



ZIMBABWE

Ministry of Primary and Secondary Education



SOCIAL SCIENCE SYLLABUS

2024-2030

INFANT ECD A- GRADE 2

Curriculum Development and Technical Services
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ACKNOWLEDGEMENTS

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

- The Social Science Infant Syllabus Panel
- Representatives from Teachers' Colleges and Universities
- The Zimbabwe School Examinations Council (ZIMSEC)
- United Nations Children's Fund (UNICEF)
- United Nations Educational Scientific and Cultural Organisation (UNESCO)

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1 PREAMBLE

1.1 Introduction

The Social Science Infant Syllabus covers 14 topics. The syllabus lays the foundation for understanding, appreciation and application of social skills, cultural awareness and community involvement. The learning area seeks to equip learners with essential life skills covering activities that enhance the learner to become a patriotic and responsible citizen. The syllabus covers the social history, heritage, cultural being, guidance and counselling, life-skills, religious practices and inclusivity. It promotes the development of Ubuntu/Unhu/Vumunhu through the nurturing of important virtues of life such as respect, tolerance, sharing, caring, love, volunteerism, hard work, honesty, communication and teamwork.

1.2 Rationale

The Infant Social Science syllabus promotes pride in local cultures, customs and traditions. It promotes cultural values, respect and understanding of diverse perspectives through the exploration of cultural sites, artefacts, celebrations and story-telling. Social Science fosters personal hygiene, self-care and responsibility. It instils values of citizenship, community participation, tolerance, discipline and environmental stewardship. The syllabus develops essential life skills in learners to enable them to adjust and suit well in the changing social and physical environments such as home, school and community. It creates synergies between schools, communities and enterprise (industry). Learners are given opportunities to relate theory to practice and practice to theory, thus bridging the gap between classroom knowledge and practical life. The learning area is significant in inculcating Ubuntu/Unhu/Vumunhu attributes, patriotism and volunteerism. It gives a sense of positive self-image and cherishes diversity among learners.

The syllabus enables learners to develop basic skills, knowledge, values and dispositions such as:

- Assertiveness
- Problem solving
- Decision making
- Critical thinking

- Leadership
- Communication
- Self-management
- Managing diversity
- Learning and Innovation
- Capability to access and analyse information
- Conflict resolution
- Agility and adaptability
- Collaboration
- Entrepreneurship
- Technology
- Accessibility

1.3 Summary of content

The Infant Social Science syllabus' main thrust is upholding and sustaining:

- Ubuntu/Unhu/Vumunhu (Societal norms and values)
- Self, cultural and national identity, family relationships and preservation of our heritage
- Collaboration with others
- Patriotism and national consciousness
- Healthy living and well-being
- Constitutional awareness (child rights and responsibilities)
- Religious tolerance and spirituality
- Socio- emotional and financial intelligence

1.4 Assumptions

It is assumed that learners:

- have an identity
- interact, manipulate and play with different things
- can name different natural things found in the environment

- have basic needs and entitlements
- have basic survival skills
- have learnt basic personal hygiene practices
- can make a simple budget with small amounts of money
- belong to different religions

1.5 Cross-cutting themes

The following cross - cutting themes or emerging issues help the learner to acquire competences for life-long learning.

- Health and wellbeing
- Disaster Risk Management
- Climate change
- ICT
- Child rights and responsibilities
- Business enterprise skills

2 PRESENTATION OF THE SYLLABUS

- a) The Infant Social Science Syllabus is presented as a single document covering ECD A – Grade Two.
- b) The syllabus has the same topics for ECD A – Grade Two that are developed in spiral nature.

3 AIMS

The syllabus aims to enable pupils to:

- a) appreciate and love Zimbabwe and its tangible and intangible heritage
- b) develop an understanding of Zimbabwean values, beliefs and cultural practices
- c) appreciate the value and dignity of work, recreation and the need to participate in

national development

- d) understand child rights and responsibilities
- e) develop an appreciation of religions of the world
- f) appreciate the need for equal opportunities for all and sensitivity to the needs of the disadvantaged and vulnerable groups

4 SYLLABUS OBJECTIVES

By the end of the Infant School Module, pupils should be able to:

- demonstrate an understanding of the concept Ubuntu/Unhu/Vumunhu and relate appropriately with family, peers and community through respect, tolerance, sharing, love, teamwork and confidence
- identify with national symbols such as the National Flag, National School Pledge, National Anthem, Monuments and heritage sites
- distinguish between indigenous and modern means of transport and communication
- justify the importance of work and leisure
- identify appropriate shelter for humans and animals
- compare the practices of their own religion with that of others
- explain the need of equal opportunities for all citizens of Zimbabwe
- identify the global environmental issues that affect livelihoods
- show an awareness of child rights and responsibilities
- practise good personal and environmental hygiene

5 METHODOLOGY AND TIME ALLOCATION

5.1 Methodology

The Infant Social Science syllabus adopts the spiral approach, beginning with the pupils' immediate environment, broadening to an exploration of his/her wider community and finally extending to the wider world. Learners need to develop appropriate knowledge, skills, values and dispositions. The teaching and learning process focuses on the development of cognitive, socio-emotional and physical domains through participating in planned activities. The Social Science learning area depends upon the use of play-based methods whereby the teacher initiates the learning as a facilitator, while pupils engage in play. These include some of the following:

- (a) drama, role-play and simulation
- (b) songs/rhymes and dance
- (c) educational tours
- (d) discussion
- (e) case studies
- (f) puppetry
- (g) gallery walk
- (h) research
- (i) experimentation
- (j) discovery
- (k) e-learning
- (l) story-telling
- (m) collaborative learning
- (n) gamification
- (o) creative arts and design
- (p) games

5.2 Time allocation

For adequate coverage of the syllabus, it is recommended that:

- ECD A and B be allocated six (6) 20 – minute periods per week
- Grades 1 and 2 be allocated four (4) 30-minute periods per week

6 SYLLABUS TOPICS

- Identity
- National History, Sovereignty and Governance
- Heritage

- Work and Leisure
- Transport and Communication
- Shelter
- Global Issues
- Managing and Coping with Changes
- Social Etiquette
- Entitlements/Rights and Responsibilities
- Health Education
- Career Guidance and Financial literacy
- Religion
- Social Services and Volunteerism

7 SCOPE AND SEQUENCE

TOPIC	ECD A	ECD B	GRADE 1	GRADE 2
IDENTITY	<ul style="list-style-type: none"> • Myself • Myself and my family • Myself and my friends • Myself and my school 	<ul style="list-style-type: none"> • Myself • Myself and my family • Myself and my friends • Myself and my school 	<ul style="list-style-type: none"> • Myself and my family • Myself and my friends • Myself and my school • Roles of family members • Family norms and values 	<ul style="list-style-type: none"> • Relatives, family norms and values • Relationships between the family and the community
NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE	<ul style="list-style-type: none"> • My country • National Anthem • National Flag • National School Pledge 	<ul style="list-style-type: none"> • My country • National Anthem • National Flag • National colours • National School Pledge 	<ul style="list-style-type: none"> • My country and different ethnic groups • National Anthem • National Flag • National School Pledge 	<ul style="list-style-type: none"> • Ethnic groups and languages • National Anthem • National symbols • National School Pledge • National events and celebrations
HERITAGE	<ul style="list-style-type: none"> • Tangible heritage • Intangible heritage 	<ul style="list-style-type: none"> • Tangible heritage • Intangible heritage 	<ul style="list-style-type: none"> • Tangible heritage • Intangible heritage • Unhu/Ubuntu/Vumunhu 	<ul style="list-style-type: none"> • Tangible and Intangible heritage • Unhu/Ubuntu/Vumunhu • Preserving our tangible and intangible heritage
WORK AND LEISURE	<ul style="list-style-type: none"> • Work at home and school • Work produces goods and services • Indigenous and modern 	<ul style="list-style-type: none"> • Work at home and school • Work produces goods and services • Indigenous and modern 	<ul style="list-style-type: none"> • Work at home and school • Work at home and school produces goods and services 	<ul style="list-style-type: none"> • Work in the community • Production of goods and services in the community • Leisure activities in the community

TOPIC	ECD A	ECD B	GRADE 1	GRADE 2
	games	games	<ul style="list-style-type: none"> • Use of leisure time at home and school • Indigenous and modern games 	<ul style="list-style-type: none"> • Indigenous and modern games
TRANSPORT AND COMMUNICATION	<ul style="list-style-type: none"> • Means of transport • Road safety rules • Means of communication 	<ul style="list-style-type: none"> • Means of transport • Road safety rules • Means of communication 	<ul style="list-style-type: none"> • Means of transport • Road safety rules and signs • Means of communication 	<ul style="list-style-type: none"> • Means and modes of transport • Traffic rules • Indigenous and modern means of communication
SHELTER	<ul style="list-style-type: none"> • Human shelter • Animal shelter 	<ul style="list-style-type: none"> • Human shelter • Animal shelter • Need for shelter 	<ul style="list-style-type: none"> • Human shelter • Animal shelter • Basic need for shelter 	<ul style="list-style-type: none"> ● Importance of human and animal shelter • Different types of shelter at school • Different types of shelter in the neighbourhood
GLOBAL ISSUES	<ul style="list-style-type: none"> • Natural and human induced disasters • Safety at home and school 	<ul style="list-style-type: none"> • Natural and human induced disasters • Safety at home and school 	<ul style="list-style-type: none"> • Veld fires • Water related disasters • Safety at home and at school 	<ul style="list-style-type: none"> • Floods • Deforestation • Safety at home, school and community
MANAGING AND COPING WITH CHANGES	<ul style="list-style-type: none"> • Changes at home and school • Conflict management 	<ul style="list-style-type: none"> • Changes at home and school • Conflict management 	<ul style="list-style-type: none"> • Coping with the changes in the family • Managing and coping with changes from ECD to Grade 1 	<ul style="list-style-type: none"> • Coping with changes in the family • Managing and coping with changes from Grade 1 to Grade 2 • Conflict management

TOPIC	ECD A	ECD B	GRADE 1	GRADE 2
			<ul style="list-style-type: none"> • Conflict management 	
SOCIAL ETIQUETTE	<ul style="list-style-type: none"> • Acceptable behaviour 	<ul style="list-style-type: none"> • Acceptable behaviour 	<ul style="list-style-type: none"> • Acceptable behavior at home and school 	<ul style="list-style-type: none"> • Acceptable behaviour at home and school
ENTITLEMENTS / RIGHTS AND RESPONSIBILITIES	<ul style="list-style-type: none"> • Child rights • Child responsibilities • Dealing with violation of child rights 	<ul style="list-style-type: none"> • Child rights • Child responsibilities • Dealing with violation of Child rights 	<ul style="list-style-type: none"> • Child rights and responsibilities • Child protection at home, school and community 	<ul style="list-style-type: none"> • Child rights and responsibilities • Child protection at home, school and community
HEALTH EDUCATION	<ul style="list-style-type: none"> • Personal hygiene and cleanliness • Healthy lifestyles • Common diseases • Environmental health • First Aid 	<ul style="list-style-type: none"> • Personal hygiene and cleanliness • Healthy lifestyles • Common diseases • Environmental health • First Aid 	<ul style="list-style-type: none"> • Personal hygiene and cleanliness • Healthy lifestyles • Common diseases • Environmental health • First Aid 	<ul style="list-style-type: none"> • Personal hygiene and cleanliness • Healthy lifestyles • Common diseases • Environmental health • First Aid
CAREER GUIDANCE AND FINANCIAL LITERACY	<ul style="list-style-type: none"> • Career ambitions and guidance • Financial literacy 	<ul style="list-style-type: none"> • Career ambitions and guidance • Financial literacy 	<ul style="list-style-type: none"> • Career ambitions and guidance • Educational guidance • Financial literacy 	<ul style="list-style-type: none"> • Career ambitions and guidance • Educational guidance • Financial literacy
RELIGION	<ul style="list-style-type: none"> • Attributes of the Supreme Being 	<ul style="list-style-type: none"> • Attributes of the Supreme Being 	<ul style="list-style-type: none"> • Different Religions 	<ul style="list-style-type: none"> • Different Religions • Moral teachings in different religions

TOPIC	ECD A	ECD B	GRADE 1	GRADE 2
SOCIAL SERVICES AND VOLUNTEERISM	<ul style="list-style-type: none"> • Vulnerable members in the family • Sharing and helping in the family 	<ul style="list-style-type: none"> • Vulnerable members in the school and community • Sharing and helping in the school and community 	<ul style="list-style-type: none"> • Vulnerable members of the community • Voluntary participation in the community • Sharing and helping in the community 	<ul style="list-style-type: none"> • Voluntary participation in the community • The role of the government in providing social services

8 COMPETENCY MATRIX

8.1 (ECD A) TOPIC 1: IDENTITY

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED LEARNING RESOURCES
Myself	<ul style="list-style-type: none"> • name/sign self • describe self 	<ul style="list-style-type: none"> • Names • Age • Sex • Totems • Origin 	<ul style="list-style-type: none"> • Saying/signing own name • Reciting rhymes on self • Describing own place of origin • Drawing/modelling self • Colouring pictures of self 	<ul style="list-style-type: none"> • Pictures of totems • ICT tools • Colouring books • Crayons • Dough • Specialised materials • Locally available materials
Myself and my family	<ul style="list-style-type: none"> • identify family members 	<ul style="list-style-type: none"> • Family members <ul style="list-style-type: none"> - Self - Mother - Father 	<ul style="list-style-type: none"> • Naming family members • Colouring pictures of family members • Singing rhymes on family 	<ul style="list-style-type: none"> • Crayons • Pictures of family members • ICT tools • Specialised materials

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED LEARNING RESOURCES
		<ul style="list-style-type: none"> - Siblings - guardians 	members	<ul style="list-style-type: none"> • Locally available materials
Myself and my friends	<ul style="list-style-type: none"> • name/sign own friends • state activities done with friends 	<ul style="list-style-type: none"> • Friends <ul style="list-style-type: none"> - names - likes • Activities <ul style="list-style-type: none"> - Playing 	<ul style="list-style-type: none"> • Identifying friends • Playing games • Colouring pictures of self and friends • Reciting friendship rhymes 	<ul style="list-style-type: none"> • Crayons • Pictures of different people • Toys • Puppets • Playing materials • ICT tools • Specialised materials • Locally available materials
Myself and my school	<ul style="list-style-type: none"> • name own school • Identify own teacher 	<ul style="list-style-type: none"> • My School <ul style="list-style-type: none"> - name of the school - name of the teacher - name of the class 	<ul style="list-style-type: none"> • Stating name of the school and teacher • Constructing model buildings • Colouring picture of school • Touring the school • Singing songs about the school 	<ul style="list-style-type: none"> • ICT tools • Blocks • School buildings • Play centre • Specialised materials • Locally available materials

8.2 (ECD A) TOPIC 2 NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
My country	<ul style="list-style-type: none"> • state the name of own country • describe the origin of the name, Zimbabwe 	<ul style="list-style-type: none"> • Country name -Zimbabwe • Origin -Dzimba dzemabwe (Izindlu zamatshe) 	<ul style="list-style-type: none"> • Story telling • Tracing dots for the map of Zimbabwe • Singing and dancing to traditional songs about Zimbabwe • Making a sand collage of Great Zimbabwe 	<ul style="list-style-type: none"> • ICT tools • Resource person • Sand • Glue • Pictures • Crayons • Pencils • Specialised materials • Locally available materials
National anthem	<ul style="list-style-type: none"> • sing/sign the National Anthem • distinguish the national anthem from other songs 	<ul style="list-style-type: none"> • National Anthem 	<ul style="list-style-type: none"> • Demonstrating proper posture when singing the National Anthem • Singing the National Anthem in different languages • Listening/watching audio visuals of the National Anthem 	<ul style="list-style-type: none"> • ICT tools • Resource person • National Flag • Audio/video of the national anthem • Recordings of other songs • Specialised materials
National flag	<ul style="list-style-type: none"> • identify the National Flag • name colours on the National Flag • describe the National Flag 	<ul style="list-style-type: none"> • National Flag • National colours -red -green -black -yellow -white 	<ul style="list-style-type: none"> • Observing the hoisting of the National flag • Naming colours of the national flag • Singing the rhymes on the national flag • Colouring the national flag • Tracing the national flag • Making a collage of the National Flag 	<ul style="list-style-type: none"> • ICT tools • National Flag • Colour chart • Glue • Crayons • Paint • Scissors • Specialised materials • Locally available materials

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
National school pledge	<ul style="list-style-type: none"> Recite the National School Pledge demonstrate the correct posture when reciting the Pledge 	<ul style="list-style-type: none"> National School Pledge 	<ul style="list-style-type: none"> Reciting the National School Pledge Demonstrating proper posture when reciting the National Pledge 	<ul style="list-style-type: none"> Audio/video of the National School Pledge ICT tools Multi-media files Specialised materials Locally available materials

8.3 (ECD A) TOPIC 3 HERITAGE

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Tangible heritage	<ul style="list-style-type: none"> identify tangible heritage 	<ul style="list-style-type: none"> Natural tangible heritage <ul style="list-style-type: none"> land animals Artefacts <ul style="list-style-type: none"> -clay pots -baskets 	<ul style="list-style-type: none"> Exploring the environment Naming natural tangible heritage Manipulating artifacts Cutting and pasting pictures Colouring pictures of any tangible heritage 	<ul style="list-style-type: none"> ICT tools Resource persons Pictures of different artefacts, sites and monuments Samples of different attire Different cultural foods Specialised materials Locally available materials
Intangible heritage	<ul style="list-style-type: none"> name intangible heritage demonstrate indigenous ways of greeting elders 	<ul style="list-style-type: none"> Intangible heritage <ul style="list-style-type: none"> Language Folklore Indigenous ways of greeting 	<ul style="list-style-type: none"> Discussing on intangible heritage Singing and dancing different songs Story telling Role playing greetings 	<ul style="list-style-type: none"> ICT tools Resource person Percussion musical instruments Videos Different props

		-kneeling	<ul style="list-style-type: none"> Recording videos and audios 	<ul style="list-style-type: none"> Cultural costumes Videos of different cultural dances Specialised materials Locally available materials
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8.4 (ECD A) TOPIC 4 WORK AND LEISURE

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Work at home and at school	<ul style="list-style-type: none"> identify different duties done at home and at school 	<ul style="list-style-type: none"> Duties at home <ul style="list-style-type: none"> -sweeping -washing -feeding chickens Duties at school <ul style="list-style-type: none"> -watering flowers -picking up litter 	<ul style="list-style-type: none"> Naming different duties done at home and at school Performing simple tasks Singing work songs 	<ul style="list-style-type: none"> ICT tools Pictures of people at work Resource person Cleaning tools Simple machines Specialised materials Locally available materials
Work produces goods and services	<ul style="list-style-type: none"> identify different types of goods produced after working create different cultural artefacts 	<ul style="list-style-type: none"> Goods <ul style="list-style-type: none"> - Food - Toys Services <ul style="list-style-type: none"> -cleaning -helping Cultural creative 	<ul style="list-style-type: none"> Growing vegetables Weaving of ropes Making necklaces Showcasing the crafted artefacts <ul style="list-style-type: none"> Demonstrating use of different artefacts 	<ul style="list-style-type: none"> Materials from the environment <ul style="list-style-type: none"> - Reeds - Grass - clay soil - bottle top rings - Seedlings Specialised materials

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
		industries -necklace making -making ropes		<ul style="list-style-type: none"> Locally available materials
Indigenous and modern games	<ul style="list-style-type: none"> identify indigenous and modern games Play indigenous and modern games 	<ul style="list-style-type: none"> Indigenous games such as (<i>zai rakaora/iqanda libolile</i>) -use local games Modern games such as jig-saw puzzles, computer games 	<ul style="list-style-type: none"> Naming indigenous games and modern games Playing different types of games 	<ul style="list-style-type: none"> ICT tools School environment Games equipment School grounds Board games Specialised materials Locally available materials

8.5 (ECD A) TOPIC 5 TRANSPORT AND COMMUNICATION

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Means of transport	<ul style="list-style-type: none"> list means of transport 	<ul style="list-style-type: none"> Means of transport such as: - animal drawn carts - cars - bicycles 	<ul style="list-style-type: none"> Naming means of transport Singing songs on means of transport Cutting and pasting pictures of means of transport Tracing pictures of means of transport Constructing models of 	<ul style="list-style-type: none"> ICT tools Crayons Pictures Models of different indigenous transport Blocks Corn cobs Specialised materials Locally available materials

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Road safety rules	<ul style="list-style-type: none"> • identify road signs, signals and markings 	<ul style="list-style-type: none"> • Road signs such as; <ul style="list-style-type: none"> -pedestrian crossing • Road Signals such as; <ul style="list-style-type: none"> -traffic lights • Road Markings such as <ul style="list-style-type: none"> -zebra crossing 	<p style="text-align: center;">means of transport</p> <ul style="list-style-type: none"> • Observing road signs, signals and markings • Colouring road signs and markings • Singing songs on road signs, signals and markings • Discussing road safety taboos • Demonstrating crossing the road 	<ul style="list-style-type: none"> • Model traffic signs • Pictures • ICT tools • Charts • Road • Resource persons • Specialised materials • Locally available materials
Means of communication	<ul style="list-style-type: none"> • identify means of communication • construct models of communication 	<ul style="list-style-type: none"> ● Means of communication <ul style="list-style-type: none"> - cellphone - radio 	<ul style="list-style-type: none"> • Listing ways of communication • Demonstrating use of different ways of communication • Constructing models of communication • Pasting communication pictures • Recording videos 	<ul style="list-style-type: none"> • Pictures • Resource person • Models • Videos • Specialised materials • Camera

8.6 (ECD A) TOPIC 6 SHELTER

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Attitudes, Values and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Human shelter	<ul style="list-style-type: none"> • identify human shelter • construct models of human shelter 	<ul style="list-style-type: none"> • Human shelter -hut -house 	<ul style="list-style-type: none"> • Listening/watching audio visuals of human shelter • Reciting rhymes on human shelter • Modelling human shelter • Colouring pictures on human shelter • Projecting cartoons on human shelter 	<ul style="list-style-type: none"> • Pictures of indigenous human shelter • Crayons • Dough • Models of human shelter • ICT tools • Interlocking blocks • Specialised materials • Locally available materials
Animal shelter	<ul style="list-style-type: none"> • identify animal shelter 	<ul style="list-style-type: none"> • Animal shelter: -kraal -fowl run -nest 	<ul style="list-style-type: none"> • Naming animal shelter • Reciting rhymes on animal shelter • Colouring animal shelter • Listening/watching audio-visual on animal shelter • Modelling animal shelter 	<ul style="list-style-type: none"> • Pictures of animal shelter • Newspapers • Glue • Interlocking blocks • Toys • Clay soil • Play dough • Cardboard boxes • ICT tools • Specialised materials • Locally available materials

8.7 (ECD A) TOPIC 7 GLOBAL ISSUES

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Attitudes, Values and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Natural and human induced disasters	<ul style="list-style-type: none"> • name different natural disasters • identify human induced disasters • explain natural disasters 	Natural disasters <ul style="list-style-type: none"> - Floods • Human induced disasters <ul style="list-style-type: none"> - fire - drowning 	<ul style="list-style-type: none"> • Naming disasters • Reciting rhymes on disasters • Discussing disasters • Cutting and pasting pictures on disasters 	<ul style="list-style-type: none"> • Paint • Crayons • Pictures on disasters • Magazines • Scissors • Videos on disasters • Fire extinguisher • Sand buckets
Safety at home and school	<ul style="list-style-type: none"> • list ways of ensuring safety from disasters • demonstrate the proper techniques to escape disasters 	<ul style="list-style-type: none"> • Safety precautions <ul style="list-style-type: none"> - drills - awareness campaigns - disaster risk preparedness 	<ul style="list-style-type: none"> • Discussing safety precautions • Participating in disaster safety drills • Reciting poems on safety precautions • Role playing disaster risk preparedness 	<ul style="list-style-type: none"> • Models • Pictures • Videos • Fire extinguisher • Sand buckets

8.8 (ECD A) TOPIC 8 MANAGING AND COPING WITH CHANGES

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Changes at home and school	<ul style="list-style-type: none"> • identify changes experienced at home and school 	<ul style="list-style-type: none"> • Changes at home and school <ul style="list-style-type: none"> -waking up early -birth of a new baby • Changes at school <ul style="list-style-type: none"> -rules -routines -new environment 	<ul style="list-style-type: none"> • Reciting rhymes • Describing changes that take place at home and school • Touring the school • Visiting places of interest • Discussing new experiences at school • Playing enjoyable activities 	<ul style="list-style-type: none"> • Pictures • Videos • Crayons • Indoor and outdoor learning materials • Charts • Specialised materials
Conflict management	<ul style="list-style-type: none"> • identify common causes of conflicts • suggest ways of managing conflict 	<ul style="list-style-type: none"> • Common causes of conflicts <ul style="list-style-type: none"> - shortage of resources - separation anxiety - limited communication skills • Ways of managing conflict <ul style="list-style-type: none"> -sharing -collaborating 	<ul style="list-style-type: none"> • Discussing causes of common conflicts • Suggesting ways of resolving different conflict • Watching and listening 	<ul style="list-style-type: none"> • Pictures • Videos • Audio visual aids • Specialised materials

		-accommodating	to audio visual aids on conflict resolution	
			<ul style="list-style-type: none"> • Role playing ways of resolving conflicts 	

8.9 (ECD A) TOPIC 9 SOCIAL ETIQUETTE

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Acceptable behaviour	<ul style="list-style-type: none"> • initiate proper greetings • use appropriate language in making requests 	<ul style="list-style-type: none"> • Proper greetings • Appropriate language <ul style="list-style-type: none"> -thank you -may I -please 	<ul style="list-style-type: none"> • Role playing greetings • Playing traditional games • Folk telling on good behaviour • Questioning and answering on good behaviour 	<ul style="list-style-type: none"> • ICT tools • Video pictures • Resource person • Outdoor play • Balls • Skipping ropes • Drums • Specialised materials

8.10 (ECD A) TOPIC 10 ENTITLEMENTS/RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Child rights	<ul style="list-style-type: none"> • state/sign child rights 	<ul style="list-style-type: none"> • Child rights 	<ul style="list-style-type: none"> • Discussing child rights 	<ul style="list-style-type: none"> • Videos • Costumes

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
		<ul style="list-style-type: none"> - right to food - right to shelter - right to health 	<ul style="list-style-type: none"> • Stating/signing child rights • Story telling on child rights • Reciting rhymes on child rights 	<ul style="list-style-type: none"> • Colouring pictures • Crayons • Pencils • Glue • Scissors • Specialised materials
Child Responsibilities	<ul style="list-style-type: none"> • list child responsibilities at home and school 	<ul style="list-style-type: none"> • Child responsibilities <ul style="list-style-type: none"> - serve food - report sickness - tidying 	<ul style="list-style-type: none"> • Role playing • Miming responsibilities • Watching /listening audio/visual videos on responsibilities • Story telling on responsibilities 	<ul style="list-style-type: none"> • Resource persons • Audio/visual clips • ICT tools • Pictures • Charts • Specialised materials
Dealing with violation of child rights	<ul style="list-style-type: none"> • identify forms of child abuse • suggest ways of dealing with violation of child rights 	<ul style="list-style-type: none"> • Forms of child abuse <ul style="list-style-type: none"> -physical -emotional -neglect • Ways of dealing with violation of child rights -Report to : <ul style="list-style-type: none"> - teacher/facilitator - trusted person - parents/guardian - friends 	<ul style="list-style-type: none"> • Reciting poems • Singing songs on rights • Story telling • Role playing reporting • Drawing • Free playing with toys • Watching /listening to audio/visuals 	<ul style="list-style-type: none"> • Videos • Indoor play centres • Art centre • Clay/dough • Resource person

8.11 (ECD A) TOPIC 11 HEALTH EDUCATION

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Personal hygiene	<ul style="list-style-type: none"> • state/sign good habits of personal hygiene • demonstrate ways of maintaining good personal hygiene 	<ul style="list-style-type: none"> • Good habits of personal hygiene <ul style="list-style-type: none"> - bathing - washing hands - taking care of hair - brushing teeth 	<ul style="list-style-type: none"> • Watching videos • Miming taking care of their body • Singing rhymes on caring for the body • Playing treasure hunting game on items used for personal hygiene • Showing proper ways of maintaining personal hygiene 	<ul style="list-style-type: none"> • Pictures • Videos • Resource person • Specialised materials
Healthy life style	<ul style="list-style-type: none"> • identify healthy habits • demonstrate healthy habits 	<ul style="list-style-type: none"> • Healthy life styles <ul style="list-style-type: none"> -eating healthy food -exercising -drinking water -washing hands -rest and sleep 	<ul style="list-style-type: none"> • Discussing healthy life styles • Role-playing healthy life styles • Watching/listening to audio visuals on healthy life styles • Creating a nutrition garden 	<ul style="list-style-type: none"> • Health resource person • Posters • Charts • Drawings • ICT tools • Pictures • Specialised materials
Common diseases	<ul style="list-style-type: none"> • identify common diseases in their areas • describe simple signs 	<ul style="list-style-type: none"> • Common diseases <ul style="list-style-type: none"> - influenza - mumps 	<ul style="list-style-type: none"> • Naming common diseases • Discussing causes of 	<ul style="list-style-type: none"> • Health resource person • Posters • Charts

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
	and symptoms of common diseases	Signs <ul style="list-style-type: none"> - fever - running nose - skin infection - swollen glands - watery stool (running stomach) 	common diseases <ul style="list-style-type: none"> • Dramatizing on signs of common diseases • Watching/listening to audio-visuals on common diseases • Story telling 	<ul style="list-style-type: none"> • Drawings • ICT tools • Pictures • Specialised materials
Environmental health	<ul style="list-style-type: none"> • identify different types of litter • dispose litter correctly 	<ul style="list-style-type: none"> • Litter picking • Litter disposal 	<ul style="list-style-type: none"> • Discussing different types of litter • Picking litter in their classroom and disposing it • Singing rhymes and poems on litter disposal • Sweeping their classroom 	<ul style="list-style-type: none"> • Brooms • Bins • Rubbish pits • Gloves • Pictures • Videos • Specialised materials
First Aid	<ul style="list-style-type: none"> • identify situations that require First Aid • report emergencies 	<ul style="list-style-type: none"> • Situations that require First Aid such as; <ul style="list-style-type: none"> -choking -drowning -nose bleeding -falling • reporting emergencies to: <ul style="list-style-type: none"> - parents/guardians 	<ul style="list-style-type: none"> • Discussing situations that require First Aid • Telling taboos/stories that save life • Listening/watching audio-visuals • Role playing reporting emergencies 	<ul style="list-style-type: none"> • Videos • ICT tools • Audio for taboos • Resource person • Radio • First Aid Kit • Specialised materials

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
		-teachers		

8.12 (ECD A) CAREER GUIDANCE AND FINANCIAL LITERACY

KEY CONCEPT	OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Career ambitions and guidance	<ul style="list-style-type: none"> • tell/sign career ambitions • state/sign different occupations 	<ul style="list-style-type: none"> • Ambitions • Different occupations such as; <ul style="list-style-type: none"> - soccer - music - teaching - engineering 	<ul style="list-style-type: none"> • Naming own ambitions • Discussing occupations • Role playing occupations • Questioning and answering on occupations 	<ul style="list-style-type: none"> • Pictures • Charts • Resource persons • Posters
Financial literacy	<ul style="list-style-type: none"> • identify coins and notes • discuss acceptable ways of earning money 	<ul style="list-style-type: none"> • Coins and notes • Acceptable ways of making money --income generating projects -buying and selling 	<ul style="list-style-type: none"> • Manipulating coins and notes • Coin rubbing • Role playing buying and selling • Questioning and answering on acceptable ways of 	<ul style="list-style-type: none"> • ICT tools • Resource persons • Charts • Shop area • Money • Specialised materials

			earning money <ul style="list-style-type: none"> • Creating income generating projects • Crafting items for the shop area 	
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8.13 (ECD A) TOPIC 13 RELIGION

KEY CONCEPT	OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
ATTRIBUTES OF THE SUPREME BEING	<ul style="list-style-type: none"> • state the attributes of the Supreme Being 	<ul style="list-style-type: none"> • Attributes of the Supreme Being - loving -caring -just -forgiving 	<ul style="list-style-type: none"> • Discussing attributes of the Supreme Being • Singing songs on attributes of the Supreme Being • Telling stories • Colouring pictures from the stories 	<ul style="list-style-type: none"> • ICT tools • Resource person • Pictures • Crayons • Slate and stylus • Specialised materials

8.14 (ECD A) TOPIC 14 SOCIAL SERVICES AND VOLUNTEERISM

KEY CONCEPT	OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Vulnerable members in the family	<ul style="list-style-type: none"> • identify vulnerable members in the family • describe vulnerable 	<ul style="list-style-type: none"> • Vulnerable members - the elderly - orphans - children 	<ul style="list-style-type: none"> • Listing vulnerable members in the family • Watching and 	<ul style="list-style-type: none"> • ICT tools • Resource persons • Pictures

KEY CONCEPT	OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
	members in the family	<ul style="list-style-type: none"> - underprivileged people - people with disability 	<ul style="list-style-type: none"> listening to audio visual on vulnerable people • Colouring pictures of vulnerable people 	<ul style="list-style-type: none"> • Crayons • Audios rhymes • Puppets • Specialised materials
Sharing and helping in the family	<ul style="list-style-type: none"> • share items with others • help the needy members in the family 	<ul style="list-style-type: none"> • Items that we share with others: <ul style="list-style-type: none"> -blankets -toys -tools • Helping <ul style="list-style-type: none"> -caring for the sick -helping the elderly -baby sitting 	<ul style="list-style-type: none"> • Discussing ways of sharing in the family • Collecting items for sharing in the family • Planning sharing activities 	<ul style="list-style-type: none"> • ICT tools • Scissors • Glue • Pictures • Play areas • Crayons • Specialised materials

8.15 (ECD B) TOPIC 1: IDENTITY

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED LEARNING RESOURCES
Myself	<ul style="list-style-type: none"> • name/sign themselves • describe themselves 	<ul style="list-style-type: none"> • Myself -names 	<ul style="list-style-type: none"> • Saying out their names • Stating own sex 	<ul style="list-style-type: none"> • Pictures of totems • ICT tools

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED LEARNING RESOURCES
		<ul style="list-style-type: none"> -age -sex -totems -origin 	<ul style="list-style-type: none"> • Stating own age • Stating own place or origin • Drawing/modelling self • Colouring own totems 	<ul style="list-style-type: none"> • Colouring books • Crayons • Dough • Specialised materials
Myself and my family	<ul style="list-style-type: none"> • identify family members • describe family members 	<ul style="list-style-type: none"> • Family members <ul style="list-style-type: none"> -self -mother -father -siblings -relatives -guardians 	<ul style="list-style-type: none"> • Naming family members • Colouring pictures of family members • Singing rhymes on family members • Pasting pictures of family members 	<ul style="list-style-type: none"> • Crayons • Pictures of family members • Sign language materials • ICT tools • Specialised materials
Myself and my friends	<ul style="list-style-type: none"> • name/sign their friends • state activities they do with their friends 	<ul style="list-style-type: none"> • My friends <ul style="list-style-type: none"> - names • Activities <ul style="list-style-type: none"> - games - homework - chores - eating together 	<ul style="list-style-type: none"> • Identifying their friends • Playing games • Colouring pictures of themselves and their friends • Playing games • Drawing their friends • Reciting friendship rhymes 	<ul style="list-style-type: none"> • Crayons • Pictures of different people • Toys • Puppets • Playing materials • ICT tools • Specialised materials
Myself and my school	<ul style="list-style-type: none"> • name their school • describe their school 	<ul style="list-style-type: none"> • My School <ul style="list-style-type: none"> - name of the teacher - name of the school - name of the class 	<ul style="list-style-type: none"> • Stating the name of their school and teacher • Constructing model buildings • Touring the school • Singing songs about the school 	<ul style="list-style-type: none"> • ICT tools • Blocks • School buildings • Play centre • Specialised materials

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED LEARNING RESOURCES

8.16 (ECD B) TOPIC 2 NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
My country	<ul style="list-style-type: none"> state the name of their country describe the origin of the name Zimbabwe 	<ul style="list-style-type: none"> Country's name Origin of the name Zimbabwe 	<ul style="list-style-type: none"> Telling stories Tracing dots for the map of Zimbabwe Singing and dancing to traditional songs about Zimbabwe Describing the picture of Great Zimbabwe Making a collage for Great Zimbabwe 	<ul style="list-style-type: none"> ICT tools Resource person Sand Glue Pictures Crayons Pencils Specialised materials
National anthem	<ul style="list-style-type: none"> sing/sign the National Anthem describe the proper posture and protocol observed when singing the National Anthem 	<ul style="list-style-type: none"> National Anthem Protocol -standing at attention -taking off hats -stopping when the National Anthem is being sung 	<ul style="list-style-type: none"> Demonstrating proper posture and protocol when singing the National Anthem Singing the National Anthem in different languages 	<ul style="list-style-type: none"> ICT tools Resource person National Flag Audio/video of the national anthem Recordings of other songs Specialised materials
National flag	<ul style="list-style-type: none"> recognise the National Flag name the colours of 	<ul style="list-style-type: none"> National Flag National colours -black -red 	<ul style="list-style-type: none"> Observing the hoisting of the National flag Naming colours of the 	<ul style="list-style-type: none"> ICT tools National Flag Colour chart Glue

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes, and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
	the National Flag	-green -white -yellow	national flag • Singing the rhymes on the national flag • Colouring the national flag • Tracing the national flag	<ul style="list-style-type: none"> • Crayons • Paint • Scissors • Specialised materials
National colours	<ul style="list-style-type: none"> • Naming colours of the National Flag • explain the meaning of colours of the National Flag 	<ul style="list-style-type: none"> • Meaning of colours on the National Flag; <ul style="list-style-type: none"> - black majority - blood shed - vegetation - mineral - peace 	<ul style="list-style-type: none"> • Naming colours of the National Flag • Discussing meanings of colours • Reciting rhymes on meanings 	<ul style="list-style-type: none"> • ICT tools • Resource person • Paper • Sticks • Glue • Crayons • Paint • Specialised materials
National school pledge	<ul style="list-style-type: none"> • Recite the National School Pledge 	<ul style="list-style-type: none"> • National School Pledge 	<ul style="list-style-type: none"> • Reciting the National School Pledge • Demonstrating proper postures • Discussing the National School Pledge 	<ul style="list-style-type: none"> • Audio/video of the National School Pledge • ICT tools • Multi - media files • Specialised materials

8.17 (ECD B) TOPIC 3: HERITAGE

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Tangible heritage	<ul style="list-style-type: none"> • identify tangible heritage 	<ul style="list-style-type: none"> • Natural tangible heritage <ul style="list-style-type: none"> - plants - animals - land • Cultural tangible heritage <ul style="list-style-type: none"> -cultural dress -food -monuments -mortar and pestle 	<ul style="list-style-type: none"> • Exploring the environment, naming natural tangible heritage • Cutting and pasting pictures • Manipulating food from different cultures • Drawing any tangible heritage • Comparing food from different cultures 	<ul style="list-style-type: none"> • ICT tools • Resource persons • Pictures of different artefacts, sites and monuments • Samples of different attire • Cultural food • Specialised materials
Intangible heritage	<ul style="list-style-type: none"> • name intangible heritage • demonstrate any form of intangible heritage 	<ul style="list-style-type: none"> • Intangible heritage <ul style="list-style-type: none"> - language - dance - music - folklore 	<ul style="list-style-type: none"> • Naming intangible heritage • Singing and dancing different songs • Story telling • Role playing greetings • Recording videos and audios 	<ul style="list-style-type: none"> • ICT tools • Resource person • Percussion musical instruments • Videos • Different props • Cultural costumes • Videos of different cultural dances • Specialised materials

8.18 (ECD B) TOPIC 4 WORK AND LEISURE

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Work at home and school	<ul style="list-style-type: none"> • list work done at home and school • Demonstrate duties done at home and school 	<ul style="list-style-type: none"> • Duties at home <ul style="list-style-type: none"> -sweeping -washing -herding animals ● Duties at school: <ul style="list-style-type: none"> -watering the garden -picking up litter -tidying up 	<ul style="list-style-type: none"> • Naming different duties done at home and at school • Performing simple tasks • Role playing home and school duties • Miming duties • Singing work songs 	<ul style="list-style-type: none"> • ICT tools • Pictures of people at work • Resource person • Cleaning tools • Simple machines • Specialised materials
Work to produce goods and services	<ul style="list-style-type: none"> • identify different types of goods • list examples of cultural creative industries • make different cultural artefacts 	<ul style="list-style-type: none"> • Goods <ul style="list-style-type: none"> - clothes - furniture - tools • Services <ul style="list-style-type: none"> -babysitting -caring for the sick • Cultural creative industries <ul style="list-style-type: none"> -bead making -weaving mats and 	<ul style="list-style-type: none"> • Weaving mats and ropes • Making doll clothes • Role playing babysitting and caring for the sick • Making beads • Showcasing the crafted artefacts • Demonstrating use of different artefacts 	<ul style="list-style-type: none"> • Materials from the environment <ul style="list-style-type: none"> - Reeds - Grass - bottle top rings ● Specialised materials

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
		ropes		
Indigenous and modern games	<ul style="list-style-type: none"> • identify indigenous and modern games • play indigenous and modern games 	<ul style="list-style-type: none"> • Indigenous games such as nhodo/ igwini, pada • Modern games such as jig-saw puzzles, chess 	<ul style="list-style-type: none"> • Naming indigenous games and modern games • Playing different types of games 	<ul style="list-style-type: none"> • ICT tools • School environment • Games equipment • School grounds • Board games • Specialised materials

8.19 (ECD B) TOPIC 5 TRANSPORT AND COMMUNICATION

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Means of transport	<ul style="list-style-type: none"> • state indigenous means of transport • list modern means of transport 	<ul style="list-style-type: none"> • Indigenous means of transport <ul style="list-style-type: none"> - use of animals - canoes • Modern means of transport such as; <ul style="list-style-type: none"> - Train - aeroplane 	<ul style="list-style-type: none"> • Naming means of transport • Singing songs about transport • Cutting and pasting pictures of means of transport • Tracing pictures of means of transport • Listening/Watching audio-visuals on transport • Constructing models of means of transport 	<ul style="list-style-type: none"> • ICT tools • Crayons • Pictures • Models of different ancient transport • Blocks • Corn combs • Specialised materials

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Road safety rules	<ul style="list-style-type: none"> • identify road safety rules • demonstrate proper ways of walking along the road 	<ul style="list-style-type: none"> • Road safety rules: <ul style="list-style-type: none"> -walking on the right side of the road -crossing at a safe place 	<ul style="list-style-type: none"> • Discussing road safety rules • Role playing proper ways of walking along the road • Discussing road safety taboos • Singing songs on road safety rules 	<ul style="list-style-type: none"> • Model traffic signs • Pictures • ICT tools • Charts • Road • Resource persons • Specialised materials
Means of communication	<ul style="list-style-type: none"> • list ways of communication • demonstrate ways of communication • construct models of communication 	Ways of communication <ul style="list-style-type: none"> ● Indigenous ways such as; <ul style="list-style-type: none"> - Use of drum - Word of mouth ● Modern ways such as; <ul style="list-style-type: none"> - letter - emails - cell phone 	<ul style="list-style-type: none"> • Naming ways of communication • Practising on ways of communication • Modelling communication models • Colouring pictures • Recording videos 	<ul style="list-style-type: none"> • Pictures • Resource person • Models • Videos • Specialised materials
Passenger safety	<ul style="list-style-type: none"> • demonstrate passenger safety when using 	<ul style="list-style-type: none"> • Passenger safety when using: <ul style="list-style-type: none"> - bicycles 	<ul style="list-style-type: none"> • Dramatising passenger safety when using various 	<ul style="list-style-type: none"> • Resource persons • Pictures • ICT tools

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	various means of transport	<ul style="list-style-type: none"> - cars - animal carts 	means of transport <ul style="list-style-type: none"> • Singing songs on passenger safety • Role playing passenger safety • Reciting rhymes on passenger safety 	<ul style="list-style-type: none"> • Charts • ECD traffic centre • Audio-visual materials • Specialised materials

8.20 (ECD B) TOPIC 6 SHELTER

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Human shelter	<ul style="list-style-type: none"> • identify indigenous and modern forms of shelter • design models of indigenous and modern shelter 	<ul style="list-style-type: none"> • Indigenous human shelter <ul style="list-style-type: none"> -hut -cave • Modern human shelter <ul style="list-style-type: none"> -house -classroom -tent 	<ul style="list-style-type: none"> • Naming forms of human shelter • Reciting rhymes on human shelter • Play house on human shelter • Modelling human shelter • Colouring pictures on human shelter • Watching/listening audio visuals • Constructing models on human shelter 	<ul style="list-style-type: none"> • Pictures of indigenous human shelter • Crayons • Dough • Models of human shelter • ICT tools • Interlocking tools
Animal shelter	<ul style="list-style-type: none"> • list different forms of animal shelter • design animal shelter 	<ul style="list-style-type: none"> • Animal shelter <ul style="list-style-type: none"> -kraal -fowl run -nest -kennel -beehive 	<ul style="list-style-type: none"> • Naming animal shelter • Reciting rhymes on animal shelter • Colouring animal shelter • Story-telling on human shelter • Audio and videos of animal shelter 	<ul style="list-style-type: none"> • Pictures of animal shelter • Newspapers • Glue • Interlocking blocks • Toys • Clay soil • Play dough • Specialised materials • Cardboard boxes • ICT tools such as

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
			<ul style="list-style-type: none"> Constructing animal shelter Modelling animal shelter 	smartphone, laptop
Need for shelter	<ul style="list-style-type: none"> explain the need for shelter 	<ul style="list-style-type: none"> Need for shelter -protection -security 	<ul style="list-style-type: none"> Discussing the need for shelter Dramatising protection from bad weather Role playing security from danger Watching videos on need for shelter Constructing models of shelter 	<ul style="list-style-type: none"> Pictures of animal shelter Newspapers Glue Interlocking blocks Toys Clay soil Play dough Specialised materials Cardboard boxes ICT tools such as smartphone, laptop

8.21 (ECD B) TOPIC 7 GLOBAL ISSUES

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Natural and	<ul style="list-style-type: none"> name different natural 	Natural disasters	<ul style="list-style-type: none"> Discussing 	<ul style="list-style-type: none"> Paint

human induced disasters	disasters <ul style="list-style-type: none"> • identify human induced disasters 	<ul style="list-style-type: none"> - floods - drought • Human induced disasters -fire -drowning 	disasters <ul style="list-style-type: none"> ● Reciting rhymes on disasters • Pasting pictures of disasters • Painting pictures on disasters 	<ul style="list-style-type: none"> • Crayons • Pictures on disasters • Scissors • Videos on disasters • Specialised materials
Safety at home and at school	<ul style="list-style-type: none"> • list ways of ensuring safety from disasters • demonstrate the proper techniques to escape disasters 	<ul style="list-style-type: none"> • Safety precautions -drills -awareness campaign • Disaster risk preparedness • fire extinguisher • sand buckets • safety signs and symbols 	<ul style="list-style-type: none"> • Discussing ways of ensuring safety from disasters • Practising safe ways of escaping disasters • Role playing awareness campaigns on disasters • Reciting rhymes and poems 	<ul style="list-style-type: none"> • Paint • Crayons • Pictures on disasters • Scissors • Videos on disasters • Specialised materials

8.22 (ECD B) TOPIC 8 MANAGING AND COPING WITH CHANGES

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Changes at home and school	<ul style="list-style-type: none"> • list changes experienced at home 	<ul style="list-style-type: none"> • Changes at home -birth of a new baby 	<ul style="list-style-type: none"> • Reciting rhymes • Describing 	<ul style="list-style-type: none"> • Pictures • Videos

	<p>and at school</p> <ul style="list-style-type: none"> • manage changes at home and school 	<ul style="list-style-type: none"> -death of a parent -relocation of parents • Changes at school -school rules -routines -new classroom -new teacher 	<p>changes that take place at home and school</p> <ul style="list-style-type: none"> • Story telling • Touring the school • Visiting places of interests • Discussing new experiences at school • Role playing enjoyable activities 	<ul style="list-style-type: none"> • Crayons • Indoor and outdoor play centres • Charts • Specialised materials
Conflict management	<ul style="list-style-type: none"> • identify causes of conflicts • resolve conflicts peacefully 	<ul style="list-style-type: none"> • Causes of conflicts -limited resources -selfishness -failure to control emotions ● Ways of resolving conflict -counselling -apologising and forgiving 	<ul style="list-style-type: none"> ● Discussing possible causes of conflicts • Playing games with simple rules • Role playing conflict resolution • Practicing sharing and taking turns • Practicing healthy ways to resolve conflict 	<ul style="list-style-type: none"> • Papers • Pencils • Crayons • ICT tools • Resource person • Specialised materials • Interlocking blocks

8.23 (ECD B) TOPIC 9 SOCIAL ETIQUETTE

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Acceptable behaviour	<ul style="list-style-type: none"> • demonstrate acceptable behaviour • make polite requests 	<ul style="list-style-type: none"> ● Acceptable behaviour -respect -proper greeting • Polite request -excuse me -may I -please 	<ul style="list-style-type: none"> • Role playing making polite requests • Playing turn-taking games • Telling folktales on good behaviour • Questioning and answering on good behaviour 	<ul style="list-style-type: none"> • ICT tools • Video pictures • Resource person • Outdoor play • Balls • Specialised materials • Pictures

8.24 (ECD B) TOPIC 10 ENTITLEMENTS/RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Child rights	<ul style="list-style-type: none"> • state/sign child rights • explain child 	<ul style="list-style-type: none"> • Child rights such as; - right to education -right to belong to a 	<ul style="list-style-type: none"> • Stating/signing child rights • Discussing child 	<ul style="list-style-type: none"> • Videos • Colouring pictures • Pictures • Crayons

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
	rights	family -right to protection	rights • Telling stories	<ul style="list-style-type: none"> • Pencils • Glue • Scissors • Specialised materials
Responsibilities	<ul style="list-style-type: none"> • state responsibilities related to their rights 	<ul style="list-style-type: none"> • Child responsibilities -attend lessons -take care of their rooms -obedience -stay away from harmful situation <ul style="list-style-type: none"> • Managing personal belongings - books -hats -uniform -bag 	<ul style="list-style-type: none"> • Role playing duties related to their rights • Miming responsibilities • Watching/listening to audio visuals • Caring for personal belongings 	<ul style="list-style-type: none"> • Resource persons • Videos/audio/visual clips • ICT tools • Pictures • Charts • Specialised materials
Violation of child rights	<ul style="list-style-type: none"> • identify forms of child abuse • report violation of their rights 	<ul style="list-style-type: none"> • Forms of child abuse -physical -emotional -sexual -neglect • Report to: <ul style="list-style-type: none"> -teacher/facilitator -trusted person -parents -friends 	<ul style="list-style-type: none"> • Discussing forms of abuse • Drawing • Playing with toys • Reciting poems • Singing songs on rights • Story telling • Listening/watching to audio visuals 	<ul style="list-style-type: none"> • Videos • Indoor play centres • Art centre • Clay/dough • Resource person • Specialised materials

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
			<ul style="list-style-type: none"> • Role playing on reporting 	

8.25 (ECD B) TOPIC 11 HEALTH EDUCATION

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Personal hygiene and cleanliness	<ul style="list-style-type: none"> • state/sign good habits of personal hygiene • show ways of maintaining good personal hygiene 	<ul style="list-style-type: none"> • Personal hygiene practices -Bathing -washing hands -taking care of hair -brushing teeth 	<ul style="list-style-type: none"> • Watching videos • Miming taking care of their body • Singing action rhymes on caring for the body • Demonstrating personal hygiene practices 	<ul style="list-style-type: none"> • Videos • Health personnel • Audio/visual materials • Specialised materials
Healthy lifestyle	<ul style="list-style-type: none"> • identify healthy 	<ul style="list-style-type: none"> ● Healthy habits 	<ul style="list-style-type: none"> • Discussing healthy 	<ul style="list-style-type: none"> • Videos

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
	habits <ul style="list-style-type: none"> demonstrate healthy habits 	-eating healthy food -exercising -drinking water -washing hands -rest	habits <ul style="list-style-type: none"> Watching and listening to audio visuals Creating a nutritional garden Singing songs and rhymes on healthy habits 	<ul style="list-style-type: none"> Health personnel Audio/visual materials Specialised materials
Common diseases	<ul style="list-style-type: none"> name common diseases in their areas identify simple signs and symptoms of common diseases 	<ul style="list-style-type: none"> Common diseases -malaria -influenza -mumps -diarrhoea Signs <ul style="list-style-type: none"> -running nose - fever -vomiting -skin infection -swollen glands -watery stool (running stomach) 	<ul style="list-style-type: none"> Listing common diseases Discussing causes of common diseases Listening/watching to audio/visuals Story telling 	<ul style="list-style-type: none"> Health personnel Posters Charts Drawings ICT tools Pictures Specialised materials
Environmental health	<ul style="list-style-type: none"> dispose litter correctly 	<ul style="list-style-type: none"> Litter picking Litter disposal 	<ul style="list-style-type: none"> Watching videos on litter picking 	<ul style="list-style-type: none"> Brooms Labelled bins

KEY CONCEPT	LEARNING OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> classify types of litter 	<ul style="list-style-type: none"> -sort litter 	<ul style="list-style-type: none"> Picking litter in their classroom and disposing it in the bin Singing rhymes and poems on litter disposal Sorting litter Sweeping the classroom 	<ul style="list-style-type: none"> Gloves Pictures Videos Specialised materials
First Aid	<ul style="list-style-type: none"> identify situations that require First Aid report emergency situations state the importance of getting First Help in case of emergencies 	<ul style="list-style-type: none"> Situations that require First Aid: <ul style="list-style-type: none"> -burns and cuts -falling -drowning -choking Importance of getting first help <ul style="list-style-type: none"> -saves life -managing injuries 	<ul style="list-style-type: none"> Discussing situations that require First Aid Story telling Watching/listening to audio visuals Questioning and answering Role playing reporting Discussing taboos which save life 	<ul style="list-style-type: none"> Videos ICT tools Audio visuals Resource person Radio Specialised materials

8.26 (ECD B) TOPIC 12 CAREER GUIDANCE AND FINANCIAL LITERACY

KEY CONCEPT	OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Career ambitions and guidance	<ul style="list-style-type: none"> • state/sign career ambitions • list/sign different occupations 	<ul style="list-style-type: none"> • Ambitions -individual career aspirations • Occupations -law enforcement officer -doctor -teacher -musician -athlete 	<ul style="list-style-type: none"> ● Questioning and answering on career ambitions • Discussing different occupations • Role playing occupations • Exhibiting different careers 	<ul style="list-style-type: none"> • Pictures • Charts • Resource persons • Posters • Costumes for different occupations • Specialised materials
Financial literacy	<ul style="list-style-type: none"> • identify coins and notes • describe acceptable ways of earning money • State ways of saving money 	<ul style="list-style-type: none"> • Coins and notes ● Acceptable ways of earning money -buying and selling -keeping poultry -keeping rabbits ● Saving money -bank -piggy bank 	<ul style="list-style-type: none"> • Coin rubbing • Role playing buying and selling • Crafting items for the shop corner • Discussing acceptable ways of earning money • Dramatising ways of saving money • Creating an income 	<ul style="list-style-type: none"> • ICT tools • Shop area • Money • Resource person • Chart of people at work • Pictures • Money • Piggy bank • Specialised materials

KEY CONCEPT	OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
			generating project	

8.27 (ECD B) TOPIC 13 RELIGION

KEY CONCEPT	OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Attributes of the Supreme Being	<ul style="list-style-type: none"> state the attributes of the Supreme Being 	<ul style="list-style-type: none"> Attributes of the Supreme Being such as: <ul style="list-style-type: none"> - loving -caring -just -forgiving 	<ul style="list-style-type: none"> Stating the attributes of the Supreme Being Singing songs on attributes of the Supreme Being Story telling Retelling the story Drawing pictures Colouring pictures from the stories 	<ul style="list-style-type: none"> ICT tools Resource person Pictures Crayons Slate and stylus Specialised materials

8.28 (ECD B) TOPIC 14 SOCIAL SERVICES AND VOLUNTEERISM

KEY CONCEPT	OBJECTIVES Pupils should be able to:	UNIT CONTENT Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Vulnerable members in the community and school	<ul style="list-style-type: none"> ● identify vulnerable members in the community ● describe vulnerable members in the community and school 	<ul style="list-style-type: none"> ● Vulnerable members: <ul style="list-style-type: none"> - the elderly - orphans - children - the under privileged - people with disability 	<ul style="list-style-type: none"> ● Discussing vulnerable members in the community and school ● Telling stories about vulnerable people ● Watching or listening to audio visuals of the vulnerable people ● Colouring pictures ● Reciting rhymes 	<ul style="list-style-type: none"> ● ICT tools ● Resource persons ● Pictures ● Videos ● Crayons ● Specialised materials

KEY CONCEPT	OBJECTIVES Pupils should be able to:	UNIT CONTENT (Skills, Values, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Sharing and helping in the school and community and school</p>	<ul style="list-style-type: none"> • share learning materials • help vulnerable members in the community and school 	<ul style="list-style-type: none"> ● Items that can be shared: <ul style="list-style-type: none"> -pencils -books -crayons NB. There are items that should not be shared ● Helping the vulnerable <ul style="list-style-type: none"> -fetching water and firewood -cleaning 	<ul style="list-style-type: none"> • Dramatise sharing items with others • Role playing helping the vulnerable in the community and school • Watching and listening to audio visuals • Colouring pictures • Pasting pictures 	<ul style="list-style-type: none"> • ICT tools • Pictures • Specialised materials • Toys • Stationery • Locally available materials

8.29 (GRADE 1) TOPIC 1: IDENTITY

KEY CONCEPT	OBJECTIVES Pupils should be able to:	UNIT CONTENT <i>(skills , knowledge, values and attitudes)</i>	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Myself and my family	<ul style="list-style-type: none"> • state their names and surnames • describe their physical address • identify members of the extended family 	Myself -names -surnames -gender -age -totems -physical address/place of residence <ul style="list-style-type: none"> • My family -parents -siblings -grandparents -uncle -aunt	<ul style="list-style-type: none"> • Rhymes and songs on myself and family • Saying/signing family and own names <ul style="list-style-type: none"> • Discussing family relations • Drawing self and family members • Colouring own totems • Role playing family members • Cutting and pasting pictures of family members • Drawing self and family members 	<ul style="list-style-type: none"> • ICT tools • Pictures • Charts • Crayons • Magazine • Textbooks • Specialised materials • Glue • Tree juice • Scissors • Photographs • Locally available materials
Myself and my	<ul style="list-style-type: none"> • name their friends 	<ul style="list-style-type: none"> • My friends 	<ul style="list-style-type: none"> • Saying/signing names 	<ul style="list-style-type: none"> • Balls

<p>friends</p>	<ul style="list-style-type: none"> describe their own friends demonstrate activities they do with friends 	<p>-names -sex -age</p> <ul style="list-style-type: none"> Activities <p>-playing games -chores</p>	<p>of friends</p> <ul style="list-style-type: none"> Drawing friends Discussing activities done with friends Naming/signing and playing games 	<ul style="list-style-type: none"> Pencils ICT tools Braille materials Pictures Specialised materials Charts Bond paper Local environment Locally available materials
<p>Myself and my school</p>	<ul style="list-style-type: none"> name / sign their school, teacher and school head describe their school, teacher and head teacher 	<p>Myself and school</p> <p>-school -head -teacher</p>	<ul style="list-style-type: none"> Naming / signing their school, teacher and school head Draw their school, teacher and headteacher Touring the school Singing songs and rhymes about the school 	<ul style="list-style-type: none"> ICT Tools School environment Crayons Pencils Pictures News prints Charts Locally available materials
<p>Roles of family members</p>	<ul style="list-style-type: none"> list the roles of each family member explain roles of family members 	<ul style="list-style-type: none"> duties of different family members (immediate family) 	<ul style="list-style-type: none"> Stating / signing the different roles of each family member Role playing the duties of each member Discussing roles of family members 	<ul style="list-style-type: none"> I C T tools Pictures Charts Specialised materials Locally available

				materials
Family norms and values	<ul style="list-style-type: none"> explain family norms and values 	<ul style="list-style-type: none"> Family norms -family rules Values -respect -honesty -hardworking 	<ul style="list-style-type: none"> Discussing family norms and values such as discipline and hard work Demonstrating respect for elders 	<ul style="list-style-type: none"> ICT tools Picture Charts Resource person Specialised materials Locally available materials

8.30 (GRADE 1) TOPIC 2: NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
My country and different ethnic groups	<ul style="list-style-type: none"> state the name of the country state the different ethnic groups in Zimbabwe 	<ul style="list-style-type: none"> Country name Different ethnic groups such as: <ul style="list-style-type: none"> -Ndau -Tonga 	<ul style="list-style-type: none"> Naming/ signing their country Listing/ signing at least five ethnic groups 	<ul style="list-style-type: none"> ICT tools Resource person Pictures Charts Slate and stylus Specialised materials

		-Chewa		<ul style="list-style-type: none"> Locally available materials
National flag	<ul style="list-style-type: none"> identify the colours of the national flag explain the meaning of colours on the flag 	<ul style="list-style-type: none"> Colours of the national flag Meaning of colours <p>-Red</p> <p>-Yellow</p> <p>-Black</p> <p>-Green</p> <p>-white</p>	<ul style="list-style-type: none"> Identifying colours of the national flag Drawing the national flag Colouring the national flag Discussing the meaning of the colours on the national flag 	<ul style="list-style-type: none"> ICT tools Samples of the national flag Charts Crayons Specialised materials Locally available
National School Pledge	<ul style="list-style-type: none"> recite the National School Pledge 	<ul style="list-style-type: none"> National School Pledge 	<ul style="list-style-type: none"> Reciting/signing the National School Pledge Demonstrating proper posture 	<ul style="list-style-type: none"> ICT tools Charts Related literature <ul style="list-style-type: none"> Slate and stylus Locally available materials
National Anthem	<ul style="list-style-type: none"> sing the National Anthem Observe protocol and proper posture when singing the National 	<ul style="list-style-type: none"> National Anthem Protocol 	<ul style="list-style-type: none"> Singing/signing the National Anthem Demonstrating proper 	<ul style="list-style-type: none"> ICT tools Charts Resource person

	Anthem		posture and protocol	<ul style="list-style-type: none"> • Slate and stylus ● Specialised materials
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8.31 (GRADE 1) TOPIC 3 HERITAGE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Tangible heritage	<ul style="list-style-type: none"> • Define heritage • Name/ sign tangible heritage • List examples of tangible heritage • Identify tangible heritage 	<ul style="list-style-type: none"> • Tangible heritage <ul style="list-style-type: none"> -plants -animals -land -artefacts -heritage sites -monuments 	<ul style="list-style-type: none"> • Exploring the environments • Manipulating and playing with artifacts • Touring heritage sites in their locality • Drawing examples of heritage • Watching videos • Modelling heritage site/ colouring heritage pictures • Quiz on heritage 	<ul style="list-style-type: none"> • Pictures of heritage • ICT tools • Artifacts like drums, baskets, clay pots etc • Resource persons • Heritage sites • Cultural hut • Locally available materials

Intangible heritage	<ul style="list-style-type: none"> ● Identify intangible heritage ● list intangible 	<ul style="list-style-type: none"> • Intangible heritage <ul style="list-style-type: none"> - folktales -songs and dances 	<ul style="list-style-type: none"> • Naming intangible heritage • Singing and 	<ul style="list-style-type: none"> • ICT tools • Cultural attire • Pictures
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	heritage <ul style="list-style-type: none"> ● explain use of heritage ● appreciate all languages 	-indigenous games -indigenous languages	dancing <ul style="list-style-type: none"> ● Story telling ● Watching videos ● Speaking their own languages 	<ul style="list-style-type: none"> ● Resource person ● Talking books/braille ● Locally available materials
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Ubuntu/ Unhu/ Vumunhu	<ul style="list-style-type: none"> ● state the attributes of ubuntu/unhu/Vumunhu ● demonstrate attributes of Ubuntu/Unhu/Vumunhu 	<ul style="list-style-type: none"> ● Ubuntu/Unhu/Vumunhu -Norms and values such as humility, honesty, respect, hard work 	<ul style="list-style-type: none"> ● Discussing the attributes of Ubuntu/Unhu/Vumunhu ● Demonstrating appropriate norms and values ● Role-playing some elements of ubuntu/unhu/Vumunhu 	<ul style="list-style-type: none"> ● ICT tools ● Pictures ● Charts ● Resource persons ● Specialised materials
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8.32 (GRADE 1) TOPIC 4 WORK AND LEISURE

KEY CONCEPT	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
	Pupils should be able to:	(Skills, attitudes, and		

		knowledge values)		
<ul style="list-style-type: none"> • Work at home and school 	<ul style="list-style-type: none"> • identify the different types of work done at home and at school • explain importance of work at home and school 	<ul style="list-style-type: none"> • Different types of work <ul style="list-style-type: none"> - at home (washing, cooking, gardening, herding cattle) - school (watering the garden, sweeping, picking litter) <ul style="list-style-type: none"> • Importance of work at home and school - to share responsibilities - encourage self-reliance - prepare for future career 	<ul style="list-style-type: none"> • Listing the different types of work at home and at school • Discussing the importance of work at home and school • Role playing different types of work • Picking litter around the school 	ICT tools Pictures <ul style="list-style-type: none"> • Slate and stylus materials • Specialised materials
<ul style="list-style-type: none"> • Work at home and school produces goods and services 	<ul style="list-style-type: none"> • Identify goods and services produced at home and school • Describe services provided at home and school 	<ul style="list-style-type: none"> • Work at home and school such as: <ul style="list-style-type: none"> -gardening -poultry keeping • Goods produced at home and school such as: 	<ul style="list-style-type: none"> • Listing goods produced at home and school • Discussing services provided at home and at school • Role playing giving services • Creating a nutritious garden 	<ul style="list-style-type: none"> • ICT tools • Pictures • Specialised materials • Garden tools • Charts

		<ul style="list-style-type: none"> -vegetables -meat • Services such as: <ul style="list-style-type: none"> -baby sitting -running errands -herding cattle -washing plates 		
<ul style="list-style-type: none"> • Use of leisure time at home and school 	<ul style="list-style-type: none"> • identify leisure activities at home and school • explain the importance of leisure time at home 	<ul style="list-style-type: none"> • Use of leisure time at home and at school <ul style="list-style-type: none"> - playing games -story telling - watching/listening to audio-visuals - reading • Importance of leisure <ul style="list-style-type: none"> - improves mental health - socialisation 	<ul style="list-style-type: none"> • Listing activities done during free time at home and school • Discussing the importance of leisure activities • Watching/listening to audio-visuals • Playing games 	<ul style="list-style-type: none"> • ICT tools • Pictures • Specialised materials • Resource person
Indigenous and modern games.	<ul style="list-style-type: none"> • identify indigenous and modern 	<ul style="list-style-type: none"> • Indigenous games such as : <ul style="list-style-type: none"> - nhodo/ igwini, pada, 	<ul style="list-style-type: none"> • Listing indigenous and modern games 	<ul style="list-style-type: none"> • ICT tools • Pictures • Specialised

	<p>games</p> <ul style="list-style-type: none"> demonstrate indigenous and modern games 	<p>hide and seek, chitsveru/ ingqobe</p> <ul style="list-style-type: none"> Modern games such as: <ul style="list-style-type: none"> - computer games, jigsaw puzzles, board games 	<ul style="list-style-type: none"> Playing indigenous and modern games 	<p>material</p> <ul style="list-style-type: none"> Resource person Puzzles Computers
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8.33 (GRADE 1) TOPIC 5 TRANSPORT AND COMMUNICATION

KEY CONCEPT	OBJECTIVES Pupils should be able to:	UNIT CONTENT (skills, knowledge, values, attitude)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Means of transport	<ul style="list-style-type: none"> identify different means of transport explain the importance of transport 	<ul style="list-style-type: none"> Means of transport <ul style="list-style-type: none"> -bicycle -car -scorch cart -wheelbarrow -ship -train -aeroplane -boat 	<ul style="list-style-type: none"> Identifying means of transport Labelling different means of Transport Discussing the importance of transport Watching/listening to audio-visuals Constructing transport models 	<ul style="list-style-type: none"> ICT Tools Pictures Real objects Models News prints Specialised material
Road safety rules and signs	<ul style="list-style-type: none"> identify basic road signs state basic 	<ul style="list-style-type: none"> Basic road signs <ul style="list-style-type: none"> -stop sign -traffic lines 	<ul style="list-style-type: none"> Observing basic road signs Saying the meaning 	<ul style="list-style-type: none"> ICT tools Pictures Charts

	<p>road safety rules</p> <ul style="list-style-type: none"> • explain the importance of road safety rules • exhibit the keeping of road safety rules 	<p>-zebra crossing -informative signs</p> <ul style="list-style-type: none"> ● Basic road rules <p>-walk on the right side of the road -check right, left then right and cross the road -cross on the zebra crossing -always cross on straight roads</p> <ul style="list-style-type: none"> ● Importance of following safety rules <p>- avoid accidents</p>	<p>of basic road signs</p> <ul style="list-style-type: none"> • Listing road safety rules • Discussing the importance of road safety rules • Demonstrating basic rules of the road 	<ul style="list-style-type: none"> • Models • Road signs • Environment • Resource person • Specialised material
Means of communication	<ul style="list-style-type: none"> ● identify means of Communication ● Compare past and present means of communication 	<ul style="list-style-type: none"> ● Means of communication: <p>- past and present -smoke -drum -horn -cell phone -television -tablet -letter -word of mouth -bell / siren</p>	<ul style="list-style-type: none"> • Listing different ways of communication • Dramatising ways of communicating • Drawing pictures of various means of communication ● Labelling communication means 	<ul style="list-style-type: none"> • ICT tools • Pictures • Horns • Drums • Specialised material • Modern communication gadgets

			<ul style="list-style-type: none"> ● Constructing models of communication ● Discussing differences between past and present means of communication 	
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8.34 (GRADE 1) TOPIC 6 SHELTER

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Human shelter	<ul style="list-style-type: none"> ● identify different types of human shelter ● explain the importance of shelter 	<ul style="list-style-type: none"> ● Human shelter <ul style="list-style-type: none"> - huts -house -cave -classroom -hospitals -halls <ul style="list-style-type: none"> ● Importance of shelter - protection - security - storage 	<ul style="list-style-type: none"> ● Naming shelter ● Drawing and labelling ● Viewing different types of shelter ● Listening/watching audio visuals ● Making models ● Discussing the need for shelter 	<ul style="list-style-type: none"> ● Shelter ● Models of shelter ● Charts ● ICT tools ● Crayons ● Play dough ● Pictures ● Specialised material ● Locally available

				materials
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Animal shelter	<ul style="list-style-type: none"> identify different types of animal shelter 	<ul style="list-style-type: none"> Animal shelter -nest -kraal -den -kennel -river -beehive -hole -caves 	<ul style="list-style-type: none"> Listing of animal shelter Drawing animals' shelter Matching animal with their shelter Visiting and collecting animal shelter Discussing animal shelter Making models of animal shelter 	<ul style="list-style-type: none"> Pictures ICT tool Local environment Clay Grass Fibre Prepared animal models Specialised materials Locally available materials
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8.35 (GRADE 1) TOPIC 7 GLOBAL ISSUES

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Veld fires	<ul style="list-style-type: none"> identify causes and effects of veld fires describe how veld fires are prevented 	Veld fires -causes - effects -prevention	<ul style="list-style-type: none"> Listing causes of veld fires Discussing effects of veld fires Role-playing ways 	<ul style="list-style-type: none"> ICT tools Drill equipment Specialised materials Locally available materials

			of preventing veld fires ● Making fire guards ● Conducting fire drills	
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Water related disaster	<ul style="list-style-type: none"> ● explain water related disasters ● identify safety precautions against water related disasters 	<ul style="list-style-type: none"> ● Water disasters <ul style="list-style-type: none"> -drowning - floods -water pollution ● Safety precautions: <ul style="list-style-type: none"> - stay away from water bodies - move to a safe place - draw water from safe sources 	<ul style="list-style-type: none"> ● Listing water related disasters ● Suggesting safety precautions ● Identifying potential drowning places 	<ul style="list-style-type: none"> ● ICT tools ● Pictures ● Wells ● Swimming pools ● River ● Construction sites ● Locally available materials
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8.36 (GRADE 1) TOPIC 8 MANAGING AND COPING WITH CHANGES

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
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<ul style="list-style-type: none"> Managing and coping with changes from ECD to Grade 1 	<ul style="list-style-type: none"> state transitional changes from ECD to Grade 1 Compare grade 1 and ECD activities 	<ul style="list-style-type: none"> Transitional changes in the school <ul style="list-style-type: none"> level/grade classroom teacher routines activities Managing transitional changes in the school <ul style="list-style-type: none"> taking instructions following rules 	<ul style="list-style-type: none"> Listing transitional changes from ECD to Grade 1 Discussing changes from ECD to grade one Suggesting ways of coping with changes 	<ul style="list-style-type: none"> ICT tools Pictures Slate and stylus materials Specialised materials Local environment Resource person Locally available materials
<p>Coping with changes in the family</p>	<ul style="list-style-type: none"> list possible changes that affect children in the family state coping strategies on changes in the family 	<ul style="list-style-type: none"> Possible changes that affect children in the family <ul style="list-style-type: none"> death relocation job loss Coping strategies on family changes <ul style="list-style-type: none"> seek counseling 	<ul style="list-style-type: none"> Listing possible changes that affect children in the family Discussing coping strategies Exercising Playing games Singing songs and dancing Story telling/ 	<ul style="list-style-type: none"> Pictures Charts ICT tools Toys Specialised materials Locally available materials

			<p>story reading</p> <ul style="list-style-type: none"> • Debating possible solutions 	
Conflict resolution	<ul style="list-style-type: none"> ● identify potential causes of conflict ● outline ways of resolving conflict 	<ul style="list-style-type: none"> ● Potential causes of conflict <ul style="list-style-type: none"> - communication breakdown - resources competition - differences in beliefs - background ● Ways of resolving conflict <ul style="list-style-type: none"> -negotiating -compromise -report 	<ul style="list-style-type: none"> • Listing causes of conflict • Discussing ways of resolving conflict • Dialoguing • Dramatising resolving conflicts • Telling stories on conflict resolution 	<ul style="list-style-type: none"> • ICT tools • Counselling room • Pictures • Specialised materials • Locally available materials

8.37 (GRADE 1) TOPIC 9 SOCIAL ETIQUETTE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<ul style="list-style-type: none"> • Acceptable behavior at 	<ul style="list-style-type: none"> • list examples of acceptable 	<ul style="list-style-type: none"> • Acceptable behavior at 	<ul style="list-style-type: none"> • Listing examples of good behavior 	<ul style="list-style-type: none"> • ICT tools • Specialised

<p>home and school</p>	<p>behavior at home and school</p> <ul style="list-style-type: none"> • demonstrate acceptable behaviour at home and school 	<p>home</p> <ul style="list-style-type: none"> -good eating habits such as: chewing food with mouth closed, eating while seated -greetings -following rules -respecting one another 	<ul style="list-style-type: none"> • Demonstrating good behavior • Role playing good behavior • Describing good behavior • Reciting poems on good behavior 	<p>materials</p> <ul style="list-style-type: none"> • Pictures • Charts • Resource person
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8.38 (GRADE 1) TOPIC 10 ENTITLEMENTS/ RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Child rights and responsibilities</p>	<ul style="list-style-type: none"> • name/sign child rights and responsibilities 	<ul style="list-style-type: none"> • Child rights such as the Right to: <ul style="list-style-type: none"> - shelter - education - health • Responsibilities such as: <ul style="list-style-type: none"> - cleaning - homework - reporting sickness 	<ul style="list-style-type: none"> • Stating child rights and responsibilities • Discussing child rights and responsibilities • Reciting poems on child rights and responsibilities • Matching child rights and responsibilities 	<ul style="list-style-type: none"> • ICT tools • Pictures • Charts • Real objects • Resource persons • Specialised materials • Textbooks/audio books

				<ul style="list-style-type: none"> • Locally available materials
Child protection at home, school and community	<ul style="list-style-type: none"> • name forms of abuse • identify people who can protect children at home, school and community <p>discuss ways of reporting child abuse</p>	<ul style="list-style-type: none"> • Situations that require protection: <ul style="list-style-type: none"> - Abuse; sexual, physical, emotional, neglect • People who protect children - prefects and teachers, parents/guardians, siblings, police - trusted elders • Ways of reporting child abuse; - -telling trusted elders, 	<ul style="list-style-type: none"> • Listing different forms of abuse • Naming people who can protect children at home, school and community • Dramatising reporting abuse • Watching videos on ways of reporting child abuse 	<ul style="list-style-type: none"> • ICT tools • Pictures • Charts • Real objects • Resource persons • Specialised materials • Suggestion boxes • Locally available materials

8.39 (GRADE 1) TOPIC 11 HEALTH EDUCATION

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Personal hygiene	<ul style="list-style-type: none"> • identify items used for personal hygiene. 	<ul style="list-style-type: none"> • Items for personal hygiene - towel 	<ul style="list-style-type: none"> • Naming items used for personal hygiene in the locality 	<ul style="list-style-type: none"> • ICT tools • Pictures • Charts

	<ul style="list-style-type: none"> • list local indigenous items used for personal hygiene • demonstrate personal hygiene practices 	<ul style="list-style-type: none"> - soap - toothbrush • Indigenous items for personal hygiene - stick toothbrush - charcoal - ashes - ruredzo 	<ul style="list-style-type: none"> • Drawing and labelling items used for personal hygiene • Collecting items used for personal hygiene • Practising personal hygiene 	<ul style="list-style-type: none"> • Textbooks • Audio-visual aids • Resource person • Crayons • Stick toothbrush • Charcoal • Ashes • Specialised materials • Locally available materials
Healthy lifestyles	<ul style="list-style-type: none"> • Identify healthy habits • practise healthy habits 	<p>Healthy lifestyles</p> <ul style="list-style-type: none"> • Healthy habits • Eating healthy food such as: <ul style="list-style-type: none"> - fruits - vegetables - nutritious drinks • Exercising <ul style="list-style-type: none"> - playing games - running, jogging • Rest and enough sleep 	<ul style="list-style-type: none"> • Listing healthy foods including indigenous • Drawing healthy and unhealthy foods • Classifying healthy and unhealthy foods • Researching on healthy and unhealthy foods • Playing games 	<ul style="list-style-type: none"> • ICT tools • Pictures • Charts • Specialised materials • Textbooks • Audio books • Resource person • Crayons • Food samples (healthy and

			<ul style="list-style-type: none"> • Exercising • Discussing other healthy lifestyles • Watching videos on exercises 	<p>unhealthy foods)</p> <ul style="list-style-type: none"> • Playground • Locally available materials
Common diseases	<ul style="list-style-type: none"> • list common diseases • State natural remedies for common diseases 	<ul style="list-style-type: none"> • Common diseases <ul style="list-style-type: none"> - common colds - influenza - diarrhoea - bilharzia - malaria - Mumps • Natural remedies <ul style="list-style-type: none"> -malaria - burning cow dung -flue - steaming -mumps - tying corn cob around the neck 	<ul style="list-style-type: none"> • Naming common diseases in their locality • Discussing common diseases • Researching on natural remedies for common diseases in their locality • Reciting poems on common diseases • Dramatising on any common diseases 	<ul style="list-style-type: none"> • ICT tools • Pictures • Charts • Specialised materials • Textbooks • Audio-visuals aids • Resource person • Corn cobs • Locally available materials

8.40 (GRADE 1) TOPIC 12 CAREER GUIDANCE AND FINANCIAL LITERACY

KEY CONCEPT	OBJECTIVES Pupils should be able to:	UNIT CONTENT (<i>skills, knowledge, values, attitude</i>)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Educational guidance	<ul style="list-style-type: none"> • state ways of studying • explain ways of studying 	<ul style="list-style-type: none"> • Effective study ways -regular lesson attendance -homework -take regular breaks -ask questions -time-tabling -revision 	<ul style="list-style-type: none"> • Listing ways of studying • Discussing ways of studying • Designing a study time-table 	<ul style="list-style-type: none"> • ICT tools • Charts • Specialised materials • Resource persons • Newspapers • Audio-visual aids • Locally available materials
Career ambitions and guidance	<ul style="list-style-type: none"> • state career ambitions • list different occupations • identify a desired career 	<ul style="list-style-type: none"> • Career ambitions • Different occupations • Desired careers • Different careers in local community 	<ul style="list-style-type: none"> • Saying own career ambitions • Discussing different occupations • Drawing and pasting pictures • Matching pictures and 	<ul style="list-style-type: none"> • ICT tools • Charts • Pictures • Pencils • Crayons • Glue • Resource persons • Specialised

			<p>occupations</p> <ul style="list-style-type: none"> • Labelling pictures of different occupations • Identifying desired careers • Stating different careers in the local community • Role playing different careers 	<p>materials</p>
<p>Financial Literacy</p>	<ul style="list-style-type: none"> • identify honest ways of making money • Demonstrate responsible use of money 	<ul style="list-style-type: none"> • Honest ways of making money <ul style="list-style-type: none"> -formal work -informal work • Income generating projects <ul style="list-style-type: none"> -keeping broilers -rabbit- keeping -baking -sewing • Responsible use of money <ul style="list-style-type: none"> -budget -saving 	<ul style="list-style-type: none"> • Listing income generating projects at home • Role playing honest ways of making money • Creating income generating projects • Practising buying and selling 	<ul style="list-style-type: none"> • ICT tools • Shop corner • Pictures • Chart • Specialised materials • Locally available materials

8.41 (GRADE 1) TOPIC 13 RELIGION

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Different Religions	<ul style="list-style-type: none"> • name own religion • state different religions in Zimbabwe • identify religious symbols 	<ul style="list-style-type: none"> • Religions in Zimbabwe -Indigenous religion -Christianity -Judaism -Islam <ul style="list-style-type: none"> • Religious symbols 	<ul style="list-style-type: none"> • Stating own religion • Listing different religions in Zimbabwe • Discussing religious symbols • Drawing own religious symbol • Colouring their own religious symbols 	<ul style="list-style-type: none"> • ICT tools • Resource person • Pictures • Videos • Crayons • Specialised materials
Tolerance in religion	<ul style="list-style-type: none"> • state the importance of religious tolerance 	Importance of religious tolerance	<ul style="list-style-type: none"> • Stating the importance of religious tolerance 	<ul style="list-style-type: none"> • ICT tools • Resource person • Pictures • Slate and stylus • Specialised materials • Locally available materials

<p>Moral teachings in different religions (love compassion, forgiveness)</p>	<ul style="list-style-type: none"> state moral teachings of the identified religions 	<p>Moral teachings in different religions</p> <ul style="list-style-type: none"> -respect -love -forgiveness -compassion 	<ul style="list-style-type: none"> Stating moral teachings of the identified religions Reciting rhymes on moral teachings Story telling Role playing scenarios of respect <ul style="list-style-type: none"> - love - forgiveness - compassion 	<ul style="list-style-type: none"> ICT tools Resource person Pictures Slate and stylus Specialised materials Audio-visual materials
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8.42 (GRADE 1) TOPIC 14: SOCIAL SERVICES AND VOLUNTEERISM

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Vulnerable members of the community</p>	<ul style="list-style-type: none"> identify vulnerable members in the community explain how the community can help its vulnerable 	<ul style="list-style-type: none"> Vulnerable members in the community -orphans -the elderly -sick people -people with disabilities -under privileged 	<ul style="list-style-type: none"> Listing vulnerable members in the community Discussing ways of helping the vulnerable members Celebrating 	<ul style="list-style-type: none"> ICT tools Pictures Songs Rhymes Newspapers Specialised materials

	<ul style="list-style-type: none"> members • appreciate diversity in the community 		<p>diversity in the community</p>	<ul style="list-style-type: none"> • Locally available materials
Voluntary participation in the community	<ul style="list-style-type: none"> • identify community voluntary activities • participate in community voluntary activities 	<ul style="list-style-type: none"> • Voluntary community activities such as: <ul style="list-style-type: none"> -picking litter -helping the under-privileged in the community 	<ul style="list-style-type: none"> • Picking litter in the Community ● Collecting resources for helping the under privileged in the community • Dramatising community activities or program 	<ul style="list-style-type: none"> • ICT tools • Pictures • Songs • Rhymes • Newspapers • Specialised materials • Locally available materials
Sharing and helping in the community	<ul style="list-style-type: none"> • share items with others in the community • help to vulnerable members in the community and 	<ul style="list-style-type: none"> ● Shared resources in the community <ul style="list-style-type: none"> -community hall -bore hole -dip tank -dam -play grounds -park 	<ul style="list-style-type: none"> • Listing shared resources in the community • Discussing ways of sharing community resources • Dramatising collective work in the community • Questioning and answering on 	<ul style="list-style-type: none"> • ICT tools • Pictures • Songs • Rhymes • Newspapers • Specialised materials • Play area • Locally available materials

			helping the needy in the community	
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8.43 (GRADE 2) TOPIC 1 IDENTITY

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Relatives, family norms and values	<ul style="list-style-type: none"> • explain the relationship between family members • describe family norms and values • demonstrate family norms and values 	<ul style="list-style-type: none"> ● Relationships within the family members such as:- <ul style="list-style-type: none"> -aunt -grandparents -uncle -nephew -niece -cousin ● Family norms and values:- <ul style="list-style-type: none"> -respect -tolerance 	<ul style="list-style-type: none"> • Discussing relationships between family members • Drawing and labelling relatives • Singing songs and rhymes on relatives • Describing their relatives • Dramatising roles of their relatives 	<ul style="list-style-type: none"> • ICT tools (digital cameras) • Charts • Pencils • Dough • Magazines • Textbooks • Specialised material • Locally available materials

		<ul style="list-style-type: none"> -discipline -hard work -greetings -love -forgiveness 	<ul style="list-style-type: none"> ● Stating family norms and values 	
Relationships between the family and the community	<ul style="list-style-type: none"> ● explain the relationship between the family and community 	<ul style="list-style-type: none"> ● Family and community relationships -community events such as: <ul style="list-style-type: none"> -funerals -weddings -meetings 	<ul style="list-style-type: none"> ● Stating situations where family and the community work together ● Discussing ways members participate in community events ● Dramatising events done in the community 	<ul style="list-style-type: none"> ● ICT tools (digital cameras) ● Charts ● Magazine ● Textbooks ● Specialised materials ● Crayons ● Locally available materials

8.44 (GRADE 2) TOPIC 2 : NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
National Anthem	<ul style="list-style-type: none"> ● explain/signing the importance of the National Anthem ● state/sign the events where the national anthem is 	<ul style="list-style-type: none"> ● Importance of the National Anthem -identity - heritage -patriotism ● events where 	<ul style="list-style-type: none"> ● Stating/signing the importance of the National Anthem ● Discussing occasions where the national anthem is sung 	<ul style="list-style-type: none"> ● ICT tools ● Samples of the National flag ● Related literature ● Slate and stylus

	sung	National Anthem is sung -at assemblies -national events and international events	<ul style="list-style-type: none"> ● Demonstrating the correct posture when the national anthem is sung. ● Singing/ signing the national anthem 	<ul style="list-style-type: none"> ● Specialised materials ● Locally available materials
National symbols	<ul style="list-style-type: none"> ● identify the national symbols ● explain the significance of the national symbols 	<ul style="list-style-type: none"> ● National symbols - the Zimbabwe bird - the National flag ● Significance of the national symbols -identity 	<ul style="list-style-type: none"> ● Naming/signing the national symbols ● Collecting pictures of the national symbols for display ● Discussing/signing the significance of the national symbols ● Drawing and colouring national symbols 	<ul style="list-style-type: none"> ● ICT tools ● National flag ● Pencils ● Crayons <ul style="list-style-type: none"> ● Slate and stylus ● Specialised materials ● Locally available materials
National School Pledge	<ul style="list-style-type: none"> ● Recite the National School Pledge 	National School Pledge	<ul style="list-style-type: none"> ● Observing the correct posture when reciting the national school pledge ● Reciting/signing the national school pledge 	<ul style="list-style-type: none"> ● ICT tools ● Chart ● Braille ● Related literature ● Locally available materials
National events and celebrations	<ul style="list-style-type: none"> ● name/ sign the National events and celebrations ● explain the role 	<ul style="list-style-type: none"> ● National events and celebrations such as: -Independence Day -Heroes day 	<ul style="list-style-type: none"> ● Discussing national events ● Listing/signing national events and 	<ul style="list-style-type: none"> ● ICT tools ● Calendar ● Pictures ● Resources person

	<p>played by heroes/heroines</p> <ul style="list-style-type: none"> • name/sign local heroes and heroines 	<ul style="list-style-type: none"> • Heroes/heroines -Local/national heroes and heroines 	<p>celebrations</p> <ul style="list-style-type: none"> • Giving dates of National events and celebrations • Defining hero/heroine • Conducting educational tours to places such as Heroes Acre, National Archives and National Museums 	<ul style="list-style-type: none"> • Heroes Acre • Specialised materials • Locally available materials
Ethnic groups and languages	<ul style="list-style-type: none"> • identify ethnic groups • state/ sign different languages spoken in their community 	<ul style="list-style-type: none"> • Ethnic groups • Languages spoken in the local community 	<ul style="list-style-type: none"> • Naming/signing ethnic groups in their community • Greeting each other using different languages 	<ul style="list-style-type: none"> • ICT tools • Signing • Resource person • Specialised materials • Locally available materials

8.45 (GRADE 2) TOPIC 3 : HERITAGE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Tangible and intangible heritage	<ul style="list-style-type: none"> • define tangible and intangible heritage • list tangible and intangible 	<ul style="list-style-type: none"> • Tangible heritage -plants -animals -land -artifacts 	<ul style="list-style-type: none"> • Exploring the environment • Manipulating and playing with artifacts • Touring tangible and 	<ul style="list-style-type: none"> • Resource person • Environment • ICT tools • Specialised

	<ul style="list-style-type: none"> heritage • Demonstrate ways of preserving tangible and intangible heritage 	<ul style="list-style-type: none"> Intangible heritage - folktales -song and dance -indigenous games Indigenous Languages <ul style="list-style-type: none"> • Ways of preserving tangible and intangible heritage -stories -poetry -singing -taboos -create culture centre -museum 	<ul style="list-style-type: none"> intangible heritage sites • Drawing examples of tangible heritage • Watching/listening videos • Modelling tangible heritage/ colouring • Answering questions about heritage • Singing and dancing • Telling folktales • Speaking own languages • Creating a cultural village 	<ul style="list-style-type: none"> materials • Audio-visual aids • Culture hut • Heritage sites
Ubuntu/Unhu/Vumunhu	<ul style="list-style-type: none"> state the attributes of Ubuntu/Unhu/Vumunhu • demonstrate attributes of Ubuntu/Unhu/Vumunhu 	<ul style="list-style-type: none"> Attributes of Ubuntu/Unhu/Vumunhu - respect -honesty -obedient humility 	<ul style="list-style-type: none"> Naming attributes of Ubuntu/Unhu/Vumunhu • Listening / observing to moral stories • Role-playing attributes of Ubuntu/Unhu/Vumunhu 	<ul style="list-style-type: none"> ICT tools • Pictures • Charts • Resource persons • Specialised materials • Locally available materials

<p>School as an agent of socialisation</p>	<ul style="list-style-type: none"> • identify key people in the school • create school and class rules • explain the importance of school rules 	<ul style="list-style-type: none"> • Key people <ul style="list-style-type: none"> -teachers -Prefects. -peers -Health personnel -G AND C committee - School rules Class rules - Games 	<ul style="list-style-type: none"> • Stating key roles of the key people at school • Discussing roles of the key people • Formulating school/ class rules • Observing school rules • Playing games 	<ul style="list-style-type: none"> • Pictures • ICT tools • Games • Resource person • Game tools • Charts • Specialised materials • Locally available materials
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8.46 (GRADE 2) TOPIC 4 WORK AND LEISURE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Work in the community</p>	<ul style="list-style-type: none"> • identify types of work done in the community 	<ul style="list-style-type: none"> • Types of work in the community -building 	<ul style="list-style-type: none"> • Listing types of work done in the community 	<ul style="list-style-type: none"> • ICT tools • Pictures • Slate and stylus

		<ul style="list-style-type: none"> -teaching - farming -pottery -weaving welding 	<ul style="list-style-type: none"> • Dramatizing/ role playing types of work done by community members 	<ul style="list-style-type: none"> materials • Specialised materials • Locally available materials
Production of goods and services in the community	<ul style="list-style-type: none"> • state the goods produced in the community 	<ul style="list-style-type: none"> • Goods produced in the community -farm produce -baskets -tools <ul style="list-style-type: none"> • Services provided in the community --provision of health services -cleaning environment -security 	<ul style="list-style-type: none"> • Listing goods produced in the community • Researching on services provided in the community • Producing goods using available material 	<ul style="list-style-type: none"> • ICT tools • Pictures • Slate and stylus • Specialised materials • Locally available materials
Leisure activities in the community	<ul style="list-style-type: none"> • State some leisure activities in the community 	<ul style="list-style-type: none"> • Leisure activities in the community -swimming -hunting -fishing -story telling -playing foot ball 	<ul style="list-style-type: none"> • Listing some leisure activities in the community • Researching on leisure activities in the community • Visiting local recreational centres • Participating in the leisure activities 	<ul style="list-style-type: none"> • ICT tools • Pictures • Slate and stylus materials • Specialised materials • Local environment • Resource person • Locally available materials

Indigenous and modern games	<ul style="list-style-type: none"> state indigenous and modern games play indigenous and modern games 	Indigenous games Zai rakaora/ iqanda libolile, dunhu/ umatshayana Modern games -Video games -Snakes and ladders	<ul style="list-style-type: none"> Stating indigenous and modern games Playing indigenous and modern games 	ICT tools Pictures <ul style="list-style-type: none"> Slate and stylus materials Brailled materials Local environment Resource person
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8.47 (GRADE 2) TOPIC 5 TRANSPORT AND COMMUNICATION

KEY CONCEPT	OBJECTIVES Pupils should be able to:	UNIT CONTENT (<i>skills, knowledge, values, attitude</i>)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Modes and means of transport	<ul style="list-style-type: none"> name the modes of transport describe the means of transport 	<ul style="list-style-type: none"> Modes of transport: -land -water -air -rail Means of transport: -vehicles -carts 	<ul style="list-style-type: none"> Identifying the modes of transport Discussing the modes of transport Classifying types of transport into various modes Making models of the means of transport 	<ul style="list-style-type: none"> ICT tools Pictures Toys Diagrams Charts Specialised materials Locally available materials

<p>Traffic rules</p>	<ul style="list-style-type: none"> • identify road signs, signals and markings • outline passenger safety when using various modes of transport 	<ul style="list-style-type: none"> • Road signs, signals and markings: <ul style="list-style-type: none"> -stop sign -traffic signs -zebra crossing -informative signs <ul style="list-style-type: none"> • Passenger safety -seat belts -following road safety rules 	<ul style="list-style-type: none"> • Observing road signs, signal and markings • Demonstrating passenger safety rules • Drawing road signs and markings • Colouring road signs and markings • Role playing 	<ul style="list-style-type: none"> • Model of road signs and markings • Resource persons • Road • Pictures • Charts • Highway code charts • Highway code • ICT tools • materials • Specialised materials • Locally available materials
<p>Means of communication – indigenous and modern</p>	<ul style="list-style-type: none"> • identify indigenous and modern means of communication 	<ul style="list-style-type: none"> • Indigenous means of communication such as: <ul style="list-style-type: none"> -fire, -smoke -drums -horn <ul style="list-style-type: none"> • Modern means of communication such as- -cell phones -television -tablets 	<ul style="list-style-type: none"> • Discussing indigenous and modern means of communication <ul style="list-style-type: none"> • Drawing and labelling some indigenous and modern means of communication 	<ul style="list-style-type: none"> • ICT tools • Pictures • Crayons and paint • Toys • Communication objects • Specialised materials • Locally available materials

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8.48 (GRADE 2) TOPIC 6: SHELTER

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Importance of human and animal shelter	<ul style="list-style-type: none"> • identify different types of shelter for people and animals • Explain the importance of human and animal shelter • classify human and animal shelter 	<ul style="list-style-type: none"> • Types of shelter • Importance of human and animal shelter <p>- protection -security -privacy -comfort and well being -storage -leisure and relaxation</p>	<ul style="list-style-type: none"> • Listing types of shelter • Discussing importance of human and animal shelter • Classifying human and animal shelter • Watching videos 	<ul style="list-style-type: none"> • ICT tools • Pictures • Pencils • Paper • Specialised materials • Locally available materials
Different types of shelter at school	<ul style="list-style-type: none"> • Identify types of shelter at school • state types of shelter and uses 	<ul style="list-style-type: none"> • Shelter at school <p>-classroom blocks -teachers houses -admin blocks -toilets -tuck shop -fowl run -pigsty -fish pond</p>	<ul style="list-style-type: none"> • Naming shelter at school and in the neighbourhood • Listing types of shelter and their uses • Matching shelter and use • Modelling types of shelter 	<ul style="list-style-type: none"> • ICT tools • The school environment • Pictures • The neighbourhood • Clay dough • Specialised material • Locally available

				materials
Different types of shelter in the neighbourhood	<ul style="list-style-type: none"> identify different type of shelter in the neighbourhood explain uses of shelter in the neighbourhood 	<ul style="list-style-type: none"> Shelter in the neighbourhood -Community hall -place of worship -shops -police camp -clinic 	<ul style="list-style-type: none"> Naming shelter in the neighbourhood Listing types of shelter and their uses Matching shelter and use Modelling types of shelter in the neighbourhood 	<ul style="list-style-type: none"> ICT tools The school environment Pictures The neighbourhood Clay dough Specialised material Locally available materials

8.49 (GRADE 2) TOPIC 7: GLOBAL ISSUES

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Floods	<ul style="list-style-type: none"> define floods explain the effects of floods in the community 	<ul style="list-style-type: none"> Effects of floods -destruction of property -loss of life -displacement Safety precaution measures -move to safe places 	<ul style="list-style-type: none"> Watching/listening to audio visuals on floods Discussing effects of floods in the community Stating safety 	<ul style="list-style-type: none"> ICT tools Pictures Local environment Specialised materials Locally available materials

			precaution measures against floods	
Deforestation	<ul style="list-style-type: none"> define deforestation describe effect of deforestation on the environment State causes of deforestation 	<ul style="list-style-type: none"> Deforestation <ul style="list-style-type: none"> - cutting down of trees Causes of deforestation <ul style="list-style-type: none"> -mining -agriculture -firewood -climate change <ul style="list-style-type: none"> Effects of deforestation <ul style="list-style-type: none"> -erosion -destruction of animal shelter -siltation -gullies 	<ul style="list-style-type: none"> Exploring environment Explaining causes of deforestation Discussing effects of deforestation Watching videos on deforestation Planting trees 	ICT tools Resource person Local environment Pictures Charts Specialised material Plants/seedlings/offshoots

8.50 (GRADE 2) TOPIC 8: MANAGING AND COPING WITH CHANGES

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Coping with changes in the family	<ul style="list-style-type: none"> list changes that affect children in the 	<ul style="list-style-type: none"> Possible changes that affect children 	<ul style="list-style-type: none"> Discussing changes in the family that 	<ul style="list-style-type: none"> Pictures

	<p>family</p> <ul style="list-style-type: none"> state coping strategies on changes in the family 	<p>in the family for example:</p> <ul style="list-style-type: none"> -migration -new school -death of a parent/ guardian Coping strategies on family changes 	<p>affect children</p> <ul style="list-style-type: none"> Naming changes that occur in the family Questioning and answering on coping strategies Simulating situations on changes in the family Formulating class rules 	<ul style="list-style-type: none"> Charts ICT tools Specialised materials Locally available materials
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8.51 (GRADE 2) TOPIC 9: SOCIAL ETIQUETTE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	UNIT CONTENT <i>(skills, knowledge, values, attitude)</i>	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Acceptable behavior at school	<ul style="list-style-type: none"> State examples of acceptable behavior at school 	<ul style="list-style-type: none"> Acceptable behavior at school -good eating habits 	<ul style="list-style-type: none"> Listing examples of good behavior at school Demonstrating good behavior at 	<ul style="list-style-type: none"> ICT tools Braille material Pictures Charts

		<ul style="list-style-type: none"> -greetings -following rules -respecting one another <p>nb we need to discourage bad behavior</p>	<p>school</p> <ul style="list-style-type: none"> • Role playing acceptable behavior at school • Describing good behavior at school • Reciting poems on acceptable behavior • Watching/listening audio visuals 	<ul style="list-style-type: none"> • Resource person • Specialised materials • Locally available materials
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8.52 (GRADE 2) TOPIC 10: ENTITLEMENTS / RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Child Rights and responsibilities	<ul style="list-style-type: none"> • list child rights and responsibilities • compare rights and responsibilities 	<ul style="list-style-type: none"> • Child rights and responsibilities <p>Right to:</p> <ul style="list-style-type: none"> -education -life -health -shelter -clean water <ul style="list-style-type: none"> • Responsibilities <ul style="list-style-type: none"> - attend lessons - taking care of shelter 	<ul style="list-style-type: none"> • Stating child rights and responsibilities • Discussing child rights and responsibilities • Distinguish rights from responsibilities • Demonstrating responsibilities • Reciting poems 	<ul style="list-style-type: none"> • ICT tools • Pictures • Charts • Resource persons • Braille materials • Textbooks • Specialised material • Locally available materials

		<ul style="list-style-type: none"> - report illness - seek help 	<p>on child rights and responsibilities</p>	
Child protection at home, school and community	<ul style="list-style-type: none"> • name forms of abuse • identify people who can protect children at home, school and community • report child abuse 	<ul style="list-style-type: none"> • Situations that require protection such as: <ul style="list-style-type: none"> - Abuse <ul style="list-style-type: none"> • People who protect children; <ul style="list-style-type: none"> - prefects, teachers, siblings, trusted elders and police • Ways of getting help; <ul style="list-style-type: none"> - telling trusted people, - phoning child helpline - suggestion box - reporting to Child Care Workers (CCW) 	<ul style="list-style-type: none"> • Listing different forms of abuse • Naming people who can protect children at home, school and community • Role playing getting help • Discussing ways of reporting 	<ul style="list-style-type: none"> • ICT tools • Pictures • Charts • Real objects • Resource persons • Specialised materials • Suggestion boxes

8.53 (GRADE 2) TOPIC 11: HEALTH EDUCATION

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, knowledge, values)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Personal hygiene and cleanliness	<ul style="list-style-type: none"> • explain the importance of maintaining personal 	<ul style="list-style-type: none"> • Importance of personal hygiene <ul style="list-style-type: none"> - preventing illness - boost self esteem 	<ul style="list-style-type: none"> • Listing ways of maintaining personal hygiene • Discussing the 	<ul style="list-style-type: none"> • ICT tools • Pictures • Charts • Specialised

	hygiene	- better health	importance of maintaining personal hygiene <ul style="list-style-type: none"> Researching on indigenous ways of maintaining personal hygiene 	material <ul style="list-style-type: none"> Textbooks audio books Resource person Hand washing bucket Locally available materials
Healthy lifestyles	<ul style="list-style-type: none"> identify good eating habits practice healthy habits 	<ul style="list-style-type: none"> Good eating habits <ul style="list-style-type: none"> eating while seated not talking while eating washing hands <ul style="list-style-type: none"> Healthy habits exercising rest and sleep 	<ul style="list-style-type: none"> Listing good eating habits including indigenous and contemporary Discussing good eating habits Demonstrating good eating habits including indigenous and contemporary Researching on healthy habits 	<ul style="list-style-type: none"> ICT tools Pictures Charts Textbooks audio books Resource person Hand washing bucket Plates Cutlery Specialised materials Locally available materials
Common diseases	<ul style="list-style-type: none"> define communicable diseases 	<ul style="list-style-type: none"> Definition of communicable diseases 	<ul style="list-style-type: none"> Explaining the meaning of communicable diseases 	<ul style="list-style-type: none"> ICT tools Pictures Charts

	<ul style="list-style-type: none"> • list communicable diseases • identify causes of communicable diseases 	<ul style="list-style-type: none"> • Communicable diseases <ul style="list-style-type: none"> - Diarrhea - influenza • Causes of communicable diseases 	<ul style="list-style-type: none"> • Naming examples of communicable diseases • Discussing the causes of communicable diseases • Researching on prevention communicable diseases 	<ul style="list-style-type: none"> • Specialised material • Textbooks • audio books • Resource person • Locally available materials
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8.54 (GRADE 2) TOPIC 12: CAREER GUIDANCE AND FINANCIAL LITERACY

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT <i>(skills, values, knowledge, attitude)</i>	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Career ambitions and guidance	<ul style="list-style-type: none"> • state job ambitions • identify different occupations • relate ambitions to careers 	<ul style="list-style-type: none"> • Job ambitions • Different occupations 	<ul style="list-style-type: none"> • Discussing different occupations • Describing occupations • Drawing and labelling pictures • Matching ambitions and careers • Exhibiting 	<ul style="list-style-type: none"> • ICT tools • Charts • Pictures • Pencils • Crayons • Glue • Resource persons • Specialised materials • Locally available

			different careers	materials
Educational guidance	<ul style="list-style-type: none"> state ways of studying explain ways of studying 	<ul style="list-style-type: none"> Effective ways of studying <ul style="list-style-type: none"> - regular lesson attendance - homework - corrections - revision - taking regular breaks 	<ul style="list-style-type: none"> Listing ways of studying Discussing ways of studying Creating a study time table Conducting research on topics covered 	<ul style="list-style-type: none"> ICT tools Charts Specialised materials Resource persons Newspapers Locally available materials
Financial Literacy	<ul style="list-style-type: none"> describe acceptable ways of earning money demonstrate wise use of money 	<ul style="list-style-type: none"> Acceptable ways of earning money <ul style="list-style-type: none"> -formal work -informal work -Income-generating projects such as: <ul style="list-style-type: none"> -handcraft -gardening Wise use of money <ul style="list-style-type: none"> - budgeting - piggy bank 	<ul style="list-style-type: none"> Discussing acceptable ways of earning money Drawing up a budget Researching on traditional ways of saving money Creating an income generating project 	<ul style="list-style-type: none"> ICT tools Shop area Pictures Charts Specialised materials Shop corner Newspapers Magazines Locally available materials

8.55 (GRADE 2) TOPIC 13: RELIGION

KEY CONCEPT	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
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	Pupils should be able to:	(Skills, attitudes, knowledge, values)	ACTIVITIES	RESOURCES
Different Religions	<ul style="list-style-type: none"> name own religion state supreme beings in different religions 	<ul style="list-style-type: none"> Religions in Zimbabwe -Indigenous religion -Christianity -Judaism -Islam <ul style="list-style-type: none"> Supreme Beings in different religions -e.g. Nyadenga/UNKulunkulu - God -Allah -Yahweh 	<ul style="list-style-type: none"> Describing own religion Discussing different religions in Zimbabwe Questioning and answering on Supreme Being 	<ul style="list-style-type: none"> ICT tools Resource person Pictures Videos Pencil Specialised materials Locally available materials
Common moral teachings in different religions	<ul style="list-style-type: none"> State moral teachings of the identified religions draw morals from religious stories 	<ul style="list-style-type: none"> Moral teachings in different religions -respect -forgiveness -kindness -honest 	<ul style="list-style-type: none"> Listing moral teachings of the identified religions Reciting poems on moral teachings Listening and watching audio-visuals on moral stories Role playing scenarios showing moral values 	<ul style="list-style-type: none"> ICT tools Resource person Pictures Slate and stylus Specialised materials Locally available materials

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8.56 (GRADE 2) TOPIC 14: SOCIAL SERVICES AND VOLUNTEERISM

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, attitudes, values, knowledge, values)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Voluntary participation in the community	<ul style="list-style-type: none"> participate in community activities 	<ul style="list-style-type: none"> Community activities <ul style="list-style-type: none"> -cleaning -maintaining community resources such as; boreholes, community halls -caring for the under privileged 	<ul style="list-style-type: none"> Discussing community activities Participating in community activities Sing praise songs about the community 	<ul style="list-style-type: none"> ICT tools Pictures Newspapers Sign language Specialised materials Posters Praise songs Magazines Charts Locally available materials
The role of the government in providing social services	<ul style="list-style-type: none"> explain the role of the government in provision of social services 	<ul style="list-style-type: none"> Role of government in social services <ul style="list-style-type: none"> - payment of school fees - provision of food aid -provision of seeds -caring for the 	<ul style="list-style-type: none"> Describing the role of government in providing social services Discussing the benefits from government social 	<ul style="list-style-type: none"> ICT tools Pictures Magazines posters Newspapers Sign language Specialised materials

		vulnerable people	service programs	<ul style="list-style-type: none">• Play area• Charts• Locally available materials
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9 ASSESSMENT

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

This section covers the assessment objectives, the assessment model, the scheme of assessment School – Based Project Assessment Scheme and Specific Grid.

9.1 Assessment Objectives

Learners will be assessed on their ability to:

- 9.1.1 state child rights and responsibilities
- 9.1.2 identify changes that can take place within a family
- 9.1.3 describe communicable and non-communicable diseases and ways of prevention
- 9.1.4 demonstrate understanding of the concepts of patriotism, volunteerism, inclusivity, healthy habits, good care of their belongings and the environment, safe traffic and road usage
- 9.1.5 discuss norms, values and appropriate behaviour (Ubuntu/Unhu/Vumunhu)
- 9.1.6 explain their roles in the home, school and their community
- 9.1.7 relate appropriately with family, friends, classmates, wider community and stranger

9.2 Assessment Model

School Based Continuous Assessment shall be wholly used for learners in ECD A and B, where 20% shall be for the School Based Project. There shall not be any summative assessment for ECD A and B.

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

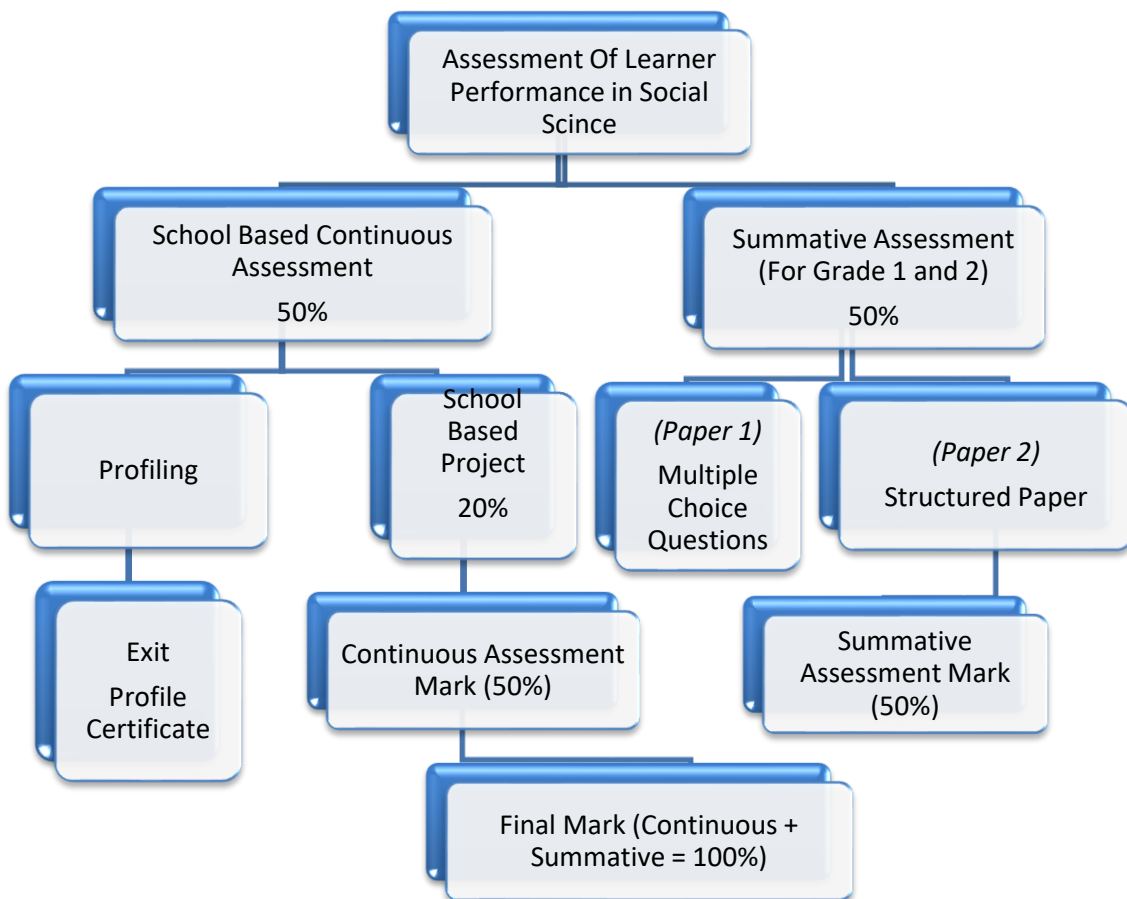


Fig. 1 Assessment Model

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

9.3 Scheme of Assessment

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

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

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

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

9.4 School – Based Project Assessment Scheme

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

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

6	Collaboration with others in refining the project	October	5
7	Presentation of the project	November - December	5
TOTAL			50

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

9.5 Assessment tools

The following are suggested assessment tools:

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

9.6 Infant Level Assessment Matrix

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

9.7 Scheme of Assessment

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

Level	Form of Assessment	Weighting
ECD	Continuous Assessment	100%
GRADE 1 AND GRADE 2	Continuous Assessment	50%
	Summative Assessment	50%

9.8 Specification Grid

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

Skill	Weighting (%)
Cognitive	20
Technical	45
Social	20
Emotional	15
Total	100