



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

GRADE 4

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TABLE OF CONTENT

LESSON ALLOCATION AT UPPER PRIMARY	v
NATIONAL GOALS OF EDUCATION	vi
GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION	viii
ESSENCE STATEMENT FOR ENGLISH.....	viii
SUBJECT GENERAL LEARNING OUTCOMES.....	ix
1.0 THE FAMILY	1
2.0 FAMILY CELEBRATIONS	8
3.0 ETIQUETTE.....	15
4.0 ACCIDENTS: FIRST AID	22
5.0 NUTRITION – BALANCED DIET	30
6.0 INTERNET-Email	37
7.0 TECHNOLOGY- CYBER SAFETY	44
8.0 THE FARM	50
9.0 HIV AND AIDS	56
10.0 HYGIENE AND SANITATION.....	62
11.0 SPORTS: MY FAVOURITE GAME.....	69

12.0 CLEAN ENVIRONMENT	75
13.0 MONEY	81
SUGGESTED NON FORMAL LEARNING ACTIVITIES	88
SUGGESTED FORMATIVE ASSESSMENT RUBRIC FOR LISTENING AND SPEAKING	89
SUGGESTED ASSESSMENT METHODS	90
SUGGESTED LEARNING RESOURCES.....	91

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LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral Instruction Programme	1
Total		35

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary Education level, the learner should be able to:

- a) communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) demonstrate mastery of number concepts to solve problems in day to day life
- c) demonstrate social skills, moral and religious values for positive contribution to society
- d) develop one's interests and talents for personal fulfilment
- e) make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) acquire digital literacy skills for learning and enjoyment.
- h) appreciate the country's rich, diverse cultural heritage for harmonious living

ESSENCE STATEMENT FOR ENGLISH

English is a major language of education, information, trade, diplomacy, social networking, science, technology, the internet, and travel. It is also the international common tongue and the most commonly learned foreign language in today's world. In Kenya, English is learned as a second language and functions both as an official language and the medium of instruction from Grade Four. Hence, mastery of English will not only enhance learning in Junior Secondary School but will also prepare the learner to communicate appropriately in the national and international arenas.

Proficiency in English is key to the realisation of the National Goals of Education, the link to the global community, and the door to the worldwide information network. For this reason, the Upper Primary School learner must be equipped with adequate oral, reading, and writing competencies in the English language. This will enable the learner to function competently in varied national and global communicative contexts.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of the Upper Primary Level, the learner should be able to:

- a) listen for the main idea and specific information from a variety of print and digital texts.
 - b) speak, at the right speed, accurately, and with expression on a variety of subjects and genres.
 - c) Read a variety of texts fluently, interpretively, and with comprehension for lifelong learning.
 - d) Use grammatical forms to communicate ideas, opinions, and emotions appropriately in different settings.
 - e) Write texts for various purposes legibly, accurately, creatively, and cohesively for self-expression.
 - f) Apply Digital Literacy skills to enhance their language competency.

STRANDS

1. Listening and Speaking
2. Reading
3. Grammar in Use
4. Writing

THEMES

In the Grade Four English Curriculum, the four language skills and grammar are presented through themes. The following themes will facilitate the learning of English in context:

1. The Family
2. Family Celebrations
3. Etiquette
4. Accidents: *First Aid*
5. Nutrition: *Balanced Diet*
6. Internet: *Email*
7. Technology: *Cyber Safety*
8. The Farm
9. HIV and AIDS
10. Hygiene and Sanitation
11. Sports: *My Favourite Game*
12. Clean Environment
13. Money

1.0 THE FAMILY

Suggested vocabulary: family, relative, care-giver, sibling, orphan, widow, clan, ancestor, mother-in-law, father-in-law, sister-in-law, brother in-law, elder, old, young, adopt, twin, love, home, chore, duties, visitors, friend

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Pronunciation and Vocabulary: <i>Listening Comprehension</i> 2 lessons	By the end of the sub strand, the learner should be able to: a) pronounce sounds and words correctly for effective oral communication, b) use vocabulary in sentences for effective oral communication, c) listen attentively to an oral text for comprehension, d) play language games for listening comprehension,	The learner is guided to: <ul style="list-style-type: none"> • say tongue twisters with words containing the sounds; /t/ /d/ /f/ /v/ and the digraph /tw/, • repeat saying minimal pairs with the sounds /t/ /d/ /f/ /v/ and the digraph /tw/ from the teacher or an audio recording, • match words that have the same sounds and use them to construct sentences collaboratively, • search for words related to the theme on the internet and use them in sentences with peers, • find out the correct pronunciation of words and sentences from electronic or print dictionaries, 	1. Why should we pronounce sounds and words correctly?

			<ul style="list-style-type: none"> • listen to an audio text and answer comprehension questions, • play a language game with words containing the sounds /t/ /d/ /f/ /v/ and the digraph /tw/. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration is enhanced as the learner pronounces words correctly and accurately with others. • Self-efficacy is developed as the learner confidently takes part in playing a language game with target sounds. 				
<p>Link to Values</p> <ul style="list-style-type: none"> • Unity is developed as learners work collaboratively during group tasks such as playing a language game. • Respect is enhanced as the learner appreciates individual differences in pronunciation and articulation of sounds. 				
<p>Link to Pertinent and Contemporary Issues</p> <p>Digital literacy is enhanced as the learner is able to use digital devices to listen to sounds and search for correct pronunciation of words.</p>				
<p>Link to other subjects</p> <p>The learner is able to connect the concept of correct pronunciation and articulation to their learning in Kiswahili and Indigenous languages.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.2 Reading	1.2.1 Extensive Reading: <i>Reference Materials</i> (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the spelling and meaning of words from the dictionary for understanding, b) read the junior encyclopaedia to obtain information for lifelong learning, c) promote the use of reference materials to obtain information.	The learner is guided to: <ul style="list-style-type: none"> • arrange words alphabetically or according to related areas, • discuss with peers how words are organised in a dictionary, • collaboratively identify the spelling and meaning of words from electronic or print dictionaries, • read grade appropriate texts, write down unfamiliar words and check their meaning, • select a topic and obtain information from references such as junior encyclopaedia. 	<ol style="list-style-type: none"> 1. Why is it important to spell words correctly? 2. How does a dictionary help us to learn?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Learning to learn is developed as the learner acquires skills necessary to properly utilise reference materials. • Digital literacy is promoted as the learner interacts with digital devices to searching for meaning of words and information from the web. 				
<p>Link to Values:</p> <ul style="list-style-type: none"> • Responsibility is enhanced as learner collaborates with peers to perform various roles as they search for spelling and meaning of words. • Integrity is developed as the learner is able to focus on specific information required of them when searching in online platforms. 				

Link to Pertinent and Contemporary Issues

Citizenship- social cohesion is promoted as the learner is exposed to content and information on the theme of the family.

Link to other subjects

The learner is able to relate the concept of reading for information to their learning in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.3 Grammar in use	1.3.1 Determiners: Articles (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify definite and indefinite articles in a written text for effective communication, b) use definite and indefinite articles in sentences for effective communication, c) realise the use of articles in oral and written contexts for self-expression.	The learner is guided to: <ul style="list-style-type: none">• read aloud the articles <i>a, an</i> and <i>the</i> with peers,• identify definite and indefinite articles (<i>a, an, and the</i>) from a paragraph,• match definite and indefinite articles with a list of nouns collaboratively,• complete blanks in sentences using correct articles,• construct sentences using definite and indefinite articles with peers,• type sentences on a digital device and share it with friends or family via mobile phone, email, computer printouts among others,	How are articles used with nouns?

			<ul style="list-style-type: none"> • view a video related to the theme in which the definite and indefinite articles are used, • cooperate with others to search for sentences with articles from a selected newspaper, magazine or internet. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Creativity and imagination is developed as the learner creates a list of sentences contains articles and share the content via digital device . • Communication and collaboration enhanced as the learner is able to use articles with nouns appropriately as they construct sentences. 				
<p>Link to Values</p> <ul style="list-style-type: none"> • Tolerance is developed as the learner is able to accommodate mistakes made by peers during sentence constructions and review. • Love is cultivated as the learner is able to show empathy and takes initiative to assist others as they use technology to share their work. 				
<p>Link to Pertinent and Contemporary Issues</p> <p>Digital safety is promoted as the learner is able to observe discipline and cyber safety as they share their work through mobile phones, emails or online platforms</p>				
<p>Link to other subjects</p> <p>The learner is able to relate the concept of definite and indefinite articles in French learning area.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.4 Writing	1.4.1 Functional writing <i>Filling Forms</i> (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify the required information to be filled in forms for different purposes, fill information in forms correctly for self-expression, realise the importance of filling forms correctly for effective communication. 	Learner is guided to: <ul style="list-style-type: none"> fill forms provided by the teacher with specific details such as: <p style="margin-left: 20px;">Personal details Name _____ Grade _____ Date of Birth _____</p> <p style="margin-left: 20px;">School Details Name _____ Address _____ Name of Class Teacher _____ Name of Head teacher _____ ,</p> read instructions on filling in form collaboratively, record the required information related to the theme in the forms with partners, fill in forms in digital or print format in pairs and display them, download online forms and fill in information with guidance from the teacher, create a form, and then type it on a computer, laptop or tablet with the guidance. 	<ol style="list-style-type: none"> Why should one be careful when filling in forms? What information do we fill in forms?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Creativity and imagination is promoted as the learner generates ideas and uses them to create a form and share it with peers. Digital literacy is enhanced as the learner manipulates devices to download, create and fill and forms. 				

Link to Values

- **Love** is enhanced as the learner shows compassion as they fill forms collaboratively.
- **Respect** is developed as the learner develops patience when creating and filling a form with others.

Link to Pertinent and Contemporary Issues

Gender education is promoted as the learner interacts with content about the various people and genders in the theme of family.

Links to other subject

The learner is able to relate the concept of filling in the forms to Kiswahili.

2.0 FAMILY CELEBRATIONS

Suggested vocabulary: celebrate, ribbon, weather, ceremony, invitation, baptise, sing, invite, wedding, birthday, burial, party, enjoy, excite, dance, attend, feast, gift, balloon, decorate, drink, graduation, prize, present, song, joy, card, colourful, cake

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Pronunciation and Vocabulary: (2 lessons)	By the end of the sub strand, the learner should be able to: a) discriminate sounds and words in a language sample for listening comprehension, b) pronounce words containing sounds related to the theme accurately for effective communication, c) appreciate the importance of accurate pronunciation for effective communication.	The learners is guided to: <ul style="list-style-type: none"> • listen to a variety of audio materials and identify sounds (/ɜ:/ /ɑ:/ /ɔɪ/ /aɪ/ /l/ /r/), words and expressions related to the theme, • listen to a passages or dialogue read by the teacher and identify the sounds /ɜ:/ /ɑ:/ /ɔɪ/ /aɪ/ /l/ /r/, • use vocabulary related to the theme to construct a variety of sentences, • use word wheels sounds /ɜ:/ /ɑ:/ /ɔɪ/ /aɪ/ /l/ /r/ to form new words such as load, road, boy, toy, • watch a video together from the web offline or online and identify learnt sounds and words, • role play and create a video collaboratively using the learnt sounds and words. 	<ol style="list-style-type: none"> 1. Why should you pronounce sounds and words correctly? 2. Which words are used as subjects in a sentence?

<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Communication and collaboration is enhanced as the learner role-plays and creates a video collaboratively using learnt sounds and words. ● Digital literacy is developed as the learner watches a video and identifies words with target sounds.
<p>Link to values</p> <ul style="list-style-type: none"> ● Unity is enhanced as the learner is able to cooperate with peers to set up and watch the video together. ● Love is developed as the learner displays attitude of care for others as they work together.
<p>Link to Pertinent and Contemporary Issues</p> <p>Social cohesion is developed as the learner works together with peers harmoniously.</p>
<p>Link to other subjects</p> <p>The learner is able to relate the concept of pronunciation to their learning in Kiswahili and French.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.2 Reading	2.2.1 Intensive Reading: <i>Poems and Stories</i> (2 lessons)	By the end of the sub strand the learner should be able to: a) read poems or stories related to the theme for comprehension,	The learner is guided to: <ul style="list-style-type: none"> ● talk about pictures and the title of a poem and story (featuring similes and sayings) together, ● read a poem or story (featuring similes and sayings) in print and non-print texts related to the theme for comprehension, 	1. Why should we read the title and pictures in a story?

		<p>b) apply appropriate reading techniques to answer direct and indirect questions based on a poem or story for self-expression,</p> <p>c) realise the importance of reading comprehension for lifelong learning.</p>	<ul style="list-style-type: none"> • identify events in a poem or a story for logical and fluent flow. • find new words and similes in a poem or story with peers • recite the poem and answer oral questions from poems and stories (featuring similes and sayings), • participate in a readers' theatre collaboratively to read a passage, • discuss and role play events in a text based on the theme, • watch a video related to the theme for specific information. 	<p>2. What is your favourite poem or story?</p>
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Self-efficacy is developed as the learner is able to identify and talk about events in a story logically and fluently. • Learning to learn is enhanced as the learner uses appropriate reading techniques to answer questions appropriately. 				
<p>Link to Values</p> <ul style="list-style-type: none"> • Social cohesion is promoted as the learner fosters fairness and justice among peers during group activities. • Responsibility is enhanced as the learner engages in assigned roles and duties diligently. 				
<p>Link to Pertinent and Contemporary Issues</p> <p>Self-esteem is developed as the learner gains confidence as they recite poems or stories with peers.</p>				
<p>Link to other subjects</p> <p>The learner is able to link the concept of reading poems and songs to their learning in Kiswahili and Indigenous language.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.3 Grammar in uses	2.3.1 Word Classes: <i>Regular and Irregular Nouns</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify plurals of regular and irregular nouns for effective communication, b) use plurals of regular and irregular nouns in spoken and written language for communication clarity, c) promote the use of regular and irregular nouns in communication.	The learner is guided to: <ul style="list-style-type: none"> • give examples of regular and irregular nouns, • discuss the difference between regular and irregular noun as they work together, • pick out and write plurals of regular and irregular nouns from audio recording, • construct sentences using regular and irregular nouns in their plural forms, • look up regular and irregular nouns on the internet and write them down, • create a puzzle using a list of regular and irregular nouns on a digital device or exercise book with peers. 	<ol style="list-style-type: none"> 1. How do you show the number of things you have? 2. Which things do we have in our classroom?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration is developed as the learner is able to work with peers during discussions and sentence construction activities on regular and irregular nouns. 				

- **Learning to learn** is developed as the learner gains knowledge on nouns and applies it in making sentences as well as creating puzzles.

Link to Values

- **Love** is cultivated as the learner empathises and assists peers construct sentences and create puzzles using regular and irregular verbs.
- **Unity** is developed as the learner collaborates with others to use digital device to learn about nouns.

Link to Pertinent and Contemporary Issues

Peace education is developed as the learner is able to coexist with peers as they work together during group discussion on nouns

Link to other subjects

The learner is able to connect the concept of plural forms of nouns to their learning in Kiswahili and Indigenous languages

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.4 Writing	2.4.1 Creative Writing: <i>Open ended Compositions</i> (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) express ideas on a given topic relevantly for effective communication, b) write an open ended composition creatively for self-expression, c) realise the importance of creativity in writing for effective communication. 	Learner is guided to: <ul style="list-style-type: none"> • discuss how to write a story on a given topic together, • talk about the possible order of events in a given story with peers, • write the first paragraph of a composition while observing the correct punctuation and spelling, • write the whole composition legibly and neatly, independently, • proof-read compositions with peers, • share their completed stories in small groups, • search and read written compositions online or offline. 	<ol style="list-style-type: none"> 1. Why is it necessary to express thoughts and feelings clearly? 2. How can you make your story interesting?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Critical thinking and problem solving is manifested as the learner is able to come up with own stories for composition writing. • Digital literacy is developed as the learner is able to use digital devices to search for resources on guided compositions online. 				
<p>Link to Values</p> <ul style="list-style-type: none"> • Integrity is developed as the learner is able to hard work to complete own compositions independently. 				

- **Patriotism** is cultivated as the learner exhibits a sense of honesty and respect to the theme of family as a unit of national fabric.

Link to Pertinent and Contemporary Issues

Social cohesion is developed as the learner fosters tolerance and respect for one another during group activities.

Link to other subjects

The learner is able to connect the aspect of guided composition writing to their learning in Kiswahili and indigenous languages.

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3.0 ETIQUETTE

Suggested vocabulary: excuse me, may I, please, welcome, thank you, I am sorry, ask, I beg your pardon, congratulations, borrow, polite, politeness

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.1 Listening and Speaking	3.1.1 Pronunciation and Vocabulary: <i>Polite Words and Phrases</i> (2 lessons)	By the end of the sub strand, the learner should be able to: b) identify polite words and phrases in a conversation for communication, c) pronounce words and phrases containing sounds related to etiquette accurately for effective communication, d) use appropriate words and phrases to show politeness in different contexts, e) promote the use of using polite words and	The learner is guided to: <ul style="list-style-type: none"> • use tongue twisters to practise the sounds /e/, /ei/, /p/ and /b/, identify words and phrases containing the sounds /e/, /ei/, /p/ and /b/, • listen to correct pronunciation of words and phrases related to etiquette and containing the sounds /e/, /ei/, /p/ and /b/ from a digital device, • practise saying words and phrases containing the sounds /e/, /ei/, /p/ and /b/ • use a word puzzle to find words and phrases containing the sounds learnt collaboratively, • construct simple sentences using words related to the theme, • write words containing the sounds /e/, /ei/, /p/ and /b/ from a dictation, 	<ol style="list-style-type: none"> 1. Why should we pronounce sounds and words clearly? 2. Which words do we use to show politeness?

		phrases in different contexts.	<ul style="list-style-type: none"> recite a poem featuring words related to etiquette, with peers. 	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> Communication and collaboration is developed as the learner is able to work together in using appropriate words and phrases. Learning to learn is enhanced as the learner uses appropriate words to show politeness in different contexts. 				
<p>Link to Values</p> <ul style="list-style-type: none"> Love is demonstrated as the learner shows compassion as they recite a poem. Respect is developed as the learner appreciates individual differences when using word puzzles. 				
<p>Link Pertinent and Contemporary Issues</p> <p>Social cohesion is developed as the learner harmoniously co exists with peers and collaboratively work in groups recites a poem.</p>				
<p>Link to other subjects</p> <p>The learner is able to link the concept of learning pronunciation and vocabulary to Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.2 Reading	3.2.1 Intensive Reading: <i>Skimming and Scanning</i> (2 Lessons)	By the end of the sub strand, the learner should be able to: a) read a text of about 300 words for comprehension, b) apply appropriate reading skills when reading a text of about 300 words to obtain both factual and inferential information, c) recommend intensive reading in their day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> • read a variety of print and non-print texts of about 300 words for comprehension, • identify events in a story or a passage of about 300 words with logical and fluent flow, • answer factual and inferential questions from a text of about 300 words, • work together to infer the meaning of vocabulary from contexts, • skim through a digital text of about 300 words focusing mainly on the title and illustrations, • scan for information such as words and answer questions from print or digital text, • skim or scan a comic, magazine, newspaper or age appropriate reader, • discuss and role play events in texts based on the theme. 	1. Why do we read? 2. How can we read faster?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration is developed as the learner works collaboratively with peers during a group discussion. • Digital literacy is promoted as the learner is able to interact with digital devices to read texts. 				

Link to Values

- **Peace** is developed as the learners use polite language and etiquette to avoid hurting others.
- **Respect** is developed as the learner is able to demonstrate etiquette we dealing with peers in class.

Link to Pertinent and Contemporary Issues

Citizenship-Social cohesion is fostered as the learner is able to work with peers peacefully during group activities.

Link to other subjects

The learner is able to connect the concept of etiquette and politeness to their daily interactions and in all areas of learning.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.3 Grammar in Use	3.3.1 Language pattern: <i>Enough + Nominal + Infinitive/A lot/a lot of...</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) use a language pattern in sentences correctly for fluency in speech, b) respond to questions on the language patterns in written communication, c) adopt the use of language structures for effective communication.	The learner is guided to: <ul style="list-style-type: none"> ● recite a poem with the pattern enough + nominal + infinitive and a lot/a lot of... related to the theme with peers, ● identify lines from the poem that have the language patterns enough + nominal + infinitive and a lot/a lot of...., ● construct sentences related to the theme using the language patterns enough + nominal + 	<ol style="list-style-type: none"> 1. Why should we use correct sentences in our speech or writing? 2. How can we write sentences correctly?

			<p>infinitive and a lot/a lot of... with peers,</p> <ul style="list-style-type: none"> complete a written exercise based on the language patterns enough + nominal + infinitive and a lot/a lot of... 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> Communication and collaboration is promoted as the learner is able to make own sentences using appropriate language structures correctly. Self-efficacy is enhanced as the learner gains confidence to recite poems before peers. 				
<p>Link to Values</p> <ul style="list-style-type: none"> Respect is promoted as the learner is able to tolerate individual differences as peers recite poems. Integrity is enhanced as the learner is able to demonstrate commitment to task individually or when working with peers. 				
<p>Link to Pertinent and Contemporary Issues</p> <p>Peaceful co-existence is promoted as the learner is able to interact and socialise with peers with ease when working collaboratively</p>				
<p>Link to other subjects</p> <p>The learner is able to relate the concept of language structures with their learning in Kiswahili and Indigenous Languages</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.4 Writing	3.4.1 Handwriting: <i>Legibility and Neatness</i> (2 Lessons)	By the end of the sub strand, the learner should be able to: a) write legibly and neatly in print script for clarity of communication, b) apply accurate and consistent spelling in print script for writing fluency, c) adopt the use of accurate and consistent spelling in a variety of print scripts for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • use appropriate writing instruments (pencil first and then a pen), • print lower and upper case letters neatly and legibly, • pay attention to consistent letter size and height, direction of strokes such as dots, tails, crossbars, curves and differences in letter orientation like ‘d and ‘b, • write silent letters in words and phrases such as • ‘please listen’ ‘I beg your pardon’, ‘may I borrow your watch’, • look up for words and find the correct spelling from a digital device with peers, • consistently use the correct spelling of words with blends and double consonants. 	<ol style="list-style-type: none"> 1. How does being unable to read other people’s work make you feel? 2. Why should you ensure your written work is easy to read?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Self-efficacy is enhanced as the learner writes words legibly, neatly and spells them correctly. • Digital literacy is developed as the learner uses online dictionaries to find out spelling of words. 				

Link to Values

- **Love** is shown as the learners share correctly spelt words with peers.
- **Responsibility** is enhanced as the learner uses the digital devices appropriately.

Pertinent and Contemporary Issues

Self-esteem is developed as learner gains confidence in writing legibly and neatly.

Link to other subjects

The learner is able to relate the concept of writing legibly and neatly in Kiswahili.

4.0 ACCIDENTS: FIRST AID

Suggested vocabulary: emergency, choke, painkiller, bleed, illness, snake bite, injury, hurt, slip, fall, poison, bandage, antiseptic, sting, first aid

kit, treatment, hospital, health centre, doctor, patient

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.1 Listening and speaking	4.1.1 Pronunciation and Vocabulary: <i>Word Stress</i> (2 lessons)	By the end of the sub strand, the learner should be able to: b) pronounce words related to the theme using the correct stress for effective communication, c) use vocabulary related to the theme in a variety of contexts for speech clarity, d) promote the use of stress in a variety of contexts for communication.	The learner is guided to: • listen to and recite short rhythmic poems. • say tongue twisters to practise the sounds /ɒ/ eɪ/ /aɪ/ and the consonant clusters ‘sn’ ‘tr’ ‘st’ collaboratively, • identify words containing the sounds /ɒ/ eɪ//aɪ/ and the consonant clusters ‘sn’ ‘tr’ ‘st’ , • say words related to the theme using the correct stress with peers, (<i>’object, ob’ject</i>) • construct sentences with words whose meaning may be distinguished through word stress, • construct sentences using vocabulary related to the theme collaboratively, • listen to the correct pronunciation of words whose meaning is contrasted by stress from an audio or phone recordings,	1. Why should we learn new words? 2. How can we say sounds and words correctly?

			<ul style="list-style-type: none"> record themselves practising word stress and present the recording to the whole class. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> Communication and collaboration is developed as the learner is able to say sentences containing words whose meaning is contrasted by stress. Digital literacy is enhanced as the learner is able to learn applying correct stress in words from digital devices and platforms. Self-efficacy is promoted as the learner develops self-belief as they apply stress in words accurately. 				

Link to Values

- **Love** is enhanced as the learner is able to assist peers to pronounce words accurately and record themselves.
- **Responsibility** is promoted as the learner is able to take a role as they participate in recording activities.

Link to Pertinent and Contemporary Issues

Safety and security education is promoted as the learner is exposed to things that potentially cause accidents in the theme of accidents and first aid.

Link to other subjects

The learner is able to connect the concept of pronunciation and stress to their learning of Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.2 Reading	4.2.1 Intensive Reading: <i>Visuals</i> (2 lessons)	By the end of the sub strand learner should be able to: a) read visuals in print and digital formats for information, b) interpret visual media appropriately for comprehension, c) acknowledge the importance of visual media for lifelong learning.	The learner is guided to: <ul style="list-style-type: none"> • read age appropriate digital texts in different formats such as audio, video and animated stories, • view cartoons, mimes, pictures, photographs, comics collaboratively, • work together to interpret visuals and discuss, • predict happenings in cartoons or comics and write down their thoughts. • conduct virtual tours on google maps and find the direction of various places on the map, • use google maps, digital maps and printed maps to give directions, • locate information from a simple map and make short sentences using terms like north, south, east and west. For example, ‘The sun rises in the east.’ 	<ol style="list-style-type: none"> 1. Why is it important to interpret visuals correctly? 2. How do visuals like photos and videos enhance our understanding of a text? 3. What information do we obtain from visual media such as photos and videos?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Digital literacy is enhanced as the learner is uses google maps in finding directions of places. • Learning to learn is developed as the learner is able to interpret visual media appropriately. 				
<p>Link to Values:</p> <ul style="list-style-type: none"> • Unity is developed as the learner works together with peers as they discuss and interpret visuals. • Love is enhanced as the learner appreciates viewing and interpreting visuals collaboratively. 				

Link to Pertinent and Contemporary Issues

Self-esteem is developed as the learner is able to interpret visuals independently for information and directions in their daily experiences.

Link to other subjects

The learner relates the concept of reading and interpreting visuals with their learning of concepts such as map reading in Social Studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.3 Grammar in Use	Pronouns: <i>Personal and Possessive pronouns</i> (2 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify personal and possessive pronouns used as subjects and objects for communication, b) use personal and possessive pronouns correctly as subject and object for self-expression, c) adopt the use of personal and possessive pronouns in communication. 	The learner is guided to: <ul style="list-style-type: none"> • identify personal and possessive pronouns used as subjects and objects in sentences with peers, • discuss pictures on the theme using personal and possessive pronouns collaboratively. • construct sentences about the theme using personal and possessive pronouns as subjects and objects, • create a list of sentences containing pronouns, and key them in on a digital device; share with friends via email, or printed pages, • watch a video game where personal and possessive pronouns have been used, 	<ol style="list-style-type: none"> 1. Which words replace names of people or things in sentences? 2. Which words do we use to show that something belongs to us?

			<ul style="list-style-type: none"> • read a newspaper, magazine or poem among others; identify personal and possessive pronouns and type them on a word processor, mobile device or tablet. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration is promoted as the learner is able to construct sentences orally with peers. • Self-efficacy is developed as the learner gains confidence and high self-esteem when working individually to create a list of both personal and possessive pronouns on a digital device. 				
<p>Link to Values</p> <ul style="list-style-type: none"> • Responsibility is developed as the learner discovers causes of minor accidents and the first aid procedures to be applied. • Love is promoted as learners share experiences about accidents and how first aid procedures are undertaken to help survivors. 				
<p>Link to Pertinent and Contemporary Issues</p> <p>Digital Literacy is promoted as the learner is able to use digital devices to access and share information online</p>				
<p>Link to other subjects</p> <p>The learner is able to connect the concept of personal safety and first aid to their learning of similar and related concepts in Home Science and Science and Technology.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.4 Writing	4.4.1 Guided Composition: <i>Friendly Letter/SMS</i> (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify the key parts of a friendly letter in preparation for writing, write a friendly letter using the correct format for effective communication, send an SMS correctly for effective communication, promote the use of friendly letters and SMS in a variety of communication contexts. 	The learner is guided to: <ul style="list-style-type: none"> discuss how to write an SMS and the correct format of a friendly letter with peers (such as address, date, ending, telephone numbers, sender and receiver.) write friendly letters using the correct format - such as letters to siblings, parents and friends, practise writing friendly letters and SMS with peers use mobile phones to write friendly letters and SMS to one another on the given theme. 	<ol style="list-style-type: none"> Why do you pass information to others? How do you pass information to your friends? What kind of information do you give to your friends?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> Communication and collaboration is developed as the learner discusses with peers how to write an SMS using the correct format. Self-efficacy is enhanced as the learner gains confidence in learning to express themselves through writing letters and SMS. 				

Link to Values

- **Unity** is developed as the learner cooperates with peers as they discuss letter writing through SMS.
- **Integrity** is developed as the learner displays honest as they using a mobile phone.

Link to Pertinent and Contemporary Issues

Creativity and critical thinking skills are developed as the learner writes a friendly letter using the correct format effectively.

Link to other subjects

The learner is able to relate the skill of letter writing to similar skill in learning Kiswahili.

5.0 NUTRITION – BALANCED DIET

Suggested vocabulary: nutrition, healthy, food, diet, plump, thin, vitamin, sugar, protein, fat, water, habit, obesity, anaemia, kwashiorkor, deficiency, marasmus, meat, carbohydrates, fruits

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Pronunciation and Vocabulary: <i>Listening Comprehension/ Pattern (noun phrase + would like to be ...)</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) listen actively to a variety of texts to gain information, b) apply vocabulary related to the theme in a variety of contexts for effective communication, c) use the language pattern correctly for effective oral communication, d) promote listening to a variety of texts for information and enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • listen to audio-visual recordings of songs, stories and passages featuring the sounds /ɒ/ /u:/ /æ/ /f/ /v/, • respond to questions from Listening comprehension, • construct sentences related to a story or listening comprehension using the language pattern, • <i>(noun phrase + would like to be ...)</i> • retell a story he or she has listened to accurately, • respond correctly to questions based on the text, • dramatise sections of a story in groups for comprehension, • discuss with peers the lesson learnt from a story. 	<ol style="list-style-type: none"> 1. Why should we listen carefully? 2. How can we improve our pronunciation?

Core competencies to be developed

- **Communication and collaboration** is enhanced as the learner participates in sharing their thoughts as they discuss collaboratively.
- **Critical thinking and problem solving** is cultivated as the learner is able to draw conclusions from the listening text.

Link to values

Love is cultivated as the learner is able to portray a caring attitude to special groups of people that require meals with diverse nutritional value.

Link to Pertinent and Contemporary Issues

Prevention of lifestyle or non-communicable diseases is promoted as learner gets informed on a balanced diet varied nutritional needs.

Link to other subjects

The learner is able to relate the theme of nutrition to their learning in Home Science.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.2 Reading	5.2.1 Extensive Reading: <i>Independent Reading</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) select appropriate reading materials for lifelong learning, b) read a variety of familiar materials independently to build reading speed and fluency, c) apply appropriate strategies to read independently for information and enjoyment, d) realise the importance of independent reading in lifelong learning.	The learner is guided to: • select age - appropriate and high-interest reading materials such as narratives, poems, newspapers and magazines in print or electronic format, • set up an after-school club where they meet on a regular basis and read varied texts, • retell the stories they have read collaboratively. Share opinions and reflections on the texts they have read, • use materials in the classroom to read extensively, • read texts quietly or silently for pleasure.	1. Why should we read widely? 2. What materials do you enjoy reading?

Core competencies to be developed

- **Digital literacy** is developed as the learner uses selected reading materials from electronic sources.
- **Learning to learn** is enhanced as the learner develops extensive reading strategies in their language clubs.

Link to Pertinent and Contemporary Issues

Life skill-Effective communication is demonstrated as the learner reads a variety of materials to build speed and fluency

Link to Values

- **Responsibility** is cultivated as the learner engages diligently in assigned duty.
- **Love** is enhanced as the learner respects other learners' opinions when reading.

Link to other subjects

The learner is able to link the concept of reading to Kiswahili and Indigenous language.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.3 Grammar in use	5.3.1 Word Class: <i>Regular and Irregular Adjectives</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) describe items using comparative forms of both regular and irregular adjectives for effective communication, b) use adjectives of size and shape in the right order for clarity of communication, c) adopt the use of adjectives for effective communication.	The learner is guided to: <ul style="list-style-type: none">● identify adjectives from an audio or written text ,● collaboratively talk about various items in the classroom using adjectives,● describe items using the comparative forms of regular and irregular adjectives with peers,● use adjectives in the correct order in sentences collaboratively,● write correct sentences using comparative forms of adjectives in the right order,	<ol style="list-style-type: none">1. Why should we say the correct shape and size of things?2. Which are some of the words you use to talk about how someone feels or looks?3. How do we describe things?

			<ul style="list-style-type: none"> • write sentences on tablets, computers and other digital resources using adjectives, • use adjectives to talk about scenes, pictures or comics based on the themes with peers. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration is developed as the learner uses adjectives correctly in sentence as they interact with peers. • Self-efficacy is developed as the learner is able to gain confidence as they use adjectives accurately in their day to day communication. 				
<p>Link to Pertinent and Contemporary Issues Health education is promoted as the learner gets information on lifestyle diseases through the theme of balanced diet .</p>				
<p>Link to values</p> <ul style="list-style-type: none"> • Unity is promoted as learners cohesively relate with each to perform activities such as identifying and discussing adjectives. • Responsibility is cultivated as the learner takes personal initiative to complete assigned roles. 				
<p>Link to other subjects The learner is able to connect the concept of comparative adjectives to the learning in English and Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.4 Writing	5.4.1 Creative Writing: <i>Narrative Compositions</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) describe the parts of a narrative composition in preparation for writing, b) organise thoughts fluently, clearly and precisely in a coherent paragraph for self-expression, c) create a narrative composition of about 60-80 words for self-expression, d) realise the role of creativity in writing for different purposes.	The learner is guided to: <ul style="list-style-type: none"> • plan a composition with peers, write a draft and present it to the whole class, • use similes to make their compositions interesting, • create their own similes and use them in their composition, • write a narrative composition of about 60-80 words and incorporate similes, • rearrange jumbled up sentences from an oral narrative into coherent paragraphs, • listen to a narrative on radio or television and rewrite it in their own words. • watch and dramatise a story related to the theme (could be from a digital device). • visit a supermarket, food store or grocery store in the school neighbourhood and write a narrative 	<ol style="list-style-type: none"> 1. Why do you enjoy listening to stories? 2. Why is it important to plan our composition? 3. How can you write an interesting composition?

			composition based on that experience.	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Communication and collaboration is developed as the learner works together in writing a composition and presenting it in class. ● Digital literacy is developed as the learner is able to use a digital devices to access and share information online. 				
<p>Link to values</p> <ul style="list-style-type: none"> ● Love is enhanced as the learner interact when working collaboratively. ● Responsibility is developed as the learners takes a positive initiative writing a composition us. 				
<p>Link to Pertinent and Contemporary Issues</p> <p>Sensitisation on lifestyle and communicable diseases is achieved as the learner writes compositions based on the theme Balance Diet.</p>				
<p>Link to other subjects:</p> <p>The learner is able to relate the concept of writing a narrative to their learning in Kiswahili and French.</p>				

6.0 INTERNET-Email

Suggested vocabulary: internet, computer, mobile phone, email, address, type, search, find, click, send, save, reply, inbox, outbox, compose, keyboard

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.1 Listening and Speaking	6.1.1 Pronunciation and Vocabulary: <i>Stress and Intonation</i> (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify correct stress and intonation in ‘WH’ questions, other questions and statements for clarity in speech, b) use correct stress and intonation in questions and statements to communicate clearly, c) use vocabulary related to the theme in a variety of contexts for effective oral communication, d) adopt the use of varying intonation for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio-visual recording of words featuring the sounds /o/ • /u:/ /f/ /v/ • listen to correct stress in words such as <i>address</i>, <i>increase</i> among others (whether noun or verb), • listen to correct intonation in questions and statements to identify a speaker’s feelings, • recite a poem featuring ‘WH’ questions and declaratives collaboratively, • vary intonation when uttering questions and statements. construct sentences orally with peers 	<ol style="list-style-type: none"> 1. Why do we vary our voice when asking questions? 2. How does good pronunciation of words and sounds help us? 3. How do we find out what we do not know?

			using vocabulary related to the theme.	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration is enhanced as the learner is able to recite poems collaboratively. • Self-efficacy is developed as the learner achieves correct stress and intonation in speech. 				
<p>Link to Values</p> <ul style="list-style-type: none"> • Responsibility is enhanced as the learner is able to take initiative of creating sentences using vocabulary individual. • Love is promoted as the learner is able to show care as they assist peers use correct stress and intonation in sentences. 				
<p>Link to Pertinent and Contemporary Issues</p> <p>Digital literacy is promoted as the learner is able to use and manipulate digital devices to learn correct stress and intonation.</p>				
<p>Link to other subjects</p> <p>The learner is able to connect the concept of articulation with the learning in Kiswahili and Music.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.2 Reading	6.2.1 Intensive Reading: Dialogue (2 Lessons)	By the end of the sub strand, the learner should be able to: a) read a variety of dialogues related to email and the internet for comprehension, b) apply appropriate intensive reading skills to obtain specific factual and inferential information for lifelong learning, c) adopt reading for purposes of comprehension and information.	The learner is guided to: <ul style="list-style-type: none"> • locate new words and sentence structures in a dialogue, • read a variety of dialogues related to the theme in print and non-print formats, • answer factual and inferential questions individually and collaboratively, • identify events in a dialogue for logical flow. 	<ol style="list-style-type: none"> 1. How can we obtain information from texts? 2. What stories or books have you read?
<p>Course Competencies to be developed</p> <ul style="list-style-type: none"> • Self-efficacy is developed as the learner uses appropriate intensive reading skills to obtain factual and inferential information. • Learning to learn is enhanced as the learner locates new words and sentences individually from a dialogue. 				
<p>Link to Value</p> <p>Responsibility is enhanced as the learner takes up specific roles assigned such as identifying events in a dialogue for logical flow.</p>				
<p>Link to Pertinent and Contemporary Issues</p> <p>Safety and security is inculcated as the learner is guided on how to take precautions when using the internet.</p>				

Link to other subjects

The learner is able to relate the concept on internet to learning in Science and Technology.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.3 Grammar in Use	6.3. 1 Word Class: Quantifiers (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify quantifiers and nouns used with them appropriate for effective communication, b) use quantifiers in sentences correctly for communication clarity, c) adopt the correct use of quantifiers in everyday communication.	The learner is guided to: <ul style="list-style-type: none">• select countable and uncountable nouns from a list provided by the teacher,• use the quantifiers (<i>much, many, some and any</i>) correctly with nouns and construct sentences with peers,• recite poems and rhymes containing the quantifiers (<i>much, many, some and any</i>) in small groups,• fill in blank spaces using correct quantifiers,• use digital devices to compose a short poem or a paragraph featuring the quantifiers (<i>much, many, some and any</i>),• use the quantifiers (<i>much, many, some and any</i>) in a role play or a dialogue with peers.	1. How can we quantify nouns we cannot count?

Core competencies to be developed

- **Critical thinking and problem solving** is enhanced as the learner composes poems and paragraphs using own ideas.
- **Digital literacy** is manifested as the learners manipulates digital devices while downloading and composing poems.

Link to Values

- **Unity** is promoted as the learner is able to cooperate with peers as they recite poems and role play dialogues.
- **Love** is developed as the learner demonstrates care to peers when assisting them to recite a poem.

Link to Pertinent and Contemporary Issues

Citizenship-Social cohesion is enhanced as the learner harmoniously interact to use quantifiers in sentences during group tasks

Link to other subjects:

The learner is able to relate the concept of quantifiers to their learning in Mathematics.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.4 Writing	6.4.1 Creativity Writing : <i>Pictorial Compositions</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) organise pictures in a logical sequence to write pictorial compositions of about 60-80 on the theme, b) write a pictorial composition of about 60-80 words on the theme for effective communication, c) adopt the use of a wide range of pictures to write pictorial compositions on different topics for communication.	The learner is guided to: <ul style="list-style-type: none"> • identify pictures from online and offline sources collaboratively, • use pictures from online and offline sources to write a pictorial composition of 60-80 words based on the theme, • discuss pictures collaboratively and write pictorial compositions of about 60-80 words, • watch a variety of videos related to the theme and write pictorial compositions collaboratively, • generate a wide range of pictures from the internet and write pictorial composition together. 	1. How do pictures make you feel?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration is developed as the learner collaboratively discusses and uses pictures to write composition. • Digital literacy is enhanced as the learner uses digital devices to view pictures online and write compositions. 				

Link to Values

- **Unity** is promoted as the learner collaborates harmoniously with peers in groups to discuss pictures and watch videos related to the theme.
- **Respect** is cultivated as the learner engages with peers mutually and accommodates others opinion on issues.

Link to Pertinent and Contemporary Issues

Cyber Safety is promoted as the learners use internet responsibly to access pictures and visuals for composition writing.

Link to other subjects

The learner is able to relate the concept of pictorial compositions to their learning in Kiswahili.

7.0 TECHNOLOGY- CYBER SAFETY

Suggested vocabulary: crime, trust, stranger, share, care, leisure, safe, cyber café, data bundles, twitter, laptop, camera, desktop, download, upload, Facebook, WhatsApp, password, video, picture

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.1 Listening and Speaking	7.1.1 Pronunciation and Vocabulary: <i>Interactive Listening</i> (3 lessons)	By the end of the sub strand, the learner should be able to: a) participate actively in a two-way conversation (turn taking) in various settings for self-expression, b) apply vocabulary related to the theme in different settings for clarity of speech, c) use the present and past tense correctly in a two way dialogue for communication, d) realise the importance of turn taking in oral communication.	<ul style="list-style-type: none"> • The learner is guided to: • listen for the sounds /εə/ /j/ /dʒ//ʒ/ from an audio text and then say them aloud, • act out a dialogue featuring vocabulary with the sounds /εə/ /j/ /dʒ//ʒ/ collaboratively, • apply facial expressions and gestures appropriately while reciting choral verses with peers, • record one another when performing a choral verse or short dialogues, • watch audio-visual recordings of short interviews and then conduct a role play with others, • take turns during an oral interview, discussion or debate, • participate in a debate, interview or discussion on social media 	<ol style="list-style-type: none"> 1. Why should you listen to others when they are speaking? 2. Why should we wait for our turn to speak? 3. How do we show when an action took place?

<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Communication and collaboration is enhanced as the learner is able to participate effectively in a two way conversation with peers. ● Digital literacy is developed as the learner uses social media to share views on debates and watch interviews.
<p>Link to Values</p> <ul style="list-style-type: none"> ● Unity is enhanced as the learner is able to collaborate with peers to perform task such as debates, interviews and role playing a dialogue. ● Respect is promoted as the learner is able to accommodate the views of others during debates or interviews.
<p>Link to Pertinent and Contemporary Issues</p> <p>Cyber safety is promoted as the learner uses the internet responsibly and with integrity to watch interview.</p>
<p>Link to other subjects</p> <p>The learner is able to relate the theme of technology to their learning in Science and Technology.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
7.2 Reading	7.2.1 Extensive Reading: <i>Narratives/Poems</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) read a variety of materials (narratives, poems, graded readers) for lifelong learning,	The learner is guided to: <ul style="list-style-type: none"> ● select appropriate and high-interest reading print and electronic materials related such as narratives, poems and graded readers, 	<ol style="list-style-type: none"> 1. Why should we read different types of materials? 2. What kind of materials do

		b) demonstrate independent reading of a variety of materials (narratives, poems, graded readers) for information, c) realise the importance of independent reading in a variety of contexts for enjoyment.	<ul style="list-style-type: none"> • set up an after school club where they meet on a regular basis to read extensively, • retell the stories they have read in pairs or groups, • share opinions and reflections on the texts they have read, • identify and discuss proverbs used in graded readers. 	you enjoy reading? 3. What can you do to remember what you read?
Core competencies to be developed <ul style="list-style-type: none"> • Communication and collaboration is developed as the learner exchanges ideas during school reading clubs. • Learning to learn is enhanced as the learner sources information on their own. 				
Link to Values <ul style="list-style-type: none"> • Respect is developed as the learner appreciates opinions of others when sharing reflections on the text • Integrity is portrayed as the learner displays honesty when selecting appropriate reading material. 				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Safety and security education are inculcated through the theme of cyber safety • Self-awareness is developed when learners acquire ability to describe themselves through interactive language tasks 				
Link to other subjects The learner is able to relate the theme to learning in Science and Technology.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.3 Grammar	7.3.1 Tense: <i>Present and Past progressive Aspect</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the present and past progressive forms of the verb in oral and written texts for communication, b) use the present and past progressive aspect correctly in oral and written contexts for self-expression, c) adopt the use of the present and past progressive aspect in communication.	The learner is be guided to: <ul style="list-style-type: none"> • listen to a radio or TV programme and identify the present and past progressive forms. • give examples of actions in the present and past progressive aspect. • use a given list of verbs to form sentences in the present and past progressive aspect collaboratively. • watch a video and write examples of the present and past progressive aspect in a notebook. • role-play or simulate an event in which they use the present and past progressive forms forms. • complete a sentences using words in their present and past progressive correctly. 	<ol style="list-style-type: none"> 1. Why is it important to show when something happened? 2. How do we tell an action is or was happening?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Self-efficacy is promotes as the learner confidently uses present and past continuous forms in sentences correctly. • Learning to learn is developed as the learner is able to identify present and past continuous forms from newspaper and magazine articles. 				
<p>Link to Values</p> <ul style="list-style-type: none"> • Responsibility is cultivated as the learner takes up roles during role play and simulation activities with peers. 				

- **Integrity** is enhanced as the learner observes honesty when in searching for information in newspaper or magazines articles.

Link to Pertinent and Contemporary Issues

- **Digital literacy** is enhanced as the learner uses and manipulates digital devices to watch a video or listen to programs featuring tenses.

Link to other subjects

The learner can connect the concept of past and present tense to the learning in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.4 Writing	7.4.1 Punctuation: <i>Full Stop/Capital Letters</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify commonly used punctuation marks in written texts for effective communication, b) use full stops and capital letters correctly in written texts for communication clarity,	Learner is guided to: <ul style="list-style-type: none"> • identify proper nouns such as names of people, places and features like mountains and rivers, • form sentences with peers using proper nouns, • write abbreviations of their school, names among others with peers and punctuate them correctly, • use punctuation cards to arrange or make coherent sentences and paragraphs collaboratively, • write well-punctuated sentences dictated by a teacher, peer or digital device, 	<ol style="list-style-type: none"> 1. Why do you use punctuation marks? 2. Which punctuation marks do you use when writing?

		c) promote the use of punctuation marks in various contexts for writing fluency.	<ul style="list-style-type: none"> • make stickers with sentences punctuated with full stops and capital letters and stick them to a central place for everyone to see, • use digital resources to play games such as punctuation ladder and punctuation posters, • type sentences on a digital device, with the help of parents, siblings and guardians and share with teacher and friends. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration is enhanced as learners work together in groups forming sentences using proper nouns. • Digital literacy is developed as the learner uses digital devices to type sentences and text. 				
<p>Link to Values</p> <ul style="list-style-type: none"> • Unity is developed as the learner is able to work together while they make coherent sentences. • Responsibility is promoted as the learner makes a list of abbreviations and punctuates them. 				
<p>Link to Pertinent and Contemporary Issues</p> <p>Social cohesion is enhanced as the learner is able to work in group activities as they make stickers with punctuated sentences.</p>				
<p>Link to other subjects</p> <p>The learner is able to relate the concept of punctuation with the learning in Kiswahili.</p>				

8.0 THE FARM

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.1 Listening and Speaking	8.1.1 Pronunciation and Vocabulary: <i>Tongue Twisters</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) articulate sounds accurately for clarity of speech. b) select sounds correctly from a language sample to improve listening comprehension. c) use vocabulary items related to the theme in a variety of contexts for effective communication. d) realise the role of correct pronunciation in speech for communication clarity.	Learner is guided to: <ul style="list-style-type: none"> • recognise the vowels sounds and diphthongs (sounds /ʊə/ /v/ /w/ /s//f/) from audio materials. • articulate vowels and consonants as the teacher models, • create a tongue twister using words with the target sounds in small groups, • say tongue twisters with the (words containing the sounds /ʊə/ /v/ /w/ /s//f/) individually and collaboratively, • select words containing vowels and diphthongs and consonants from a tongue twister, passage, a poem, a song or a story, • practise clear pronunciation by listening to a video, online dictionaries and recordings, • say vocabulary items correctly and match them with their meanings. 	1. Why should you say words clearly? 2. What should you do to say words correctly?
<p>Core competencies to be developed</p> <p>Communication and collaboration is achieved as the learner say the tongue twisters with peers.</p> <p>Self-efficacy is realized as the learner develops know-how on proper enunciation of the targeted sounds.</p>				

Link to Values

Peace is enhanced as the learner show respect for diversity in enunciation of sounds among peers.

Link to Pertinent and Contemporary Issues

- **Ethnic, race and social integration** is fostered through group work and video conferencing.
- **Sensitisation on lifestyle and non-communicable diseases** is achieved as the learner learns how to eat a nutritious and healthy meals and how they are grown through the theme of the farm.

Link to other subjects

A learner can relate the proper articulation of sounds to pronunciation concepts in learning Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.2 Reading	8.2.1 Reading Fluency (3 Lessons)	By the end of the sub strand, the learners should be able to: a) read a text of about 300 words accurately, at the right speed and with expression for effective communication, b) use fluency strategies to read a text of about 300 words related to the	Learner is guided to: <ul style="list-style-type: none"> • perform a reader’s theatre by taking turns reading their parts from a script and bring the text alive through their voices (<i>a reader’s theatre does not need any set or costumes and It is excellent for building fluency</i>), • read digital or non-digital texts of about 300 words related to the theme in small groups, • respond to oral questions that require inferences in pairs and small groups from a text of about 300 words, • write correct answers to direct and indirect questions that require inferences, 	1. Why is it important to read at a reasonable speed? 2. How can you read a text fast?

		<p>theme to enhance comprehension,</p> <p>c) realise the importance of fluency in reading for comprehension.</p>	<ul style="list-style-type: none"> • listen to audio-visual recordings of songs and poems; and repeat them, • read and sing lyrics of relevant English songs, • read poems and rhymes while paying attention to rhythm. 	
<p>Core competencies to be developed</p> <p>Self-efficacy is enhanced as the learner acquire fluency in reading when they read fast and with appropriate expressions.</p> <p>Digital literacy is developed as the learner manipulates the digital device as they read from a digital device or listen to an audio recording.</p>				
<p>Values:</p> <p>Responsibility is enhance as the learner read from a digital text while observing online safety precautions.</p>				
<p>Link to Pertinent and Contemporary Issues</p> <p>Assertiveness is developed as the learner develops fluency in reading and expressing themselves without fear.</p>				
<p>Link to other Subjects:</p> <p>The learner applies the knowledge gained in reading fluently to reading which is an aspect in all other learning areas.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.3 Grammar	8.3.1 Word Classes: <i>Contracted Verb Forms / Positive/Negative Statements</i> (3 Lessons)	By the end of the sub strand, the learner should be able to: a) use contracted forms of verbs correctly for effective communication, b) use positive and negative statements correctly for effective communication, c) realise the importance of correct sentence structures in communication.	Learner is guided to: <ul style="list-style-type: none"> • identify contracted forms from an audio or written text, • categorise sample sentences into negative or positive statements in small groups. <i>Learner could display the work in a chart,</i> • write contracted forms of verbs and use them in sentences correctly, • change positive statements to negative statements and vice versa, • ask each other questions that elicit both positive and negative answers, • make and display charts containing contracted forms of verbs, • use digital devices to search for online resources on contracted verbs. 	1. Why do we shorten words like cannot to can't?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration is enhanced when the learner ask each other questions that elicit both positive and negative answer. • Digital literacy is developed when the learner use digital devices to search for online resources on contracted verbs. 				

Values:

- **Unity** is achieved as the learner interact collaboratively while asking each other questions.
- **Responsibility** is nurtured as the learner carries out duties allocated to them such as categorizing sentences and displaying them on a chart.

Link to Pertinent and Contemporary Issues

- **Effective communication skills** are developed as the learner ably constructs either positive or negative sentences effectively their daily interactions.
- **Environmental information and knowledge on lifestyle diseases** are fostered through learning about the theme of ‘the farm’.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.4 Writing	8.4.1 Creative Writing: <i>Narrative Compositions</i> (3 Lessons)	By the end of the sub strand, the learner should be able to: a) describe the parts of a narrative composition in preparation for writing, b) organise thoughts fluently, clearly and precisely in a coherent paragraph for self-expression, c) create a narrative composition of about 60-80 words for self-expression,	Learner is guided to: <ul style="list-style-type: none">• rearrange jumbled up sentences from an oral narrative into a coherent paragraph,• listen to a narrative on radio and rewrite it in their own words.• plan a narrative composition collaboratively,• use similes to make the narrative interesting,• Write a narrative composition for self-expression,	<ol style="list-style-type: none">1. Why do you enjoy listening to and reading stories?2. How do you make a story interesting?

		d) promote the role of creativity in writing for different purposes.	<ul style="list-style-type: none"> • watch and dramatise a story from a digital device. • visit a farm and write a narrative composition about their experience. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration enhanced as the learner plan a narrative composition with peers. • Self-efficacy is developed as the learner create narrative compositions and watch and dramatise a narrative composition. 				
<p>Value: Responsibility is nurtured as the learner observes safety precautions as they visit a farm and write a narrative composition about their experience.</p>				
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> • Environmental education is enhanced as the learner learns about crops and animals found in the farm as well as their welfare. • Social cohesion inculcated as the learner interacts while performing activities like visiting the farm with peers. 				

9. 0 HIV AND AIDS

Suggested Vocabulary: tuberculosis, cough, share, haircut, wait, virus, sharp object, blood, death, spread, infect, affect, signs, prevention, diet, razor blade, shave, cure, medicine, pierce, needle, tweezer

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9. 1 Listening and Speaking	9.1.1 Pronunciation and Vocabulary: <i>Speaking Fluency</i> (3 lessons)	By the end of the sub strand, the learner should be able to: a) speak fluently and confidently on a given topic to enhance oral skills, b) articulate sounds accurately for effective communication, c) promote the importance speaking at a reasonable speed and without hesitation in daily life.	Learner is guided to: <ul style="list-style-type: none"> • listen to oral presentations such as poems and topical issues from audio recordings with words containing the sounds /s/ /z/ /h/ /f/ and digraph ‘gh’ and pick out the words with sounds /s/ /z/ /h/ /f/ in ‘gh’ from the text, • repeat words with target sounds /s/ /z/ /h/ /f/ and digraph ‘gh’ from the teacher or an audio recording accurately, • speak expressively on a on a familiar text within a specified time, • recite poems related to the theme at an appropriate pace, • fill gaps in sentences using the vocabulary learnt. • repeat oral texts without hesitation and at a reasonable speed. • use nonverbal cues when speaking. 	<ol style="list-style-type: none"> 1. Why should you speak accurately? 2. How can you speak without unnecessary pauses?

<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration is enhanced when the learner when learner recite poems related to the theme at an appropriate pace. • Self-efficacy is developed as the learner develops confidence in speaking when they repeat oral texts without hesitation and at a reasonable speed.
<p>Value: Peace is enhanced as the learner respects self and others when they repeat words with target sounds inaccurately.</p>
<p>HIV and AIDs Education is promoted through the learner’s engagement in oral language tasks like listening comprehensions, poems and songs related to HIV and AIDs. Clubs and societies are developed as the learner makes speeches featuring moral values.</p>
<p>Links to other subjects The learner can apply the skill of speaking fluency in engaging in public speaking skills learnt in all language areas.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.2 Reading	9.2.1 Intensive Reading: <i>Narratives</i> (3 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) read a short narrative of about 320 words for comprehension,</p> <p>b) apply appropriate reading strategies to</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • read a passage in print or non-print format and answer questions, • discuss vocabulary from the passage and use them to construct simple sentences, • answer factual and inferential questions from a passage collaboratively, 	<ol style="list-style-type: none"> 1. Why do we read narratives? 2. What makes you enjoy reading a narrative?

		<p>read a narrative of about 320 words for information,</p> <p>c) accept reading for purposes of comprehension and information.</p>	<ul style="list-style-type: none"> • give the sequence of events in a given story or passage, • read a digital text online or offline and answer questions with peers. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration is enhanced as the learner answer factual and inferential questions in groups. • Self- efficacy is achieved when the learner answer inferential and factual questions correctly. 				
<p>Value:</p> <p>Love is nurtured when the learner respects others as they read text online or offline and answer questions.</p>				
<p>Link to Pertinent and Contemporary Issues</p> <p>Clubs and societies: reading clubs, writing clubs, journalism clubs among others build the learner’s self-esteem to become more confident readers as they maneuver to give sequence of events in a story.</p>				
<p>Link to other subjects</p> <p>The learner can link the content obtained from the theme to concepts taught in Home Science, Science and Technology expose learners to content on HIV and AIDS.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.3 Grammar	9.3.1 Word Class: <i>Adverbs</i> (3 Lessons)	By the end of the sub strand, the learner should be able to: a) distinguish adverbs of manner, time and place for effective communication, b) use adverbs of manner, time and place correctly in both oral and written sentences, c) realise the importance of adverbs in oral and written communication.	Learner is guided to: <ul style="list-style-type: none"> • play games that involve grouping adverbs of manner, time and place, • recite poems containing adverbs of manner, time and place, • construct sentences using adverbs. • listen to a story or poem read by the teacher or from audio recordings and respond to questions, • create word lists of adverbs and use them to construct sentences on a word processor or a web page. 	<ol style="list-style-type: none"> 1. Where do you live? 2. How do you do your work? 3. When do we come to school?
Core competencies to be developed <ul style="list-style-type: none"> • Communication and collaboration is manifested when the learner play games involving categorizing different types of adverbs collaboratively. • Self-efficacy is gained when learner constructs sentences using adverbs for daily communication. 				
Values: Integrity is nurtured when the leaner displays honesty as they create a list of adverbs and construct sentences individually.				

Link to Pertinent and Contemporary Issues

HIV and AIDS education, communicable and non-communicable diseases are enhanced as the learner interacts with the theme in various activities and make sentences with adverbs that are derived from the theme of HIV and AIDS.

Link to other subjects:

The learner applies the knowledge gained from studying adverbs to different types of adverbs taught in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.4 Writing	9.4.1 Punctuation: <i>Comma,</i> <i>Question</i> <i>Marks</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify commonly used punctuation marks in written texts for effective communication, b) use commas and question marks correctly in written texts for clarity of writing, c) adopt the use of punctuation marks for clarity in writing.	Learner is guided to: <ul style="list-style-type: none"> • use commas and question marks correctly to write well punctuated sentences, • draw the comma and question marks on cards and display them in the classroom, • use punctuation cards to arrange or make coherent sentences and paragraphs featuring the comma and question marks in pairs, • make stickers with correctly punctuated sentences and display them at a central place for everyone to see, • type sentences on a word processor, tablet or mobile phone and send the work to the teacher or friends, 	1. Why should we punctuate written work? 2. How do we use these punctuation marks: comma and full stop?

			<ul style="list-style-type: none"> • play games such as punctuation ladder and punctuation posters. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Self-efficacy is developed as learner plays punctuation games and punctuating sentences. • Digital literacy is enhanced as the learner uses digital devices to type sentences and text, access and play online and offline games. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility is encouraged as the learner engages in assigned roles of typing sentences, making stickers and drawing commas and question marks to display in the classroom. • Love is nurtured as the learner displays trustworthiness by portraying a caring attitude of peers work displayed in the classroom. 				
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> • Personal safety and security education is learnt as the learner is taught HIV prevention and the need for balanced meals to for those infected by AIDs. • Assertiveness is enhanced as the learner understands mechanics of proper punctuation in writing which boosts their self-esteem for self-expression. 				
<p>Link to other subjects The learner applies the skill of proper punctuation in the use of comma and question mark to all other learning areas as they use the concept of proper punctuation in writing.</p>				

10.0 HYGIENE AND SANITATION

Suggested vocabulary – cleanliness, hygiene, sanitation, toilet, flush, latrine, waste, refuse, health, wipe, wash, drainage, infection, food, diarrhoea cholera, faeces, scrub, sweep mop, broom, rinse, care, dust, safe, dangerous, unsafe, health, care, dirty, disease, tidy.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.1 Listening and Speaking	10.1.1 Pronunciation and Vocabulary: <i>Interactive Listening/Turn Taking/Riddles</i> (3 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) articulate sounds accurately for effective communication, b) interact with a speaker actively during an oral presentation, speech or narration for listening fluency, c) interrupt a speaker appropriately for politeness in conversation, d) use vocabulary related to the theme in a variety of contexts for self-expression, 	Learner is guided to: <ul style="list-style-type: none"> • repeat words with the sounds /ɪ/, /i:/, /s/, /ʃ/ and /əʊ/ after the teacher or audio recordings accurately, • tell riddles with words containing the sounds /ɪ/, /i:/, /s/, /ʃ/ and /əʊ/ with peers, • interact with a speaker or presenter through verbal and nonverbal cues, • engage the audience when making an oral presentation, • watch a video recorded riddling session or listen to an audio recording, • interview one another on a topical issue, 	<ol style="list-style-type: none"> 1. Why should we listen to others? 2. What do you do when you want to talk and your friend is still talking?

		e) promote the importance of turn taking in oral interviews or debates for effective oral communication.	<ul style="list-style-type: none"> listen to a poem, a story or a song based on the theme and answer questions orally, use digital devices to record solo or choral poetry performances. 	
Core competencies to be developed <ul style="list-style-type: none"> Communication and collaboration-when they say the words correctly and when they work with peers. Self-efficacy-when the learner ably communicates accurately thereby enhancing their confidence. 				
Values: <ul style="list-style-type: none"> Love is nurtured when the learner puts the interest of others before their own interests during collaboratively work activities. Responsibility is encouraged as the learner solves the given problems proactively by making oral presentations as assigned. 				
Link to Pertinent and Contemporary Issues The learner's self-esteem is enhanced as they acquire better self- expression and pronunciation ability through engaging in various activities for interactive listening and turn-taking.				
Link to other subjects: The learner applies the skills of interactive listening to all learning areas as listening is a key skill for effective learning.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.2 Reading	10.2.1 Intensive Reading: <i>Factual Texts</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) read factual texts of about 320 words related to the theme for comprehension, b) apply appropriate reading habits in reading factual texts of about 320 words for information, c) realise the importance of reading for comprehension and information.	Learner is guided to: <ul style="list-style-type: none"> • read factual texts in print and non-print formats, • infer the meaning of vocabulary in a text, • answer factual and inferential questions from a variety of texts, • discuss and role play events in a story with peers, • watch a video related to the theme and pick out specific information, • use the encyclopaedia to get more information related to the theme. 	<ol style="list-style-type: none"> 1. Why should we read at the right speed? 2. What should we do to remember what we read?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Digital literacy is enhanced as the learner manipulates electronic devices to read factual information based on the theme of hygiene and sanitation. • Learning to learn is developed as the learner uses resource materials like encyclopaedia to obtain relevant information. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect is developed as the learner displays open mindedness to the factual information read from different sources. • Unity is achieved as the learner share resources amicably with learners during the activities that use electronic devices. 				

Link to Pertinent and Contemporary Issues

Personal hygiene is enhanced as the learner reads stories on how people take care of themselves hygienically and also as the learner watches video on how to take care of oneself by focusing on personal hygiene and sanitation.

Link to other subjects

The learner applies the knowledge of reading for factual information to all other areas of learning as they require reading. The learner also uses the skills gained in using the dictionary and other reference materials to other learning areas like Kiswahili which require them to use dictionaries as well.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.3 Grammar	10.3.1 Word Class: Conjunctions (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify conjunctions correctly in oral and written texts for fluency of speech, b) engage in short dialogues featuring conjunctions for fluency of speech, c) use conjunctions in a variety of contexts for effective oral and written communication, d) realise the importance of conjunctions in communication.	Learner is guided to: <ul style="list-style-type: none">• use the conjunctions (<i>and, but, or, yet, so, for, nor</i>) to talk about topics related to the theme,• construct sentences using the conjunctions (<i>and, but, or, yet, so, for, nor</i>) and type them on a digital device,• listen to a short dialogue containing the conjunctions (<i>and, but, or, yet, so, for, nor</i>) and discuss their usage with peers,	<ol style="list-style-type: none">1. Why do we join sentences?2. Which words do we use to join sentences?

			<ul style="list-style-type: none"> answer and ask questions involving conjunctions correctly. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> Communication and collaboration is realized as the learner engages in assigned activities collaboratively. Digital literacy is enhanced as the learner interacts with technology while typing their sentences on a digital device. 				
<p>Values:</p> <ul style="list-style-type: none"> Responsibility is seen as the learner engages in assigned roles and duties in different activities learning conjunctions. Unity is achieved as the learner share the available resources like the digital devices so that peers can as well type their sentences on the device. 				
<p>Link to Pertinent and Contemporary Issues</p> <p>Personal hygiene promoted as the learner listens to short dialogues on sanitation and how to take care of oneself.</p>				
<p>Link to other subjects</p> <ul style="list-style-type: none"> The learner relates the knowledge on conjunction to similar concepts taught in Kiswahili. The learner relates content learnt from the theme of hygiene and sanitation to what is learnt in Home Science, Environmental Science and Physical Health Education. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.4 Writing	10.4.1 Creative Writing: <i>Descriptive Compositions</i> (3 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) describe the parts of a descriptive composition for self-expression,</p> <p>b) organise thoughts clearly, precisely and creatively into a coherent paragraph for self-expression,</p> <p>c) create a descriptive composition of about 80-100 words on various topics for effective communication,</p> <p>d) promote the role of creativity in descriptive writing for effective communication.</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> • read a sample descriptive composition of about 80-100 words with peers and identify the paragraphs, • talk about different activities they engage in such as ‘how we clean our house’ in pairs, • write four descriptive sentences on a given topic about personal hygiene, • write an 80-100 words descriptive composition (2– 3 coherent paragraphs), • proofread and display their composition, • type their compositions on a digital device. 	<ol style="list-style-type: none"> 1. Why should you organise your thoughts in clear sentences and paragraphs? 2. How can you tell others about yourself?

Core competencies to be developed

- **Self-efficacy** is achieved as the learner writes descriptive compositions for effective communication.
- **Learning to learn** is enhanced as the learner with peers discover how to write descriptive compositions.

Values:

- **Responsibility** is seen as the learner engages in assigned roles and duties in different activities of planning and writing a descriptive composition.
- **Unity** is achieved as the learner share the available resources like the digital devices so that peers can as well type their descriptive compositions on the device.

Link to Pertinent and Contemporary Issues

Proper sanitation is achieved as the learner talks about ‘how to clean a house’ before pees making them learn sanitation from each other.

Link to other subjects

The learner relates the skill of descriptive writing to writing skills taught in Kiswahili.

11.0 SPORTS: MY FAVOURITE GAME

Suggested vocabulary: win, lose, football, throw, race, match, athletics, netball, handball, exercise, practice, relax, referee, score, cheer, whistle, kit, team, competition, captain, stadium, coach and field

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.1 Listening and speaking	11.1.1 Pronunciation and Vocabulary: <i>Listening Fluency</i> (3 lessons)	By the end of the sub strand, the learner should be able to: a) listen to short speeches related to the theme for listening fluency, apply vocabulary related to the theme in a variety of contexts for self-expression, b) distinguish sounds and words from an oral text for listening fluency, c) articulate sounds accurately for effective communication, d) interpret nonverbal cues correctly for listening fluency,	The learner is guided to: <ul style="list-style-type: none"> • listen attentively to an audio recordings with the sounds /aʊ/ /ð/ /θ/ and consonant cluster ‘sk’, • repeat words with the sounds /aʊ/ /ð/ /θ/ and consonant cluster ‘sk’ after the teacher or audio recordings accurately, • make a three-minute speech using vocabulary related to the theme, • recite poems about games, • watch a video on speeches related to sports and then make similar speeches collaboratively with peers, • use and interpret nonverbal cues in oral contexts correctly. 	<ol style="list-style-type: none"> 1. How do facial expressions and gestures help us to communicate well? 2. Why should we listen actively to what others are saying? 3. What should we do to make people enjoy listening to us?

		e) realise the importance of listening fluency in oral comprehension.		
Core competencies to be developed				
<ul style="list-style-type: none"> • Creativity and imagination is enhanced when the learner engages in activities such as giving a speech using nonverbal cues. • Self-efficacy is realized when the learner ably interprets the nonverbal cues used by peers in communication. 				
Values:				
Social justice is encouraged as the learner accords equal opportunities and share resources equitably while they watch and give a speech about sports.				
Link to Pertinent and Contemporary Issues				
<ul style="list-style-type: none"> • Effective communication skills are developed as the learner engages in activities such as giving brief speeches. • Peer education and career guidance enhanced as the learner participates in making speeches in club meetings as well as sporting activities. 				
Link to other subjects				
<ul style="list-style-type: none"> • The learner applies the skill of listening in all learning areas. • The learner also relates the content gained in listening to speeches on sport in learning of similar content in Physical Health Education. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.2 Reading	11.2.1 Intensive Reading: <i>Reading with Technology</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) read grade appropriate digital poems and narratives of about 300-320 words interpretively for comprehension, b) access grade appropriate online materials of about 300-320 words for lifelong learning, c) promote reading digital resources for information.	The learner is guided to: <ul style="list-style-type: none"> • read animated stories, comics and cartoons interpretively individually and collaboratively with peers, • watch videos or mimes and answer questions, • interpret visual representations such as mind maps, • carry out simple online research on topics related to the theme, • create simple crossword puzzles based on animated stories, • read a poem or story expressively to bring out varying emotions, (<i>Learner could take cues from the teacher or an audio visual presentation of such stories or poems</i>). 	<ol style="list-style-type: none"> 1. Why should we read using technology? 2. How do you search for information using technology?
<p>Core Competency Developed</p> <ul style="list-style-type: none"> • Critical thinking and problem solving is developed when the learner engages in watching and interpreting mimes and visuals. • Digital literacy is enhanced when the learner uses digital devices to read on issues or topics online and offline. 				

Values:

- **Unity** is developed as the learner works together with peers as they discuss and interpret visuals and mimes collaboratively.
- **Love** is enhanced as the learner appreciates each other's opinions in viewing and interpreting visuals collaboratively.

Link to Pertinent and Contemporary Issues

Self-esteem is achieved as the learner's confidence level is magnified when they watch videos or mimes and answer questions, interpret visual representations such as mind maps and carry out simple online research on how to play their favourite game.

Link to Other Subjects

The learner is able to apply research skills to look for information in all learning areas that they engage in.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.3 Grammar	11.3.1 Language Patterns: <i>Interrogatives</i> (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify interrogatives in a variety of texts for communication clarity, b) use interrogatives in a variety of contexts for effective communication, c) respond to a variety of questions based on	Learner is guided to: <ul style="list-style-type: none"> • answer questions based on interrogatives (<i>when, where, whose, who</i> and <i>what</i>), • identify the interrogatives <i>when, where, whose, who</i> and <i>what</i> in a variety of texts, • construct sentences with interrogatives (<i>when, where, whose, who</i> and <i>what</i>) with peers, 	<ol style="list-style-type: none"> 1. Why do we ask questions? 2. Which words do we use to ask questions?

		<p>interrogatives for effective communication,</p> <p>d) realise the importance of interrogatives in communication.</p>	<ul style="list-style-type: none"> • view videos, cartoons or pictures and ask one another questions, • read a newspaper, magazine, brochures or any other authentic texts and identify the interrogative (<i>when, where, whose, who and what</i>) sentences. <i>They could also write them in their exercise books or type key them in on a word processor collaboratively.</i> 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Learning to learn is enhanced as the learner uses appropriate interrogatives to ask questions. • Digital literacy is developed as the learner interacts with digital devices to watch videos and type s 				
<p>Values:</p> <p>Unity is enhanced as the learner is able to collaborate with peers to perform task such as watching videos and typing sentences on a digital device.</p> <p>Respect is promoted as the learner is able to accommodate the views of others during discussion.</p>				
<p>Link to Pertinent and Contemporary Issues</p> <p>Self-esteem of the learner is built as they ask and answer questions using interrogatives about their favourite sports which makes them to discover their talents.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.4 Writing	11.4.1 Spelling: <i>Commonly Misspelt Words</i> (2 lesson)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify commonly misspelt words in oral and written contexts,</p> <p>b) write commonly misspelt words correctly for communication clarity,</p> <p>c) adopt the skill of writing words clearly and correctly in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to and write commonly misspelt words, • listen to a dictation and spell selected words and sentences, • search for commonly misspelt words and create a word puzzle with peers, • copy the words correctly in their vocabulary book, • construct sentences using commonly misspelt words, • form commonly misspelt words from jumbled up letters. 	<ol style="list-style-type: none"> 1. Why is it difficult to spell some words correctly? 2. How can we become better at spelling words?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Critical thinking and problem solving is nurtured as the learner makes words from jumbled up letters. • Learning to learn is enhanced as the learner learns how to spell commonly misplaced words through learner centred-activities. 				
<p>Values:</p> <p>Responsibility is encouraged as the learner engages in assigned roles of searching for commonly misspelt words and creating puzzles</p>				
<p>Link to Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> • Effective communication skills are enhanced as the learner learns how to spell words correctly and can therefore communicate via writing effectively. 				

- **Self-esteem** is developed as the learner engages in games related activities such as creating a puzzle with commonly misspelt words.

Link to other subjects

The learner is able to apply the knowledge obtain in learning proper spelling skills to all learning areas as they all insist on correct spelling.

12.0 CLEAN ENVIRONMENT

Suggested vocabulary: compound, bin, bush, tree, conserve, water, clear, care, sweep, rubbish pit, broom, protect, rivers, drain, neighbourhood, hills, green, grass, environment and cleanliness

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
12.1 Listening and Speaking	12.1.1 Pronunciation and Vocabulary: <i>Speaking Fluency</i> (3 lessons)	By the end of the sub strand, the learner should be able to: a) speak accurately, with expression and at the right speed (minimal hesitation) for fluency, b) use nonverbal cues appropriately for self-expression, c) use vocabulary related to the	The learner is guided to: <ul style="list-style-type: none"> • say words containing the sounds /ʌ/ /ɔ:/ and the consonant clusters ‘br’ ‘sw’ ‘pr’ ‘cl’ ‘gr’ correctly, • select words with the the sounds /ʌ/ /ɔ:/ and the consonant clusters ‘br’ ‘sw’ ‘pr’ ‘cl’ ‘gr’ from an oral text, • construct sentences that require a yes or no response using the vocabulary, • repeat oral texts from the teacher or an audio recording without hesitations, 	<ol style="list-style-type: none"> 1. Why should you speak at the right speed? 2. How can you make others feel what you are saying?

		<p>theme in a variety of contexts for effective communication,</p> <p>d) promote the importance of fluency in speech.</p>	<ul style="list-style-type: none"> • make short speeches accurately on the environment, at the right speed and with expression, • recite poems related to the theme collaboratively with peers. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration is achieved as the learner makes short speeches with peers. • Creativity and imagination is realized as the learner creatively compose speeches on clean environment and delivers it fluently to the peers. 				
<p>Values:</p> <p>Respect is nurtured as the learner respects the peers' fluency when reciting poems collaboratively.</p>				
<p>Link to Pertinent and Contemporary Issues</p> <p>Social cohesion and integrity are enhanced as the learner engages with peer in doing activities such as reciting poems and making short speeches collaboratively.</p>				
<p>Link to other subjects:</p> <p>The learner is able to link fluency in speaking to all learning areas as they require speaking.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.2 Reading	12.2. 1 Intensive Reading: <i>Poem/Song/Proverbs</i> (3 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) read a poem, song or passage containing proverbs with expression for effective communication,</p> <p>b) apply basic stress and rhythm when reading a poem, song or passage containing proverbs for self-expression,</p> <p>c) respond to questions based on a poem, song or passage containing proverbs for comprehension,</p> <p>d) adopt intensive reading in day-to-day communication.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • read a poem, song or passage that incorporates proverbs related to the theme and answer questions, • apply stress and rhythm when reciting a poem, passage that incorporates proverbs or singing a song, • answer factual and inferential questions from a given poem, song or passage, • discuss and role play events in a passage containing proverbs, poem or a song based on the theme, • watch a recitation of a poem on video and identify specific details, • identify proverbs used in a passage. 	<ol style="list-style-type: none"> 1. Why do we enjoy reading poems? 2. How are poems different from stories?
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration is achieved as the learner discussed and role plays with peers events in the passage or in the song. • Self-efficacy is achieved as the learner answers questions from songs, poems and taking part in role play confidently. 				

<p>Values: Responsibility is seen in the learner as they take upon assigned duties of reading the poems, discussing the events and identifying the proverbs in the passage.</p>
<p>Link to Pertinent and Contemporary Issues Online safety is realized when the learner’s knowledge on personal safety emphasised when one is accessing internet resources to watch a video on how people recite poems.</p>
<p>Link to other subjects: The learner applies the knowledge obtained in reading intensively to reading in other areas of learning such as Kiswahili.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>12.3 Grammar</p>	<p>12.3.1 Aspect: <i>Present and Past Perfect</i> (2 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the present and past perfect aspect in varied texts for effective communication,</p> <p>b) use the present perfect and past perfect aspect to form correct sentences for</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • respond to questions on activities they have just completed depicting the present and past perfect aspects with peers, • identify present perfect and past perfect aspect in sentences, • use games to form sentences in the present perfect and past perfect with given verbs, • repeat sentences containing present perfect and past perfect 	<ol style="list-style-type: none"> 1. How do we show the time an action has just taken place? 2. How do we show that an action has been completed?

		<p>effective communication,</p> <p>c) realise the importance of proper aspect in everyday communication.</p>	<p>aspect from a story or poem heard,</p> <ul style="list-style-type: none"> • create a list of sentences in the present perfect and past perfect on a computer or tablet, • sing songs containing the present perfect and past perfect aspect. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration is achieved as the learner engages in responding to questions on activities they have just completed collaboratively with peers. • Self-efficacy is developed when the learner confidently makes correct sentences while creating a list of sentences in present and past perfect aspect. 				
<p>Values:</p> <p>Love is nurtured as the learner puts the interest of others before own interest was that engage in language games to sentences in present and past perfect aspect.</p>				
<p>Link to Pertinent and Contemporary Issues</p> <p>Effective communication skills perfected as the learner uses the present and past perfect aspects correctly in sentences and learns how to communicate with clarity.</p>				
<p>Link to other subjects</p> <p>The learner can apply the knowledge of present and past aspect in learning similar concepts in Kiswahili as it also teaches time.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.4 Writing	12.4.1 Guided Composition: <i>Personal Diary</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the components of a personal diary for effective writing, b) write a personal diary in the right format for effective communication, c) adopt the use of diaries in our day today life.	Learner is guided to: <ul style="list-style-type: none"> • identify components of a diary individually, • view samples of diaries and discuss them with peers, • search for information on how to write personal diaries from electronic devices or printed sources, • write a diary with peers and display it to the rest of the class members. 	<ol style="list-style-type: none"> 1. Why should we keep a record of what we do? 2. What information do we record?
<p>Core competencies to be developed: Critical thinking and problem solving is manifested when the learner comes up with their own diary and display it for the rest of the class members. Digital literacy is achieved as learner ably manipulates digital devices when searching for information on how to write a diary from electronic resources.</p>				
<p>Values:</p>				
<p>Link to PCIs Self-esteem: The learner’s self-esteem is enhanced as they search for information on how to write a diary and apply it.</p>				

Link to other subjects:

The learner applies the knowledge of writing a diary to the same concept taught in Kiswahili.

13.0 MONEY

Suggested Vocabulary: tax, pay, business, collect, money, honest, profit, salary, fine, loss, law, government, buy, sell, parking, market, fee, fine, borrow, credit, bank, income

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Outcomes
Listening and Speaking	13.1.1 Pronunciation and Listening Vocabulary: <i>Intensive Listening Pattern/Riddles/Tongue Twisters</i> (3 lessons)	By the end of the sub strand, the learner should be able to: a) listen intensively for specific sounds, words, phrases or sentences for fluency, b) select silent letters in words from an oral text for listening fluency, c) use the language pattern ‘very...but...’ correctly for effective oral communication,	Learner is guided to: <ul style="list-style-type: none"> • identify the sounds /k/ in letter x as well as the sounds /m/ /n/ /ŋ// from an oral text, • identify the silent letters in words such as honest, park, debt among others, • listen to stories related to the theme from a teacher or audio recordings, 	<ol style="list-style-type: none"> 1. Why should we listen the carefully? 2. How can we learn a new word?

		<p>d) use vocabulary to construct sentences for effective communication,</p> <p>e) promote the skill of listening intensively to a variety of texts for information and enjoyment.</p>	<ul style="list-style-type: none"> • listen to three words, phrases among others and filling in the blanks on an exercise book or a worksheet, • play the telephone game with peers. 	
<p>Core competencies to be developed Communication and collaboration as the learner plays with peers the telephone game.</p>				
<p>Link to Values</p> <ul style="list-style-type: none"> • Respect is enhanced as the learner displays humility while playing telephone game with peers. • Responsibility is realized as the learner offers leadership and guidance to others while preparing to play the telephone game. 				
<p>Link to Pertinent and Contemporary Issues Financial literacy is developed as the learner listens to the stories about money either recorded or from the teacher.</p>				
<p>Links to other subjects The learner applies the skill of intensive listening to all other learning areas. The learner can also relate the stories listened to about money to the same concept learnt in Mathematics.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.2 Reading	13.2.1 Extensive Reading: <i>Newspapers/Magazines</i> (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) read a variety of grade-appropriate digital and print texts such as newspapers and magazines for lifelong learning,</p> <p>b) demonstrate independent reading of grade appropriate digital and print texts such as newspapers, magazines and articles for information and enjoyment,</p> <p>c) adopt independent reading in lifelong learning.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read newspapers, magazines and articles, • select and read age appropriate and high- interest materials from print and electronic sources related to the theme, • infer the meaning of words related to the theme, • retell the stories they have read in groups, • share opinions and reflect on the materials they have read, • set up an after school club offline or online where they meet on a regular basis to read books and do extensive reading activities. 	<ol style="list-style-type: none"> 1. Why is it important to read newspapers and magazines? 2. How do we choose the materials we read? 3. When do we read?

Core competencies to be developed

- **Communication and collaboration** is enhanced when the learner sets up after-school clubs for reading purposes.
- **Learning to learn** is achieved as the learner develops independent reading skills that enable them to look for information on their own.

Link to Values

Responsibility is nurtured as the learner offers leadership and guidance to others while preparing to play the telephone game.

Link to Pertinent and Contemporary Issues

Financial literacy nurtured as the learner interacts with reading materials on money.

Problem solving skills for better living is developed as the learner reads stories on how people handle money and the consequences of that.

Link to other subjects

The learner can ably link extensive reading to other subjects such as Kiswahili which have such concepts taught and encouraged.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.3 Grammar	13.3.1 Word Class: <i>Prepositions</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify prepositions of position and direction in sentences for comprehension,	The learner is guided to: <ul style="list-style-type: none">• identify prepositions in samples of oral or written texts sentences,• play grade appropriate preposition games online or offline,• construct sentences using prepositions,• complete gaps in sentences, matching prepositions with pictures,	1. Why should we tell others exactly where people and

		b) use prepositions correctly in oral and written contexts for effective communication, c) promote the use of prepositions for clarity in communication.	<ul style="list-style-type: none"> • complete substitution exercises on various prepositions, • watch videos, visit web pages and other online resources and pick out prepositions collaboratively, • create and display preposition charts. 	things are? 2. How do we show the position of people and things?
<p>Core competencies Developed</p> <ul style="list-style-type: none"> • Self-efficacy is nurtured as the learner develops confidence and self-esteem when using prepositions correctly. • Digital literacy is enhanced as the learner interacts with technology through watching videos and television programmes and seeing how people use prepositions in conversation. • Learning to learn is enhanced as the learner creates and displays charts on preposition in the classroom. 				
<p>Link to Values</p> <p>Love is achieved as the learner respects others' work as created and displayed on preposition charts.</p> <p>Responsibility is nurtured as the learner offers leadership and guidance to others while preparing to play appropriate preposition online and offline games.</p>				

Link to PCIs

- **Financial literacy** is realised when the learner interacts with materials about money as they watch videos about how people use money in their daily lives.
- **Citizenship** is nurtured as the learner learns about money and the importance of paying tax to foster patriotism.

Link to Other Subjects

The learner can link the content taught here to Social Studies where as a concept patriotism is promoted through sensitising learners about money and payment of tax.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.4 Writing	13.4.1 Spelling: <i>Double Word</i> <i>Consonants</i> (2 lessons)	By the end of the sub strand, the learner should be able to: a) spell words with double consonants correctly for clarity of writing, b) construct correct sentences using words with double consonants for cohesive writing, c) realise the importance of writing words clearly and correctly in communication.	The learner is guided to: <ul style="list-style-type: none">• listen to the teacher or an audio recording and write words with double consonants,• construct sentences using words with double consonants,• watch a video and write various words with peers,• use jigsaw puzzle to form words with double consonants,• make words with double consonants from jumbled up letters,	<ol style="list-style-type: none">1. Why is it important to write words correctly?2. How can we improve our spelling?

			<ul style="list-style-type: none"> • write words and sentences as dictated by a peer. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Critical thinking and problem solving is achieved as the learner makes words with double consonants from jumbled up letters. • Learning to learn is encouraged as the learner learns how to spell words through learner centered activities such as peer dictation, jigsaw puzzles and watching video as they write words learnt from peers. 				
<p>Link to Values</p> <ul style="list-style-type: none"> • Unity is portrayed as the learner takes turn while watching a video with peers and also as they share the resources amicably to watch videos. • Integrity is achieved as the learner portrays self-discipline and displays honesty when they watch videos online and write down words with double consonants used in the video. 				
<p>Link to PCIs</p> <ul style="list-style-type: none"> • Effective communication is enhanced as learners learn how to spell words correctly thereby effectively communicating especially in written form. • Financial literacy is developed as the learner listens to audio recording and watches videos about the theme of money to pick words on double consonants. 				
<p>Link to other subjects</p> <p>The learner ably transfers the knowledge of proper spelling to all other learning areas as they all emphasise on correct spellings in written work.</p>				

SUGGESTED NON FORMAL LEARNING ACTIVITIES

Listening and speaking	
1.1	Participation in poetry recitations during music and drama festivals.
2.1	Readers' theatres organised after classes where poems are read for fun.
3.1	Engaging in public speaking contests where knowledge on pronunciation is applied.
6.1	Preparing speeches and delivering them during prize giving days, school assembly, extravaganzas among others to enhance fluency.
7.1	Debating club contests
8.1	Taking part in the 4K club and young farmers association to reinforce learnt vocabulary.
13.1	Christian union, Catholic action, Muslim, Hindu associations could help nurture values in the learner and expand their vocabulary on moral issues.
11.1	Taking part in integrity clubs in schools to help learners hone their speaking skills.
Reading	
1.2	Reading news during the morning assembly.
3.2	Conducting virtual tours using Google maps and establishing the direction of various national parks using Google Maps.
4.2	Collecting narratives from their community for a school magazine.
5.2	Performing short plays, conversational poems or choral verses within the school or during drama festivals.
12.2	Acting as reporters, sports commentators or journalists during sports and games activities in school.
Grammar	
3.3	Essay writing competitions on different topics.
6.3	Debating club sessions to enhance their language competency.
Writing	
8.4	Establishment of writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent.

12.4	Spelling contests among schools.
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**SUGGESTED FORMATIVE ASSESSMENT RUBRIC FOR
LISTENING AND SPEAKING**

Levels Indicator	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Ability to discriminate sounds and words in a language.	Discriminates sounds and words in a language with precision	Discriminates sounds and words in a language	Discriminates some sounds and words in a language	Discriminates some sounds and words in a language with difficulty.
Ability to repeat minimal pairs from listening orally.	Repeats minimal pairs clearly and distinctly.	Repeats minimal pairs clearly.	Repeats some minimal pairs.	Repeats some minimal pairs but lacks clarity in articulation.
Ability to use polite words and phrases in conversation.	Uses polite words and phrases in all conversations.	Uses polite words and phrases in most of the conversations.	Uses polite words and phrases in some of the conversations.	Uses polite words and phrases in few conversation.
Ability to pronounce words with correct stress.	Pronounces all the words with correct stress.	Pronounces most of the words with the correct stress.	Pronounces some of the words with the correct stress.	Pronounces few words with the correct stress.
Ability to differentiate between statements and	Correctly uses intonation to distinguish between	Correctly uses intonation to distinguish between statements and	Correctly uses intonation to distinguish between	Correctly uses intonation to distinguish between

questions using correct intonation.	statements and questions in all the sentences.	questions in most of the sentences.	statements and questions in some of the sentences.	statements and questions in few of the given sentences.
Ability to participate in a two-way conversation.	Participates in two way conversations actively without strain.	Participates in a two way conversation actively with very little strain.	Participates in a two way conversation actively with very some strain.	Participates in a two way conversation inactively with strain a lot of strain.

SUGGESTED ASSESSMENT METHODS

Listening and Speaking	Reading Skills	Grammar	Writing Skills
<ul style="list-style-type: none"> • Oral reading or dictation recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Public speaking • Teacher-made tests • Peer assessment • Self-assessment and standardised listening tests 	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment and standardised reading tests • Keeping a record of books read 	<ul style="list-style-type: none"> • Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer • Dialogue-completion, information gap • Role play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles • Teacher made tests 	<ul style="list-style-type: none"> • Teacher-made tests • Learner journals • Peer assessment • Self-assessment learner • Portfolio dictation • Standardised writing tests

SUGGESTED LEARNING RESOURCES

Non-digital	Digital
<ul style="list-style-type: none">• Course books• Story books• Poetry books• Pictures and photographs• Newspapers• Magazines• Junior encyclopaedia• Journals• Dictionaries• Diorama• Flash cards• Word wheels• Word puzzles• Code words• Charts and realia	<ul style="list-style-type: none">• Digital story books• Pictures and photographs• Journals• Electronic and digital devices• Electronic or online dictionaries• Flash cards• Charts• Video clips• Audio-visual resources• Other web resources