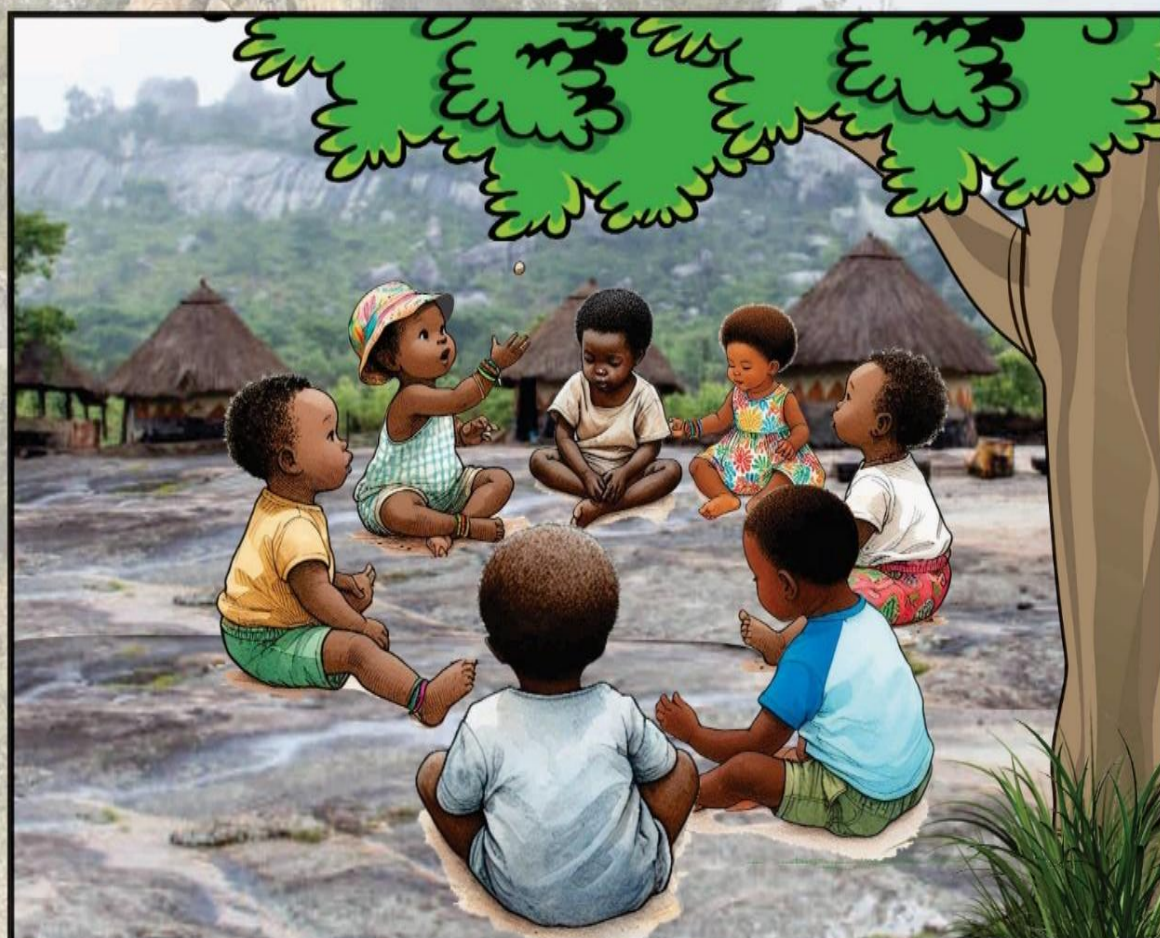




ZIMBABWE

**Ministry of Primary and Secondary Education**



# INDIGENOUS LANGUAGES SYLLABUS

**2024-2030**

**INFANT (ECD A- GRADE 2)**

Curriculum Development and Technical Services  
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## **ACKNOWLEDGEMENTS**

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- United Nations Educational Scientific and Cultural Organisation (UNESCO)

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## PREAMBLE

### 1.1 Introduction

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

### 1.2 Rationale

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

### 1.3 Summary of content

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

### 1.4 Assumptions

The syllabus assumes that learners:

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

### 1.5 Cross-cutting themes

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

- 1.5.1 Health and wellbeing
- 1.5.2 Disaster risk management
- 1.5.3 Climate change
- 1.5.4 Children's rights and responsibilities
- 1.5.5 ICT
- 1.5.6 Business enterprise skills

## PRESENTATION OF THE SYLLABUS

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

### 1.6 Syllabus Aims

The syllabus aims to enable pupils to:

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

## SYLLABUS OBJECTIVES

Pupils should be able to:

- 1.7 develop listening/observing, speaking/signing, reading and writing skills;**
- 1.8 demonstrate pre-reading and pre-writing skills;**
- 1.9 write with grammatical accuracy, correct spelling and appropriate punctuation;**
- 1.10 show problem solving, creativity, critical thinking, innovation, teamwork, self-control, assertive and digital skills;**
- 1.11 communicate in a correct and appropriate register;**
- 1.12 appreciate their tangible and non- tangible heritage and that of others;**
- 1.13 display self-pride, sense of belonging and cultural understanding;**
- 1.14 showcase in cultural activities and events;**
- 1.15 demonstrate physical, intellectual, emotional and social skills.**

## METHODOLOGY AND TIME ALLOCATION

### 1.16 Methodology

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

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

- Story telling
- Role play
- Play way
- Games
- Poetry
- Discovery
- Dramatization
- Dancing
- Puzzles
- Quizzes
- Songs and rhymes
- Educational tours
- Resource persons
- Puppetry
- Models
- Individualised Learning Programme
- Drawing
- Question and answer
- Classroom based action research
- Subject integration

### 1.17 Time allocation

For the successful implementation of this syllabus, the following times shall be allocated:

- 5 periods of 20 minutes per week for ECD A and ECD B
- 8 periods of 30 minutes per week for Grades 1 and 2

The teacher has the freedom to do block teaching, integrate topics or learning areas.

## SYLLABUS TOPICS

- Comprehension and summary
- Language usage
- Language structures

- Composition
- Cultural aspects

## SCOPE AND SEQUENCE

## 1.18 ECD A

TOPIC	LISTENING/OBSERVING	SPEAKING/SIGNING	READING	WRITING
Comprehension	<ul style="list-style-type: none"> <li>• News, stories and folktales</li> <li>• Question and answer</li> <li>• Auditory/tactile discrimination</li> <li>• Auditory/tactile memory</li> <li>• Requests and instructions</li> </ul>	<ul style="list-style-type: none"> <li>• News, stories, folktales,</li> <li>• Requests and instructions</li> <li>• Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Book handling skills</li> <li>• Left to right orientation</li> <li>• Top to bottom orientation</li> <li>• Visual/tactile discrimination</li> <li>• Visual/tactile memory</li> </ul>	<ul style="list-style-type: none"> <li>• Penmanship</li> <li>• Left to right orientation</li> <li>• Top to bottom orientation</li> <li>• Finger dexterity</li> <li>• Pre-writing</li> </ul>
Language usage	<ul style="list-style-type: none"> <li>• Registers</li> <li>• Concordial agreement</li> <li>• Conjunctives</li> <li>• Numbers up to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Registers</li> <li>• Concordial agreement</li> <li>• Conjunctives</li> <li>• Numbers up to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Book handling skills</li> <li>• Left to right orientation</li> <li>• Top to bottom orientation</li> <li>• Visual/ tactile memory</li> <li>• Visual/ tactile discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Penmanship</li> <li>• Left to right orientation</li> <li>• Top to bottom orientation</li> <li>• Finger dexterity</li> <li>• Hand-eye coordination</li> <li>• Pre-writing</li> </ul>
Language structures	<ul style="list-style-type: none"> <li>• Names</li> <li>• Action words</li> <li>• Describing words</li> <li>• Position</li> </ul>	<ul style="list-style-type: none"> <li>• Names</li> <li>• Action words</li> <li>• Describing words</li> <li>• Position</li> </ul>	<ul style="list-style-type: none"> <li>• Book handling skills</li> <li>• Left to right orientation</li> <li>• Top to bottom orientation</li> <li>• Visual/ tactile memory</li> </ul>	<ul style="list-style-type: none"> <li>• Penmanship</li> <li>• Left to right orientation</li> <li>• Top to bottom orientation</li> <li>• Finger dexterity</li> </ul>

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

**1.19 ECD B**

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

	<ul style="list-style-type: none"> <li>• Appropriate registers</li> <li>• Requests and instructions</li> <li>• Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate registers</li> <li>• Requests and instructions</li> <li>• Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Visual/ tactile discrimination</li> <li>• Ordering</li> <li>• Hand-eye coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Hand-eye coordination</li> <li>• Finger dexterity</li> </ul>
Language structures	<ul style="list-style-type: none"> <li>• Names</li> <li>• Positions</li> <li>• Describing words</li> <li>• Action words</li> </ul>	<ul style="list-style-type: none"> <li>• Names</li> <li>• Positions</li> <li>• Describing words</li> <li>• Action words</li> </ul>	<ul style="list-style-type: none"> <li>• Book handling skills</li> <li>• Left to right orientation</li> <li>• Top to bottom orientation</li> <li>• Picture reading</li> <li>• Matching</li> <li>• Visual/ tactile memory</li> <li>• Visual/ tactile discrimination</li> <li>• Ordering</li> <li>• Hand-eye coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Penmanship</li> <li>• Drawing</li> <li>• Scribbling</li> <li>• Colouring</li> <li>• Painting</li> <li>• Left to right orientation</li> <li>• Top to bottom orientation</li> <li>• Hand-eye coordination</li> <li>• Finger dexterity</li> </ul>
Composition	<ul style="list-style-type: none"> <li>• News, stories, folktales,</li> <li>• Dialogue</li> <li>• Words and sentences</li> <li>• Question and answer</li> <li>• Heritage</li> </ul>	<ul style="list-style-type: none"> <li>• News, stories, folktales,</li> <li>• Dialogue</li> <li>• Words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Book handling skills</li> <li>• Left to right orientation</li> <li>• Top to bottom orientation</li> <li>• Picture reading</li> <li>• Visual/ tactile memory</li> </ul>	<ul style="list-style-type: none"> <li>• Penmanship</li> <li>• Drawing</li> <li>• Scribbling</li> <li>• Left to right orientation</li> <li>• Top to bottom orientation</li> </ul>

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

**1.20 GRADE 1**

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

	<ul style="list-style-type: none"> <li>• Concordial agreement</li> <li>• Conjunctives</li> <li>• Homographs</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate registers</li> <li>• Requests and instructions</li> <li>• Dialogue</li> <li>• Concordial agreement</li> <li>• Conjunctives</li> <li>• Homographs</li> </ul>	<ul style="list-style-type: none"> <li>• Concordial agreement</li> <li>• Conjunctives</li> <li>• Homographs</li> </ul>	<ul style="list-style-type: none"> <li>• Concordial agreement</li> <li>• Conjunctives</li> <li>• Homographs</li> </ul>
Language structures	<ul style="list-style-type: none"> <li>• Names</li> <li>• Positions</li> <li>• Describing words</li> <li>• Action words</li> <li>• Letter sounds</li> <li>• Syllables, words, phrases and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Names</li> <li>• Positions</li> <li>• Describing words</li> <li>• Action words</li> <li>• Letter sounds</li> <li>• Syllables, words, phrases and sentences</li> <li>• Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Names</li> <li>• Positions</li> <li>• Describing words</li> <li>• Action words</li> <li>• Letter sounds</li> <li>• Syllables, words, phrases and sentences</li> <li>• Punctuation</li> <li>• Punctuation Visual/ tactile discrimination</li> <li>• Hand-eye coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Penmanship</li> <li>• Finger dexterity</li> <li>• Names</li> <li>• Positions</li> <li>• Describing words</li> <li>• Action words</li> <li>• Letter sounds</li> <li>• Syllables, words, phrases and sentences</li> <li>• Punctuation</li> <li>•</li> </ul>

			<ul style="list-style-type: none"> <li>• Punctuation</li> </ul>	
Composition	<ul style="list-style-type: none"> <li>• News, stories, folktales,</li> <li>• Dialogue</li> <li>• Syllables, words, phrases and sentences</li> <li>• Question and answer</li> <li>• Heritage</li> </ul>	<ul style="list-style-type: none"> <li>• News, stories, folktales,</li> <li>• Dialogue</li> <li>• Syllables, words, phrases and sentences</li> <li>• Question and answer</li> <li>• Heritage</li> <li>• punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• News, stories, folktales,</li> <li>• Dialogue</li> <li>• Syllables, words, phrases and sentences</li> <li>• Question and answer</li> <li>• Heritage</li> <li>• punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Penmanship</li> <li>• Heritage</li> <li>• Finger dexterity</li> <li>• News, stories, folktales,</li> <li>• Dialogue</li> <li>• Syllables, words, phrases and sentences</li> <li>• Question and answer</li> <li>• Heritage</li> <li>• punctuation</li> </ul>
Cultural aspects	<ul style="list-style-type: none"> <li>• Songs</li> <li>• News, folktales and stories</li> <li>• Registers</li> <li>• Heritage</li> <li>• Relationships</li> <li>• Events</li> </ul>	<ul style="list-style-type: none"> <li>• Syllables, words, phrases and sentences</li> <li>• Songs</li> <li>• News, folktales and stories</li> <li>• Registers</li> <li>• Heritage</li> </ul>	<ul style="list-style-type: none"> <li>• Syllables, words, phrases and sentences</li> <li>• News, folktales and stories</li> <li>• Poems</li> <li>• Registers</li> <li>• Heritage</li> <li>• Relationships</li> <li>• Events</li> </ul>	<ul style="list-style-type: none"> <li>• Penmanship</li> <li>• Punctuation</li> <li>• Finger dexterity</li> <li>• Syllables, words, phrases and sentences</li> <li>• News, folktales and stories</li> <li>• Poems</li> <li>• Registers</li> </ul>

		<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Events</li> </ul>		<ul style="list-style-type: none"> <li>• Heritage</li> <li>• Relationships</li> <li>• Events</li> </ul>
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**1.21 GRADE 2**

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

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

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

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

	<ul style="list-style-type: none"> <li>• Syllables, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Vocabulary</li> <li>• Fluency</li> <li>• Punctuation</li> </ul>		
Language usage	<ul style="list-style-type: none"> <li>• News, stories and folktales</li> <li>• Vocabulary</li> <li>• Appropriate registers</li> <li>• Requests and instructions</li> <li>• Dialogue</li> <li>• Rhymes, riddles, jingles, songs and poems</li> </ul>	<ul style="list-style-type: none"> <li>• News, stories and folktales</li> <li>• Vocabulary</li> <li>• Appropriate registers</li> <li>• Requests and instructions</li> <li>• Dialogue</li> <li>• Rhymes, riddles, jingles, songs and poems</li> <li>• Proficiency</li> <li>• Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Picture reading</li> <li>• Word attack</li> <li>• News, stories and folktales</li> <li>• Vocabulary</li> <li>• Requests and instructions</li> <li>• Proficiency</li> <li>• Punctuation</li> <li>• Syllables, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Penmanship (Nelson script)</li> <li>• Syllables, words and sentences</li> <li>• Vocabulary</li> <li>• Punctuation</li> </ul>

Language structures	<ul style="list-style-type: none"> <li>▪ Nouns</li> <li>▪ Prepositions</li> <li>▪ Verbs</li> <li>▪ Adjectives</li> <li>▪ Phonics</li> <li>▪ Syllables words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nouns</li> <li>▪ Prepositions</li> <li>▪ Verbs</li> <li>▪ Adjectives</li> <li>▪ Phonics</li> <li>▪ Syllables words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Picture reading</li> <li>▪ Punctuation</li> <li>▪ Nouns</li> <li>▪ Prepositions</li> <li>▪ Verbs</li> <li>▪ Adjectives</li> <li>▪ Phonics</li> <li>▪ Syllables words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Penmanship (Nelson script)</li> <li>▪ Punctuation</li> <li>▪ Nouns</li> <li>▪ Prepositions</li> <li>▪ Verbs</li> <li>▪ Adjectives</li> <li>▪ Phonics</li> <li>▪ Syllables words and sentences</li> </ul>
Composition	<ul style="list-style-type: none"> <li>▪ News, stories, folktales,</li> <li>▪ Dialogue</li> <li>▪ Syllables, words and sentences</li> <li>▪ Question and answer</li> <li>▪ Heritage</li> </ul>	<ul style="list-style-type: none"> <li>▪ News, stories, folktales,</li> <li>▪ Dialogue</li> <li>▪ Syllables, words and sentences</li> <li>▪ Question and answer</li> <li>▪ Heritage</li> </ul>	<ul style="list-style-type: none"> <li>▪ News, stories, folktales,</li> <li>▪ Picture reading</li> <li>▪ Syllables, words and sentences</li> <li>▪ Heritage</li> <li>▪ Punctuation</li> <li>▪ Extensive reading</li> </ul>	<ul style="list-style-type: none"> <li>▪ Penmanship (Nelson script)</li> <li>▪ Punctuation</li> <li>▪ Heritage</li> <li>▪ Spelling and dictation</li> <li>▪ Syllables, words and sentences</li> <li>▪ Creative writing</li> </ul>
Cultural aspects	<ul style="list-style-type: none"> <li>• News, folktales and stories</li> <li>• Registers</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• News, folktales, stories, poems and riddles</li> </ul>	<ul style="list-style-type: none"> <li>• Picture reading</li> <li>• News, folktales and stories</li> </ul>	<ul style="list-style-type: none"> <li>• Penmanship (Nelson script)</li> <li>• Vocabulary</li> <li>• Punctuation</li> </ul>

	<ul style="list-style-type: none"> <li>• Heritage</li> <li>• Rhymes, jingles, songs, poems and riddles</li> <li>• Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Registers</li> <li>• Vocabulary</li> <li>• Heritage</li> <li>• Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Registers</li> <li>• Vocabulary</li> <li>• Heritage</li> <li>• relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Syllables, words and sentences</li> <li>• Relationships</li> </ul>
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## COMPETENCE MATRIX

### 1.22 ECD A TOPIC 1: COMPREHENSION

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

		<ul style="list-style-type: none"> <li>-sequencing</li> <li>-visual discrimination</li> <li>-ordering</li> <li>-hand-eye coordination</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>-finger dexterity</li> <li>-penmanship</li> <li>• Problem solving</li> <li>• Critical thinking</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Confidence</li> <li>• Empathy</li> <li>• Tolerance</li> <li>• Cultural appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Playing reading games</li> <li>• Discussing crosscutting themes and emerging issues</li> <li>• Role playing</li> <li>• Reciting rhymes and jingles</li> </ul>	
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**1.23 ECD A TOPIC 2: LANGUAGE USAGE**

<b>SUB TOPIC</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b> (Skills, positive, attitudes, knowledge)	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED RESOURCES</b>
Registers	<ul style="list-style-type: none"> <li>• greet according to times of the day.</li> <li>• respond to greetings</li> <li>• use appropriate register</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Times of the day</li> <li>• Greetings</li> <li>• Registers</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Auditory memory</li> <li>• Speaking- articulation</li> <li>• Sequencing</li> <li>• Matching</li> <li>• Left to right orientation</li> <li>• Top to bottom orientation</li> <li>• Hand eye co-ordination</li> <li>• Penmanship</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Naming different times of the day</li> <li>• Greeting according to times of the day.</li> <li>• Responding to greetings</li> <li>• Using appropriate register</li> <li>• Role playing</li> <li>• Reciting rhymes and jingles</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Pictures</li> <li>• Picture books</li> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Specialized materials</li> </ul>

		<ul style="list-style-type: none"> <li>• Team work</li> <li>• Tolerance</li> <li>• Cultural appreciation</li> <li>• Ubuntu/Unhu/Vumunu</li> </ul>		
Subject-verb agreement	<ul style="list-style-type: none"> <li>• use correct subject-verb agreement in sentences</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Subject-verb agreement</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening/observing</li> <li>• Speaking/signing</li> <li>-Articulation</li> </ul>	<ul style="list-style-type: none"> <li>• Using correct subject-verb agreement in sentences</li> <li>• Role playing</li> <li>• Dialogue</li> <li>• Reciting rhymes and jingles</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Picture books</li> <li>• Charts</li> <li>• ICT tools</li> <li>• Resource person</li> <li>• Specialized materials</li> </ul>
Conjunctives	<ul style="list-style-type: none"> <li>• Use conjunctives in sentences</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Joining words</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Articulation</li> </ul> <p>Reading</p>	<ul style="list-style-type: none"> <li>• Using conjunctives in sentences</li> <li>• Reciting rhymes and jingles</li> <li>• Matching games</li> <li>• Storytelling</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Pictures</li> <li>• Picture books</li> <li>• Word cards</li> <li>• Work cards</li> <li>• Charts</li> <li>• ICT tools</li> </ul>

				<ul style="list-style-type: none"> <li>• Resource person</li> <li>• Realia</li> </ul>
Numbers in Indigenous Language up to 5	<ul style="list-style-type: none"> <li>• count up to 5</li> <li>• use numbers in sentences</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Numbers up to 5</li> <li>• Counting</li> </ul> <p><b><u>Skills</u></b></p> <p>Auditory memory</p> <p>Proficiency</p>	<ul style="list-style-type: none"> <li>• Reciting number rhymes</li> <li>• Counting up to 5</li> <li>• Using numbers in sentences</li> <li>• Playing number games</li> </ul>	<ul style="list-style-type: none"> <li>• Real objects</li> <li>• Picture books</li> <li>• ICT tools</li> <li>• Learning centers</li> </ul>

**1.24 ECD A TOPIC 3: LANGUAGE STRUCTURES**

<b>SUB TOPIC</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b> (knowledge, skills, positive attitudes)	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED RESOURCES</b>
Names	<ul style="list-style-type: none"> <li>• state names of objects in the home and classroom</li> <li>• identify domestic animals</li> <li>• use names in sentences</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Names of;                             <ul style="list-style-type: none"> <li>- people</li> <li>-domestic animals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stating names of objects in the home and classroom</li> <li>• Naming domestic animals</li> <li>• Using names in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• ICT tools</li> </ul>

		<p>- objects</p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>-articulation</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Picture reading</li> <li>• Reciting rhymes, jingles and poems</li> <li>• Singing</li> <li>• Drawing, colouring and painting</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Puzzles</li> <li>• Realia</li> </ul>
Action words	<ul style="list-style-type: none"> <li>• Demonstrate different actions</li> </ul>	<p><b><u>Knowledge</u></b></p> <p>Action words</p> <p><b><u>Skills</u></b></p> <p>Listening</p> <p>Speaking articulation</p> <p>Reading</p>	<ul style="list-style-type: none"> <li>• Responding to instructions</li> <li>• Demonstrating different actions</li> <li>• Playing action games</li> <li>• Role playing</li> <li>• Reciting rhymes and jingles</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Picture books</li> <li>• Braille books</li> <li>• Realia</li> </ul>
Describing words	<ul style="list-style-type: none"> <li>• identify different objects</li> <li>• use describing words</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Describing words</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Reading</li> <li>• Speaking -articulation</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying different objects</li> <li>• Using describing words</li> <li>• Comparing</li> <li>• Matching objects</li> <li>• Ordering</li> <li>• Playing games</li> <li>• Drawing</li> <li>• Colouring</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Picture books</li> <li>• Braille books</li> <li>• Realia</li> </ul>

Position	<ul style="list-style-type: none"> <li>• identify position of objects</li> <li>• show position of objects</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Position</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• listening</li> <li>• speaking</li> <li>• reading</li> <li>• writing</li> <li>• Critical thinking</li> <li>• Identifying</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying position of objects</li> <li>• Placing objects on different position</li> <li>• Reciting position rhymes and jingles</li> <li>• Singing position songs</li> <li>• Using position words in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Picture books</li> <li>• Braille books</li> <li>• Realia</li> </ul>
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**1.25 ECD A TOPIC 4: COMPOSITION**

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

		<ul style="list-style-type: none"> <li>• Stories</li> <li>• Folktales</li> <li>• Heritage</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening             <ul style="list-style-type: none"> <li>-auditory/tactile memory</li> </ul> </li> <li>• Speaking             <ul style="list-style-type: none"> <li>-narrating</li> <li>-describing</li> </ul> </li> <li>• Critical thinking</li> <li>• Creativity</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Empathy</li> <li>• Team work</li> <li>• Tolerance</li> <li>• Cultural appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Role playing</li> <li>• Reciting rhymes and jingles</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Braille books</li> <li>• Realia</li> </ul>
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**1.26 ECD A TOPIC 5: CULTURAL ASPECTS**

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

<p>Relationships</p>	<ul style="list-style-type: none"> <li>• Name family members</li> <li>• Say the number of family members</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Relationships</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>-Auditory/tactile memory</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Confidence</li> <li>• Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Naming family members</li> <li>• Saying the number of family members</li> <li>• Drawing family members</li> <li>• Role play</li> <li>• Pasting pictures of family members</li> <li>• Reciting rhymes and jingles</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Library books</li> <li>• Picture books</li> <li>• Realia</li> <li>• Resource person</li> <li>• magazines</li> </ul>
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**1.27 ECD B TOPIC 1: COMPREHENSION**

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

		<p>-visual discrimination</p> <p>-ordering</p> <p>-hand-eye coordination</p> <p>Writing -finger dexterity</p> <p>-penmanship</p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Critical thinking</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Confidence</li> <li>• Empathy</li> <li>• Tolerance</li> <li>• Cultural appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing crosscutting themes and emerging issues</li> <li>• Role playing</li> <li>• Reciting rhymes and jingles</li> </ul>	
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**1.28 ECD B TOPIC 2: LANGUAGE USAGE**

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

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

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

**1.29 ECD B TOPIC 3: LANGUAGE STRUCTURES**

<b>SUB TOPIC</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b> (Skills, positive attitudes, knowledge)	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED RESOURCES</b>
Names	<ul style="list-style-type: none"> <li>state names of objects in the home and classroom</li> <li>identify domestic and wild animals</li> <li>use names in sentences</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Names of;               <ul style="list-style-type: none"> <li>- people</li> <li>- objects</li> <li>-domestic animals -wild animals</li> </ul> </li> </ul> <p><b><u>Skills</u></b></p> <p>Listening Speaking articulation</p> <ul style="list-style-type: none"> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Stating names of objects in the home and classroom</li> <li>Using names in sentences</li> <li>Picture reading</li> <li>Reciting rhymes, jingles and poems</li> <li>Singing</li> <li>Drawing, colouring and painting</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> <li>ICT tools</li> <li>Reference books</li> <li>Puzzles</li> </ul>
Action words	<ul style="list-style-type: none"> <li>demonstrate different actions</li> </ul>	<p><b><u>Knowledge</u></b></p> <p>Action words</p> <p><b><u>Skills</u></b></p> <p>Listening Speaking articulation</p>	<ul style="list-style-type: none"> <li>Responding to instructions</li> <li>Demonstrating different actions</li> <li>Playing action games</li> <li>Role playing</li> <li>Reciting rhymes and jingles</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Pictures</li> <li>Picture books</li> <li>Braille books</li> </ul>

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

**1.30 ECD B TOPIC 4: COMPOSITION**

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

		<p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Empathy</li> <li>• Team work</li> <li>• Tolerance</li> <li>• Cultural appreciation</li> </ul>		
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**1.31 ECD B TOPIC 5: CULTURAL ASPECTS**

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

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

		<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Confidence</li> <li>• Tolerance</li> </ul>		
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### 1.32 GRADE 1 TOPIC 1: COMPREHENSION

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

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

**1.33 GRADE 1 TOPIC 2: LANGUAGE USAGE**

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

		<ul style="list-style-type: none"> <li>• Confidence</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Empathy</li> <li>• Team work</li> <li>• Tolerance</li> <li>• Cultural appreciation</li> <li>• Ubuntu/Unhu/Vumunhu</li> </ul>	<ul style="list-style-type: none"> <li>• Colouring</li> </ul>	
Subject and verb agreement	<ul style="list-style-type: none"> <li>• Identify the subject and verb in a sentence</li> <li>• Construct simple sentences with correct subject word agreement</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Subject-verb agreement</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Articulation</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the subject and verb in a sentence</li> <li>• Constructing simple sentences with correct subject-verb agreement</li> <li>• Correcting errors in subject-verb agreement in given sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Pictures</li> <li>• Picture books</li> <li>• Word cards</li> <li>• Work cards</li> <li>• Charts</li> <li>• ICT tools</li> <li>• Resource person</li> </ul>

			<ul style="list-style-type: none"> <li>• Reciting rhymes and jingles</li> <li>• Singing</li> </ul>	
Joining words	<ul style="list-style-type: none"> <li>• Identify joining words in a sentence</li> <li>• Use joining words to make phrases</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Joining words</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Articulation</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying joining words in a sentence</li> <li>• Using joining words to make phrases</li> <li>• Reciting rhymes and jingles</li> <li>• Matching games</li> <li>• storytelling</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Pictures</li> <li>• Picture books</li> <li>• Word cards</li> <li>• Work cards</li> <li>• Charts</li> <li>• ICT tools</li> <li>• Resource person</li> <li>• Realia</li> </ul>
Homographs (words with same spelling but different meanings)	<ul style="list-style-type: none"> <li>• Identify examples of homographs</li> <li>• Construct sentences using homographs in</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Homographs</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying words with the same spelling but different meanings</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Pictures</li> <li>• Picture books</li> <li>• Word cards</li> <li>• Work cards</li> </ul>

	<p>their correct contexts</p>	<ul style="list-style-type: none"> <li>• Articulation</li> </ul> <p>Reading</p>	<ul style="list-style-type: none"> <li>• Grouping words with the same spelling but different spelling</li> <li>• Constructing sentences using homographs in their correct contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• ICT tools</li> <li>• Resource person</li> <li>• Realia</li> </ul>
<p>Numbers in Indigenous Language</p>	<ul style="list-style-type: none"> <li>• count in indigenous language up to 10</li> <li>• use numbers in sentences</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Numbers up to 10</li> <li>• Counting</li> </ul> <p><b>Skills</b></p> <p>Auditory memory</p> <p>Proficiency</p>	<ul style="list-style-type: none"> <li>• Reciting number rhymes</li> <li>• Counting in indigenous language up to 10</li> <li>• Using numbers in sentences</li> <li>• Saying numbers in indigenous language</li> </ul>	<ul style="list-style-type: none"> <li>• Realia</li> <li>• Picture books</li> <li>• ICT tools</li> <li>• Learning centers</li> <li>• Resource person</li> </ul>

			<ul style="list-style-type: none"> <li>• Playing number games</li> </ul>	
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### 1.34 GRADE 1 TOPIC 3: LANGUAGE STRUCTURES

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

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

<p>Describing words</p>	<ul style="list-style-type: none"> <li>• use colour, size and shape to describe objects</li> <li>• give opposites of describing words</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Describing words</li> </ul> <p>-colour -size -shape</p> <ul style="list-style-type: none"> <li>• Opposites</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking articulation</li> <li>• Reading</li> <li>• Critical thinking</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying different objects</li> <li>• Using colour, size and shape to describe objects</li> <li>• Giving opposites of describing words</li> <li>• Comparing</li> <li>• Matching objects</li> <li>• Ordering</li> <li>• Playing games</li> <li>• Drawing</li> <li>• Colouring</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Picture books</li> <li>• Braille books</li> <li>• Realia</li> </ul>
<p>Position</p>	<ul style="list-style-type: none"> <li>• identify position of objects</li> <li>• show position of objects</li> </ul>	<p><b><u>Knowledge</u></b></p> <p>- position</p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• listening</li> <li>• speaking</li> <li>• reading</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying position of objects</li> <li>• Placing objects on different position</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Picture books</li> <li>• Library books</li> <li>• Braille books</li> <li>• Realia</li> </ul>

		<ul style="list-style-type: none"> <li>• writing</li> <li>• Critical thinking</li> <li>• Identifying</li> </ul>	<ul style="list-style-type: none"> <li>• Reciting position rhymes and jingles</li> <li>• Singing position songs</li> <li>• Using position words in sentences</li> </ul>	
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**1.35 GRADE 1 TOPIC 4: COMPOSITION**

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

	<ul style="list-style-type: none"> <li>• respond to questions</li> <li>• write words and simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Heritage</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening                             <ul style="list-style-type: none"> <li>-auditory/tactile memory</li> </ul> </li> <li>• Speaking                             <ul style="list-style-type: none"> <li>-narrating</li> <li>-describing</li> </ul> </li> <li>• Critical thinking</li> <li>• Creativity</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Empathy</li> <li>• Team work</li> <li>• Tolerance</li> <li>• Cultural appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Narrating stories and folktales</li> <li>• Responding to questions</li> <li>• Writing words and simple sentences</li> <li>• Role playing</li> <li>• Reciting rhymes and jingles</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Realia</li> </ul>
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**1.36 GRADE 1 TOPIC 5: CULTURAL ASPECTS**

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

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

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

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

<p>Comprehension</p>	<ul style="list-style-type: none"> <li>• read vowels, syllables, words and sentences</li> <li>• respond to questions from news, stories and folktales</li> <li>• retell news stories and folktales</li> <li>• answer comprehension questions</li> <li>• read stories in indigenous language</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Vowels, syllables, words and sentences</li> <li>• Question and answer</li> <li>• Dialogues</li> <li>• News, stories and folktales</li> <li>• Heritage</li> <li>• <b>WH</b> questions</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening-</li> <li>• auditory/tactile discrimination</li> <li>• -auditory/tactile memory</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• -penmanship</li> <li>• Problem solving</li> <li>• Critical thinking</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to news, stories and folktales</li> <li>• Reading vowels, syllables, words and sentences</li> <li>• Responding to questions, requests and instructions</li> <li>• Retelling news, stories and folktales</li> <li>• read stories in indigenous language</li> <li>• Playing reading games</li> <li>• Discussing crosscutting</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• ICT tools</li> <li>• Charts</li> <li>• Resource persons</li> <li>• Cartoons</li> <li>• Picture books</li> <li>• Library books</li> <li>• Braille books</li> <li>• Objects</li> </ul>
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		<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Empathy</li> <li>• Tolerance</li> <li>• Cultural appreciation</li> </ul>	<p>themes and emerging issues</p> <ul style="list-style-type: none"> <li>• Role playing</li> <li>• Reciting rhymes and jingles</li> <li>• Singing</li> </ul>	
Spelling dictation	<ul style="list-style-type: none"> <li>• read vowels, syllables, words and sentences</li> <li>• spell words</li> <li>• construct sentences</li> <li>• write dictated sentences</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Vowels</li> <li>• Syllables</li> <li>• Words</li> <li>• Sentences</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Auditory/ tactile memory</li> <li>• Speaking/Signing</li> <li>• Articulation</li> <li>• Word attack</li> <li>• Penmanship</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Team work</li> </ul>	<ul style="list-style-type: none"> <li>• Reading vowels, syllables, words and sentences</li> <li>• Spelling words</li> <li>• Construct sentences</li> <li>• Writing dictated sentences</li> <li>• Reciting spelling rhymes</li> <li>• Singing</li> <li>• Spelling games</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• ICT tools</li> <li>• Charts</li> <li>• Picture books</li> <li>• Braille books</li> <li>• Flash cards</li> </ul>

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### 1.38 GRADE2 TOPIC 2: LANGUAGE USAGE

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Registers	<ul style="list-style-type: none"> <li>• use appropriate register</li> <li>• make polite requests and expressions</li> <li>• demonstrate cultural etiquettes</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Registers</li> <li>• Polite requests and expressions</li> <li>• Cultural etiquettes</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Auditory memory</li> <li>• Speaking- articulation</li> <li>• Reading</li> <li>• Penmanship</li> <li>• Confidence</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting according to times of the day.</li> <li>• Responding to greetings</li> <li>• Using appropriate register</li> <li>• making polite requests and expressions</li> <li>• Role playing</li> <li>• Dramatizing cultural etiquettes</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Pictures</li> <li>• Picture books</li> <li>• ICT tools</li> <li>• Resource persons</li> </ul>

		<ul style="list-style-type: none"> <li>• Problem solving</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Empathy</li> <li>• Team work</li> <li>• Tolerance</li> <li>• Cultural appreciation</li> <li>• Ubuntu/Unhu/Vumunhu</li> </ul>	<ul style="list-style-type: none"> <li>• Reciting rhymes and poems</li> <li>• Singing</li> </ul>	
Subject and verb agreement	<ul style="list-style-type: none"> <li>• Identify the subject and verb in a sentence</li> <li>• Construct simple sentences with correct subject word agreement</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Subject-verb agreement</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Articulation</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the subject and verb in a sentence</li> <li>• Constructing simple sentences with correct subject-verb agreement</li> <li>• Correcting errors in subject-verb agreement in given sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Pictures</li> <li>• Picture books</li> <li>• Word cards</li> <li>• Work cards</li> <li>• Charts</li> <li>• ICT tools</li> <li>• Resource person</li> </ul>

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

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

	<ul style="list-style-type: none"> <li>• use numbers in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> </ul> <p><b>Positive attitudes</b></p> <ul style="list-style-type: none"> <li>• Cultural appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Using numbers in sentences</li> <li>• Playing number games</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> </ul>
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**1.39 GRADE 2 TOPIC 3: LANGUAGE STRUCTURES**

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

		<ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• research on proper and common nouns</li> <li>• distinguishing between proper and common nouns</li> <li>• Reciting rhymes, jingles and poems</li> <li>• Singing</li> </ul>	
Verbs	<ul style="list-style-type: none"> <li>• demonstrate different actions</li> <li>• use verbs in sentences</li> <li>• use verbs in different tenses</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Verbs</li> </ul> <p>-Present tense</p> <p>-Past tense</p> <p>-Future tense</p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Articulation</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating different actions</li> <li>• Using verbs in sentences</li> <li>• Using verbs in various tenses</li> <li>• Playing action games</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Word cards</li> <li>• Library books</li> <li>• Charts</li> <li>• Resource person</li> <li>• Braille book</li> <li>• Puzzles</li> <li>• Work cards</li> <li>• Flash cards</li> </ul>

		<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Analysis</li> <li>• Collaboration</li> <li>• creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Reciting rhymes, poems and jingles</li> <li>• Singing</li> <li>• Reading words and sentences</li> <li>• Writing words and sentences</li> <li>• Quizzes and riddles</li> </ul>	<ul style="list-style-type: none"> <li>• Realia</li> </ul>
Adjectives	<ul style="list-style-type: none"> <li>• use adjectives to describe objects</li> <li>• give opposites of adjectives</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Adjectives</li> </ul> <p>-colour -size -shape -texture</p> <ul style="list-style-type: none"> <li>• Opposites</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying different objects</li> <li>• Describing different objects using adjectives</li> <li>• Giving opposites adjectives</li> <li>• Comparing</li> <li>• Matching objects</li> <li>• Ordering</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Picture books</li> <li>• Braille books</li> <li>• Library books</li> <li>• Word cards</li> <li>• Work cards</li> <li>• Realia</li> </ul>

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

			<ul style="list-style-type: none"> <li>• Using position words in sentences</li> <li>• Quizzes and riddles</li> </ul>	
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#### 1.40 GRADE 2 TOPIC 4: COMPOSITION

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

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

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED LEARNING	SUGGESTED RESOURCES
	Pupils should be able to:			

		(Skills, positive attitudes, knowledge)	<b>ACTIVITIES AND NOTES</b>	
Heritage	<ul style="list-style-type: none"> <li>• name indigenous food and fruits</li> <li>• identify indigenous musical instruments</li> <li>• list indigenous utensils and tools</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• indigenous food and fruits</li> <li>• indigenous musical instruments</li> <li>• indigenous utensils and tools</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening/Observing</li> <li>• Speaking/Signing</li> <li>• Reading</li> <li>• Writing/Braille</li> <li>• Critical thinking</li> <li>• Teamwork</li> <li>• Research</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Tolerance</li> <li>• Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying indigenous food and fruits</li> <li>• Naming indigenous food and fruits</li> <li>• collecting indigenous food and fruits</li> <li>• visiting heritage sites</li> <li>• researching on indigenous food and fruits</li> <li>• Identifying indigenous musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Library books</li> <li>• Picture books</li> <li>• Realia</li> <li>• Resource person</li> <li>• Word cards</li> <li>• Culture centre</li> <li>• Learning centre</li> </ul>

		<ul style="list-style-type: none"> <li>• Sense of belonging</li> <li>• Cultural sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• listing indigenous utensils and tools</li> <li>• Storytelling</li> <li>• Singing</li> <li>• Reciting rhymes and jingles</li> <li>• Playing indigenous musical instruments</li> <li>• Collecting indigenous foods and fruits</li> <li>• Visiting heritage sites</li> </ul>	
Relationships	<ul style="list-style-type: none"> <li>• Name immediate and extended family members</li> <li>• Say the number of family members</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Relationships -immediate family members</li> </ul>	<ul style="list-style-type: none"> <li>• Naming family members</li> <li>• Saying the number of family members</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Chart</li> <li>• Library books</li> <li>• Picture books</li> </ul>

	<ul style="list-style-type: none"> <li>• State roles of family members</li> </ul>	<p>-extended family members</p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>-Auditory/tactile memory</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Confidence</li> <li>• Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Stating roles of family members</li> <li>• Drawing family members cutting and pasting pictures of family members</li> <li>• Cutting and pasting pictures of family members</li> </ul>	<ul style="list-style-type: none"> <li>• Realia</li> <li>• Resource person</li> <li>• magazines</li> <li>•</li> </ul>
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## 9.0 ASSESSMENT

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

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

### 9.1 Assessment Objectives

Learners shall be assessed on their ability to:

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

### 9.2 Assessment Model

School Based Continuous Assessment shall only be used for learners in ECD A and B. There shall not be any summative assessment for ECD A and B. 20% shall be for the School Based Project and 80% for continuous assessment of other school based continuous learning activities.

Grade 1 and 2 shall have both Continuous and Summative Assessments as illustrated in Figure 1. Continuous assessment shall include recorded School Based Continuous Learning and Assessment activities marks. The mark shall be included on learners' end of term and year reports. Summative assessment shall be school tests which are at the end of the term and year.

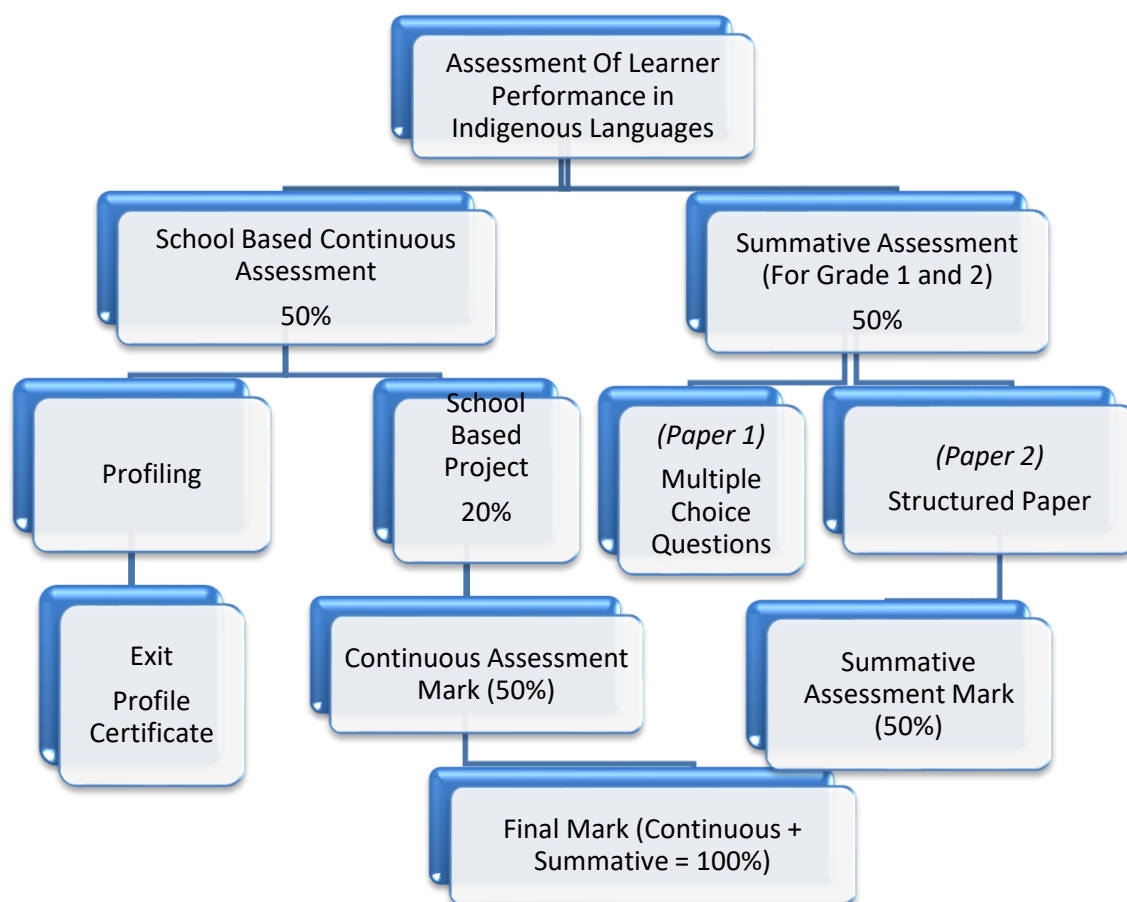


Fig. 1 Assessment Model

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

### 9.3 Scheme of Assessment

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

FORM OF ASSESSMENT	WEIGHTING
Continuous Assessment	50%
Summative Assessment	50%
<b>Total</b>	<b>100%</b>

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

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

### 9.3.1 School – Based Project Assessment Scheme

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

Project Execution Stages	Project Stage Description	Timeline	Marks
1	Understanding and adoption of what is to be done according to teacher or learner theme	January - April	5
2	Exploration of the theme as guided by the teacher	May	10
3	Participation in engagement activities	June	10
4	Collecting or selecting relevant materials to use	July	5
5	Creating the project	August - September	10
6	Collaboration with others in refining the project	October	5
7	Presentation of the project	November - December	5
<b>TOTAL</b>			<b>50</b>

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

### 9.3.2 SCHEME OF ASSESSMENT

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

Level	Form of Assessment	Weighting
ECD	Formative Continuous Assessment	100%
Grade 1 and Grade 2	Continuous Assessment	50%
	Summative Assessment	50%

#### 9.4 SPECIFICATION GRID

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

<b>Skill</b>	<b>Weighting (%)</b>
Cognitive	40
Technical	25
Social	20
Emotional	15
<b>Total</b>	<b>100</b>

:

