INDIGENOUS LANGUAGES

INFANT (EARLY CHILDHOOD DEVELOPMENT - GRADE 2) SYLLABUS
2015-2022
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ACKNOWLEDGEMENTS

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

- The National ECD, Grade 1 and 2 Indigenous Languages panel
- Government departments
- Representatives of various organisations
- Publishers
- ZIMSEC
- UNICEF
- UNESCO
Indigenous Language

1.0 PREAMBLE

1.1 Introduction
The Zimbabwean Indigenous Languages Primary School syllabus covers Early Childhood Development (ECD), Grade 1 and 2 primary educations. It provides a basic foundation for the development of language skills in everyday life. It is meant to enhance effective communication. The syllabus is progressive in the scope and sequence chart. It intends to develop the four main language skills of listening, speaking, reading and writing as well as other literacy and numeracy skills. The teaching and learning of visual, manual and tactile skills is emphasised in order to accommodate learners with disabilities. This syllabus is intended for use by both formal and non-formal learners in the development of individuals who conform to the norms and values of their culture (Unhu/Ubuntu/Vumunhu).

1.2 Rationale
The learning of Indigenous Languages inculcates the values of Unhu/Ubuntu/Vumunhu. It promotes and cherishes the Zimbabwean identity. The understanding of Indigenous Languages concepts, literature and ability to apply the concepts in practical situations are valuable attributes in life.

1.3 Summary of Content
The Infant Indigenous Languages syllabus focuses on concepts such as registers, grammar, folktales, stories, news, poetry and comprehension. In the teaching and learning of the Infant Indigenous Languages, learners should be continuously assessed throughout the learning of the four main language skills including visual, manual and tactile.

1.4 Assumptions
It is assumed that learners:
➢ are able to speak an indigenous language
➢ are motivated to learn the Indigenous languages
➢ learn better in their indigenous language
➢ have knowledge of ICT

1.5 Cross Cutting Themes
Through the teaching and learning of Indigenous languages in ECD, Grade 1 and 2, the following cross-cutting themes have to be taken into consideration to foster competency development for further studies and life:

1. Gender
2. Children’s rights and responsibilities
3. Disaster risk management
4. Sexuality, HIV and AIDS Education
5. Child protection
6. Heritage studies
7. Human rights
8. Environmental issues
9. Guidance and counselling
10. Enterprise
2.0 PRESENTATION OF THE SYLLABUS

The Infant Indigenous Languages syllabus is in the form of one document which consists of four main language skills areas: Listening, Speaking, Reading and Writing. This syllabus is further divided into sub topics.

3.0 AIMS

The syllabus aims to enable learners to:

3.1 acquire skills of Listening/ Observing, Speaking/ Signing, Reading/ Signing and Writing/ Brailing as well as Visual, Tactile and Manual skills for different purposes

3.2 communicate effectively in different situations

3.3 develop a life-long reading culture in the Indigenous Languages for personal, cultural and national identity

3.4 acquire skills of critical thinking on prevailing and emerging cross-cutting issues

3.5 develop aspects of orature to enhance national heritage and culture

3.6 use ICT in learning Indigenous Languages

4.0 SYLLABUS OBJECTIVES

Learners should be able to:

4.1. demonstrate understanding of instructions

4.2 retell folktales

4.3 identify moral lessons from the folktales

4.4 tell stories and news on emerging and prevailing cross-cutting themes

4.5 demonstrate understanding of material they read through answering questions

4.6 dramatise, recite poems/rhymes, play games, solve puzzles and answer quiz questions

4.7 write creative work

4.8 write in an appropriate register to the subject matter

4.9 write with grammatical accuracy, correct spelling and appropriate punctuation

4.10 demonstrate the ability to use ICT tools
5.0 METHODOLOGY AND TIME ALLOCATION

5.1 Methodology

In the teaching of Indigenous Languages at infant level the Communicative Approach is recommended. As much as possible, all activities and methods should be participatory and learner centred. Learners should be exposed to a variety of methods, among them the following:

- Story telling
- Imitation or simulation
- Exploration
- Research
- Project
- Games and quizzes
- Problem solving
- Educational tours/use of immediate environment
- Drama, song, poetry
- Demonstration
- Group discussion
- Debate
- Question and answer
- Resource persons
- Gallery walk

N.B: It is advisable that the learner be exposed to more than one method in a lesson.

5.2 Time Allocation

For the successful implementation of this syllabus, the following time allocation is recommended:

ECD should be allocated 5 periods of 20 minutes each per week

Grades 1 and 2 should be allocated at least 8 periods of 30 minutes each per week
### 6.0 TOPICS

<table>
<thead>
<tr>
<th>GRADE</th>
<th>LISTENING</th>
<th>SPEAKING/SIGNING</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECD A</td>
<td>• Identification of voices/handshakes</td>
<td>• Me, my family and others</td>
<td>• Picture reading</td>
<td>• Penmanship</td>
</tr>
<tr>
<td></td>
<td>• Recognition of sounds/movement/ location/signing frame</td>
<td>• Greeting and times of the day</td>
<td>• Book handling</td>
<td>• Scribbling/Writing skills</td>
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<td></td>
<td>• Listening to news, stories and folktales</td>
<td>• Describing pictures</td>
<td>• Book opening</td>
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<td></td>
<td>• Requests and instructions</td>
<td>• Body parts</td>
<td>• Discrimination/comparisons</td>
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<td></td>
<td>• Rhymes and jingles</td>
<td>• Objects in the environment</td>
<td>• Visual/tactile memory</td>
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<td></td>
<td>• Listening to dialogue</td>
<td>• Requests and instructions</td>
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<td>• Dialogue</td>
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<td>• Rhymes, jingles and poems</td>
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<td>• News, folktales and stories</td>
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<td>ECD B</td>
<td>• Identification of voices/handshapes</td>
<td>• Me, my family and others</td>
<td>• Picture reading</td>
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<td></td>
<td>• Recognition of sounds/movement/ location/signing frame</td>
<td>• Greeting and times of the day</td>
<td>• Book handling</td>
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<tr>
<td></td>
<td>• Requests and instructions</td>
<td>• Body parts</td>
<td>• Discrimination/comparisons</td>
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<td></td>
<td>• Rhymes and jingles</td>
<td>• Events</td>
<td>• Visual/tactile memory</td>
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<tr>
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<td>• Listening to sentences and questions</td>
<td>• Objects in the environment</td>
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<tr>
<td></td>
<td>• Listening to dialogue</td>
<td>• Requests and instructions</td>
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<td>• Dialogue</td>
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<td></td>
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<td>• Rhymes, jingles and poems</td>
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<td>• Days of the week</td>
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<tr>
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<td>• News, folktales and stories</td>
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<tr>
<td>GRADE</td>
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<td>SPEAKING/SIGNING</td>
<td>READING</td>
<td>WRITING</td>
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</tbody>
</table>
| 1     | • Identification of voices  
         • Recognition of sounds/signs  
         • News, folktales and stories  
         • Rhymes and instructions  
         • Sentences and questions  
         • Dialogue  
         • Me, my family and others  
         • Greeting and times of the day  
         • Body parts  
         • Colours, events and situations  
         • Objects in the environment  
         • Requests and instructions  
         • Dialogue  
         • Counting  
         • Days of the week and weather conditions  
         • News, stories and folktales  
         • Riddles  
 | • Reading orientation  
         • Letter sounds/signs  
         • Syllables, words and sentences  
         • Punctuation/non-manual features  
         • Fluency  
         • Extensive reading  
         • Comprehension  
 | • Penmanship/braille skills  
         • Letter shaping/braille alphabet  
         • Syllables and names  
         • Date  
         • Words, sentences and punctuation  
         • Comprehension  
         • Language structures  |
| 2     | • Identification of sounds/sign words  
         • Instructions and requests  
         • Sentences and questions  
         • News, stories and folktales  
         • Dialogue  
         • Rhymes and jingles  
         • The family  
         • Occupations  
         • Greetings  
         • Months and weather conditions  
         • Requests and questions  
         • Simple stories and riddles  
         • Counting  
         • Dialogue and debate  
         • Events and situations  
         • Objects in the environment  
         • Directions  
 | • Reading orientation  
         • Consonant sounds  
         • Oral reading/signing  
         • Letter sounds/signs  
         • Syllables, words and sentences  
         • Punctuation/non-manual features  
         • Fluency  
         • Extensive reading  
         • Comprehension  
         • Puzzles  
 | • Penmanship/braille skills  
         • Date  
         • Language usage  
         • Language structures  
         • Comprehension  
         • Spelling and dictation  
         • Creative work  
         • Picture stories  |
# 7.0 SCOPE AND SEQUENCE

## 7.1 Listening/Watching signs

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<th>ECD B</th>
<th>GRADE 1</th>
<th>GRADE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify their teachers’ voices/different handshapes and movements</td>
<td>• Identify their teachers’ voices/different handshapes and movements</td>
<td>• Distinguish their teachers’ voices</td>
<td>• Differentiate and imitate sounds made by a variety of objects</td>
</tr>
<tr>
<td>• Identify their friends’ and other learners’ voices/friends’ signs</td>
<td>• Identify their friends and other learners’ voices/friends’ signs</td>
<td>• Distinguish their friends’ and other learners’ voices</td>
<td>• Distinguish and imitate sounds made by a variety of wild animals and birds</td>
</tr>
<tr>
<td>• Identify sounds of objects in their immediate environment</td>
<td>• Identify sounds of objects in their immediate environment</td>
<td>• Distinguish and imitate sounds made by objects in their immediate environment</td>
<td>• Engage in dialogue</td>
</tr>
<tr>
<td>• Imitate sounds made by domestic animals</td>
<td>• Imitate sounds made by domestic animals</td>
<td>• Imitate sounds made by domestic animals</td>
<td>• Identify and repeat all vowels and consonant sounds of the language</td>
</tr>
<tr>
<td>• Imitate sounds made by wild animals</td>
<td>• Imitate sounds made by wild animals</td>
<td>• Imitate sounds made by wild animals</td>
<td>• Repeat up to four syllable words after a model</td>
</tr>
<tr>
<td>• Listen to news and short stories told or read</td>
<td>• Identify letter sounds/alphabet signs and sign words</td>
<td>• Distinguish and imitate sounds made by common domestic animals</td>
<td>• Repeat up to three simple sentences in a row after a model</td>
</tr>
<tr>
<td>• Respond to requests</td>
<td>• Listen to news and short stories told or read</td>
<td>• Identify and imitate sounds made by wild animals</td>
<td>• Follow up to three short instructions/commands in a row</td>
</tr>
<tr>
<td>• Follow instructions or commands</td>
<td>• Retell stories</td>
<td>• Distinguish and repeat the five vowels after a model</td>
<td>• Listen to a story from any medium and retell it and/or answer questions</td>
</tr>
<tr>
<td>• Listen to sounds made by musical instruments</td>
<td>• Respond to requests</td>
<td>• Follow instructions or commands in a row</td>
<td>• Listen to an incomplete short story and complete it appropriately</td>
</tr>
<tr>
<td>• Listening to rhymes and jingles and repeat them</td>
<td>• Follow simple instructions or commands</td>
<td>• Repeat short simple sentences after a model</td>
<td>• Identify and imitate all letter sounds/alphabet signs</td>
</tr>
<tr>
<td>• Listen to dialogue</td>
<td>• Listen to sounds made by musical instruments, short rhymes and jingles and repeat them</td>
<td>• Listen to sounds made by musical instruments, short rhymes and jingles and repeat them</td>
<td>• Follow instructions or commands in a row</td>
</tr>
<tr>
<td></td>
<td>• Identify and imitate all letter sounds/alphabet signs</td>
<td></td>
<td>• Repeat short simple sentences after a model</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Listen to sounds made by musical instruments,</td>
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<td></td>
<td>• Listen to rhymes and jingles and repeat them</td>
</tr>
</tbody>
</table>
### 7.2 Speaking/Signing

<table>
<thead>
<tr>
<th>ECD A</th>
<th>ECD B</th>
<th>GRADE 1</th>
<th>GRADE 2</th>
</tr>
</thead>
</table>
| • Say/sign their names and those of others  
• Talk about their family  
• Greet and respond  
• Identify colours  
• Identify shapes and pictures  
• Identify body parts  
• Describe events within their environment  
• Identify objects in their environment  
• Compare objects in their environment  
• Make polite requests  
• Engage in dialogues  
• Recite rhymes, jingles and poems  
• Say news  
• Retell folktales  
• Tell short stories | • Say/sign their names and those of others  
• Talk about their family  
• Greet and respond  
• Identify colours  
• Identify shapes  
• Identify pictures  
• Describe pictures  
• Compare pictures  
• Identify body parts  
• Identify objects in their environment  
• Describe objects in their environment  
• Compare objects in their environment  
• Make polite requests  
• Engage in dialogues  
• Recite rhymes, jingles and poems  
• Say news  
• Retell folktales  
• Tell short stories | • Say their names/sign names and those of others and talk briefly about themselves and their families  
• Describe simple objects in their environment  
• Name primary colours  
• Name body parts and state their functions  
• Make polite requests  
• Tell simple stories  
• Express and respond appropriately to greetings  
• Recite rhymes and jingles  
• Play counting games  
• Name days of the week and weather conditions  
• Name months of the year  
• Ask and answer short simple questions orally.  
• Describe events and situations within their immediate environment  
• Engage in dialogue | • Talk about families both maternal and paternal  
• Talk about occupations  
• Make a variety of polite requests  
• Tell simple stories  
• Express and respond to greetings using appropriate registers  
• Play counting games  
• Describe objects  
• Give directions  
• Recite rhymes and poems  
• Dialogue  
• Answer questions orally  
• Describe weather conditions and types of clothes worn  
• Describe events and situations within their immediate environment  
• Talk about seasons and related activities  
• Interpret riddles and quizzes |
### Indigenous Languages

<table>
<thead>
<tr>
<th><strong>ECD A</strong></th>
<th><strong>ECD B</strong></th>
<th><strong>GRADE 1</strong></th>
<th><strong>GRADE 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture reading</td>
<td>Book handling and maintenance</td>
<td>Practise reading habits such as posture and book handling</td>
<td>Read without using fingers or moving heads except for sign language users</td>
</tr>
<tr>
<td>Book opening</td>
<td>Practise left to right and top to bottom reading skills</td>
<td>Practise left to right and top to bottom reading skills</td>
<td>Practise reading skills</td>
</tr>
<tr>
<td>Practise left to right and top to bottom reading skills</td>
<td>Compare pictures and their context</td>
<td>Read and say what they see in a picture or series of pictures</td>
<td>Read and say what they see in a picture or series of pictures</td>
</tr>
<tr>
<td>Differentiate pictures</td>
<td>Visual memory</td>
<td>Recognise vowels and consonants and articulate them</td>
<td>Practise phonics and short sentences</td>
</tr>
<tr>
<td>Visual memory</td>
<td>Tactile memory</td>
<td>Read and sign words</td>
<td>Read/ sign short paragraphs and answer questions</td>
</tr>
<tr>
<td>Tactile memory</td>
<td>Auditory memory</td>
<td>Read and sign phrases and short sentences</td>
<td>Read/ sign short paragraphs and answer questions</td>
</tr>
</tbody>
</table>

#### 7.3 Reading/Signing

- Practice prouncing words correctly.
- Read/ sign words.
- Read/ sign short sentences.
- Read/ sign short paragraphs and answer questions.
- Read/ sign Cluster sounds.
### 7.4 Writing/Brailing

<table>
<thead>
<tr>
<th>ECD A</th>
<th>ECD B</th>
<th>GRADE 1</th>
<th>GRADE 2</th>
</tr>
</thead>
</table>
| • Orientation  
• Handling writing tools  
• Scribbling  
• Drawing  
• Embossing  
• Painting  
• Tracing  
• Patterning  
• Colouring  
• Use ICT tools | • Orientation  
• Handling writing tools  
• Scribbling  
• Drawing  
• Embossing  
• Painting  
• Tracing  
• Patterning  
• Colouring  
• Use ICT tools | • Develop penmanship skills/brailing  
• Practise writing patterns/orientation  
• Write own names  
• Match writing patterns to letters/orientation  
• Write vowels and consonants/brailing  
• Write names of objects from immediate environment  
• Use capital letters and full stops  
• Recognition of comma and question mark  
• Draw objects and write their names and sentences about them/embossing objects  
• Write words  
• Write dates  
• Write sentences  
• Answer simple comprehension questions | • Penmanship skills/brailing reinforced  
• Reinforce writing patterns/orientation  
• Shape letters correctly  
• Write words  
• Reinforce use of capital letters, full stops and question marks  
• Recognition of comma, quotation marks and exclamation marks including non-manual features for some learners with speech or hearing impairment  
• Write sentences about themselves  
• Draw/emboss pictures and write words and sentences about them  
• Write stories  
• Write spelling words  
• Answer comprehension questions in written form  
• Months of the year, seasons and weather conditions  
• Creative writing  
• Cardinal points |
### 7.5 Supporting Language Structures

(These are to be taught in context)

<table>
<thead>
<tr>
<th>ASPECT</th>
<th>ECD A</th>
<th>ECD B</th>
<th>GRADE 1</th>
<th>GRADE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun and Pronoun</td>
<td>• Common nouns: names of objects in the home and classroom</td>
<td>• Common nouns: names of objects in the home and classroom</td>
<td>• Common nouns: names of objects in the home and classroom in their singular and plural forms</td>
<td>• Wider range of common nouns</td>
</tr>
<tr>
<td></td>
<td>• Proper nouns such as names of people, rivers, mountains, days of the year</td>
<td>• Proper nouns such as names of objects, rivers, mountains, days of the week and months of the year</td>
<td>• Proper nouns such as names of people, rivers, mountains, days of the week and months of the year</td>
<td>• More on proper nouns, still in their simple or basic forms</td>
</tr>
<tr>
<td></td>
<td>• Names of places where domestic animals and people live</td>
<td>• Names of places where domestic animals and people live</td>
<td>• Collective nouns of common entities such as svinga /umnyaba</td>
<td>• More collective nouns</td>
</tr>
<tr>
<td></td>
<td>• Personal pronouns, both singular and plural</td>
<td>• Personal pronouns, both singular and plural</td>
<td>• Names of places where domestic animals and people live such as danga/isibaya</td>
<td>• Names of places where domestic animals and people live such as danga/isibaya</td>
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<td></td>
<td></td>
<td></td>
<td>• Personal pronouns, both singular and plural such as in/mina</td>
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<tr>
<td>Verbs</td>
<td>• Simple verbs such as :gara/hlala</td>
<td>• Simple verbs such as :gara/hlala</td>
<td>• Simple present (habitual) such as ndinodya/ngiyadla</td>
<td>• Simple present (habitual) such as ndinodya/ngiyadla</td>
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<td></td>
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<td>• Progressive/continuous such as ndiri kuda/ngiyadla</td>
<td>• Progressive/continuous such as ndiri kuda/ngiyadla</td>
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<td>• Immediate/recent past such as ndadya/ngidille</td>
<td>• Immediate/recent past such as ndadya/ngidille</td>
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<td>• Simple future such as ndichadya/ngizakudla</td>
<td>• Simple future such as ndichadya/ngizakudla</td>
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<td>NOTE: Positive forms only</td>
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</tr>
</tbody>
</table>

NOTE: Now add negatives
<table>
<thead>
<tr>
<th>ASPECT</th>
<th>ECD A</th>
<th>ECD B</th>
<th>GRADE 1</th>
<th>GRADE 2</th>
</tr>
</thead>
</table>
| Qualifiers and Modifiers| • Basic colour adjectives  
• Adjectives of size and their opposites | • Basic colour adjectives  
• Adjectives of size and their opposites | • Basic colour adjectives such as nhema/kumnyama  
• Adjectives of size and their opposites such as mutete/ucakile  
• Qualifiers of degree or intensity and their opposites such as chaizvo/sibili | • Basic colour adjectives such as nhema, /mnyama  
• Adjectives of size and their opposites such as muhombe /omkhulu  
• Qualifiers of degree or intensity and their opposites such as chaizvo/sibili |
| Sentence                | • Simple sentences                                                    | • Simple sentences                                                    | • Simple sentences (Subject-Verb-Object) in the basic verb tenses  
• Use of one qualifier in a sentence  
• Positive and negative sentences  
• Simple direct question forms  
• Use of conjunctions such as na/lo | • Simple sentences (Subject-Verb-Object) in the basic verb tenses  
• Use of one qualifier or modifier in a sentence  
• Positive and negative sentences  
• Simple direct question forms  
• Use of conjunctions such as na/lo |
| Punctuation             |                                                                       |                                                                       | • Use of  
- full stop  
- capital letters  
- Recognition of  
- comma  
- question mark  
- quotation marks | • Use of  
- full stop  
- capital letters  
- question mark  
- Recognition of  
- comma  
- quotation marks  
- exclamation mark |
# 8.0 COMPETENCY MATRIX (ECD A)

## 8.1 ECD A: LISTENING/ OBSERVING

| TOPIC                              | OBJECTIVES
|------------------------------------|-------------------------------------------------
| Identification of voices/ hand-shapes | Learners should be able to:
|                                    | • identify their teacher's voice
|                                    | • identify their friends' voices
|                                    | • identify voices of other learners
| Recognition of sound               | • Voice of their teacher, friends and other learners
|                                    | • Sounds from various objects, domestic animals and wild animals
|                                    | • Listening to different voices and identifying speakers
|                                    | • Listening to sounds made by various objects
|                                    | • Matching sounds with objects
|                                    | • Imitating sounds of domestic animals
|                                    | • Matching sounds with pictures of domestic animals
|                                    | • Imitating sounds of wild animals
|                                    | • Matching sounds of wild animals with pictures
| Listening to news, stories and folktales | • retell stories and folktales
|                                    | • answer questions
|                                    | • Stories
|                                    | • Folktales
|                                    | • News items
|                                    | • Pictures
|                                    | • Listening to stories, folktales and news
|                                    | • Retelling stories, folktales and news items
|                                    | • Role playing
|                                    | • Responding to instructions
|                                    | • Responding to requests
|                                    | • Whispering game
| Requests and instructions          | • follow instructions
|                                    | • Requests and instructions
|                                    | • Objects
|                                    | • Charts
|                                    | • ICT tools
| Rhymes, jingles and poems          | • recite rhymes and jingles
|                                    | • recite poems
|                                    | • play percussions
|                                    | • Rhymes, jingles and poems
|                                    | • Reciting rhymes
|                                    | • Reciting jingles
|                                    | • Reciting poems
|                                    | • Playing percussions
|                                    | • Singing
|                                    | • Rhymes
|                                    | • Sing for joy booklet
|                                    | • Percussion
|                                    | • ICT tools
| Sentences and questions            | • say sentences
|                                    | • respond to questions asked
|                                    | • Sentences
|                                    | • Questions
|                                    | • Repeating sentences
|                                    | • Responding to questions
|                                    | • Picture books
|                                    | • ICT tools
| Dialogue                           | • participate in dialogue
|                                    | • Dialogues
|                                    | • Engaging in dialogues
|                                    | • ICT tools
|                                    | • Pictures
|                                    | • Puppets

SUGGESTED LEARNING ACTIVITIES AND NOTES

**Teacher, classmates, ICT tools**

**Various objects in their environment**

**ICT tools, Pictures**

**Picture books**

**Picture dominoes**

**Story books**

**Resource persons**

**Objects**

**Charts**

**ICT tools**

**Rhymes**

**Sing for joy booklet**

**Percussion**

**ICT tools**

**ICT tools, Pictures**

**ICT tools, Pictures**
### 8.2 ECD A: SPEAKING/ SIGNING

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES (Skills, attitudes and knowledge)</th>
<th>UNIT CONTENT</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Me, my family and others</strong></td>
<td>• say their names in full &lt;br&gt; • say their teacher’s name &lt;br&gt; • say their friends’ names &lt;br&gt; • say their family members’ names &lt;br&gt; • talk about themselves &lt;br&gt; • talk about their family members &lt;br&gt; • talk about their friends &lt;br&gt; • talk about their teacher</td>
<td>• Self &lt;br&gt; • Family &lt;br&gt; • Friends</td>
<td>• Saying their names in full &lt;br&gt; • Saying their teacher’s name &lt;br&gt; • Saying names of their friends &lt;br&gt; • Saying names of family members &lt;br&gt; • Playing games on names &lt;br&gt; • Talking about themselves, family members, friends and teacher</td>
<td>• Learners &lt;br&gt; • Pictures of learners &lt;br&gt; • Family pictures &lt;br&gt; • Pictures of friends</td>
</tr>
<tr>
<td><strong>Greetings and times of the day</strong></td>
<td>• identify different times of the day &lt;br&gt; • greet using appropriate registers &lt;br&gt; • respond to greetings</td>
<td>• Times of the day: morning, afternoon, evening &lt;br&gt; • Greetings using appropriate registers</td>
<td>• Stating the different times of the day &lt;br&gt; • Greeting their teacher, friends and visitors using appropriate registers &lt;br&gt; • Responding to greetings &lt;br&gt; • Role playing using appropriate registers</td>
<td>• Pictures &lt;br&gt; • Charts &lt;br&gt; • ICT tools &lt;br&gt; • Puppets</td>
</tr>
<tr>
<td><strong>Describe pictures</strong></td>
<td>• name pictures &lt;br&gt; • describe pictures &lt;br&gt; • compare pictures</td>
<td>• Descriptions</td>
<td>• Naming pictures &lt;br&gt; • Describing pictures &lt;br&gt; • Comparing pictures</td>
<td>• Picture books &lt;br&gt; • Charts &lt;br&gt; • ICT tools</td>
</tr>
<tr>
<td><strong>Body parts</strong></td>
<td>• identify body parts &lt;br&gt; • name body parts &lt;br&gt; • state the functions of body parts</td>
<td>• Parts of the body</td>
<td>• Naming body parts &lt;br&gt; • Reciting rhymes on body parts &lt;br&gt; • Playing games on the functions of body parts &lt;br&gt; • Reciting poems on the functions of body parts</td>
<td>• Pictures on body parts &lt;br&gt; • ICT tools &lt;br&gt; • Puppets &lt;br&gt; • Dolls</td>
</tr>
<tr>
<td><strong>Events</strong></td>
<td>• describe events within the environment</td>
<td>• Events and situations</td>
<td>• Identifying events and situations &lt;br&gt; • Describing events and situations &lt;br&gt; • Dramatizing events &lt;br&gt; • Role playing</td>
<td>• Pictures &lt;br&gt; • ICT tools such as video tapes</td>
</tr>
<tr>
<td>TOPIC</td>
<td>OBJECTIVES Learners should be able to:</td>
<td>UNIT CONTENT (Skills, attitudes and knowledge)</td>
<td>SUGGESTED LEARNING ACTIVITES AND NOTES</td>
<td>SUGGESTED RESOURCES</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| Objects in the environment    | • identify objects in the environment  
• describe objects in the environment  
• sort objects  
• compare objects in the environment | • Objects in the immediate environment and their characteristics such as:  
- colours  
- shapes  
- sizes  
- textures | • Identifying objects  
• Describing objects  
• Reciting rhymes on colours  
• Playing games on sorting objects according to size, colour, shape, texture  
• Comparing objects through play | • Different objects  
• Pictures  
• Shapes  
• Blocks  
• Crayons  
• Paints  
• ICT tools  
• Dominoes |
| Requests and instructions     | • make polite requests  
• respond politely to requests  
• give instructions | • Appropriate registers  
• Polite requests  
• Polite responses to requests and instructions | • Making requests  
• Responding to requests  
• Singing jingles on appropriate requests  
• Imitating people making requests and giving instructions | • Picture books  
• Video tapes  
• Pictures  
• Puppets  
• ICT tools |
| Dialogue                      | • speak about interesting activities at home and school | • Dialogue | • Talking to one another about interesting activities at home or school  
• Shopping game | • Pictures  
• Videos  
• Game cards  
• Shop play centre  
• Puppets  
• ICT tools |
| Counting                      | • count orally up to 5 | • Counting | • Playing counting games  
• Singing counting games  
• Reciting rhymes on counting | • Songs  
• Poems  
• Rhymes  
• Videos  
• Pictures |
| Rhymes, jingles and poems     | • sing rhymes and jingles  
• recite rhymes and poems  
• create rhymes | • Rhymes, jingles and poems | • Reciting rhymes and jingles  
• Singing rhymes and jingles  
• Clapping to rhymes and jingles  
• Reciting poems  
• Singing songs with rhyming words | • Percussion instruments  
• Sing for joy booklet  
• Audio tapes  
• Video tapes |
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>UNIT CONTENT (Skills, attitudes and knowledge)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| Days of the week and months of the year | • say days of the week  
• say months of the year                                          | • Days of the week  
• Months of the year                                         | • Saying the days of the week in sequence  
• Singing rhymes on days of the week and months of the year  
• Playing games on days of the week and months of the year | • Charts with days of the week and months of the year  
• ICT tools such as videos, audio tapes                      |
| News, folktales and stories          | • say news  
• retell folktales  
• tell short stories                                      | • News  
• Folktales  
• Stories                                              | • Telling news in turns  
• Saying stories  
• Retelling folktales  
• Dramatising stories  
• Role playing stories                                         | • Pictures  
• ICT tools such as videos and audio tapes  
• Picture books  
• Play centre                                                       |
### 8.3 ECD A: READING/ SIGNING

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>UNIT CONTENT (Skills, attitudes and knowledge)</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture reading</td>
<td>• demonstrate the left to right orientation&lt;br&gt; • demonstrate top to bottom orientation</td>
<td>• Left to right and top to bottom orientation</td>
<td>• Discriminating between the left to right and top to bottom orientation&lt;br&gt; • Coordinating hand eye movement for reading</td>
<td>• Picture books&lt;br&gt; • ICT Tools&lt;br&gt; • Dominoes&lt;br&gt; • Charts</td>
</tr>
<tr>
<td>Sequencing</td>
<td>• follow picture sequence&lt;br&gt; • arrange story picture in sequence&lt;br&gt; • arrange objects in sequence&lt;br&gt; • build blocks in sequence&lt;br&gt; • arrange dominoes in sequence</td>
<td>• Sequencing</td>
<td>• Arranging pictures in sequence&lt;br&gt; • Following picture sequence&lt;br&gt; • Solving puzzles&lt;br&gt; • Building blocks&lt;br&gt; • Arranging dominoes&lt;br&gt; • Arranging objects in sequence</td>
<td>• Picture cards&lt;br&gt; • Picture books&lt;br&gt; • Games/Puzzles&lt;br&gt; • Blocks&lt;br&gt; • Objects&lt;br&gt; • ICT tools&lt;br&gt; • Dominoes&lt;br&gt; • Songs</td>
</tr>
<tr>
<td>Differentiate pictures</td>
<td>• identify pictures&lt;br&gt; • identify the similarities between objects/pictures&lt;br&gt; • identify the differences between objects/pictures</td>
<td>• Comparing and differentiating pictures and objects</td>
<td>• Playing games such as a big circle versus a small circle&lt;br&gt; • Playing sorting and matching games&lt;br&gt; • Imitating action pictures&lt;br&gt; • Playing games such as, what is missing?</td>
<td>• Game cards&lt;br&gt; • Picture dominoes&lt;br&gt; • Picture/S/Shapes&lt;br&gt; • Blocks&lt;br&gt; • ICT tools&lt;br&gt; • Real objects</td>
</tr>
<tr>
<td>Visual memory</td>
<td>• identify objects and pictures within the local environment&lt;br&gt; • identify parts missing from objects and pictures&lt;br&gt; • recall details</td>
<td>• Identification of objects and pictures</td>
<td>• Identifying objects and pictures&lt;br&gt; • Playing odd one out games&lt;br&gt; • Playing guessing games&lt;br&gt; • Playing tactile games such as: Blind folding, What is missing and How many are missing?</td>
<td>• Real objects&lt;br&gt; • Shapes/Blocks&lt;br&gt; • Pre-formal learning kit&lt;br&gt; • Picture books&lt;br&gt; • Game cards&lt;br&gt; • Cloth&lt;br&gt; • Jigsaw puzzles&lt;br&gt; • ICT tools</td>
</tr>
</tbody>
</table>
### 8.4 ECD A: WRITING/ BRAILLING

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>UNIT CONTENT (Skills, Attitudes and knowledge)</th>
<th>SUGGESTED LEARNING ACTIVITES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| Writing orientation    | • handle writing tools  
• express thoughts                                                                                     | • Handling writing tools                       | • Handling and using writing instruments                     | • Crayons  
• Paint  
• Brush  
• ICT tools |
| Writing skills         | • practise hand-eye coordination  
• draw patterns from left to right and right to left for learners with visual impairment  
• draw pictures                                                   | • Tracing  
• Painting  
• Drawing  
• Colouring  
• Typing  
• Brailing                                                      | • Tracing around objects  
• Writing patterns  
• Drawing objects and pictures  
• Painting pictures  
• Typing  
• Brailing  
• Embossing patterns and objects                                | • Plain paper  
• Charts with patterns  
• Picture cuts  
• Stencils  
• Slates and stylus  
• Manila  
• Glue  
• Pairs of scissors  
• ICT tools  
• Sand  
• Seeds  
• Strings |
### 9.0 COMPETENCE MATRIX (ECD B)

#### 9.1 ECD B: LISTENING/ OBSERVING

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>UNIT CONTENT (Attitudes, skills and knowledge)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| Identification of voices/ hand-shapes | • identify their teacher’s voice/different hand shapes and movements  
• identify their friends’ voices/signs | • Voices and signs | • Listening to different voices and identifying speakers  
• Observing hand shapes and signs of others | • Teacher  
• Classmates  
• ICT tools |
| Recognition of sound         | • identify sounds of objects in the immediate environment  
• identify sounds made by domestic animals  
• imitate sounds made by domestic animals  
• identify sounds made by wild animals  
• imitate sounds made by wild animals  
• identify letter sounds/signs | • Sounds from various objects  
• Sounds from domestic animals  
• Sounds from wild animals  
• Picture representation of the letter sounds | • Listening to sounds made by various objects  
• Matching sounds with objects  
• Imitating sounds of domestic animals  
• Imitating sounds of wild animals  
• Matching sounds with pictures of domestic animals  
• Matching sounds with pictures of wild animals  
• Listening to letter sounds/watching signs  
• Repeating letter sounds  
• Reciting rhymes with letter sounds | • Various objects in their environment  
• ICT tools  
• Teacher  
• Learners  
• Pictures of domestic and wild animals  
• Picture books  
• Toys  
• Pictures of the letter sounds  
• Picture dominoes |
| Listening to news, stories and folktales | • retell stories and folktales  
• answer questions | • Stories  
• Folktales  
• News items  
• Pictures | • Listening to stories, folktales and news  
• Retelling stories, folktales and news items  
• Role playing stories | • Story books  
• Resource persons  
• ICT tools  
• Pictures |
| Requests and instructions    | • follow instructions | • Requests and instructions | • Responding to instructions  
• Responding to requests  
• Whispering game | • Objects  
• Charts  
• ICT tools |
### Indigenous Languages

#### UNIT CONTENT

**Rhymes, jingles and poems**
- Recite rhymes and jingles
- Recite poems
- Play percussions

**Sentences and questions**
- Say sentences
- Respond to questions asked
- Ask questions

**Dialogue**
- Participate in dialogue

#### OBJECTIVES

Learners should be able to:
- Recite rhymes and jingles
- Recite poems
- Play percussions
- Say sentences
- Respond to questions asked
- Ask questions
- Participate in dialogue

#### SUGGESTED LEARNING ACTIVITIES AND NOTES

- Sing for joy booklet
- Percussion tools
- ICT tools
- Picture books
- ICT tools
- Pictures

#### SUGGESTED RESOURCES

- Rhymes
- Jingles
- Poems
- Percussions
- Singing
## 9.3 SPEAKING/SIGNING

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>UNIT CONTENT (Skills, attitudes and knowledge)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| **Me, my family and others** | • say their names in full  
• say their teacher’s name  
• say their friends’ names  
• say their family members’ names  
• talk about themselves  
• talk about their family members  
• talk about their friends  
• talk about their teacher | • Self  
• Family  
• Friends | • Saying their names in full  
• Saying their teacher’s name  
• Saying their friends’ names  
• Saying names of their friends  
• Saying names of family members  
• Playing games on names  
• Talking about themselves, family members, friends and teacher | • Learners  
• Pictures of learners  
• Family pictures  
• Pictures of friends |
| **Greetings and times of the day** | • identify different times of the day  
• greet using appropriate registers  
• respond to greetings | • Times of the day: morning, afternoon, evening  
• Greetings using appropriate registers | • Stating the different times of the day  
• Greeting their teacher, friends and visitors using appropriate registers  
• Responding to greetings  
• Role playing using appropriate registers | • Pictures  
• Charts  
• ICT tools  
• Puppets |
| **Describe pictures** | • name pictures  
• describe pictures  
• compare pictures | • Descriptions | • Naming pictures  
• Describing pictures  
• Comparing pictures | • Picture books  
• Charts  
• ICT tools  
• Pictures from magazines |
| **Body parts** | • identify body parts  
• name body parts  
• state the functions of body parts | • Parts of the body  
• Reciting rhymes on body parts  
• Playing games on the functions of body parts  
• Reciting poems on the functions of body parts | • Naming body parts  
• Reciting rhymes on body parts  
• Playing games on the functions of body parts  
• Reciting poems on the functions of body parts | • Pictures on body parts  
• ICT tools  
• Puppets  
• Dolls |
| **Events** | • describe events within the environment | • Events and situations  
• Identifying events and situations  
• Describing events and situations  
• Dramatising events  
• Role playing | • Identifying events and situations  
• Describing events and situations  
• Dramatising events  
• Role playing | • Pictures  
• ICT tools such as video tapes |
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>UNIT CONTENT (Skills, attitudes and knowledge)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| Objects in the environment | • identify objects in the environment  
• describe objects in the environment  
• sort objects  
• compare objects in the environment | • Objects in the immediate environment and their characteristics such as:  
- colours  
- shapes  
- sizes  
- textures | • Identifying objects  
• Describing objects  
• Reciting rhymes on colours  
• Playing games on sorting objects according to size, colour, shape, texture  
• Comparing objects through play | • Different objects  
• Pictures  
• Shapes, Blocks  
• Crayons  
• Paints  
• ICT tools  
• Dominoes |
| Requests and instructions | • make polite requests  
• respond politely to requests  
• give instructions | • Appropriate registers  
• Polite requests  
• Polite responses to requests and instructions | • Making requests  
• Responding to requests  
• Singing jingles on appropriate requests  
• Imitating people making requests and giving instructions | • Picture books  
• Video tapes  
• Pictures  
• Puppets  
• ICT tools |
| Dialogue                   | • speak about interesting activities at home and school                                               | • Dialogue                                                                                                    | • Talking to one another about interesting activities at home or school  
• Shopping game                                                                 | • Pictures & Videos  
• Game cards  
• Shop play centre  
• Puppets  
• ICT tools |
| Counting                   | • count orally up to 5                                                                                | • Counting                                                                                                   | • Playing counting games  
• Singing counting games  
• Reciting rhymes on counting                                                                 | • Songs  
• Poems  
• Rhymes  
• Videos  
• Pictures |
| Rhymes, jingles and poems  | • sing rhymes and jingles  
• recite rhymes and poems  
• create rhymes                                                                                           | • Rhymes, jingles and poems                                                                                   | • Reciting rhymes and jingles  
• Singing rhymes and jingles  
• Clapping to rhymes and jingles  
• Reciting poems  
• Singing songs with rhyming words                                                                 | • Percussion instruments  
• Sing for joy booklet  
• Audio tapes  
• Video tapes |
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>UNIT CONTENT (Skills, attitudes and knowledge)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days of the week and months of the year</td>
<td>• say days of the week</td>
<td>• Days of the week</td>
<td>• Saying the days of the week in</td>
<td>• Charts with days of the week and months of the year</td>
</tr>
<tr>
<td></td>
<td>• say months of the year</td>
<td>• Months of the year</td>
<td>sequence</td>
<td>• ICT tools such as videos, audio tapes</td>
</tr>
<tr>
<td>News, folktales and stories</td>
<td>• say news</td>
<td>• News</td>
<td>• Telling news in turns</td>
<td>• Picture books</td>
</tr>
<tr>
<td></td>
<td>• retell folktales</td>
<td>• Folktales</td>
<td>• Saying stories</td>
<td>• Play centre</td>
</tr>
<tr>
<td></td>
<td>• tell short stories</td>
<td>• Stories</td>
<td>• Retelling folktales</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Dramatising stories</td>
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<td></td>
<td></td>
<td></td>
<td>• Role playing stories</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>TOPIC</td>
<td>OBJECTIVES Learners should be able to:</td>
<td>UNIT CONTENT (Skills, attitudes and knowledge)</td>
<td>SUGGESTED LEARNING ACTIVITIES</td>
<td>SUGGESTED RESOURCES</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| Picture reading  | • demonstrate the left to right orientation  
• demonstrate top to bottom orientation | • Left to right and top to bottom orientation | • Discriminating between the left to right and right to left for the visually impaired and top to bottom  
• Coordinating hand eye movement for reading                                                                                                             | • Picture books    
• ICT Tools        
• Dominoes        
• Charts           |
| Sequencing       | • follow picture sequence  
• arrange story picture in sequence  
• arrange objects in sequence  
• build blocks in sequence  
• arrange dominos in sequence | • Sequencing  
•   | • Arranging pictures in sequence  
• Following picture sequence  
• Putting puzzles together  
• Building blocks  
• Arranging dominos  
• Arranging objects in sequence | • Picture cards    
• Picture books    
• Puzzles, Blocks  
• Objects           |
| Differentiate pictures | • identify pictures  
• identify the similarities between objects/pictures  
• identify the differences between objects/pictures | • Comparing and differentiating pictures and objects | • Playing games such as a big circle versus a small circle  
• Playing sorting and matching games  
• Imitating action pictures  
• Playing games such as, what is missing? | • Game cards       
• Picture dominos  
• Pictures        |
| Visual memory    | • identify objects and pictures within the local environment  
• identify parts missing from objects and pictures  
• recall details | • Identification of objects and pictures | • Identifying objects and pictures  
• Playing odd one out games  
• Playing guessing games  
• Playing tactile games such as: Blind folding, What is missing and How many are missing? | • Real objects     
• Shapes, Blocks  
• Pre-formal learning kit  
• Picture books  
• Game cards  
• Cloth         
• Jigsaw puzzles  
• ICT tools     |
### Indigenous Languages

#### 9.4 WRITING / BRAILLING

<table>
<thead>
<tr>
<th>UNIT CONTENT (Skills, Attitudes and Knowledge)</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handling writing tools</td>
<td>Handling and using writing instruments</td>
<td>Crayons, Paint, Brush, ICT tools</td>
</tr>
<tr>
<td>Writing skills</td>
<td>Tracing around objects</td>
<td>Plain paper, Charts, Picture cuts, Stencils, Manila, Glue, ICT tools, Sand, Seeds, Strings</td>
</tr>
<tr>
<td>Exemplified coordination</td>
<td>Writing patterns</td>
<td>Scissors, Typing, Bailing, Embossing patterns and objects</td>
</tr>
<tr>
<td>Exemplified practice</td>
<td>Drawing pictures</td>
<td></td>
</tr>
<tr>
<td>Exemplified skill</td>
<td>Colouring</td>
<td></td>
</tr>
<tr>
<td>Exemplified skill</td>
<td>Typing</td>
<td></td>
</tr>
<tr>
<td>Exemplified skill</td>
<td>Bailing</td>
<td></td>
</tr>
</tbody>
</table>

**Objectives**

- Learners should be able to:
  - Handle writing tools
  - Express thoughts
  - Tracing
  - Drawing
  - Colouring
  - Typing
  - Bailing
  - Embossing patterns and objects

**Resources**

- Crayons
- Paint
- Brush
- ICT tools
## 10.0 COMPETENCE MATRIX (GRADE 1)

### 10.1 GRADE 1: LISTENING/ OBSERVING

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>UNIT CONTENT (Skills, attitudes and knowledge)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of voices/signs</td>
<td>• recognize voices/signs of people in the immediate environment</td>
<td>• Voices/signs of different people</td>
<td>• Listening to different voices and identifying speakers</td>
<td>• Picture books</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Signing to different people</td>
<td>• Actual voices</td>
</tr>
<tr>
<td>Recognition of sounds/signs</td>
<td>• identify sounds/signs made by domestic and wild animals in the environment</td>
<td>• Different animal’s sounds/signs</td>
<td>• Imitating sounds of common domestic and wild animals/sign domestic and wild animals</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• distinguish sounds/signs made by a variety of objects/different movements</td>
<td>• Sounds/signs of a variety of objects</td>
<td></td>
<td>• Toys</td>
</tr>
<tr>
<td></td>
<td>• distinguish the different vowel and consonant sounds/blended signs</td>
<td>• Vowels, alphabet signs, letter and consonant sounds/signs</td>
<td></td>
<td>• Pictures of domestic and wild animals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Listening to and repeating different vowel and consonant sounds/signs</td>
<td>• Variety of objects</td>
</tr>
<tr>
<td>News, folktales and stories</td>
<td>• retell/sign stories and folktales heard/signed</td>
<td>• A variety of stories and folktales from different media</td>
<td>• Retelling or dramatising stories and folktales heard</td>
<td>• Cards</td>
</tr>
<tr>
<td></td>
<td>• retell news</td>
<td>• News</td>
<td>• Retelling news from different media</td>
<td>• Talking books</td>
</tr>
<tr>
<td></td>
<td>• answer questions</td>
<td></td>
<td></td>
<td>• Musical instruments</td>
</tr>
<tr>
<td></td>
<td>• dramatise the stories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requests and instructions</td>
<td>• respond orally to given requests</td>
<td>• Different oral requests requiring verbal responses</td>
<td>• Responding to different requests</td>
<td>• Story books</td>
</tr>
<tr>
<td></td>
<td>• follow oral instructions</td>
<td>• Oral instructions</td>
<td>• Reacting to different oral instructions</td>
<td>• Magazines/newspapers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Resource person</td>
</tr>
<tr>
<td>TOPIC</td>
<td>OBJECTIVES Learners should be able to:</td>
<td>UNIT CONTENT (Skills, attitudes and knowledge)</td>
<td>SUGGESTED LEARNING ACTIVITIES AND NOTES</td>
<td>SUGGESTED RESOURCES</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Rhymes and jingles</td>
<td>• repeat rhymes and jingles</td>
<td>• Rhymes and jingles</td>
<td>• Reciting rhymes and jingles</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Rhyme books</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Percussion instruments</td>
</tr>
<tr>
<td>Sentences and questions</td>
<td>• say sentences and questions</td>
<td>• Sentences and questions</td>
<td>• Repeating sentences after a model</td>
<td>• ICT tools, Work cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Answering questions</td>
<td>• Sentence strips</td>
</tr>
<tr>
<td>Dialogue</td>
<td>• engage in dialogue</td>
<td>• Dialogues</td>
<td>• Conducting dialogues</td>
<td>• Pictures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Cartoons</td>
</tr>
</tbody>
</table>
## 10.2 GRADE 1: SPEAKING/SIGNING

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>UNIT CONTENT (Skills, attitudes and knowledge)</th>
<th>SUGGESTED ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me, my family and others</td>
<td>• say/sign their names in full and those of their friends, teacher, classmates and family members</td>
<td>• Personal names</td>
<td>• Saying full names of self, friends, teacher and family members</td>
<td>• Family tree</td>
</tr>
<tr>
<td></td>
<td>• talk/sign about their friends, teacher, classmates and family members</td>
<td>• Friends’, teacher’s and family members’ names</td>
<td>• Giving details of self and family including surnames and totems</td>
<td>• Names</td>
</tr>
<tr>
<td></td>
<td>• talk/sign about likes and dislikes</td>
<td>• Details of self and family including surnames and totems</td>
<td>• Stating likes and dislikes</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Likes and dislikes</td>
<td>• Reciting rhymes</td>
<td>• Slides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Common nouns</td>
<td>• Singing songs</td>
<td>• Pictures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Proper nouns</td>
<td>• Playing games</td>
<td>• Family photographs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cultural awareness</td>
<td></td>
<td>• Magazines</td>
</tr>
<tr>
<td>Greetings and times of the day</td>
<td>• name different times of the day and activities done</td>
<td>• Terms used for different times of the day</td>
<td>• Naming different times of the day</td>
<td>• Rhymes and songs</td>
</tr>
<tr>
<td></td>
<td>• greet and respond to greetings using appropriate registers</td>
<td>• Activities done at different times of the day</td>
<td>• Talking about what they do during different times of the day</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Greetings and responding according to one’s culture</td>
<td>• Greeting and responding to greetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Role playing appropriate greetings</td>
<td></td>
</tr>
<tr>
<td>Body parts</td>
<td>• name different body parts</td>
<td>• Names of body parts</td>
<td>• Naming body parts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• state functions of body parts</td>
<td>• Functions of body parts</td>
<td>• Stating functions of body parts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Singing/signing about body parts</td>
<td></td>
</tr>
</tbody>
</table>

SUGGESTED RESOURCES:
- Family tree
- Names
- ICT tools
- Slides
- Pictures
- Family photographs
- Magazines
- Rhymes and songs
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>UNIT CONTENT (Skills, attitudes and knowledge)</th>
<th>SUGGESTED ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events</td>
<td>• describe events and situations</td>
<td>• Events and situations&lt;br&gt;• Cultural and intercultural awareness of events</td>
<td>• Describing events and situations&lt;br&gt;• Discussing cultural and intercultural events&lt;br&gt;• Role playing cultural and intercultural activities&lt;br&gt;• Visiting cultural centres in the local environment</td>
<td>• Resource person&lt;br&gt;• ICT tools&lt;br&gt;• Photos&lt;br&gt;• Songs&lt;br&gt;• Cultural centres</td>
</tr>
<tr>
<td>Objects in the environment</td>
<td>• name various objects found in the immediate environment&lt;br&gt;• name colours&lt;br&gt;• describe similarities and differences of objects</td>
<td>• Objects found in the immediate environment&lt;br&gt;• Colours&lt;br&gt;• Names of objects</td>
<td>• Naming various objects found in the immediate environment&lt;br&gt;• Describing similarities and differences of objects by colour, size and texture&lt;br&gt;• Carrying out an educational tour in the immediate environment</td>
<td>• Objects in the immediate environment&lt;br&gt;• Colours&lt;br&gt;• Work cards&lt;br&gt;• Resource person</td>
</tr>
<tr>
<td>Requests and instructions</td>
<td>• make polite requests&lt;br&gt;• give instructions&lt;br&gt;• respond politely to requests and instructions</td>
<td>• Polite requests and responses&lt;br&gt;• Instructions and responses&lt;br&gt;• Appropriate registers</td>
<td>• Making polite requests&lt;br&gt;• Responding politely to requests and instructions&lt;br&gt;• Role playing appropriate requests</td>
<td>• Work cards&lt;br&gt;• Pictures&lt;br&gt;• ICT tools&lt;br&gt;• Charts</td>
</tr>
<tr>
<td>Dialogue</td>
<td>• ask questions&lt;br&gt;• answer questions appropriately</td>
<td>• Dialogue skills</td>
<td>• Constructing questions&lt;br&gt;• Responding to questions&lt;br&gt;• Engaging in dialogue</td>
<td>• ICT tools&lt;br&gt;• Puppets</td>
</tr>
<tr>
<td>Counting</td>
<td>• count up to twenty&lt;br&gt;• Counting songs/rhymes</td>
<td>• Counting up to twenty&lt;br&gt;• Playing number games</td>
<td></td>
<td>• Songs&lt;br&gt;• Rhymes&lt;br&gt;• Games</td>
</tr>
<tr>
<td>TOPIC</td>
<td>OBJECTIVES Learners should be able to:</td>
<td>UNIT CONTENT (Skills, attitudes and knowledge)</td>
<td>SUGGESTED ACTIVITIES AND NOTES</td>
<td>SUGGESTED RESOURCES</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Days of the week</td>
<td>• name days of the week in correct sequence</td>
<td>• Days of the week</td>
<td>• Talking/signing about what they do on each day of the week</td>
<td>ICT tools, Work cards, Charts</td>
</tr>
<tr>
<td></td>
<td>• say what they do on each day of the week</td>
<td>• Activities associated with certain days of the week</td>
<td>• Singing/signing days of the week</td>
<td></td>
</tr>
<tr>
<td>Months of the year and weather conditions</td>
<td>• name months of the year in correct sequence</td>
<td>• Months of the year</td>
<td>• Reciting poems on days of the week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• describe the different weather conditions/terms</td>
<td>• Terms for weather conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>News, folktales and stories</td>
<td>• tell/sign news, folktales and stories</td>
<td>• Stories, folktales and news</td>
<td>• Telling/signing stories, folktales in turns</td>
<td>ICT tools, Charts with stories, Picture stories, Resource person</td>
</tr>
<tr>
<td></td>
<td>• narrate news items</td>
<td></td>
<td>• Dramatising stories and folktales</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• retell stories and folktales</td>
<td></td>
<td>• Narrating stories and folktales</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Sharing news items</td>
<td></td>
</tr>
</tbody>
</table>
### 10.3 Grade 1: Reading/Signing

<table>
<thead>
<tr>
<th>Topic</th>
<th>Objectives Learners should be able to:</th>
<th>Unit Content (Skills, attitude and knowledge)</th>
<th>Suggested Learning Activities and Notes</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/orientation</td>
<td>- handle books correctly</td>
<td>- Posture</td>
<td>- Practising correct posture and book handling</td>
<td>- Magazines</td>
</tr>
<tr>
<td></td>
<td>- read from left to right</td>
<td>- Left to right orientation</td>
<td>- Practising left to right, top to bottom orientation through a sequence of pictures and games</td>
<td>- Picture books</td>
</tr>
<tr>
<td></td>
<td>- read from top to bottom</td>
<td>- Picture sequence</td>
<td></td>
<td>- Jigsaw puzzle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Top to bottom orientation</td>
<td></td>
<td>- ICT tools</td>
</tr>
<tr>
<td>Syllables, vowels and words</td>
<td>- sound/sign the vowels and consonants</td>
<td>- Vowels</td>
<td>- Sounding/signing vowels and consonants</td>
<td>- Large print books</td>
</tr>
<tr>
<td></td>
<td>- read syllables</td>
<td>- Consonants</td>
<td>- Reading syllables</td>
<td>- Beads, Strings, Glue</td>
</tr>
<tr>
<td></td>
<td>- use syllables to form words</td>
<td>- and syllables</td>
<td>- Joining syllables to form words</td>
<td>- Games</td>
</tr>
<tr>
<td></td>
<td>- construct sentences</td>
<td>- Word building</td>
<td>- Reading/singing words and sentences</td>
<td>- Sand</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sentence building</td>
<td>- Constructing sentences</td>
<td></td>
</tr>
<tr>
<td>Fluency/proficiency</td>
<td>- pronounce/sign words correctly</td>
<td>- Pronunciation/signing words</td>
<td>- Reading with correct pronunciation</td>
<td>- Flash cards</td>
</tr>
<tr>
<td>Punctuation</td>
<td>- read paragraphs</td>
<td>- Paragraphs</td>
<td>- Reading paragraphs</td>
<td>- Charts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Punctuation marks</td>
<td>- Reading, observing punctuation marks</td>
<td>- Reading games such as:</td>
</tr>
<tr>
<td>Extensive reading</td>
<td>- read stories, news and poems</td>
<td>- Picture series</td>
<td>- Reading stories, news and poems for enjoyment</td>
<td>- fish games, pada</td>
</tr>
<tr>
<td></td>
<td>- answer questions</td>
<td>- Stories</td>
<td>- Narrating what they have read</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- tell picture stories in sequence</td>
<td>- Class library materials</td>
<td>- Answering questions orally</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Telling picture stories sequentially</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>- read stories and answer questions</td>
<td>- Comprehension skills</td>
<td>- Reading stories and pictures</td>
<td>- Library books</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Narrating the story</td>
<td>- Newspapers, Magazines</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Answering questions</td>
<td>- Story cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- ICT tools</td>
</tr>
</tbody>
</table>

### Indigenous Languages

[Note: The content is mostly in a language that uses characters not supported in the text rendering system, likely a specific script or alphabet.]
## 10.4 GRADE 1: WRITING/ BRAILLING

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>UNIT CONTENT (Skills, attitude and knowledge)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| Penmanship skills      | • demonstrate correct penmanship skills                                                                                                                                  | • Posture  
  • Pen and book handling  
  • Left to right orientation  
  • Top to bottom orientation  
  • Patterns and drawings                                                                                                               | • Practising correct sitting position  
  • Practising handling of pencils and crayons  
  • Handling papers and books  
  • Practising left to right and top to bottom movement  
  • Colouring pictures                                                                                                                        | • Writing and drawing tools  
  • Newsprint  
  • Colouring books  
  • Crayons  
  • Paint                                                                                                                                   |
| Letter shaping/        | • write patterns linked to letters  
  • shape capital and small letters correctly  
  • Write vowels and consonants/ brailing                                                                                                      | • Patterns  
  • Vowels and consonants  
  • Small and capital letters                                                                                                               | • Practising pattern writing in the air, computers, on ground or paper  
  • Practising writing in braille using slate and stylus  
  • Practising writing vowels and consonants  
  • Writing small and capital letters  
  • Joining dots to form a letter                                                                                                             | • Exercise books  
  • Pencils  
  • Slate and stylus  
  • ICT tools                                                                                                                                    |
| Orientation            |                                                                                                                                                                          |                                                                                                              |                                                                                                                                                                    |                                                                                     |
| Names and syllables    | • write own names  
  • write names of common objects  
  • write days of the week, months of the year and dates  
  • write syllables  
  • draw and label objects                                                                                                                  | • Own names  
  • Common objects  
  • Syllables  
  • Days of the week, months of the year and dates  
  • Objects and their names                                                                                                                  | • Writing own names  
  • Writing letter syllables  
  • Writing names of objects  
  • Drawing and labelling common objects  
  • Writing days of the week, months of the year and dates                                                                                     | • Name tags, Pictures  
  • Word cards  
  • Concrete objects  
  • Calendars, Charts  
  • Flash cards  
  • Magnifying glasses  
  • ICT tools  
  • Large print books                                                                                                                            |
| Words, sentences and   | • join syllables into words  
  • construct sentences  
  • use full stops and capital letters  
  • spell words correctly  
  • write creative work                                                                                                                        | • Word building  
  • Sentences  
  • Capital letters and full stops  
  • Spellings and dictation  
  • Creative writing                                                                                                                             | • Building words and writing them  
  • Constructing sentences and punctuating them correctly  
  • Writing spellings and dictation  
  • Drawing pictures and writing sentences about the pictures                                                                                     | • Thick pencils  
  • Syllable cards  
  • Flash cards  
  • Sentence strips  
  • Puzzles  
  • Slate and stylus                                                                                                                             |
| Punctuation            |                                                                                                                                                                          |                                                                                                              |                                                                                                                                                                    |                                                                                     |
| Comprehension          | • answer comprehension questions                                                                                                                                           | • Comprehension questions                                                                                     | • Answering comprehension questions by completing sentences                                                                                                     | • Picture stories                                                                                              |
### 11.0 COMPETENCE MATRIX (GRADE 2)

#### 11.1 GRADE 2: LISTENING/OBSERVING

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>UNIT CONTENT (Skills, attitudes and knowledge)</th>
<th>SUGGESTED ACTIVITIES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| Identification of sounds/signs    | • distinguish sounds/signs made by a variety of objects and instruments  
• recite rhymes and jingles  
• distinguish sounds/signs made by animals  
• distinguish sounds/signs of phonemes                  | • Sounds/signs made by a variety of objects and instruments  
• Rhymes and jingles  
• Sounds/signs of animals  
• Letter sounds/signs               | • Listening to sounds/signs made by a variety of objects and instruments  
• Reciting rhymes and jingles  
• Imitating sounds/signs made by animals  
• Repeating sounds/signs of vowels and consonants        | • ICT tools  
• Musical instruments  
• A variety of objects |
| Instructions and requests         | • respond to requests in a row  
• follow oral instructions in a row  
• Polite requests               | • Oral requests and instructions  
• Polite requests                   | • Responding to different oral requests  
• Reacting to different oral instructions                | • Sentence strips  
• ICT tools |
| Sentences and questions           | • answer oral questions appropriately  
• repeat sentences after a model  
• Sentences               | • Questions  
• Sentences                             | • Responding to a variety of questions verbally or by actions  
• Reciting sentences after a model                 | • ICT tools  
• Sentence strips  
• Puppets  
• Toys |
| News and stories                  | • listen to short stories  
• listen to news                         | • A variety of short stories and news from different media               | • Retelling parts or whole story  
• Dramatising stories  
• Retelling news                      | • ICT tools  
• Puppets |
11.2 GRADE 2: SPEAKING/ SIGNING

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>UNIT CONTENT (Skills, attitudes and knowledge)</th>
<th>SUGGESTED ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The family</td>
<td>• identify and name members of their family</td>
<td>• Family and roles</td>
<td>• Talking about simple family tree diagram showing members of their family</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• explain roles of members of the family</td>
<td>• Family tree</td>
<td>• Describing the roles of members of their family</td>
<td>• Slides</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Dramatising roles of family members</td>
<td>• Magazines</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Family album</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Pictures</td>
</tr>
<tr>
<td>Occupations</td>
<td>• name different occupations of people found in the immediate environment</td>
<td>• Occupations</td>
<td>• Naming different occupations</td>
<td>• Name Cards</td>
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<tr>
<td></td>
<td>• role play various occupations</td>
<td></td>
<td>• Role playing occupations</td>
<td>• Pictures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reciting poems on occupations</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Conducting educational tours</td>
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<tr>
<td>Greetings</td>
<td>• extend greetings appropriate to situations</td>
<td>• Greetings and responses</td>
<td>• Extending and responding to greetings appropriate to a variety of situations</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• respond to greetings appropriately</td>
<td></td>
<td>• Playing question and answer games on greetings</td>
<td>• Pictures</td>
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<tr>
<td></td>
<td>• ask and answer a variety of questions on greetings</td>
<td></td>
<td>• Role playing appropriate greetings</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Months and weather conditions</td>
<td>• name months of the year</td>
<td>• Months of the year and related activities</td>
<td>• Saying months of the year in their proper sequence</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• state the related activities</td>
<td>• Weather conditions and activities</td>
<td>• Stating the related activities and attire</td>
<td>• Charts</td>
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<tr>
<td></td>
<td>• describe weather conditions and related activities</td>
<td></td>
<td>• Dramatising activities associated with the months and different weather conditions</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Completing a weather chart</td>
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<tr>
<td>TOPIC</td>
<td>OBJECTIVES Learners should be able to:</td>
<td>UNIT CONTENT (Skills, attitudes and knowledge)</td>
<td>SUGGESTED ACTIVITIES AND NOTES</td>
<td>SUGGESTED RESOURCES</td>
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<tr>
<td>Requests and instructions</td>
<td>• make polite requests</td>
<td>• Requests and responses</td>
<td>• Expressing and responding to requests and instructions</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• respond to instructions</td>
<td>• Appropriate registers</td>
<td>• Playing question and answer games</td>
<td>• Pictures</td>
</tr>
<tr>
<td></td>
<td>• ask and answer questions</td>
<td></td>
<td>• Using appropriate registers</td>
<td>• Questions on cards</td>
</tr>
<tr>
<td>Stories</td>
<td>• tell stories</td>
<td>• Stories</td>
<td>• Narrating stories</td>
<td>• Picture stories</td>
</tr>
<tr>
<td></td>
<td>• tell stories from pictures</td>
<td></td>
<td>• Telling stories from pictures</td>
<td>• Charts</td>
</tr>
<tr>
<td>Counting</td>
<td>• count up to fifty</td>
<td>• Counting up to fifty</td>
<td>• Saying numbers up to fifty in a variety of ways such as rhymes</td>
<td>• Counters</td>
</tr>
<tr>
<td></td>
<td>• Counting songs/rhymes</td>
<td></td>
<td>• Playing number games</td>
<td>• Puzzles, ICT tools</td>
</tr>
<tr>
<td>Dialogue</td>
<td>• ask questions</td>
<td>• Questions and responses</td>
<td>• Constructing questions</td>
<td>• Rhymes, Games</td>
</tr>
<tr>
<td></td>
<td>• answer questions appropriately</td>
<td>• Dialogue skills</td>
<td>• Responding to questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Engaging in dialogue</td>
<td></td>
</tr>
<tr>
<td>Events and situations</td>
<td>• describe events and situations in the immediate environment</td>
<td>• Events and situations</td>
<td>• Role playing events and situations in the environment</td>
<td>• Resource person</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Describing events and situations in the immediate environment</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Singing cultural songs</td>
<td>• Pictures</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Pictures and photos</td>
</tr>
</tbody>
</table>
### 11.3 GRADE 2: READING/ SIGNING

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>UNIT CONTENT (Skills, attitudes and knowledge)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consonant sounds</td>
<td>• sound and read consonant sounds&lt;br&gt;• form words and sentences using consonant sounds&lt;br&gt;• read without using fingers or moving heads</td>
<td>• Letter consonant sounds&lt;br&gt;• Words and sentences</td>
<td>• Sounding and reading letter consonant sounds&lt;br&gt;• Using syllables to build meaningful words and sentences&lt;br&gt;• Reading words and sentences from cards without using fingers or moving heads</td>
<td>• Flash cards&lt;br&gt;• Work cards&lt;br&gt;• Jigsaw puzzle&lt;br&gt;• Reading games&lt;br&gt;• Sentence strips&lt;br&gt;• ICT tools</td>
</tr>
<tr>
<td>Syllables, words and sentences</td>
<td>• read syllables, words and sentences correctly</td>
<td>• Syllables, words and sentences</td>
<td>• Reading syllables&lt;br&gt;• Building words&lt;br&gt;• Reading sentences</td>
<td>• Flash cards&lt;br&gt;• Work cards&lt;br&gt;• Sentence strips&lt;br&gt;• Story books, ICT tools</td>
</tr>
<tr>
<td>Reading for comprehension</td>
<td>• read a paragraph both orally and silently&lt;br&gt;• answer comprehension questions</td>
<td>• Sentences&lt;br&gt;• Paragraphs&lt;br&gt;• Questions</td>
<td>• Reading words and sentences orally&lt;br&gt;• Reading the passage silently&lt;br&gt;• Answering questions</td>
<td>• Story cards&lt;br&gt;• Pictures&lt;br&gt;• Flash cards&lt;br&gt;• Work cards&lt;br&gt;• Story books&lt;br&gt;• ICT tools</td>
</tr>
<tr>
<td>Oral reading Punctuation</td>
<td>• pronounce words correctly&lt;br&gt;• read observing the use of comma, full stops, question mark and exclamation mark</td>
<td>• Words and sentences&lt;br&gt;• Intonation&lt;br&gt;• Punctuation&lt;br&gt;• Oral questions</td>
<td>• Pronouncing words correctly&lt;br&gt;• Observing punctuation marks&lt;br&gt;• Responding to oral questions</td>
<td>• Charts&lt;br&gt;• Flash cards&lt;br&gt;• Sentence strips</td>
</tr>
<tr>
<td>Extensive reading</td>
<td>• read sentences&lt;br&gt;• read sequence picture stories&lt;br&gt;• recognise a full stop and a capital letter when reading&lt;br&gt;• read a paragraph for comprehension&lt;br&gt;• pronounce words correctly</td>
<td>• Sentences&lt;br&gt;• Punctuation&lt;br&gt;• Paragraphs&lt;br&gt;• Picture stories&lt;br&gt;• Folk tales, stories, poems/rhymes&lt;br&gt;• Pronunciation of words</td>
<td>• Creating sentences from pictures&lt;br&gt;• Reading sentences from cards&lt;br&gt;• Reading a variety of texts&lt;br&gt;• Enforcing acceptable pronunciation and intonation&lt;br&gt;• Retelling stories read</td>
<td>• Story cards&lt;br&gt;• Library books Newspapers&lt;br&gt;• Pictures&lt;br&gt;• Charts</td>
</tr>
</tbody>
</table>
## 11.4 GRADE 2: WRITING/ BRAILLING

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES Learners should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penmanship/Brailing skills</td>
<td>• demonstrate correct penmanship skills</td>
</tr>
<tr>
<td></td>
<td>• handle and use pencils and crayons properly</td>
</tr>
<tr>
<td></td>
<td>• write patterns linked to letters</td>
</tr>
<tr>
<td></td>
<td>• shape letters correctly</td>
</tr>
<tr>
<td></td>
<td>• demonstrate left to right orientation, right to left for some learners with special needs.</td>
</tr>
<tr>
<td></td>
<td>• demonstrate top to bottom orientation</td>
</tr>
<tr>
<td></td>
<td>• write patterns and pictures</td>
</tr>
<tr>
<td></td>
<td>• shape capital and small letters correctly</td>
</tr>
<tr>
<td></td>
<td>• space letters and words correctly</td>
</tr>
<tr>
<td>Short stories, folktales and news</td>
<td>• write sentences about themselves</td>
</tr>
<tr>
<td></td>
<td>• draw pictures and objects and describe them</td>
</tr>
<tr>
<td></td>
<td>• write a story/folktales/news on a given topic or picture</td>
</tr>
<tr>
<td>Comprehension</td>
<td>• read a comprehension passage</td>
</tr>
<tr>
<td></td>
<td>• answer comprehension questions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT CONTENT (Skills, attitudes and knowledge)</th>
<th>SUGGESTED ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Posture</td>
<td>• Practising correct sitting position</td>
<td>• Drawing tools</td>
</tr>
<tr>
<td>• Left to right orientation</td>
<td>• Practising handling of pencils and crayons</td>
<td>• Newsprint</td>
</tr>
<tr>
<td>• Top to bottom orientation</td>
<td>• Handling papers and books</td>
<td>• Braille books</td>
</tr>
<tr>
<td>• Patterns and pictures</td>
<td>• Practising left to right and top to bottom movement</td>
<td>• Pictures</td>
</tr>
<tr>
<td>• Vowels and consonants</td>
<td>• Practising pattern writing in the air, on ground or paper or computer</td>
<td>• Flash cards</td>
</tr>
<tr>
<td>• Small and capital letters</td>
<td>• Practising writing vowels and consonants</td>
<td>• Alphabet</td>
</tr>
<tr>
<td></td>
<td>• Writing small and capital letters</td>
<td>• Charts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Talking computer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Stylus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Braille book</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUGGESTED ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Practising pattern writing in the air, on ground or paper or computer</td>
<td>• Slate and Stylus</td>
</tr>
<tr>
<td>• Practising writing vowels and consonants</td>
<td>• ICT tools</td>
</tr>
<tr>
<td>• Practising writing vowels and consonants</td>
<td>• Library books</td>
</tr>
</tbody>
</table>
# Indigenous Languages

<table>
<thead>
<tr>
<th>UNIT CONTENT (Skills, attitudes and knowledge)</th>
<th>OBJECTIVES</th>
<th>SUGGESTED RESOURCES</th>
<th>SUGGESTED ACTIVITIES AND NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling and dictation</td>
<td>Learners should be able to:</td>
<td>Spelling words correctly, dictation</td>
<td>ICT tools, Flash cards, Word cards, Sentence strips</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing dictated words and passages</td>
</tr>
<tr>
<td>Directions</td>
<td>List the cardinal points</td>
<td>Naming cardinal points, locating the cardinal points in relation to their locality</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing/drawing months of the year in correct sequential order</td>
</tr>
<tr>
<td>Months of the year</td>
<td>Name months of the year in correct sequence, list seasons of the year</td>
<td>Drawing the activities in each season with weather conditions</td>
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</tr>
<tr>
<td>Seasons and weather conditions</td>
<td>Describe the different weather conditions</td>
<td>Writing the activities in each season with weather conditions</td>
<td></td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Sequence the story line, write a story or folktale on a topic of their own choice</td>
<td></td>
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</tr>
</tbody>
</table>

**TOPIC**

- Spelling and dictation
- Directions
- Months of the year
- Seasons and weather conditions
- Creative Writing

**SUGGESTED RESOURCES**

- ICT tools
- Flash cards
- Word cards
- Sentence strips
- Calendars
- Charts
- Pictures
- Maps
- Samples of clothes
- Library books
- Story books
- Magazines
- Taking books
- Resource person

**SUGGESTED ACTIVITIES AND NOTES**

- Writing dictated words and passages
- Naming cardinal points, locating the cardinal points in relation to their locality
- Writing/drawing months of the year in correct sequential order
- Drawing the activities in each season with weather conditions
- Writing the activities in each season with weather conditions
- Researching on stories and folktales
- Sequencing the ideas of the story or folktale
- Writing stories or folktales that reflect cultural awareness

**UNIT CONTENT (Skills, attitudes and knowledge)**

- Spelling words and dictation
- Cardinal points
- Months of the year
- Seasons
- Weather conditions
- Creative Writing

**OBJECTIVES**

- Learners should be able to: spell words correctly, dictation
- List the cardinal points
- Name months of the year in correct sequence, list seasons of the year
- Describe the different weather conditions
- Sequence the story line, write a story or folktale on a topic of their own choice
- Researching on stories and folktales
- Sequencing the ideas of the story or folktale
- Writing stories or folktales that reflect cultural awareness
Indigenous Languages

12.0 ASSESSMENT

a) Assessment Objectives

12.1 Speaking/ Signing
- 12.1.1 greet and respond to greetings
- 12.1.2 describe events and situations
- 12.1.3 make polite requests
- 12.1.4 carry out a short conversation

12.2 Listening/ Observing
- 12.2.1 dialogue both formal and informal
- 12.2.2 tell and retell news, folktales and stories
- 12.2.3 respond to instructions and requests
- 12.2.4 answer questions

12.3 Reading/ Signing
- 12.3.1 match objects
- 12.3.2 read pictures
- 12.3.3 read dialogues
- 12.3.4 read news, folktales and stories

12.4 Writing/ Brailling
- 12.4.1 penmanship
- 12.4.2 colour
- 12.4.3 join dots
- 12.4.4 write/braille spellings
- 12.4.5 write/braille correct sentences
- 12.4.6 write/braille creative work
- 12.4.7 answer questions
## Indigenous Languages

<table>
<thead>
<tr>
<th>Level</th>
<th>Grade 1</th>
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<tbody>
<tr>
<td>Frequency</td>
<td>Fortnightly</td>
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<tr>
<td>Nature</td>
<td>Practical</td>
</tr>
<tr>
<td>Form of Assessment</td>
<td>Continuous</td>
</tr>
</tbody>
</table>

### Indigenous Languages

- Singing
- Drawing
- Dancing
- Colouring
- Story telling
- Speaking
- Listening
- Counting
- Playing children’s games

### Indigenous Languages

- Written Exercises
- Theory tests
### 12.5 Assessment Criteria

**Assessment Instruments:**
- Checklists
- Rating Scale
- Observation Guide
- Exercises
- Theory Tests

<table>
<thead>
<tr>
<th>GRADE 2</th>
<th>Continuous</th>
<th>Practical</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Singing</td>
<td>Can be done individually or in Groups</td>
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<tr>
<td></td>
<td>Drawing</td>
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<td>Dancing</td>
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<td></td>
<td>Colouring</td>
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<td></td>
<td>Story telling</td>
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<tr>
<td></td>
<td>Speaking</td>
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<td></td>
<td>Listening</td>
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<tr>
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<td>Reading</td>
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<tr>
<td></td>
<td>Counting</td>
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<td>Playing children’s games</td>
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<td>Written Exercises</td>
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<td>Theory tests</td>
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<td>✓ Daily basis</td>
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<td>✓ Weekly</td>
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