -habitats 	<ul style="list-style-type: none"> Animals <ul style="list-style-type: none"> -domestic and wild animals -importance of domestic and wild animals -habitats
	<ul style="list-style-type: none"> Food chain <ul style="list-style-type: none"> -components of a simple food chain 	<ul style="list-style-type: none"> Food chain <ul style="list-style-type: none"> -components of a food chain -simple food chains 	<ul style="list-style-type: none"> Food chain <ul style="list-style-type: none"> -components of a food chain -simple food chains

7.4 Environmental Awareness and Conservation

ECD A	ECD B	Grade 1	Grade 2
<ul style="list-style-type: none"> • Climate and weather <ul style="list-style-type: none"> -weather conditions -clothing for different weather conditions 	<ul style="list-style-type: none"> • Climate and weather <ul style="list-style-type: none"> -weather conditions -clothing for different weather conditions - climate 	<ul style="list-style-type: none"> • Climate and weather <ul style="list-style-type: none"> -weather conditions -clothing for different weather conditions 	<ul style="list-style-type: none"> • Climate and weather <ul style="list-style-type: none"> -four seasons -influence of different seasons on human activities
<ul style="list-style-type: none"> • Soil <ul style="list-style-type: none"> -types of soil -uses of soil 	<ul style="list-style-type: none"> • Soil <ul style="list-style-type: none"> - properties of soil -uses of soil 	<ul style="list-style-type: none"> • Soil <ul style="list-style-type: none"> -components of soil -characteristics of soil 	<ul style="list-style-type: none"> • Soil <ul style="list-style-type: none"> -types of soil -components of soil -properties of soil -importance of soil
<ul style="list-style-type: none"> • Water <ul style="list-style-type: none"> -sources of water -uses of water 	<ul style="list-style-type: none"> • Water <ul style="list-style-type: none"> -sources of water -uses of water -properties of water⁵ 	<ul style="list-style-type: none"> • Water <ul style="list-style-type: none"> -sources of water -uses of water -importance of water conservation 	<ul style="list-style-type: none"> • Water <ul style="list-style-type: none"> -uses of water -properties of water -states of water -importance of water conservation
	<ul style="list-style-type: none"> • Minerals <ul style="list-style-type: none"> -stone sizes -stone shapes -stone colour 	<ul style="list-style-type: none"> • Minerals <ul style="list-style-type: none"> -common minerals -importance of minerals 	<ul style="list-style-type: none"> • Minerals <ul style="list-style-type: none"> -common minerals -importance of minerals
	<ul style="list-style-type: none"> • Land use <ul style="list-style-type: none"> -residential 	<ul style="list-style-type: none"> • Land use <ul style="list-style-type: none"> -residential 	<ul style="list-style-type: none"> • Land use <ul style="list-style-type: none"> -residential

	-agricultural	-agricultural -industrial	-agricultural -industrial -recreational
<ul style="list-style-type: none"> • Environmental conservation -maintenance of the environment	<ul style="list-style-type: none"> • Environmental conservation -preventing climate change -land conservation environmental protection.	<ul style="list-style-type: none"> • Environmental conservation -natural resources -importance of natural resources -human impacts on the environment	<ul style="list-style-type: none"> • Environmental conservation -natural resources -importance of natural resources -human impact on the environment

7.5 Tools, Equipment and Implements

ECD A	ECD B	Grade 1	Grade 2
<ul style="list-style-type: none"> • Everyday tools and implements -household tools and utensils	<ul style="list-style-type: none"> • Everyday tools and implements -household tools and utensils -garden tools	<ul style="list-style-type: none"> • Everyday tools and implements -households tools and implements -garden tools -importance and uses of household and garden tools	<ul style="list-style-type: none"> • Everyday tools and implements -households tools and implements -garden tools -importance and uses of household and garden tools -handling of everyday tools and implements
<ul style="list-style-type: none"> • Measuring devices -weight	<ul style="list-style-type: none"> • Measuring devices -length	<ul style="list-style-type: none"> • Measuring devices 	<ul style="list-style-type: none"> • Measuring devices

-height	-weight -volume	-indigenous and modern	-indigenous and modern
<ul style="list-style-type: none"> Digital devices -computers -radio -television 	<ul style="list-style-type: none"> Observation devices -magnifying glasses -binoculars -microscopes 	<ul style="list-style-type: none"> Digital devices and gadgets -magnifying glasses -binocular -microscopes 	<ul style="list-style-type: none"> Digital devices and gadgets -magnifying glasses -binocular -microscopes
	<ul style="list-style-type: none"> Science and technology careers -careers in science and technology 	<ul style="list-style-type: none"> Science and technology careers -careers in science and technology 	<ul style="list-style-type: none"> Science and technology careers -career paths in science and technology
<ul style="list-style-type: none"> Tools -digging -cutting -weeding 	<ul style="list-style-type: none"> Tools -digging -cutting -weeding 	<ul style="list-style-type: none"> Tools -digging -cutting -weeding 	<ul style="list-style-type: none"> Tools -digging -cutting -weeding
	<ul style="list-style-type: none"> Digital devices -electronic devices and gadgets 	<ul style="list-style-type: none"> Digital devices - electronic devices 	<ul style="list-style-type: none"> Digital devices - electronic devices

7.6 Energy and Fuels

ECD A	ECD B	Grade 1	Grade 2
<ul style="list-style-type: none"> Sources of energy -sun 	<ul style="list-style-type: none"> Forms of energy -wind 	<ul style="list-style-type: none"> Energy and fuels -different forms of 	<ul style="list-style-type: none"> Energy and fuels -different forms of

-wind -water	-water	energy -uses of energy	energy -uses of energy
	<ul style="list-style-type: none"> Sources of energy <ul style="list-style-type: none"> -wind -water 	<ul style="list-style-type: none"> Sources of energy <ul style="list-style-type: none"> -types of fuel -importance of energy -renewable energy sources -non-renewable energy sources -fossil fuels 	<ul style="list-style-type: none"> Sources of energy <ul style="list-style-type: none"> -forms of energy -importance of energy -renewable energy sources -non-renewable energy sources -fossil fuels
	<ul style="list-style-type: none"> Energy conservation <ul style="list-style-type: none"> -turning off lights -unplugging devices after use -energy efficient appliances -turn off gas tank -put off fire after use (firewood) 	<ul style="list-style-type: none"> Energy conservation <ul style="list-style-type: none"> -turning off lights -unplugging devices after use -energy efficient appliances 	<ul style="list-style-type: none"> Energy conservation <ul style="list-style-type: none"> -ways of conserving energy -unplugging devices -energy efficient appliances -importance of conserving energy
	<ul style="list-style-type: none"> Renewable Energy Technology <ul style="list-style-type: none"> -renewable energy technologies 	<ul style="list-style-type: none"> Renewable Energy Technology <ul style="list-style-type: none"> -renewable energy technologies 	<ul style="list-style-type: none"> Renewable Energy Technology <ul style="list-style-type: none"> -renewable energy technologies

7.7 Disaster Risk Management and Resilience

ECD A	ECD B	Grade 1	Grade 2
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<ul style="list-style-type: none"> • Dangers <ul style="list-style-type: none"> -dangers at home -dangers at school -dangers in our community 	<ul style="list-style-type: none"> • Hazards <ul style="list-style-type: none"> -sounds and visual causes of natural disasters 	<ul style="list-style-type: none"> • Hazards <ul style="list-style-type: none"> -sounds and visual causes of natural disasters 	<ul style="list-style-type: none"> • Hazards <ul style="list-style-type: none"> - Types of hazards
<ul style="list-style-type: none"> • Safety and Evacuation <ul style="list-style-type: none"> -safety behaviours during emergencies -evacuation procedures -measures for safety 	<ul style="list-style-type: none"> • Safety and evacuation <ul style="list-style-type: none"> -safety behaviours during emergencies -evacuation procedures -measures for safety 	<ul style="list-style-type: none"> • Safety and evacuation <ul style="list-style-type: none"> -safety behaviours during emergencies -evacuation procedures -measures for safety 	<ul style="list-style-type: none"> • Safety and evacuation <ul style="list-style-type: none"> - safety behaviours during emergencies -evacuation procedures -measures for safety
<ul style="list-style-type: none"> • Emotional resilience <ul style="list-style-type: none"> -management of fear and anxiety 	<ul style="list-style-type: none"> • Emergency supplies <ul style="list-style-type: none"> - emergency supplies -importance of emergency supplies 	<ul style="list-style-type: none"> • Emergency supplies <ul style="list-style-type: none"> - emergency supplies -importance of emergency supplies 	<ul style="list-style-type: none"> • Emergency supplies <ul style="list-style-type: none"> -emergency supplies -importance of emergency supplies
	<ul style="list-style-type: none"> • Emergency Response <ul style="list-style-type: none"> -roles of emergency Responders 	<ul style="list-style-type: none"> • Emergency response <ul style="list-style-type: none"> -roles of emergency responders 	<ul style="list-style-type: none"> • Emergency response <ul style="list-style-type: none"> --roles of emergency responders
	<ul style="list-style-type: none"> • Emotional resilience <ul style="list-style-type: none"> -management of fear and anxiety 	<ul style="list-style-type: none"> • Emotional resilience <ul style="list-style-type: none"> - management of fear and anxiety 	<ul style="list-style-type: none"> • Emotional resilience <ul style="list-style-type: none"> - management of fear and anxiety

7.8 Educational Technology and Innovation

ECD A	ECD B	Grade 1	Grade 2
<ul style="list-style-type: none"> • Everyday technology -digital devices -uses of digital devices 	<ul style="list-style-type: none"> • Educational technology interaction -software and Applications 	<ul style="list-style-type: none"> • Everyday technology --digital devices -uses of digital devices 	<ul style="list-style-type: none"> • Everyday technology -digital devices -uses of digital devices
<ul style="list-style-type: none"> • Technology safety -safe use of digital devices 	<ul style="list-style-type: none"> • Educational technological interaction - safe use of digital devices -educational software 	<ul style="list-style-type: none"> • Educational technological interaction -safe use of digital devices - educational software 	<ul style="list-style-type: none"> • Educational technological interaction - safe use of digital devices - educational software
	<ul style="list-style-type: none"> • Programming -control 	<ul style="list-style-type: none"> • Robotics and coding - robotics toys -coding 	<ul style="list-style-type: none"> • Robotics and coding - robotics toys -coding
	<ul style="list-style-type: none"> • Technology safety -appropriate use of technology 	<ul style="list-style-type: none"> • Technology safety -appropriate use of technology 	<ul style="list-style-type: none"> • Technology safety - safety rules - appropriate use of technology

8 COMPETENCY MATRIX

8.1 (ECD A) Health and Hygiene

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES NOTES	SUGGESTED RESOURCES
Personal Hygiene	<ul style="list-style-type: none"> name body parts identify body parts identify personal hygiene habits. demonstrate personal hygiene. 	Hygiene Practices <ul style="list-style-type: none"> body parts caring Toilet training Hand washing Caring for clothes 	<ul style="list-style-type: none"> Playing games that enhance naming and identifying body parts Story-telling sessions on daily routines and hygiene practices. Role-playing activities of washing hands, and getting dressed. 	<ul style="list-style-type: none"> Toothbrushes Toothpaste Soap Coarse salt Combs Towels Ashes Visual posters Charts Science and technology play area
Food Hygiene	<ul style="list-style-type: none"> explain safe food handling identify healthy eating habits. 	<ul style="list-style-type: none"> Safe food handling Etiquette 	<ul style="list-style-type: none"> Discussing safe ways of handling food Practicing etiquette 	<ul style="list-style-type: none"> Charts Real food samples Videos Picture books
Environmental Hygiene	<ul style="list-style-type: none"> differentiate between clean and unclean environment describe the importance of a clean environment 	<ul style="list-style-type: none"> Cleanliness of living spaces Ventilation and sunlight 	<ul style="list-style-type: none"> Identifying the difference between a clean and a dirty environment Discussing the benefits of cleanliness and tidiness in living spaces. Engaging in community cleanup activities 	<ul style="list-style-type: none"> Multimedia Local surrounding Resource person

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Health and Wellness	<ul style="list-style-type: none"> identify the importance of physical activity and adequate rest 	<ul style="list-style-type: none"> Importance of physical activity Sleep and rest 	<ul style="list-style-type: none"> Practicing physical activities that incorporate running, jumping and stretching. Dancing or movement sessions to traditional and contemporary music. Playing traditional games. Explaining the importance of adequate rest. Sleeping sessions. 	<ul style="list-style-type: none"> Videos Pictures Play area Skittles Ropes Mattresses

8.2 (ECD A) Food and Nutrition

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Sources of Food	<ul style="list-style-type: none"> name different sources of food. identify different sources of food. 	Sources of Food <ul style="list-style-type: none"> Animals Plants 	<ul style="list-style-type: none"> Naming different types of foods and their sources. Identifying different types of foods and their sources. Sorting traditional food 	<ul style="list-style-type: none"> Flash cards Chart Pictures of foods

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			<p>according to their source.</p> <ul style="list-style-type: none"> • Matching different foods to their sources. • Colouring • Pasting pictures of locally available food to their sources. 	
Healthy Snacks	<ul style="list-style-type: none"> • identify healthy snacks versus unhealthy snacks. 	<ul style="list-style-type: none"> • Healthy snacks • Unhealthy snacks 	<ul style="list-style-type: none"> • Sorting pictures or plastic models of various snacks into "healthy" and "unhealthy" categories. • Discussing their favourite healthy snacks 	<ul style="list-style-type: none"> • Pictures • Models • Realia • Mats / bins labeled "Healthy Snacks" and "Unhealthy Snacks" • Magazines • Newspapers • Internet

8.3 (ECD A) Crops, Plants and Animals

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Plants	<ul style="list-style-type: none"> identify different types of plants. identify different parts of a plant. 	Types of plants -flowers -trees -vegetables Plants and their parts -roots -leaves -stem	<ul style="list-style-type: none"> Naming plants. Identifying plants. Observing plants. Naming parts of plants. 	<ul style="list-style-type: none"> Pictures Real plants Videos Rhymes Posters
Vegetable Gardening	<ul style="list-style-type: none"> demonstrate planting of vegetables. list ways of caring for vegetables. harvest garden vegetables 	<ul style="list-style-type: none"> Vegetable planting Vegetable caring Vegetable harvesting 	<ul style="list-style-type: none"> Demonstrating planting of vegetables. Discussing ways of caring for vegetables. Maintaining vegetables Harvesting garden vegetables 	<ul style="list-style-type: none"> Garden tools Seeds and seedlings Garden spaces or pots Old tyres Sacks
Animals	<ul style="list-style-type: none"> name domestic animals Identify domestic animals. 	Domestic Animals	<ul style="list-style-type: none"> Naming domestic animals Identifying domestic animals Imitating sounds of domestic animals Singing songs on animals Playing animal games Identifying domestic animal habitats 	<ul style="list-style-type: none"> Stuffed toy animals Realia Pictures Flash cards Audios and Videos Models
		Wild Animals	<ul style="list-style-type: none"> Naming wild animals Identifying wild animals Imitating sounds of wild animals 	<ul style="list-style-type: none"> Toy animals Realia Binoculars
	<ul style="list-style-type: none"> name wild animals identify wild 			

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	animals		<ul style="list-style-type: none"> • Singing songs on animals • Playing animal games • Educational tour 	<ul style="list-style-type: none"> • Maps • Models • Multimedia files

8.4 (ECD A) Environmental Awareness and Conservation

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Climate and Weather	<ul style="list-style-type: none"> • identify different weather conditions • describe the effects of weather conditions. 	Weather <ul style="list-style-type: none"> • Weather conditions • Clothing for different weather conditions 	<ul style="list-style-type: none"> • Discussing different weather conditions • Singing about different weather conditions and seasons • Spinning the weather wheel 	<ul style="list-style-type: none"> • Songs • Weather wheel • ICT tools
Soil	<ul style="list-style-type: none"> • name properties of soil • state the uses of soil. 	Types of soil <ul style="list-style-type: none"> • Properties of soil • Uses of soil <ul style="list-style-type: none"> -moulding -plant growth 	<ul style="list-style-type: none"> • Feeling textures of soil. • Experimenting on water penetration into different types of soils • Moulding different objects • Planting (flowers, seeds, vegetables) 	<ul style="list-style-type: none"> • Clear jars • Soil samples • Watering cans • Soil containers • Seeds /seedlings
Water	<ul style="list-style-type: none"> • identify various sources of water. 	Sources of water	<ul style="list-style-type: none"> • Naming sources of water • Identifying sources of water 	<ul style="list-style-type: none"> • Pictures • Videos

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> identify properties of water. 	Properties of water	<ul style="list-style-type: none"> Cutting and pasting Drawing Moulding Conducting experiments to explore properties of water. Dissolving substances in water some substances. Setting up water play stations with activities such as pouring, measuring, and floating objects Playing water games 	<ul style="list-style-type: none"> Scissors Glue Water ,Moulding dough Sugar, salt Containers Mixing tools Floating and sinking objects Spray bottles Water
	<ul style="list-style-type: none"> identify uses of water. 	Uses of water -drinking -washing -bathing -cooking -watering	<ul style="list-style-type: none"> Naming uses of water. Picture reading Experimenting with water 	<ul style="list-style-type: none"> Water Pictures Videos Watering cans Buckets
Environmental Conservation	<ul style="list-style-type: none"> identify ways of keeping the environment clean 	<ul style="list-style-type: none"> Ways of keeping the environment clean: -Recycling programs -cleanups 	<ul style="list-style-type: none"> Picking litter Disposing litter Sorting litter into labelled bins Constructing up-cycling crafts Recycling 	<ul style="list-style-type: none"> Recycling bins recyclable items litter items tongs Personal protective equipment

8.5 (ECD A) Tools, Equipment and Implements

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Everyday Tools and Implements	<ul style="list-style-type: none"> name household tools. identify the uses household tools 	<ul style="list-style-type: none"> Household tools <ul style="list-style-type: none"> -scissors - kitchen utensils -garden tools 	<ul style="list-style-type: none"> Naming household tools Identifying uses of household tools. Role playing on the use of household tools Using household tools 	<ul style="list-style-type: none"> Picture cards Realia Storybooks Videos
Measuring Devices	<ul style="list-style-type: none"> measure weight using non-standard ways. measure height using non-standard ways 	<ul style="list-style-type: none"> Weight Height 	<ul style="list-style-type: none"> Measuring weight using non-standard ways Measuring height using non-standard ways 	<ul style="list-style-type: none"> Scales measuring containers rulers See-saw.
Digital devices	<ul style="list-style-type: none"> name digital devices list the uses of digital devices 	Digital devices <ul style="list-style-type: none"> Computers Television Radio 	<ul style="list-style-type: none"> Naming digital devices Identifying digital devices Practicing using digital devices Playing games. Watching videos Listening to the radio 	<ul style="list-style-type: none"> Television Cell phones Videos Computers Radio

8.6 (ECD A) Energy and Fuels

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Sources of Energy	<ul style="list-style-type: none"> name sources of energy identify sources of energy 	<ul style="list-style-type: none"> Sources of energy <ul style="list-style-type: none"> -sun -gas -cow dung -firewood -charcoal 	<ul style="list-style-type: none"> Discussing sources of energy Identifying sources of energy Making simple models of energy sources Drawing Painting Colouring 	<ul style="list-style-type: none"> Pictures Videos Charts Firewood Gas stoves Cow dung charcoal

8.7 Disaster Risk Management and Resilience

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Dangers	<ul style="list-style-type: none"> list dangers at home and school 	<ul style="list-style-type: none"> Dangers at home Dangers at school 	<ul style="list-style-type: none"> Naming dangers Story telling on dangers 	<ul style="list-style-type: none"> Pictures Videos

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> interpret danger warning signs 		<ul style="list-style-type: none"> Watching videos and images Interpreting danger warning signs 	<ul style="list-style-type: none"> Charts Danger warning signs Realia Resource person
Safety and Evacuation	<ul style="list-style-type: none"> describe safe behaviours during emergencies identify safe meeting places and evacuation routes. 	<ul style="list-style-type: none"> Safe behaviours during emergencies: <ul style="list-style-type: none"> - fire, -floods -wind -human animal conflict Evacuation procedure 	<ul style="list-style-type: none"> Discussing safe behaviours during emergencies Role-playing different safe behaviours during emergencies Demonstrating classroom “safety map” Practicing evacuation drills both in and outside the classroom 	<ul style="list-style-type: none"> Alarms Detectors Sensors Safety maps Visual aids Posters Charts Sand bucket
Emotional Resilience	<ul style="list-style-type: none"> describe ways to manage feelings and emotions during emergencies. describe techniques for managing fear 	<ul style="list-style-type: none"> Management of fear and anxiety during emergencies. 	<ul style="list-style-type: none"> Describing ways to manage feelings and emotions during emergencies. Describing techniques for managing fear and anxiety. Discussing feelings and emotions that might arise during emergencies Imitating feelings and emotions that might arise during emergencies 	<ul style="list-style-type: none"> Puppets Dolls Visual aids Posters Calming music Songs

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<p>and anxiety during emergencies.</p> <ul style="list-style-type: none"> discuss the importance of seeking comfort from trusted adults 		<ul style="list-style-type: none"> Role playing on seeking comfort Discussing the importance of seeking comfort and support from trusted adults Practicing deep breathing, singing, or playing calming games 	

8.8 (ECD A) Educational Technology and Innovation

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Everyday Technology	<ul style="list-style-type: none"> name everyday digital devices. discuss uses of everyday digital devices. 	<ul style="list-style-type: none"> Digital devices -tablets -toys 	<ul style="list-style-type: none"> Naming everyday digital devices Discussing uses of digital devices Manipulating digital devices Drawing Colouring 	<ul style="list-style-type: none"> Digital devices Visual aids. Speakers Projectors Interactive boards
Technology Safety	<ul style="list-style-type: none"> state ways that promote safe use of digital devices 	<ul style="list-style-type: none"> Safe use of digital devices 	<ul style="list-style-type: none"> Discussing safe ways of using digital devices Manipulating digital devices under supervision 	<ul style="list-style-type: none"> Visual aids Posters Digital devices

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES

8.8 (ECD B) Health and Hygiene

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES

Personal Hygiene	<ul style="list-style-type: none"> • identify personal hygiene habits. • demonstrate basic personal hygiene habits. 	<ul style="list-style-type: none"> • Hygiene Practices <ul style="list-style-type: none"> -hand washing -bathing and grooming (combing hair, brushing teeth, trimming nails) -caring for clothes -toilet training 	<ul style="list-style-type: none"> • Storytelling. • Role-playing • Demonstrating proper hand washing techniques • Playing games • Singing • Rhyming 	<ul style="list-style-type: none"> • toothbrushes, • toothpaste • soap, • coarse salt • combs and towels • Visual posters • Charts • Radio
Food Hygiene	<ul style="list-style-type: none"> • state healthy eating habits. • describe safe food handling practices. 	<ul style="list-style-type: none"> • Food preparation • Food storage • Table manners 	<ul style="list-style-type: none"> • Stating healthy eating habits. • Role playing • Singing • Rhyming • Games • Sorting games with pictures of safe and unsafe food handling practices. • Watching videos 	<ul style="list-style-type: none"> • Charts • Posters • Television • Picture books • Videos • Projector • Props • Food sample
KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES

Environmental Hygiene	<ul style="list-style-type: none"> describe a clean environment. explain the importance of a clean environment. 	<ul style="list-style-type: none"> Cleanliness of living spaces Ventilation and sunlight 	<ul style="list-style-type: none"> Describing elements of a clean environment Discussing the benefits of cleanliness in living spaces. Sweeping Picking up litter Mopping Dusting 	<ul style="list-style-type: none"> Brooms Mops Dustpan Water Detergents Charts Multimedia files
Health and Wellness	<ul style="list-style-type: none"> state the importance of physical activity. discuss balanced nutrition and adequate rest 	<ul style="list-style-type: none"> Physical activities Balanced diet Sleep and rest 	<ul style="list-style-type: none"> Stating the importance of physical activities Playing games Dancing or movement sessions Engaging in running, jumping, sleeping and stretching exercises 	<ul style="list-style-type: none"> Outdoor play equipment Nhodo Props Food samples Mattresses
Disease Prevention	<ul style="list-style-type: none"> state illnesses prevention measures describe ways of promoting health. 	<ul style="list-style-type: none"> Vaccination Hygiene practices Balanced diet 	<ul style="list-style-type: none"> Stating illness prevention measures Discussing the importance of vaccines Role-playing Simulating proper hygiene practices 	<ul style="list-style-type: none"> Posters Sanitary gloves Charts Toiletries Wipes Masks Hand sanitizers

8.9 (ECD B) Food and Nutrition

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Food Groups	<ul style="list-style-type: none"> identify food groups. 	<ul style="list-style-type: none"> Grains Dairy 	<ul style="list-style-type: none"> Listing types of food Identifying food groups 	<ul style="list-style-type: none"> Pictures Foods samples

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
		<ul style="list-style-type: none"> • Fruits • Vegetables • Meat 	<ul style="list-style-type: none"> • Sorting • Drawing • Colouring • Pasting • Singing 	<ul style="list-style-type: none"> • Plastic food models • Sorting mats • Sorting containers
Balanced Meals	<ul style="list-style-type: none"> • Describe a balanced diet 	<ul style="list-style-type: none"> • Balanced Diet 	<ul style="list-style-type: none"> • Describing a balanced diet • Explaining components of a balanced diet • Identifying different food groups and their roles in a balanced meal. • Role playing • Singing • Dancing 	<ul style="list-style-type: none"> • toy kitchen sets • samples of food items • Aprons • Charts • Radio • Television • Projector
Healthy Snacks	<ul style="list-style-type: none"> • name healthy and unhealthy snacks. 	<ul style="list-style-type: none"> • Healthy snacks • Unhealthy snacks 	<ul style="list-style-type: none"> • Naming healthy and unhealthy snacks • Sorting • Singing 	<ul style="list-style-type: none"> • Pictures • Food samples • Sorting mats • Models • Magazines • Newspapers • Internet
Food Demonstrations	<ul style="list-style-type: none"> • list different types of food. • simulate the process of 	<ul style="list-style-type: none"> • Food demonstrations -different types of food 	<ul style="list-style-type: none"> • Listing different types food • Identifying different types of food. • Describing simple recipes 	<ul style="list-style-type: none"> • Food samples • Gloves • Cooking utensils • Chef set

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	cooking.		<ul style="list-style-type: none"> • Simulating the process of cooking • Singing 	
Sources of Food	<ul style="list-style-type: none"> • name different sources of food. • classifying different types of food. 	Sources of Food <ul style="list-style-type: none"> • Animals • Plants 	<ul style="list-style-type: none"> • Naming different sources of food • Classifying different types of food • Matching foods • Cutting and Pasting • Singing 	<ul style="list-style-type: none"> • Pictures • Flash cards • Chart • Scissors • Glue • Food samples

8.10 (ECD B) Crops, Plants and Animals

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Plants	<ul style="list-style-type: none"> • list different types of plants. • Identify parts of a plant. 	<ul style="list-style-type: none"> • Types of plants: <ul style="list-style-type: none"> -grains - vegetables - fruits • Plant parts • Growth cycle 	<ul style="list-style-type: none"> • Listing different types of plants • Classifying plants • identifying parts of a plant • Planting seeds • Observing plant growth 	<ul style="list-style-type: none"> • Pictures • Seeds • Plants • Watering cans • Gardening tools • Videos • Projector

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
		of crop plants		<ul style="list-style-type: none"> Interactive board
Vegetable Gardening	<ul style="list-style-type: none"> list different types of vegetables. plant vegetables. take care of vegetables. 	<ul style="list-style-type: none"> Types of vegetable Vegetable planting Vegetable caring 	<ul style="list-style-type: none"> Listing different types of vegetables Planting Caring <ul style="list-style-type: none"> -watering -weeding -mulching -pest controlling -manuring Singing 	<ul style="list-style-type: none"> Pictures Gardening tools Seeds Seedlings Posters Videos Projector Manure
Animals	<ul style="list-style-type: none"> list animals. identify domestic and wild animals 	<ul style="list-style-type: none"> Domestic Animals Animal habitat 	<ul style="list-style-type: none"> Listing animals Identifying domestic animals Matching Drawing and colouring Cutting and pasting Story telling Watching videos Imitating domestic animal sounds Rhyming 	<ul style="list-style-type: none"> Animal toys Pictures Glue Posters Charts Videos Projector Interactive board Models
		Wild Animals	<ul style="list-style-type: none"> Listing animals Identifying wild animals Matching 	<ul style="list-style-type: none"> Toy animals Binoculars Pictures

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			<ul style="list-style-type: none"> • Drawing and colouring • Cutting and pasting • Story telling • Watching videos • Imitating wild animal sounds • Rhyming 	<ul style="list-style-type: none"> • Videos • Multimedia files
Food Chain	<ul style="list-style-type: none"> • describe a food chain. 	<ul style="list-style-type: none"> • Food chain 	<ul style="list-style-type: none"> • Describing a food chain • Drawing • Story telling • Completing puzzles • Playing games 	<ul style="list-style-type: none"> • Food chain puzzles • Pictures • Videos • Projector • Models

8.11 (ECD B) Environmental Awareness and Conservation

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Climate and Weather	<ul style="list-style-type: none"> • state different weather conditions • Identify different weather conditions • describe the 	<ul style="list-style-type: none"> • Weather <ul style="list-style-type: none"> -Weather conditions -Clothing for different weather conditions 	<ul style="list-style-type: none"> • Stating different weather conditions • Observing different weather conditions. • Singing about different weather conditions and seasons. • Manipulating weather wheel 	<ul style="list-style-type: none"> • Charts • Weather wheel • Audios • Pictures • Videos • Clothes • Projector

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> impacts of different weather conditions • state seasons of the year 	<ul style="list-style-type: none"> • Climate <ul style="list-style-type: none"> -summer -winter 	<ul style="list-style-type: none"> • Stating seasons of the year • Games • Rhyming • Drawing • Colouring • Watching videos 	
Soil	<ul style="list-style-type: none"> • name properties of soil. • state the uses of soil. 	Types of soil <ul style="list-style-type: none"> • Properties of soil • Uses of soil <ul style="list-style-type: none"> -moulding -plant growth 	<ul style="list-style-type: none"> • Feeling textures of soil. • Describing properties of soil • Discussing soil uses • Experimenting on water penetration into different types of soils • Moulding different objects • Planting (flowers, seeds, vegetables) 	<ul style="list-style-type: none"> • Clear jars • soil samples • watering cans • soil containers • seeds /seedlings • Charts • Picture • Video
Water	<ul style="list-style-type: none"> • identify sources of water. • state uses of water. 	<ul style="list-style-type: none"> • Sources of water • Uses of water 	<ul style="list-style-type: none"> • Naming sources of water • Identifying sources of water • Discussing the uses of water 	<ul style="list-style-type: none"> • Pictures • Videos • Charts • Water • Water containers

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Land Use	<ul style="list-style-type: none"> identify different types of land use. 	<ul style="list-style-type: none"> Land Use <ul style="list-style-type: none"> -Residential -Agricultural 	<ul style="list-style-type: none"> Stating uses of land Sorting pictures Growing plants Singing Watching videos 	<ul style="list-style-type: none"> Pictures Seedlings seeds blocks projector Charts Videos Audio taps
Environmental Conservation	<ul style="list-style-type: none"> state ways of preserving the environment. explain the importance of preserving the environment. 	<ul style="list-style-type: none"> Preserving the environment <ul style="list-style-type: none"> -recycling programs -planting 	<ul style="list-style-type: none"> Picking litter. Sorting and putting litter into the correct labelled bins. Planting Proper disposing of litter Excursions Touring recycling companies. Constructing up cycling crafts. 	<ul style="list-style-type: none"> Recycling bins Recyclable items Bins Garden tools Seedlings Watering cans Tongs Protective clothing

8.12 (ECD B) Tools, Equipment and Implements

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Everyday Tools and Implements	<ul style="list-style-type: none"> • name household tools. • classify household tools • state uses of household tools 	<ul style="list-style-type: none"> • Kitchen utensils <ul style="list-style-type: none"> -pots -plates -spoons -knives -dishes -forks • Garden tools <ul style="list-style-type: none"> -hoes -shovels -garden fork -watering cans 	<ul style="list-style-type: none"> • Naming household tools • Sorting household tools • Stating uses of household tools • Drawing • Painting • Demonstrating uses of household tools • Role playing • Imitating uses of household tools • Watching videos 	<ul style="list-style-type: none"> • Realia • Pictures • Charts • Videos • Storybooks • Projector • Television
Measuring Devices	<ul style="list-style-type: none"> • measure weight using appropriate measuring devices • measure height using appropriate measuring devices. • measure volume using appropriate measuring devices. 	<ul style="list-style-type: none"> • Measure <ul style="list-style-type: none"> -weight -height -volume 	<ul style="list-style-type: none"> • Measuring weight using non-standard ways • Measuring height using non-standard ways • Measuring volume using non-standard ways • Comparing different objects • Drawing 	<ul style="list-style-type: none"> • Scales • measuring containers • rulers • See-saw. • Sand • Water • Strings • Stones
Observation Tools	<ul style="list-style-type: none"> • list observation tools • use observation tools 	<ul style="list-style-type: none"> • Observation tools <ul style="list-style-type: none"> -magnifying glasses -binoculars -microscopes 	<ul style="list-style-type: none"> • Listing observation tools • Identifying the observation tools. • Nature walk • Observing objects that are 	<ul style="list-style-type: none"> • Binoculars • Magnifying glasses • Microscopes • Phones • Tablets

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			far away <ul style="list-style-type: none"> • Drawing • Watching videos 	<ul style="list-style-type: none"> • Leaves • Rocks • Shells
Digital devices	<ul style="list-style-type: none"> • name digital devices. • list uses of digital devices. 	Digital Devices <ul style="list-style-type: none"> • Computers • Television • Radio 	<ul style="list-style-type: none"> • Naming digital devices • Identifying digital devices • Playing games. • Watching videos • Listening to the radio 	<ul style="list-style-type: none"> • Television • Smart phones • Videos • Computers • Radio • Tablets
Simple Machines	<ul style="list-style-type: none"> • name simple machines. • describe functions of simple machines. 	<ul style="list-style-type: none"> • Use of simple machines -scissors -wheelbarrow -see-saw -swings 	<ul style="list-style-type: none"> • Naming simple machines • Colouring • Painting • Identifying simple machines • Manipulating simple machines • Moulding 	<ul style="list-style-type: none"> • Realia • Simple machine • Kits • Models • Charts • Picture books • Videos • Television • Projectors
Science and Technology Careers	<ul style="list-style-type: none"> • list careers in science and technology • describe careers in science and technology 	<ul style="list-style-type: none"> • Career paths in science and technology -Health -Engineering -Agriculture 	<ul style="list-style-type: none"> • Listing careers in science and technology • Describing careers • Imitating different professions • Role playing 	<ul style="list-style-type: none"> • Multimedia • Resource person(s) • Pictures • Uniforms • Charts • Models

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			<ul style="list-style-type: none"> • Drawing • Singing • Pasting 	<ul style="list-style-type: none"> • Television • Projector

8.13 (ECD A) Energy and Fuels

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Forms of Energy	<ul style="list-style-type: none"> • name forms energy. • identify different forms of energy. 	<ul style="list-style-type: none"> • Different forms of energy: <ul style="list-style-type: none"> -Electrical -heat -light -sound 	<ul style="list-style-type: none"> • Naming forms of energy • Discussing different forms of energy • Identifying forms of energy • Colouring • Manipulating • Playing audios • Cutting and pasting • Drawing 	<ul style="list-style-type: none"> • Realia • Picture books • Charts • Glue • Scissors • Musical instrument • Toys • Posters

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Sources of Energy	<ul style="list-style-type: none"> • name sources of energy. • identify sources of energy. 	<ul style="list-style-type: none"> • Sources of energy <ul style="list-style-type: none"> -water -wind 	<ul style="list-style-type: none"> • Naming sources of energy • Discussing sources of energy • Identifying sources of energy • Matching • Drawing • Painting • Colouring • Cutting and pasting • Watching videos 	<ul style="list-style-type: none"> • Pictures • Videos • Charts • Projector • Television • Scissors • Glue
Energy Conservation	<ul style="list-style-type: none"> • State ways of conserving energy 	<ul style="list-style-type: none"> • Conserving energy <ul style="list-style-type: none"> -turning off lights -unplugging devices -energy efficient appliances 	<ul style="list-style-type: none"> • Stating ways of conserving energy • Discussing ways to conserve energy • Colouring • Watching videos • Role playing 	<ul style="list-style-type: none"> • Picture books • Posters • Props • Realia • Projector • computers
Renewable Energy Technology	<ul style="list-style-type: none"> • name renewable energy sources. • list uses of renewable energy. 	<ul style="list-style-type: none"> • Renewable energy technologies <ul style="list-style-type: none"> -solar panels -fire wood 	<ul style="list-style-type: none"> • Naming renewable energy sources • Listing uses of renewable energy • Drawing • Colouring • Painting 	<ul style="list-style-type: none"> • Firewood • Paint • Brushes • Pictures • Charts

8.14 (ECD B) Disaster Risk Management and Resilience

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Hazards	<ul style="list-style-type: none"> Identify early warning signs of hazards 	<ul style="list-style-type: none"> Sounds and visual cues of different natural disasters <ul style="list-style-type: none"> -thunder -lightning -heavy rain -strong winds 	<ul style="list-style-type: none"> Identifying early warning signs of disasters. Reading pictures Watching videos Discussing characteristics of natural disasters Storytelling Interpreting pictures of natural disasters Colouring Interpreting disaster signals 	<ul style="list-style-type: none"> Charts Pictures Videos Projector Television Computers Picture books
Emergency Supplies	<ul style="list-style-type: none"> name emergency supplies. state the importance of emergency supplies. 	<ul style="list-style-type: none"> Emergency supplies <ul style="list-style-type: none"> -flash light -first aid kit -masks -water 	<ul style="list-style-type: none"> Naming emergency supplies Stating the importance of emergency supplies Role playing use of emergency supplies Drawing Colouring 	<ul style="list-style-type: none"> Flashlight First-aid kit Water Mask Posters
Emergency Responders	<ul style="list-style-type: none"> name emergency responders. 	<ul style="list-style-type: none"> Emergency Responders 	<ul style="list-style-type: none"> Naming emergency responders Identifying emergency 	<ul style="list-style-type: none"> Picture books Posters

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> identify emergency responders. 	<ul style="list-style-type: none"> -First Aiders -Paramedics -Doctors -Nurses 	<ul style="list-style-type: none"> responders • Discussing the roles of different emergency responders • Drawing • Role playing • Singing • Dramatising • Colouring • Painting 	<ul style="list-style-type: none"> • Realia • Props • Personal Protective Equipment • Projector • Videos
Emotional Resilience	<ul style="list-style-type: none"> describe ways to manage feelings and emotions during emergencies. describe techniques for managing fear and anxiety during emergencies. discuss the importance of seeking comfort from trusted adults 	<ul style="list-style-type: none"> Management of fear and anxiety during emergencies -deep breathing -singing -miming -crying -screaming -calming 	<ul style="list-style-type: none"> • Discussing ways to manage feelings and emotions during emergencies • Describing techniques for managing fear and anxiety • Discussing feelings and emotions that might arise during emergencies • Imitating feelings and emotions that might arise during emergencies • Role playing on seeking comfort • Discussing the importance of seeking comfort and support from trusted adults • Practicing deep breathing, singing, or playing calming 	<ul style="list-style-type: none"> • Puppets • Dolls • Audio and Visual aids • Posters • Calming music • Songs • Pictures

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			games	

8.15 (ECD B) Educational Technology and Innovation

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Everyday Technology	<ul style="list-style-type: none"> name technological devices. discuss uses of technological devices. 	<ul style="list-style-type: none"> Digital devices <ul style="list-style-type: none"> -tablets -smart phones -computers uses of Digital Devices <ul style="list-style-type: none"> -communication -entertainment -learning 	<ul style="list-style-type: none"> Naming technological devices Discussing uses of technological devices. Matching Picture reading Playing interacting game Colouring 	<ul style="list-style-type: none"> Pictures Charts Storybooks Realia Audio and Visual aids Posters
Educational Technology Interaction	<ul style="list-style-type: none"> name technological devices. interact with technological devices. 	<ul style="list-style-type: none"> Software <ul style="list-style-type: none"> -paint -gaming (Roblox, PSB kids games) 	<ul style="list-style-type: none"> Naming technological devices Gaming Colouring Painting Drawing Matching 	<ul style="list-style-type: none"> Digital devices Software- (paint , PSB) Speakers Earphones Projectors Interactive board
Programming	<ul style="list-style-type: none"> Guide a flow robot in relation to other objects 	<ul style="list-style-type: none"> Control <ul style="list-style-type: none"> -robotics 	<ul style="list-style-type: none"> Visiting specific positions using robots on a flow map related to other objects 	<ul style="list-style-type: none"> Scratch ATM

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • on a flow map • Identify the different tasks that robot can do 		<ul style="list-style-type: none"> • Conducting educational tours • Demonstrating how robotic toys work and basic coding concepts. 	<ul style="list-style-type: none"> • Automatic doors • Digital devices
Technology Safety	<ul style="list-style-type: none"> • State safety measures when using technology 	<ul style="list-style-type: none"> • Safety measures -computers -knapsack -digital thermometer 	<ul style="list-style-type: none"> • Stating safety measures • Discussing safe and appropriate use of technology • Drawing • Colouring • Role playing 	<ul style="list-style-type: none"> • Protective clothing • First aid kit • Posters • Models • props

8.16 (Grade 1) Health and Hygiene

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Personal Hygiene	<ul style="list-style-type: none"> • name human body parts. • identify personal hygiene habits. • demonstrate basic personal hygiene habits. 	<ul style="list-style-type: none"> • human body parts • personal hygiene habits 	<ul style="list-style-type: none"> • Naming human body parts • Identifying personal hygiene habits. • demonstrating basic personal hygiene habits • Storytelling • Drawing and labeling 	<ul style="list-style-type: none"> • Toiletries • Posters • Songs • Charts
Food Hygiene	<ul style="list-style-type: none"> • Identify proper and improper food handling Practices • Discuss importance of safe food handling • Demonstrate safe food handling 	<ul style="list-style-type: none"> • Food handling • Food preparation 	<ul style="list-style-type: none"> • Identifying proper and improper food handling Practices • Discussing importance of safe food handling • Demonstrating safe food handling 	<ul style="list-style-type: none"> • Posters • Food samples • Picture books • Digital tools • Charts • Realia • Kitchen utensils
Environmental Hygiene	<ul style="list-style-type: none"> • identify clean and unclean environment • discuss the importance of a clean environment • demonstrate 	<ul style="list-style-type: none"> • clean and unclean environment • importance of a clean environment • basic cleaning tasks 	<ul style="list-style-type: none"> • Identifying clean and unclean environment • Discussing the importance of a clean environment for health. • Demonstrating basic cleaning tasks • Engaging in cleanup activities 	<ul style="list-style-type: none"> • Posters • Charts • Picture books • Cleaning tools and materials. • Videos • Projectors • Television

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	basic cleaning tasks.			
Health and Wellness	<ul style="list-style-type: none"> • identify healthy habits. • discuss the importance of physical activities, balanced meals and adequate rest. • demonstrate healthy habits 	<ul style="list-style-type: none"> • Healthy Habits • Importance of physical activity, balanced meal, sleep and rest • healthy habits 	<ul style="list-style-type: none"> • Identifying Healthy Habits • Discussing the importance of physical activity, balanced meals, and adequate rest • demonstrating healthy habits • Learning about different food groups through interactive nutrition games • stretching exercises 	<ul style="list-style-type: none"> • Digital tools • Charts • Posters • Radio • Resource person
Disease Prevention	<ul style="list-style-type: none"> • name common diseases. • identify basic measures to prevent common diseases. 	<ul style="list-style-type: none"> • Common diseases • measures to prevent common diseases 	<ul style="list-style-type: none"> • Naming common diseases • Identifying measures to prevent common diseases • Role-playing 	<ul style="list-style-type: none"> • Posters • Charts • Role-play kits with • wipes • masks • and hand • sanitizers

8.17 (GRADE 1) Food and Nutrition

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Food Groups	<ul style="list-style-type: none"> • name food groups. • classify foods into food groups. 	<ul style="list-style-type: none"> • Food groups <ul style="list-style-type: none"> - protective food -body building food 	<ul style="list-style-type: none"> • naming food group • classifying food groups into food groups • sorting foods into food groups 	<ul style="list-style-type: none"> • Pictures • Digital tools • plastic food models • sorting trays • charts
Sources of Food	<ul style="list-style-type: none"> • name sources of food. • identify different sources of food. • discuss local food sources • explain the importance of food 	<ul style="list-style-type: none"> • different sources of food. • local food sources 	<ul style="list-style-type: none"> • naming sources of food • identifying different sources of food. • discussing local food sources • Explaining the importance of food matching foods to their sources • pasting pictures of food to their sources 	<ul style="list-style-type: none"> • Flash cards • Chart • pictures of foods
Food Preparation	<ul style="list-style-type: none"> • name indigenous and foreign food. 	Food preparation <ul style="list-style-type: none"> • Indigenous foods 	<ul style="list-style-type: none"> • Naming indigenous and foreign food 	<ul style="list-style-type: none"> • Ingredients • Utensils

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> demonstrate the process of cooking nutritious recipes. 	<ul style="list-style-type: none"> Foreign food 	<ul style="list-style-type: none"> Describing recipes indigenous and modern foods Demonstrating the cooking process 	<ul style="list-style-type: none"> Chef set

8.18 (GRADE 1)Crop, Plants and Animals

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Crop Plants	<ul style="list-style-type: none"> name different types of crop plants. identify parts of plant classify crop plants describe the growth cycle of a plant 	<ul style="list-style-type: none"> Types of crop plants: <ul style="list-style-type: none"> -grains -vegetables -fruits Plant parts Growth cycle of crop plant 	<ul style="list-style-type: none"> Naming different types of crop plants Identifying parts of a plant Classifying crop plants Describing the growth cycle of a crop plant 	<ul style="list-style-type: none"> Pictures Garden tools Crop plants
Vegetable	<ul style="list-style-type: none"> name types of 	<ul style="list-style-type: none"> Types of garden 	<ul style="list-style-type: none"> Naming types of garden 	<ul style="list-style-type: none"> Garden tools

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Gardening	<ul style="list-style-type: none"> • vegetables. • identify garden vegetables. • discuss garden vegetables. • demonstrate planting, caring and harvesting of garden vegetables. 	<ul style="list-style-type: none"> • vegetables • Vegetable planting • Vegetable caring • Harvesting 	<ul style="list-style-type: none"> • vegetables • Identifying garden vegetables • Discussing garden vegetables • Demonstrating planting, caring and harvesting of garden vegetables • Matching pictures of garden vegetables. 	<ul style="list-style-type: none"> • Seeds and seedlings • Posters
Animals	<ul style="list-style-type: none"> • name different animals. • classify animals into domestic and wild. • identify animal habitats 	<ul style="list-style-type: none"> • Names of animals • Habitats • Domestic and wild animals 	<ul style="list-style-type: none"> • Naming different animals • Identifying animal habitats • Differentiating domestic from wild animals • Matching animals to their habitats • Modelling 	<ul style="list-style-type: none"> • Toy animals • Building block • Pictures • Flash cards • Charts • Videos • Television • Modeling dough • Projector • Interactive board
Food Chain	<ul style="list-style-type: none"> • name components of a food chain. • identify components of a food chain. • create simple food 	<ul style="list-style-type: none"> • Components of a food chain • Simple food chains 	<ul style="list-style-type: none"> • Naming basic components of a food chain • Constructing simple food chains using pictures • Drawing simple food chains 	<ul style="list-style-type: none"> • Food chain puzzles • Pictures • Charts • Posters • Videos

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	chains.		<ul style="list-style-type: none"> Puzzles depicting different food chains (e.g. grass → cow → lion). 	<ul style="list-style-type: none"> Digital devices Projector

8.19 (GRADE 1) Environmental Awareness and Conservation

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Climate and Weather	<ul style="list-style-type: none"> name different weather conditions. identify different weather conditions. describe different weather conditions. explain the influence of different weather conditions on dressing. state seasons of the year. 	<ul style="list-style-type: none"> Weather conditions <ul style="list-style-type: none"> - sunny - rainy -cloudy -windy Clothing for different weather conditions Climate <ul style="list-style-type: none"> -summer -winter 	<ul style="list-style-type: none"> Naming different weather conditions Identifying different weather conditions. Describing different weather conditions Singing about different weather conditions and seasons Observing and recording the weather conditions on the wheel chat eg. sunny, windy, rainy and cloudy Discussing appropriate clothing and activities for different weather conditions. 	<ul style="list-style-type: none"> Weather wheel Weather Charts Digital tools Posters Videos Digital devices Projectors

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			<ul style="list-style-type: none"> • Stating seasons of the year • Manipulating weather wheel 	
Soil	<ul style="list-style-type: none"> • State types of soil • identify the components of soil • describe soil characteristics 	<ul style="list-style-type: none"> • Types of soil <ul style="list-style-type: none"> -sand - clay - loam • Components of soil <ul style="list-style-type: none"> -mineral matter -organic matter -water -living organisms - air • Characteristics of soil 	<ul style="list-style-type: none"> • Stating types of soil • Identifying the components of soil • Describing soil characteristics • Creating a soil profile • Field trips • Experimenting on water penetration • Planting seeds 	<ul style="list-style-type: none"> • Clear jars • Soil samples • Organic matter • Watering cans • Garden tools • Digital devices • Charts
Water	<ul style="list-style-type: none"> • name sources of water • identify various sources of water • discuss uses of water • Discuss water conservation 	<ul style="list-style-type: none"> • Sources of Water <ul style="list-style-type: none"> -dam -well -tap - borehole - river • Importance of water conservation 	<ul style="list-style-type: none"> • Naming sources of water • Identifying sources of water • Discussing uses of water • Discussing water conservation • Field trips 	<ul style="list-style-type: none"> • Pictures • Charts • Magazines • Digital devices • Containers • Videos • Projector • Interactive board

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Minerals	<ul style="list-style-type: none"> • name common minerals. • recognize sources of minerals. • discuss the importance of minerals. 	<ul style="list-style-type: none"> • Common minerals <ul style="list-style-type: none"> -coal -gold -diamond • Importance of minerals • Sources of minerals <ul style="list-style-type: none"> -rock -soil 	<ul style="list-style-type: none"> • Naming common minerals • Identifying sources of minerals e.g. rocks and soil • Storytelling • Discussing the importance of minerals • Field trips • Watching videos 	<ul style="list-style-type: none"> • Multimedia • Toy mining tools • Painted rocks, • Digging tools • Digital devices • Charts
Land Use	<ul style="list-style-type: none"> • identify different uses of land. • discuss the importance of land. 	<ul style="list-style-type: none"> • Land Use <ul style="list-style-type: none"> -residential -agricultural -industrial -recreational 	<ul style="list-style-type: none"> • Outlining types of land use, • Sorting pictures or cards. • Discussing the importance of land • Modeling 	<ul style="list-style-type: none"> • Pictures • Sorting cards • Modeling dough • Digital devices
Environmental Conservation	<ul style="list-style-type: none"> • list natural resources • identify natural resources. • discuss the importance of natural resources. • describe human impact on the environment. 	<ul style="list-style-type: none"> • Natural resources - <ul style="list-style-type: none"> water air soil plants animals • Importance of natural resources • Human impact on 	<ul style="list-style-type: none"> • Naming various natural resources • Identifying natural resources • Discussing how human activities can harm the environment, e.g. pollution and deforestation • Picking, sorting and disposing litter 	<ul style="list-style-type: none"> • Recycling bins • Recyclable items • Tree seedling • Digging tools • Watering cans • Tongs • Personal protective equipment

		the environment	<ul style="list-style-type: none"> • Conducting excursions • Engaging in hands-on activities, such as a school clean-up day or planting trees. 	
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8.20 (GRADE 1) Tools, Equipment and Implements

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Everyday Tools and Implements	<ul style="list-style-type: none"> • name everyday tools and implements. • identify everyday tools and implements. • discuss the uses of household and garden tools 	<ul style="list-style-type: none"> • household tools and implements <ul style="list-style-type: none"> - scissors - hammers - measuring cups. • Garden tools <ul style="list-style-type: none"> - hoe - garden fork - pick - shovel - wheelbarrow • Uses of household and garden tools 	<ul style="list-style-type: none"> • Naming household tools and implements • Identifying household tools and implements • Discussing the purpose of household tools and implements • Role-playing using household tools • Modeling 	<ul style="list-style-type: none"> • Pictures • Realia • Charts • Videos. • Digital devices • Toys • Modeling dough
Measuring Devices	<ul style="list-style-type: none"> • measure length using measuring 	<ul style="list-style-type: none"> • Measurements <ul style="list-style-type: none"> - length 	<ul style="list-style-type: none"> • Measuring length, weight and volume 	<ul style="list-style-type: none"> • Measuring tools • Containers

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	devices <ul style="list-style-type: none"> • measure weight using measuring devices • measure volume using measuring devices 	<ul style="list-style-type: none"> -weight -volume 	<ul style="list-style-type: none"> • Comparing lengths, weights and volumes of different objects 	<ul style="list-style-type: none"> • Objects of different sizes and weights. • See-saw
Digital Devices	<ul style="list-style-type: none"> • outline digital devices. • identify digital devices. • discuss basic functions of digital devices. 	<ul style="list-style-type: none"> • Digital devices <ul style="list-style-type: none"> -computers -phones/tablets -television -radio -magnifying glasses -binoculars -microscopes 	<ul style="list-style-type: none"> • Outlining digital devices • Identifying digital devices and gadgets. • Discussing basic functions of digital devices • Using digital devices • Modeling 	<ul style="list-style-type: none"> • Realia (digital devices) • Videos • Charts • Pictures • Models • Toys • Modeling dough
Science and Technology Careers	<ul style="list-style-type: none"> • name different careers in science and technology. • Identify careers related to science and technology. • describe roles of science and technology professionals. 	Career paths in science and technology: <ul style="list-style-type: none"> -Health -Engineering -Agriculture -ICT 	<ul style="list-style-type: none"> • Naming careers in science and technology • Identifying the careers related to science and technology • Dressing up and imitating different professions related to science and technology. • Describing various careers related to science and technology 	<ul style="list-style-type: none"> • Multimedia • Resource person(s) • Digital tools • Charts • Pictures • Props

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			<ul style="list-style-type: none"> Field trip 	

8.21 (GRADE 1)Energy and Fuels

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Energy and Fuels	<ul style="list-style-type: none"> identify different forms of energy. discuss the uses of energy. 	<ul style="list-style-type: none"> Different forms of energy: <ul style="list-style-type: none"> electrical heat light sound Uses of energy 	<ul style="list-style-type: none"> Discussing different forms of energy (electrical, heat, light, sound) Identifying forms of energy Demonstrating forms of energy 	<ul style="list-style-type: none"> Pictures Toys Posters Flashlights Picture books
Energy and Fuels	<ul style="list-style-type: none"> identify different types of fuels discuss uses of fuels 	<ul style="list-style-type: none"> Different types of fuels: <ul style="list-style-type: none"> petrol diesel wood natural gas uses of fuels 	<ul style="list-style-type: none"> Discussing different types of fuels identifying forms of fuels discussing uses of fuels 	<ul style="list-style-type: none"> Posters Pictures Videos Digital devices
Sources of Energy	<ul style="list-style-type: none"> state sources of energy. discuss the types of energy. 	<ul style="list-style-type: none"> Sources of energy: <ul style="list-style-type: none"> sun wind water 	<ul style="list-style-type: none"> Stating sources of energy Discussing types of energy obtained from different sources. 	<ul style="list-style-type: none"> Pictures Charts Newspapers Magazines

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> Differentiate between renewable and non-renewable energy sources. 	<ul style="list-style-type: none"> - coal -wood Types of energy: <ul style="list-style-type: none"> - solar - wind - hydropower - thermal Renewable energy sources: <ul style="list-style-type: none"> -Solar, -wind, -hydroelectric Non-renewable energy sources: <ul style="list-style-type: none"> -coal -oil - natural gas 	<ul style="list-style-type: none"> Matching sources to types of energy. Modeling Differentiating between renewable and non-renewable energy sources Sorting games 	<ul style="list-style-type: none"> Sorting cards Digital devices Modeling dough
Energy Conservation	<ul style="list-style-type: none"> outline ways of conserving energy. describe the importance of conserving energy. 	<ul style="list-style-type: none"> Conserving energy <ul style="list-style-type: none"> - turning off lights - unplugging devices after use -energy efficient appliances Importance of 	<ul style="list-style-type: none"> Outlining ways to conserve energy Creating posters or drawings Demonstrating energy saving activities Describing the importance of conserving energy. 	<ul style="list-style-type: none"> Pictures Charts Posters Props Digital devices Sockets and plugs

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
		conserving energy.		
Renewable Energy Technology	<ul style="list-style-type: none"> identify renewable energy technologies. demonstrate how renewable energy technologies work. 	<ul style="list-style-type: none"> Renewable energy technologies <ul style="list-style-type: none"> -solar panels -wind turbines -hydroelectric dam 	<ul style="list-style-type: none"> Identifying renewable energy Discussing renewable energy technologies Producing models Discussing the impact of renewable energy on communities. Discussing on how technologies harness renewable energy sources Constructing models of renewable energy technologies 	<ul style="list-style-type: none"> Model kits Multimedia Charts Craft materials

8.22 (GRADE 1)Disaster Risk Management and Resilience

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Hazards	<ul style="list-style-type: none"> Identify hazards Describe early 	<ul style="list-style-type: none"> Hazards: <ul style="list-style-type: none"> - floods 	<ul style="list-style-type: none"> Identifying hazards Describing early warning signs 	<ul style="list-style-type: none"> Visual aids Digital devices

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	warning signs of hazards	<ul style="list-style-type: none"> - lightning - fire - wind - earthquakes -drought • Early warning signs of different hazards: <ul style="list-style-type: none"> - thunder - lightning - heavy rain - wind -IKS 	of different hazards <ul style="list-style-type: none"> • Watching videos • Storytelling • Matching pictures • Interpreting disaster warning signs 	<ul style="list-style-type: none"> • Newspapers • Videos
Safety and Evacuation	<ul style="list-style-type: none"> • State safe behaviours during emergencies. • identify safe meeting places and evacuation routes. • discuss measures for safety. 	<ul style="list-style-type: none"> • Safe behaviours during emergencies: <ul style="list-style-type: none"> - stay calm - follow instructions - know emergency contacts • Evacuation procedures • Measures for safety 	<ul style="list-style-type: none"> • Stating safety behaviours • Role-playing different emergency scenarios and safe behaviours • Identifying safe meeting places and evacuation routes • Creating a classroom “safety map” • Discussing measures for safety • Practicing evacuation drills 	<ul style="list-style-type: none"> • Visual aids showing safe behaviours during emergencies • Sensors • Siren • Safety maps • Emergency kits <ul style="list-style-type: none"> - sand bucket -fire extinguisher
Emergency	<ul style="list-style-type: none"> • name emergency 	<ul style="list-style-type: none"> • Emergency 	<ul style="list-style-type: none"> • Naming emergency supplies 	<ul style="list-style-type: none"> • Emergency kit

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Supplies	<ul style="list-style-type: none"> supplies. Explain the importance of emergency supplies. 	<ul style="list-style-type: none"> supplies -flashlights -sanitizers -water -masks -first aid kit Importance of emergency supplies 	<ul style="list-style-type: none"> Discussing emergency supplies. Demonstrating use of emergency kit Practicing use of emergency supplies Explaining the importance of emergency supplies 	<ul style="list-style-type: none"> Audio-Visual media Toy Posters
Emergency Responders	<ul style="list-style-type: none"> list emergency responders. discuss the roles of emergency responders. 	<ul style="list-style-type: none"> Emergency responders such as: <ul style="list-style-type: none"> - police - firefighters - health personnel Roles of emergency responders 	<ul style="list-style-type: none"> Listing emergency responders Discussing the roles of emergency responders Role-playing Field trip Cutting and pasting 	<ul style="list-style-type: none"> Pictures Toys Emergency kits Resource person Visual aids Digital devices
Emotional Resilience (psycho-emotional support after a disaster)	<ul style="list-style-type: none"> identify techniques for managing fear and anxiety during emergencies. explain the importance of seeking comfort from trusted adults 	<ul style="list-style-type: none"> Management of fear and anxiety during emergencies -calm down -crying -deep breathing -miming 	<ul style="list-style-type: none"> Identifying techniques for managing fear and anxiety Explaining feelings and emotions during emergencies Role playing. Discussing the importance of seeking comfort and support from trusted adults 	<ul style="list-style-type: none"> Puppets Dolls Audio -Visual media

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
		<ul style="list-style-type: none"> Importance of seeking comfort 		

8.23 (GRADE 1) Educational Technology and Innovation

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Everyday Technology	<ul style="list-style-type: none"> name technological devices. discuss uses of technological devices. 	<ul style="list-style-type: none"> Digital devices <ul style="list-style-type: none"> -tablets -smart phones -computers -interactive boards/smart boards Uses of Digital Devices <ul style="list-style-type: none"> -communication -entertainment -learning 	<ul style="list-style-type: none"> Naming technological devices Discussing uses of technological devices. Matching Picture reading Playing interacting game Colouring 	<ul style="list-style-type: none"> Pictures Charts Storybooks Realia Audio and Visual media Posters
Educational Technology Interaction	<ul style="list-style-type: none"> name technological devices. interact with 	<ul style="list-style-type: none"> Software <ul style="list-style-type: none"> -paint -gaming (Roblox, PSB kids games) 	<ul style="list-style-type: none"> Naming technological devices Gaming Coloring 	<ul style="list-style-type: none"> Digital devices Software- (paint , PSB) Speakers

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	technological devices.	- word processor	<ul style="list-style-type: none"> • Painting • Drawing • Typing • Matching 	<ul style="list-style-type: none"> • Earphones • Projectors • Interactive board • Word processor
Robotics and Coding	<ul style="list-style-type: none"> • Guide a flow robot in relation to other objects on a flow map • Identify the different tasks that robot can do 	<ul style="list-style-type: none"> • Control -robotics 	<ul style="list-style-type: none"> • Visiting specific positions using robots on a flow map related to other objects • Conducting educational tours Demonstrating how robotic toys work and basic coding concepts. 	<ul style="list-style-type: none"> • Scratch • ATM • Automatic doors • Digital devices
Technology Safety	<ul style="list-style-type: none"> • state safety rules when using technological • discuss the importance of safe use of technological devices. • demonstrate safe use of technological devices. 	<ul style="list-style-type: none"> • safety rules • importance of safe use of digital tools 	<ul style="list-style-type: none"> • Stating safety rules when using technological devices • Discussing the importance of safe use of technological devices • Demonstrating safe use of technological devices. 	<ul style="list-style-type: none"> • Visual aids • Props • Technological devices

8.24 (Grade 2) Health and Hygiene

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Personal Hygiene	<ul style="list-style-type: none"> state the functions of human body parts. discuss the importance of personal hygiene habits. demonstrate basic personal hygiene habits. identify the five senses. 	<ul style="list-style-type: none"> Functions of the human body parts Importance of personal hygiene habits Practicing personal hygiene habits Senses 	<ul style="list-style-type: none"> Stating the functions of the human body parts Discussing the importance of personal hygiene habits. Demonstrating basic personal hygiene habits Storytelling Role-playing Playing games Identifying the five senses 	<ul style="list-style-type: none"> Toiletries Videos Audios Visual posters Digital devices
Food Hygiene	<ul style="list-style-type: none"> state clean and unclean food handling practices. discuss importance of safe food handling demonstrate safe food handling. 	<ul style="list-style-type: none"> Food handling: <ul style="list-style-type: none"> -hand washing -clean surfaces -clean utensils Practising safe food handling 	<ul style="list-style-type: none"> Identifying clean and unclean food handling practices Discussing importance of safe food handling Demonstrating safe food handling Sorting games 	<ul style="list-style-type: none"> Food samples Pictures Digital devices Charts Play kitchen utensils
Environmental Hygiene	<ul style="list-style-type: none"> identify clean and unclean environments 	<ul style="list-style-type: none"> Clean and unclean environments Importance of a clean 	<ul style="list-style-type: none"> identifying clean and unclean environments Discussing the importance of 	<ul style="list-style-type: none"> Digital devices Charts Pictures

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • discuss the importance of a clean environment. • demonstrate basic cleaning tasks 	environment <ul style="list-style-type: none"> • Basic cleaning 	clean environments. <ul style="list-style-type: none"> • Demonstrating basic cleaning • Engaging in community cleanup activities. 	<ul style="list-style-type: none"> • Cleaning tools and materials. • Protective clothing
Health and Wellness	<ul style="list-style-type: none"> • state healthy habits. • discuss the importance of healthy habits. • demonstrate healthy habits. 	<ul style="list-style-type: none"> • Healthy habits • Importance of healthy habits <ul style="list-style-type: none"> -physical activities - balanced meal -sleep - rest • Practise healthy habits 	<ul style="list-style-type: none"> • Stating healthy habits • Discussing the importance of physical activities, balanced meals and adequate rest • Demonstrating healthy habits • Engaging in physical activities 	<ul style="list-style-type: none"> • Digital devices • Charts • Videos • Posters • Resource person
Disease Prevention	<ul style="list-style-type: none"> • state common diseases • state the causes of common diseases. • discuss ways of preventing common diseases. • demonstrate good hygiene habits. 	<ul style="list-style-type: none"> • Common diseases: <ul style="list-style-type: none"> - flu -cholera - diarrhoea -malaria • Causes of common diseases • Ways of preventing common diseases • Good hygiene habits 	<ul style="list-style-type: none"> • Listing common diseases • Stating causes of common diseases • Discussing ways of preventing common diseases • Demonstrating good hygiene habits • Role-playing 	<ul style="list-style-type: none"> • Posters • Digital devices • Role-play kits • Charts • Videos

8.25 (GRADE 2) Food and Nutrition

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Food Groups	<ul style="list-style-type: none"> • state classes of food. • classify food into food groups. 	<ul style="list-style-type: none"> • Classes of food: <ul style="list-style-type: none"> - carbohydrates - proteins - vitamins • Classify food. 	<ul style="list-style-type: none"> • Stating classes of food • Classifying foods 	<ul style="list-style-type: none"> • Pictures • Digital devices • Food samples • Models • Sorting trays • Charts
Food Demonstrations	<ul style="list-style-type: none"> • identify food samples. • demonstrate the process of cooking. 	<ul style="list-style-type: none"> • Food demonstrations <ul style="list-style-type: none"> -indigenous food -modern food 	<ul style="list-style-type: none"> • Identifying food samples • Demonstrating the process of cooking 	<ul style="list-style-type: none"> • Food samples • Charts • Posters • Kitchen utensils • Chef set
Sources of Food	<ul style="list-style-type: none"> • list the sources of food. • discuss local food sources. • explain the importance of food. 	<ul style="list-style-type: none"> • Sources of food • Local food sources • Importance of food 	<ul style="list-style-type: none"> • Listing sources of food • Discussing local food sources • Explaining the importance of food • Matching activities • Cutting and pasting 	<ul style="list-style-type: none"> • Flash cards • Charts • Pictures • Food samples • Videos

8.26 (GRADE 2)Crop, Plants and Animals

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Crop Plants	<ul style="list-style-type: none"> name different types of plants. identify plant families. 	<ul style="list-style-type: none"> Different types of plants plant families: <ul style="list-style-type: none"> - trees -legumes -roots -grasses 	<ul style="list-style-type: none"> Listing different types of plants. Identifying plant families Classifying plants 	<ul style="list-style-type: none"> Pictures Charts Plants Flash cards Videos
Vegetable Gardening	<ul style="list-style-type: none"> Name garden tools Identify ways of caring for garden tools Discuss different types vegetables Demonstrate planting of vegetables Practise caring for vegetables 	<ul style="list-style-type: none"> Garden tools Ways of caring for garden tools Types of vegetables Planting of vegetables Caring for vegetables 	<ul style="list-style-type: none"> Naming garden tools Identifying ways of caring for garden tools Discussing different types of vegetables Demonstrating planting of vegetables Caring for vegetables 	<ul style="list-style-type: none"> Garden tools Seeds and seedlings Posters Digital devices Charts Pictures
Animals	<ul style="list-style-type: none"> name domestic and wild animals. discuss the importance of domestic and wild 	<ul style="list-style-type: none"> Domestic and wild animals Importance of domestic and wild animals 	<ul style="list-style-type: none"> Naming domestic and wild animals Discussing the importance of domestic and wild animals. 	<ul style="list-style-type: none"> Toys Blocks Pictures Resource person

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	animals. <ul style="list-style-type: none"> name animal habitats 	<ul style="list-style-type: none"> Animal habitats 	<ul style="list-style-type: none"> Naming animal habitats. Matching animals to their habitats Playing games Storytelling and field trips 	<ul style="list-style-type: none"> Charts Flash cards Digital devices Models
Food Chain	<ul style="list-style-type: none"> identify components of a food chain. create simple food chains. 	<ul style="list-style-type: none"> Components of a food chain: <ul style="list-style-type: none"> -producer -consumer Simple food chains (e.g. grass → goat → hyena). 	<ul style="list-style-type: none"> Naming the basic components of a food chain Constructing simple food chains using pictures Completing puzzles 	<ul style="list-style-type: none"> Food chain puzzles Pictures Charts Videos

8.27 (GRADE 2) Environmental Awareness and Conservation

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Climate and Weather	<ul style="list-style-type: none"> name the four seasons. describe different seasons. explain the influence of different seasons on human activities. 	<ul style="list-style-type: none"> Four seasons <ul style="list-style-type: none"> - Summer - Autumn - Winter - Spring Influence of different seasons on human 	<ul style="list-style-type: none"> Listing the four seasons Describing different seasons Singing about different seasons. Spinning a wheel chart with different seasons Explaining influence of different seasons on human activities 	<ul style="list-style-type: none"> Charts Digital devices Pictures Posters Videos Weather chart wheel

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
		activities		
Soil	<ul style="list-style-type: none"> State types of soil identify components of soil describe the properties of different types of soil discuss the importance of soil 	<ul style="list-style-type: none"> Types of soil <ul style="list-style-type: none"> -sand - clay - loam Components of soil <ul style="list-style-type: none"> -organic matter -water - living organisms air Properties of soil Importance of soil 	<ul style="list-style-type: none"> Stating types of soil identifying the components of soil describing soil characteristics Creating a soil profile Discussing the importance of soil. Field trips Experimenting on water penetration into different types of soils Planting seeds or seedlings 	<ul style="list-style-type: none"> Clear jars Soil Samples Organic matter Watering cans Digging tools Digital devices
Water	<ul style="list-style-type: none"> state properties of water. discuss the three states of water. discuss the importance of water conservation 	<ul style="list-style-type: none"> Properties of water States of water <ul style="list-style-type: none"> - liquid - gas - solid Importance of water conservation 	<ul style="list-style-type: none"> Stating properties of water Discussing the states of water Demonstrating the change of state of water. Discussing the importance of water conservation 	<ul style="list-style-type: none"> Pictures Charts Digital devices Water Containers

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Minerals	<ul style="list-style-type: none"> name common 	<ul style="list-style-type: none"> Common minerals 	<ul style="list-style-type: none"> Naming common minerals 	<ul style="list-style-type: none"> Multimedia

	<p>minerals.</p> <ul style="list-style-type: none"> • identify sources of minerals. • discuss the importance of minerals. 	<ul style="list-style-type: none"> -coal -gold - diamond -chrome - iron • Sources of minerals -rocks -soil • Importance of minerals 	<ul style="list-style-type: none"> • Identifying sources of minerals including • Discussing the importance of minerals • Field trips 	<ul style="list-style-type: none"> • Toy mining tools • Mineral samples • Garden tools
Land Use	<ul style="list-style-type: none"> • identify different types of land use. • discuss the importance of land. 	<ul style="list-style-type: none"> • Land Use -residential -agricultural -industrial • Recreational 	<ul style="list-style-type: none"> • Naming and recognising various types of land use, such as agriculture, housing, parks, and forests. • Sorting pictures of various land uses into the correct categories. • Discussing uses of land • Creating models 	<ul style="list-style-type: none"> • Pictures • Realia • Charts • Digital devices
Environmental Conservation	<ul style="list-style-type: none"> • identify natural resources. • discuss the importance of natural resources. • state human impact on the environment. 	<ul style="list-style-type: none"> • Natural resources -water -air -soil -plants -animals • Importance of natural resources • Human Impact on the environment 	<ul style="list-style-type: none"> • Naming natural resources • Identifying various natural resources. • Stating human impact on the environment • Discussing the importance of natural resources • Discussing how human activities can harm the environment, including pollution, deforestation, and 	<ul style="list-style-type: none"> • Recycling bins • Tree seedlings • Garden tools • Charts • Pictures • Videos

			waste. <ul style="list-style-type: none"> • Tree planting 	
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8.28 (GRADE 2)Tools, Equipment and Implements

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Everyday Tools and Implements	<ul style="list-style-type: none"> • Name tools and implements • discuss uses of household and garden tools. • demonstrate safe handling of everyday tools and 	<ul style="list-style-type: none"> • Household tools and implements • Garden tools <ul style="list-style-type: none"> -hoe -garden fork -scotch cart -pick -shovel 	<ul style="list-style-type: none"> • Naming tools and implements • Discussing the uses of various tools and implements • Role playing • Demonstrating safe handling of tools and 	<ul style="list-style-type: none"> • Pictures • Charts • Videos • Realia • Digital devices

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	implements.	-wheelbarrow • Uses of household and garden tools • Handling of everyday tools and implements	implements	
Measuring Devices	<ul style="list-style-type: none"> • identify measuring tools. • measure length, weight, and volume using appropriate measuring devices. • compare measurements. 	<ul style="list-style-type: none"> • measuring tools -measurements -length -weight -volume 	<ul style="list-style-type: none"> • Identifying measuring tools • measuring length, weight, and volume • Comparing lengths, weights and volumes • Recording measurements • Comparing measurements 	<ul style="list-style-type: none"> • Measuring tools. • Objects of different sizes and weights. • See-saw • Containers
Digital devices	<ul style="list-style-type: none"> • identify digital devices. • discuss basic functions of digital devices. • Describe the functions of digital devices at home and school 	<ul style="list-style-type: none"> • digital devices -computers -phones/tablets -television -radio -magnifying glasses • Binoculars Microscopes • Digital devices at home and school 	<ul style="list-style-type: none"> • Identifying digital devices • Describing digital devices • Discussing basic functions of digital tools • Nature walks • Practising safe use of digital devices. 	<ul style="list-style-type: none"> • Digital devices • Audio –visual media • Resource person

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Science and Technology Careers	<ul style="list-style-type: none"> name careers related to science and technology identify careers related to science and technology describe duties of science and technology professionals 	<ul style="list-style-type: none"> Career paths in science and technology including <ul style="list-style-type: none"> -agriculture -mining -engineering -health -ICT 	<ul style="list-style-type: none"> Naming careers related to science and technology Identifying the careers related to science and technology Describing various duties related to science and technology Role playing different professions related to science and technology. Career guidance Field trip 	<ul style="list-style-type: none"> Multimedia Resource person(s) Digital devices Charts Posters

8.29 (GRADE 2)Energy and Fuels

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Energy and Fuels	<ul style="list-style-type: none"> name different forms of energy. identify different forms of energy. 	<ul style="list-style-type: none"> Different forms of energy: <ul style="list-style-type: none"> - electrical - heat 	<ul style="list-style-type: none"> Naming different forms of energy Identifying different of energy Discussing different forms of 	<ul style="list-style-type: none"> Toys Pictures Posters

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> discuss uses of energy. 	<ul style="list-style-type: none"> - light - sound • Uses of energy 	<ul style="list-style-type: none"> energy • Discussing uses of energy 	<ul style="list-style-type: none"> • Charts • Demonstration kits
Energy and Fuels	<ul style="list-style-type: none"> identify different types of fuels. discuss the importance of fuels. 	<ul style="list-style-type: none"> Different types of fuels: <ul style="list-style-type: none"> - petrol - diesel - wood - natural gas • Importance of fuels 	<ul style="list-style-type: none"> Identifying different types of fuels • Discussing different types of fuels • Discussing the importance of fuels • Field trip 	<ul style="list-style-type: none"> • Household items • Posters • Charts • Videos •
Sources of Energy	<ul style="list-style-type: none"> state the types of energy. differentiate between renewable and non-renewable energy sources. 	<ul style="list-style-type: none"> Sources of energy: <ul style="list-style-type: none"> -sun -wind -water -coal Types of energy obtained from different sources <ul style="list-style-type: none"> Renewable energy sources Non-renewable energy sources: <ul style="list-style-type: none"> - coal -oil -natural gas 	<ul style="list-style-type: none"> Stating various types of energy obtained from different sources. • Matching sources to types of energy. • Making simple windmills or solar ovens to understand renewable energy sources • Classifying energy sources • Sorting games 	<ul style="list-style-type: none"> • Pictures • Charts • Digital devices • Craft materials

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge, values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Energy Conservation	<ul style="list-style-type: none"> • outline ways of conserving energy. • describe the importance of conserving energy. • demonstrate ways of conserving energy. 	<ul style="list-style-type: none"> • Conserving energy <ul style="list-style-type: none"> - turning off lights - unplugging devices - energy efficient appliances • Importance of conserving energy. 	<ul style="list-style-type: none"> • Outlining ways to conserve energy at home and school • Creating posters or drawings about energy conservation and presenting them. • Practising ways of conserving energy 	<ul style="list-style-type: none"> • Pictures • Posters • Videos • Digital devices • Electrical appliances
Renewable Energy Technology	<ul style="list-style-type: none"> • identify renewable energy technologies • demonstrate how renewable energy technologies work 	<ul style="list-style-type: none"> • Renewable energy technologies <ul style="list-style-type: none"> -solar panels, -wind turbines -hydroelectric dams 	<ul style="list-style-type: none"> • Identifying and showing examples of renewable energy technologies • Discussing the impact of renewable energy • Discussing how technologies harness renewable energy sources • Constructing models example model wind turbines 	<ul style="list-style-type: none"> • Model kits • Multimedia • Craft materials

(GRADE)Disaster Risk Management and Resilience

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Hazards	<ul style="list-style-type: none"> • Identify hazards • Describe early warning signs of hazards 	<ul style="list-style-type: none"> • Hazards: <ul style="list-style-type: none"> - floods - lightning - fire - wind - earthquakes -drought • Early warning signs of different hazards: <ul style="list-style-type: none"> - thunder - lightning - heavy rain - wind -IKS 	<ul style="list-style-type: none"> • Identifying hazards • Describing early warning signs of different hazards • Watching videos • Storytelling • Matching pictures • Interpreting disaster warning signs 	<ul style="list-style-type: none"> • Visual aids • Digital devices • Newspapers • Videos
Safety and Evacuation	<ul style="list-style-type: none"> • State safe behaviours during emergencies. • identify safe meeting places and evacuation routes. • discuss measures for safety. 	<ul style="list-style-type: none"> • Safe behaviours during emergencies: <ul style="list-style-type: none"> - stay calm - follow instructions - know emergency contacts • Evacuation procedures • Measures for safety 	<ul style="list-style-type: none"> • Stating safety behaviours • Role-playing different emergency scenarios and safe behaviours • Identifying safe meeting places and evacuation routes • Creating a classroom “safety map” • Discussing measures for safety • Practicing evacuation drills 	<ul style="list-style-type: none"> • Visual aids showing safe behaviours during emergencies • Sensors • Siren • Safety maps • Emergency kits <ul style="list-style-type: none"> - sand bucket -fire extinguisher

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Emergency Supplies	<ul style="list-style-type: none"> Identify emergency supplies. discuss the importance of emergency supplies. 	<ul style="list-style-type: none"> Emergency supplies Importance of emergency supplies 	<ul style="list-style-type: none"> Identifying emergency supplies Discussing the importance of emergency supplies. Practising use of emergency supplies Role playing 	<ul style="list-style-type: none"> Flashlight Toys First-aid kit Emergency kit Digital devices Resource person
Emergency Professionals	<ul style="list-style-type: none"> list emergency responders. discuss roles of emergency responders. 	<ul style="list-style-type: none"> Emergency responders: <ul style="list-style-type: none"> - police - firefighters - health personnel Roles of emergency professionals 	<ul style="list-style-type: none"> listing emergency responders Discussing the roles of different emergency responders Role playing Field trip 	<ul style="list-style-type: none"> Pictures Realia Resource person Visual aids Digital devices
Emotional Resilience (psycho-emotional support after a disaster)	<ul style="list-style-type: none"> identify techniques for managing fear and anxiety during emergencies. explain the importance of seeking comfort from trusted adults. identify organizations that offer emotional 	<ul style="list-style-type: none"> Management of fear and anxiety during emergencies <ul style="list-style-type: none"> -calm down -crying -deep breathing -miming Importance of seeking comfort Organizations that offer 	<ul style="list-style-type: none"> Identifying techniques for managing fear and anxiety Explaining feelings and emotions during emergencies Role playing. Discussing the importance of seeking comfort and support from trusted adults Identifying organizations that offer emotional support Field visit 	<ul style="list-style-type: none"> Puppets Dolls Audio -Visual media Resource persons

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	support.	emotional support - police -fire brigade -religious leaders -traditional leaders -child protection committee		

8.8 Educational Technology and Innovation

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Everyday Technology	<ul style="list-style-type: none"> name technological devices discuss their various uses 	<ul style="list-style-type: none"> Technological devices: <ul style="list-style-type: none"> -tablets -smart phones -computers Uses of technological 	<ul style="list-style-type: none"> Naming common technological devices Discussing common technological devices and their uses. Storytelling sessions using technology in positive ways Constructing model ICT 	<ul style="list-style-type: none"> Picture cards Storybooks Visual media Posters Digital devices

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
		devices for services such as -communication -entertainment -learning	tools	
Educational Technology Interaction	<ul style="list-style-type: none"> • identify age-appropriate educational software. • manipulate digital devices. • state uses of educational software. 	<ul style="list-style-type: none"> • Educational software • Games and stories • Uses of educational software 	<ul style="list-style-type: none"> • Identifying age-appropriate educational apps and software • Discussing how technologies enhance learning through interactive games and stories • Manipulating digital devices • Demonstrating uses of educational software 	<ul style="list-style-type: none"> • Digital devices • Multimedia • Visual aids. • Speakers • Earphones • Projectors • Interactive board
Robotics and Coding	<ul style="list-style-type: none"> • identify robotics toys • demonstrate coding skills 	<ul style="list-style-type: none"> • Robotics -scratch • Robotics -tynker • Coding 	<ul style="list-style-type: none"> • Identifying robotics toys • Demonstrating how robotic toys work • Coding robotic toys and games that involve problem-solving tasks. • Coding 	<ul style="list-style-type: none"> • Age-appropriate robotic toys or coding kits. • Visual aids • Puzzles • Digital tools • Robotics toys • Resource person
Technology Safety	<ul style="list-style-type: none"> • state safety measure when 	<ul style="list-style-type: none"> • Safety measures • Uses of 	<ul style="list-style-type: none"> • Stating safety measures when using technological 	<ul style="list-style-type: none"> • Audio-visual media • Props

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge values and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	using technological devices. <ul style="list-style-type: none"> • discuss the importance of safe use of technological devices. • State safe use of technological devices. 	technological devices <ul style="list-style-type: none"> • Safe use of technological devices 	devices <ul style="list-style-type: none"> • Discussing safe use of technological devices • Demonstrating safe use of technological devices. 	<ul style="list-style-type: none"> • Technological devices • Charts • Posters

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 School – Based Project Assessment Scheme.

9.1 Assessment Objectives

Learners shall be assessed on their ability to:

9.1.1 comprehend basic scientific principles related to their environment and everyday life.

9.1.2 apply indigenous knowledge systems, scientific and technological concepts.

9.1.3 analyse situations, make decisions, and solve problems using indigenous and scientific methods.

9.1.4 understand of heritage-based knowledge and its integration with scientific and technological education.

9.1.5 evaluate hands-on skills through practical activities that encourage exploration, experimentation, and creativity.

9.1.6 work collaboratively with peers and communicate findings effectively.

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.

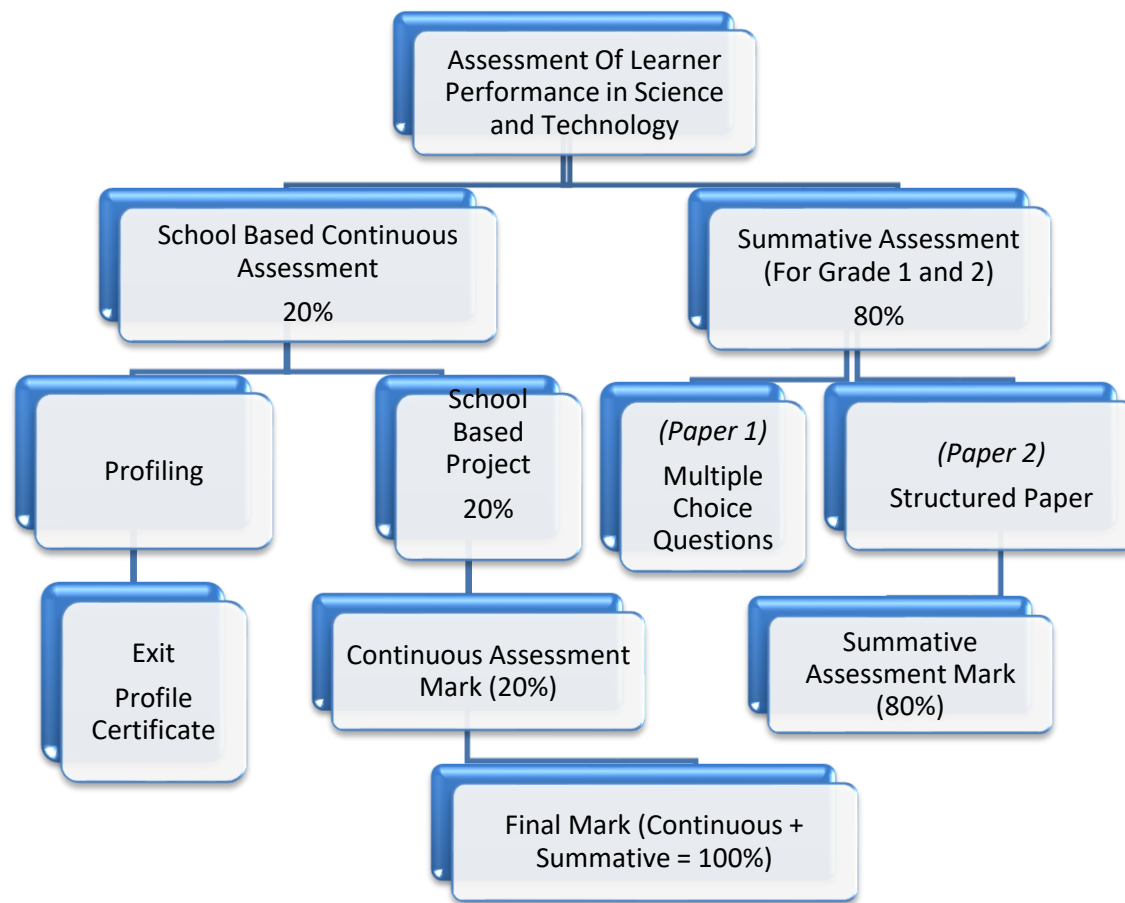


Fig. 1 Assessment Model

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.

9.4 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 materials to use	July	5
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

9.5 Infant Level Assessment Matrix

LEVEL	FORM OF ASSESSMENT	ASSESSMENT TASKS	NATURE	FREQUENCY
INFANTS	Continuous	<p>Assessment tasks can be School Based Projects or pen and paper activities based on the following:</p> <ul style="list-style-type: none"> • Singing • Drawing • Dancing • Colouring • Storytelling • Speaking • Listening • Counting • Playing children's games • Chanting • Reciting • Seriating • Matching • Sorting • Writing 	Individual, or group activities	<ul style="list-style-type: none"> ✓ Daily basis ✓ Weekly ✓ Fortnightly ✓ Monthly ✓ Termly ✓ Yearly
	Summative	<ul style="list-style-type: none"> • End of week, month, term and year tests • Check points assessment • Classroom exercises 	Individual activities	<ul style="list-style-type: none"> ➤ Daily basis ➤ Weekly ➤ Fortnightly ➤ Monthly ➤ Termly ➤ Yearly

9.6 Scheme of Assessment

Learners will 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 2	Summative	80%
	Formative/Continuous Assessment	20%

9.7 Domains to be assessed

The weighting of the domain to be assessed are as follows:

Domain	Continuous %
Cognitive	20
Physical	45
Social	20
Emotional	15
Total	100

Assessment Instruments

9.8 The following are suggested assessment tools:

- Checklists
- Rating Scale
- Observation Guide
- Exercises
- Theory Tests
- Practical Tests