



National Primary School Curriculum
for Uganda

Teacher's Guide
Primary Three



National Curriculum Development Centre, Kampala
2008

**NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC),
KAMPALA UGANDA**

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Connie Kateeba
Director, National Curriculum Development Centre - NCDC



Foreword

The Curriculum for Primary One – Primary Three (P1-P3)

Hon. Geradine Namirembe
Bitamazire (MP)

The failure by a high proportion of the children to attain acceptable levels of proficiency in reading and writing at Primary Three (3) level is considered to be a barrier to the children's full enjoyment of their right to education as enshrined in Section 30 of the Constitution of the Republic of Uganda (1995 Edition). Sector-wide reflection on this phenomenon has led to identification of challenges which need urgent attention to make schooling more beneficial to the children. The Ministry commissioned a study which carried out a situational analysis which showed that one of the factors causing poor learner performance in literacy, numeracy and life skills were the structure of the Primary School Curriculum.

The Curriculum's emphasis on the acquisition of facts in various subjects at Primary Schools influenced teaching to focus mainly on recall and other low order cognitive skills. This orientation was further reinforced by learner assessment techniques that aimed at grading learners rather than discovering variety in talents to be nurtured and weaknesses to be remedied.

The study also found out that the involvement of the Ministry of Education and Sports and the Sector Development Partners in the provision of materials and books to strengthen the teaching and learning activities had a positive effect on learning effectiveness. These findings were adopted by the sector as key interventions. The study report concerning the improved structure of the Curriculum made the following basic proposals:

- i) the need to focus on rapid development of literacy, numeracy and life skills at Lower Primary;
- ii) the treatment of concepts holistically, under themes of immediate meaning and relevance to the learner, and
- iii) the presentation of learning experiences through the media, especially languages in which the learners were already proficient.

These are the basics that have been presented in the Thematic Curriculum for Lower Primary. Primary One (P1) Thematic Curriculum is now ready for full system-wide launching after a successful pilot trial. The Primary Two (P2) Thematic Curriculum is to take its turn in the pilot to ensure that the learners in Primary One in 2007 will be exposed to a fully piloted and evaluated Primary Two Curriculum. The same procedure is to be undertaken for the P3 Curriculum.

The procedure of piloting the Curriculum for each class before its launch will be upheld so as to provide a well-phased and interactive process of involving the teachers and learners in the refinement of the Curriculum being formulated and implemented with a view to upgrade learner performance.

I urge all Ugandans to give schools the support they need to make this Thematic Curriculum a success by ensuring:

- i) early breakthrough to literacy;
- ii) mastery of numeracy skills;
- iii) empowerment in the use of life skills;
- iv) providing a head start to the acquisition of *higher order thinking skills*; and
- v) the development of basic language skills for lifelong learning.

I therefore recommend this Thematic Curriculum for its implementation as a core activity in the on-going reforms of Education in Uganda. The effective interpretation of this Curriculum by the implementers will be the first step towards making Uganda's future generations permanently literate in at least one Ugandan local language. Let all efforts lead towards the use of the Thematic Curriculum for effective acquisition of literacy, numeracy and other skills needed for life-long learning.

Hon. Geradine Namirembe Bitamazire (MP)
MINISTER OF EDUCATION AND SPORTS
October 2006

Abbreviations

CCT	Coordinating Centre Tutor
CPA	Creative Performing Arts
DIS	District Inspector of Schools
LoI	Language of Instruction
MIS	Municipal Inspector of Schools
TP	Teaching Procedure
TRB	Teacher's Resource Book

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PART A: INTRODUCTION

1.0 BACKGROUND

1.1 How to Use This Teacher's Guide

This *Teacher's Guide* is designed to provide you with the support you need to teach using the Thematic Curriculum. Study the Curriculum to ensure that you are familiar with the general aims and objectives of Primary Education.

The *Teacher's Guide* is divided into three main parts:

Part A provides guidance on the general teaching approaches recommended for a P3 teacher using the Thematic Curriculum. This section provides ideas on the overall methodology and class management recommended for teaching with a thematic approach. It also provides a rationale and teaching procedures for each learning area. Remember that your children were taught using the same approach in P1 and P2.

Part B provides sample Schemes of Work and Lesson Plan Guidelines for each week. They show the competences to be developed each day. These will guide you when preparing a detailed scheme of work and lesson plans using a thematic approach.

Part C provides detailed samples of a Scheme of Work and Lesson Plans for each learning area.

In case of unavoidable circumstances like public holidays, always continue from where you stopped, because the competences to be developed build on previous work. However, always try to cover the targeted competences in a given week and theme. Cater for individual differences and special needs in children to ensure that all children achieve the set competences using an integrated approach.

2.0 METHODOLOGY

The Thematic Curriculum calls for participatory learning with hands-on activities. The methodology below has been identified to guide you on how to handle each theme and learning area.

2.1 Child-centred Learning

The Thematic Curriculum emphasises child-centred learning that places the child at the centre of the learning process. Child-centred learning emphasises the development of competences, life skills and values that are essential in a democratic society. Examples of these skills are:

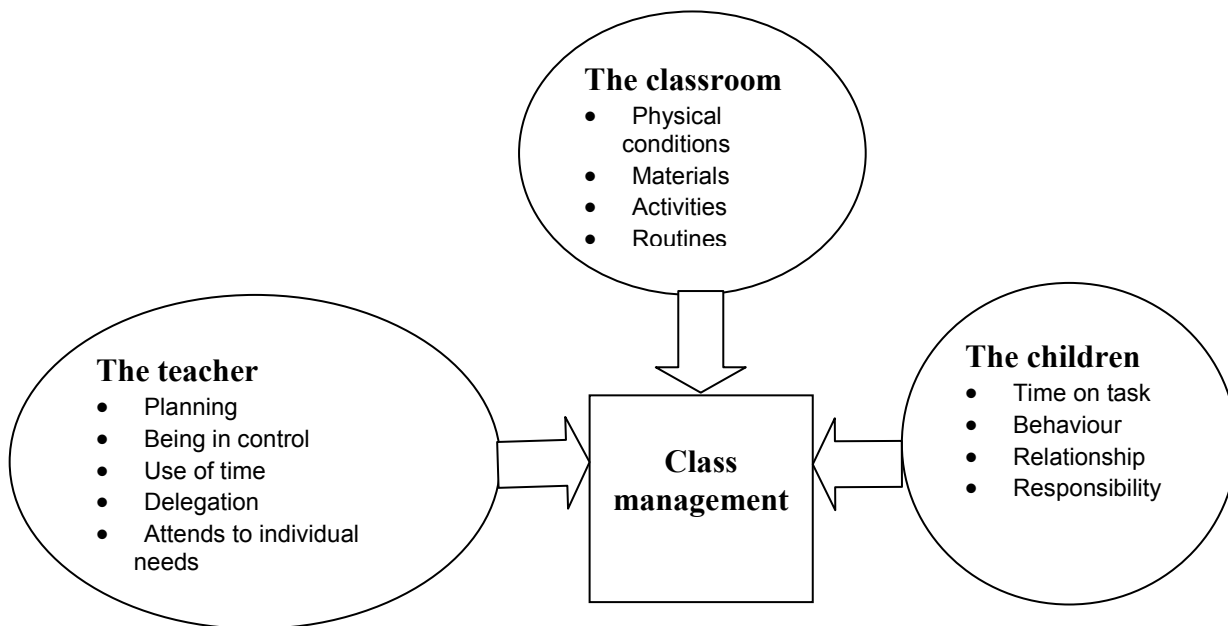
- logical thinking
- ability to apply knowledge and skills learnt
- critical and supportive listening
- organising and summarising information
- investigating
- interpreting
- communicating
- participating
- arguing
- problem-solving
- co-operating with others

There have been enormous technological and social changes and the pace of change continues. It is difficult for us to predict exactly what knowledge is likely to be useful for our children when they are adults. Thus children should learn how to find information and decide what is reliable and relevant. Facts very quickly become outdated or less useful, so learning a body of facts is no longer enough. Children must learn to think for themselves and solve problems as they arise. The Thematic Curriculum encourages this through:

- pair- and group-work;
- individual work;
- experimental work, in which children observe and record what they see;
- children making visits within the sub county/division and reporting their findings;
- children discussing and writing about their own experiences in and outside the classroom.

2.2 Class Management

Good class management is the starting point for providing a child-centred learning environment. The diagram below shows the three elements needed for good class management.



2.2.1 The teacher

In order to manage your class well, you should be competent in three different areas of teaching: **Planning, being in control, and delegation.**

Planning

There are very good reasons why you should spend time carefully planning and preparing work for your class. This gives you an opportunity to be creative and have time to monitor the learning process.

Always plan your day's activities. You should have a detailed written plan for each lesson. Well-planned teaching contributes to the achievement of the targeted competences by the children. If there is more than one stream, plan together with other teachers for uniformity and sharing of ideas.

Here are some important points to note when planning:

- Prepare your schemes of work and lesson plans in advance.
- Plan a variety of activities that will keep all the children involved, including those with special needs.
- Make sure that you have all the materials needed for each lesson.
- Select appropriate methods to use during the teaching and learning process.

Being in control

- Provide a variety of interesting activities and attractive teaching and learning materials that are related to what you are doing.
- Master the subject matter.
- Use appropriate language and give clear instructions
- Know your children well.
- Involve children in developing their class rules.
- Deliver the lessons in a lively way with enthusiasm and plenty of actions and gestures.

Young children have a short attention span and cannot keep on one activity for long. Vary the methods and activities during the teaching and learning process such as song, rhymes, poems, etc to break the monotony.

Delegation

Delegation means asking others to carry out certain responsibilities on your behalf. Therefore, delegate responsibilities to help every child develop the skills and positive attitudes towards work. Let some children be responsible for giving out materials like pencils, chalk, slates, cleaning up and acting as group leaders. Ensure that

children who have not yet acquired necessary skills and those with special needs are involved and supported as well. Alternate the responsibilities, be gender sensitive and remember to include any child with special needs.

2.2.2 The classroom

A classroom for young children should be secure, safe, well lit, well ventilated, attractive, clean, well organised and maintained. There should be a variety of materials suitable for the children's learning needs. Coloured materials add interest. The play materials and displays should be graded and grouped to cater for the children's different learning levels and interests. Hang charts at children's eye level in order not to strain their necks. You may include "identity marks" to help children with visual impairment differentiate the materials.

2.2.3 Group teaching

Group teaching is a flexible kind of classroom arrangement that can help meet the needs and abilities of different children. It can help you make the teaching more child-centred and to cater for each individual child. It promotes positive competition among children and enables you to notice each child's ability, talent, needs, problems and progress. It also helps to easily identify individual children to be assessed within the groups. You should therefore use group teaching as well as whole class teaching. You can group children in different ways for different activities. Below are some of the kinds of grouping you may use:

- **Ability grouping:** when using this method, prepare different activities to match the different abilities.
- **Mixed ability grouping:** when using this method, arrange it so that the brighter pupils can help those that still need help in carrying out different activities.
- **Interest grouping:** when using this method, allow children to carry out activities of their own interest.
- **Random grouping:** when using this method, group children at random. Group work is encouraged in the teaching and learning process.

Steps to follow when organising group teaching

1. Preparation

- Prepare enough activities and learning materials in advance.
- Group the children and let them carry out different activities.
- Each group may have a leader, a timekeeper, a recorder, and a resource manager.

2. Instructions

- Give clear instructions on how tasks should be done.
- Make sure that all children have grasped the task before beginning it.

3. Monitoring

- Move around the groups as they carry out the tasks.
- Guide them wherever they find difficulty.
- Encourage full participation.
- Observe and assess the children as they carry out the activities.

4. Feedback

- Allow children to share what they have done.
- Give immediate feedback on their work.
- If possible, display the children's work and let them talk about it.

5. Individual work

You will need to get children to work on their own on a regular basis. This will enable you to observe and assess achievement of competences by individual children.

Note: Group work can also be done outside the classroom. Children with special needs should be given appropriate activities. For example, some children with visual impairment may model, others may draw, while some children with mental retardation who may not be able to draw, can shade with guidance.

2.3 Instructional Materials

Instructional materials facilitate learning by making learning more active and multi-sensory as well as providing essential textual and visual inputs. They are also important in motivating children to learn. Below are some materials you will be expected to use, including those that can be made by you. You are encouraged to make more materials to supplement what is provided.

Materials provided by the government:

- Readers
- Teacher's Resource Book (TRB)
- English Practice Books
- Mathematics Practice Books

Existing materials that can be adapted:

- Wall charts
- Picture cards
- English work cards
- Alphabet cards
- Maths work cards
- Letter cards
- Readers
- Abacus
- Word cards

Materials that can be made by you:

- Flash cards
- Work cards
- Story books (readers)
- Handwriting books
- Domino cards
- Letter cards
- Abacus
- Wall charts
- Sentence cards
- Puppets
- Labels
- Balls
- Ropes
- Shakers
- Counters
- Clappers
- Flutes
- Drums
- Ludo
- Mweso
- Ankle bells

Examples of songs, stories, riddles, poems, tongue twisters and games are found in the Teachers Resource Book. You are advised to create more relevant times to suit your teaching for colouring and painting pictures. You and your learners can use locally made colours from plants, soil and ashes or soot.

Note: Materials for blind children should be in a tactile form with Braille transcription and in most cases provide real materials.

2.4 Working with Children who have Special Needs

In every class that we teach, there are children with various forms of special needs. Some special needs are visible while others cannot easily be identified. Some are mild while others are more serious. However, the majority are mild and therefore easier to help by a good teacher. You should identify and observe these needs to help overcome them or reduce their effects, as they may affect learning and participation both in and out of the classroom. It is important that you give these children confidence in their ability to participate in the work of the class. You have a responsibility to encourage all children to appreciate the abilities and limitations of any child with special needs, so that both you and others in the class can support them.

2.4.1 Sensory impairment

Children with sensory impairment may have a visual impairment (blindness or low vision), hearing impairment (deaf or hard of hearing), motor or communication difficulties. You should identify any unique features in a child and plan for him/her appropriately. In particular, you should consider providing:

- real objects or models to be explored;
- appropriate colouring that attracts the child's attention or vision;
- life skills training that includes mobility and orientation, communication and interaction;
- individual attention to children with different abilities and challenges as a result of their impairment i.e. use individualised educational programme;
- appropriate lighting in the classroom;
- appropriate positions;
- use task analysis approach i.e. a breaking down of the given content in simpler and manageable content that can be easily accommodated by learners.

2.4.2 Mobility and orientation

Ensure that the classroom is well spaced to allow children with motor and visual impairment to access any position. Train the children to move freely in the classroom by noting the ‘landmarks’ and open spaces in the room. This should also be done in the school environment generally as a routine activity.

2.4.3 Communication tools

Talking with children with hearing impairment (deaf) must be done in sign language, while children with visual impairment (blind) use Braille to write, read prints and pictures. This is referred to as the tactile method. Communication boards can be used for children with speech or severe motor and coordination problems or those with no limbs. Ensure that you use all means possible to help the child understand, e.g. speech, sign language, pictures, gestures, facial expression, and body movement. This is referred to as total communication.

2.4.4 Slower learners

Some children in your class may have specific learning difficulties. Help these children by first discovering the reason for their problems, by trying to solve this and by giving remedial help, modifying the activity to be done in simpler ways that suit their level understanding. They may have problems at home; they may simply not be motivated to learn for some reason; or they may need longer than other children to accumulate knowledge. You will find this a very satisfying task as many of these children will catch up later. They may be late developers or gifted learners.

2.4.5 Gifted and talented children

These children learn at a faster pace. You should help them keep their pace and encourage them to do better by giving them appropriate tasks within the theme and sub theme. Ensure that the child goes through all the learning stages in the Curriculum. It is not advisable to make him or her miss any theme or skip a class as this may impair his/her ability.

2.4.6 Children who live under difficult circumstances (with psycho-social Problems)

Many schools in Uganda have children who, due to different situations, live under difficult circumstances that obstruct their learning, development and social participation. This therefore causes a special learning need. These children include children who produce when they are still young (child parents), children affected by war, affected or infected by HIV/AIDS or other diseases, those in fishing and pastoral areas, those in violent homes, child soldiers/returnees, children on the street or children from broken homes. You should identify and support them as they carry out different activities inside and outside the classroom. If their needs are left unattended to, their intelligence, concentration, self-esteem, interaction and communication will be affected. For such children, play can treat the mind (therapeutic) especially those who are traumatised. You should ensure a participatory approach with remedial teaching.

2.5 The Timetable

Here below is a sample timetable.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08.30-09.00	English	PE	PE	PE	PE
09.00-09.30	Mathematics	English	Mathematics	English	Literacy I
09.30-10.00	Oral Literature	Literacy I	Literacy I	Literacy I	Literacy II
10.00-10.30	PE	Literacy II	Literacy II	Literacy II	Oral Literature
10.30-11.00	BREAK				
11.00-11.30	Literacy I	Mathematics	English	English	English
11.30-12.00	Literacy II	Oral Literature	Literacy I	Mathematics	Mathematics
12.00-12.30	English	English	Literacy II	Oral Literature	Library
12.30-01.00	RE	Mathematics	English	RE	Library
01.00-02.00	LUNCH				
02.00-02.30	Mathematics	RE	Arts & Craft	Mathematics	Mathematics
02.30-03.00	Music	Music	Arts & Crafts	Music	English
03.00-03.30	GAMES				

The following principles should be observed when planning a school timetable:

- Literacy I and Literacy II should follow each other, making up the Literacy Hour;
- Art and Crafts should be a double lesson and should come in the afternoon so as to allow children time to clear and tidy up after the activities;
- Oral Literature has been scheduled for four periods a week on different days;
- Library lesson should be double to give children opportunity for individual reading.

The Thematic Curriculum advocates a class-teacher-system. One teacher is expected to teach all the learning areas. Depending on the teacher-pupil ratio, more than one teacher may carry out team teaching. In this case, scheming and lesson planning should be done together. While the teacher plans a lesson of approximately 30 minutes each, what is important is the development of competences rather than the coverage of the content in a set time. Therefore, you need to be flexible.

2.6 Life Skills and Values

The Thematic Curriculum emphasises the development of life skills and values across all learning areas. These are personal and social skills that enable young people to function confidently and competently with each in the wider community. This will enable children to be aware and practise what is acceptable in society. Life skills and values help an individual to:

1. make informed decisions;
2. practise healthy behaviours;
3. recognise, assess and avoid risky situations;
4. change attitudes;
5. become good citizens;
6. be active and constructive in life;
7. solve problems encountered in different situations;

8. cope with stress and control their emotions;
9. communicate effectively.

2.6.1 Life skills

Life skills are organised into three categories;

- **The skills of knowing and living with oneself:**
 - self-awareness
 - self-esteem
 - assertiveness
 - coping with emotion
 - coping with stress
- **The skills of knowing and living with others:**
 - interpersonal relationships
 - friendship formation
 - empathy
 - negotiation
 - non-violent conflict resolution
 - effective communication
- **The skills of making effective decisions:**
 - critical thinking
 - creative thinking
 - decision-making
 - problem-solving
 - peer resistance

Examples of indicators of life skills

<p>SELF-ESTEEM Indicators</p> <ul style="list-style-type: none"> • Expressing likes and dislikes • Self-appreciation • Talking about oneself 	<p>ASSERTIVENESS Indicators</p> <ul style="list-style-type: none"> • Being open • Listening to and valuing what others say • Expressing one's point of view • Volunteering • Giving reasons for actions taken • Standing up for one's rights • Responding to questions
<p>SELF-AWARENESS Indicators</p> <ul style="list-style-type: none"> • Self-identification • Self-evaluation • Talking about one's potential, feelings and emotions • Talking about one's culture, e.g. tribe, home, religion • Knowing one's position and responsibility • Making choices • Caring for oneself 	<p>COPING WITH STRESS Indicators</p> <ul style="list-style-type: none"> • Being patient • Forgiving others • Accepting positive advice • Talking about personal experiences • Narrating past experiences
<p>COPING WITH EMOTION Indicators</p> <ul style="list-style-type: none"> • Recognising emotions • Identifying other people's emotions • Being sensitive to other people's feelings 	<p>CREATIVE THINKING Indicators</p> <ul style="list-style-type: none"> • Logical reasoning • Initiating new ideas • Finding different ways of doing things

<ul style="list-style-type: none"> • Recognising causes of different emotions • Making right and critical decisions 	
EFFECTIVE COMMUNICATION Indicators <ul style="list-style-type: none"> • Fluency • Audibility • Confidence • Articulation • Accuracy • Logical thinking • Non-verbal expression 	FRIENDSHIP FORMATION Indicators <ul style="list-style-type: none"> • Sharing • Playing with others • Working in groups • Using polite language
INTERPERSONAL RELATIONSHIPS Indicators <ul style="list-style-type: none"> • Forgiving others • Interacting freely with others • Caring for others • Sharing with others • Knowing how to behave with different people, under different circumstances. 	EMPATHY Indicators <ul style="list-style-type: none"> • Supporting others • Caring for others • Using appropriate language (etiquette) • Listening to others • Comforting • Guiding others
NEGOTIATION Indicators <ul style="list-style-type: none"> • Using persuasive language • Use of appropriate body language • Temper control • Responding appropriately • Apologising • Requesting • Appreciation 	NON-VIOLENT CONFLICT RESOLUTION Indicators <ul style="list-style-type: none"> • Resolving issues without fighting • Negotiating • Using appropriate language • Assisting others to come to an understanding • Coping with stress • Accepting defeat • Knowing when to give in
PEER RESISTANCE Indicators <ul style="list-style-type: none"> • Standing up for one's values and beliefs • Defending one's decisions • Standing by one's principles 	PROBLEM SOLVING Indicators Taking decisions Making choices Evaluation facts Finding different strategies of solving problems
DECISION-MAKING Indicators <ul style="list-style-type: none"> • Acceptance • Refusal • Making choices • Asking questions • Giving instructions • Knowing the consequences of one's decisions 	CRITICAL THINKING Indicators <ul style="list-style-type: none"> • Responding to questions • Selecting, evaluating and using information • Analysing statements • Giving reasons for actions taken • Taking decisions

2.6.2 Examples of values

- | | | |
|------------------|-------------------|-----------------|
| • Co-operation | • Care | • Self-reliance |
| • Sharing | • Respect | • Joy |
| • Appreciation | • Trustworthiness | • Concern |
| • Endurance | • Love | • Privacy |
| • Patience | • Togetherness | • Independence |
| • Responsibility | • Honesty | |

3.0 TEACHING MATHEMATICS

3.1 Rationale

By the time the child gets to P3, he/she should have acquired the basics of numbers, measurement, data handling, shape and the four Mathematics operations. All these areas of Mathematics are now extended. At this stage, problem-solving should be emphasised because it is at the heart of Mathematics. The child should have realised that the Mathematics he/she is learning is related to his/her daily life experiences. The songs, rhymes and games in P1 and P2 may be continued in P3. Where possible, continue to make connections between the mathematical concepts and the content of each theme.

Here below are some examples for the Term One but you can find others in your own environment:

Themes 1 and 2

The learner are asked to draw maps: first a map of the school area and then of their daily journey to school. In each of these activities, the child should try to show the direction of the journey, comparing and estimating distances.

Themes 3 and 4

The learners are asked to show on a chart the weather for each day; make and use a simple rain gauge; and keep recording until the end of term. Learners can now use the recorded data for the first three weeks to come up with a picture graph.

As in P1 and P2, a child-centred approach should include opportunities for:

- exposition by the teacher;
- discussion between teacher and learners and between learners themselves;
- appropriate practical work and recording;
- consolidation and practice of fundamental skills;
- problem-solving, including the application of Mathematical skills to everyday situations.

Exposition by the teacher

This means explanation by the teacher – often using the chalkboard. This is a fundamental part of most Mathematics lessons. However, it is important that it does not dominate your lessons. You should allow the learners to participate in the other activities given below. Make sure your explanation is clear, delivered in a lively way and that you use effective body language.

Discussion

Learners must be given opportunities to talk about Mathematics – to explain and discuss their results. They should feel confident in using their own language to discuss with you and with their peers. Let them discuss the challenges that they find when solving mathematical problems. Encourage them to ask questions.

Guide them to understand that Mathematics is a precise and accurate subject. In Mathematics there is no place for the words “perhaps” or “probably”. For this reason, it is important that children are encouraged to use mathematical language as often as possible. Encourage learners to work in groups and report back. This gives the learner an opportunity to share with others.

Practical work

There should be frequent opportunities for appropriate practical work. In many of the themes in P3, examples of practical activities are suggested.

Practice

Every child needs to practice the skills they have recently learned and to consolidate the ones they already have. The amount of practice that is needed will depend on the child and you must be aware of the different needs of

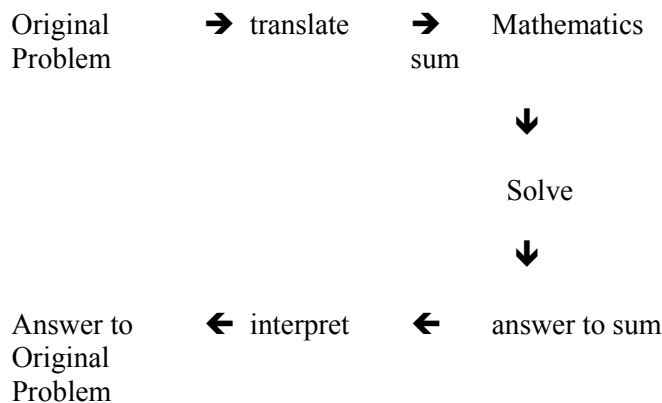
your learners. While some things in Mathematics certainly need to be learned by heart, it should never be necessary to commit things to memory without seeking to develop a proper understanding of the mathematical concepts to which they relate.

Problem-solving

The ability to solve problems is at the heart of Mathematics. You need to help children understand and apply the concepts and skills they have learned and to know when and how to use them to solve problems. It is of no use for a child being able to recite their multiplication tables but not knowing when and how to use them.

“If I had known it was an addition sum I could have done it,” is a common remark heard in primary classes. If you hear it, you should concentrate on developing problem-solving skills.

A problem is usually stated in words, given orally or written down. To solve it, the child will first have to understand what it means Mathematically, i.e. translate it into a Mathematics sum. Then the Mathematics sum has to be solved. Finally the child has to interpret the answer.



NB

- Original problem is always in words.
- SUM this is simple mathematical problem that involves calculating the problem.
- Mathematics and sum means problems that involve calculations.

Solving an exercise means applying routine skills to obtain an answer, but solving a problem requires more. The child must stop, think, reflect and take some creative steps to find a solution to a problem.

- An example of an exercise is: “Add 23 and 54”.
- An example of a problem is: “If I think of a number and add 54, my answer is 73. What was the number I thought of?”

Problem-solving is important because it:

- develops children’s thinking skills (this is very important).
- adds enjoyment and interest to Mathematics lessons.
- helps children gain confidence in their Mathematical ability (also very important).
- helps children see the interaction between Mathematics and everyday life.
- improves communication skills in Mathematics.
- develops the process of forming and testing ideas.
- develops abstract thinking.

All the above skills are important.

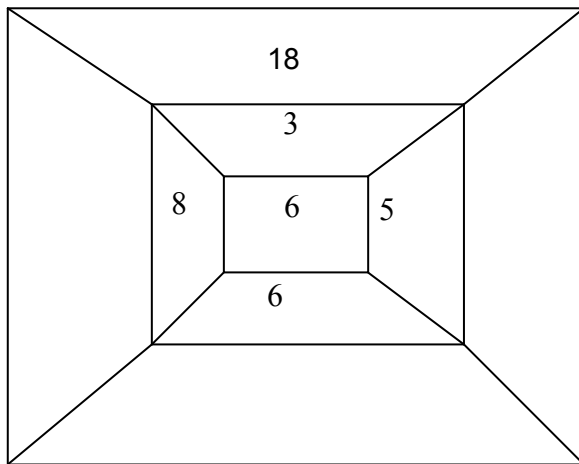
There are two important things to remember when setting problems:

- The problems should not be too difficult, or children will get discouraged. They will feel they can never solve problems and will not even try.
- The language must be carefully chosen, simple and easily understood by the child. Your problems are meant to test mathematical skills, not language skills.

Examples of problems

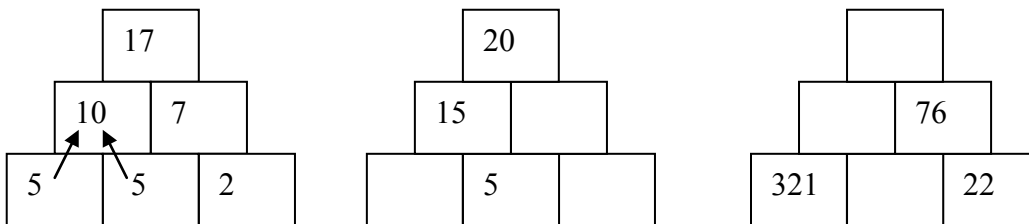
1. Spider's webs

Instead of merely asking addition and subtraction sums, give the children a spider's web to complete.



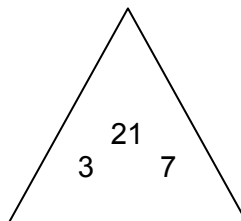
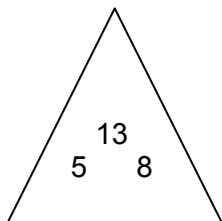
Similar problems can be used for addition, subtraction and division.

2. Addition walls



Add together the two bricks next to each other to give the number above. The first one has been done to show you. (You do not need to include the arrows.) Make others for subtraction, multiplication and division. The children will enjoy making some themselves. They can add more and more bricks.

3. Number triangles



$$\boxed{8} + \boxed{5} = \boxed{13}$$

$$\boxed{7} \times \boxed{3} = \boxed{21}$$

$$\boxed{5} + \boxed{} = \boxed{}$$

$$\boxed{3} \times \boxed{} = \boxed{}$$

$$\boxed{} - \boxed{5} = \boxed{}$$

$$\boxed{} \div \boxed{3} = \boxed{}$$

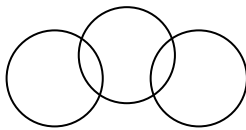
$$\boxed{} - \boxed{} = \boxed{5}$$

$$\boxed{21} \div \boxed{} = \boxed{}$$

The first is an addition triangle and the second is multiplication. The four sums below each triangle show the relation between addition and subtraction and between multiplication and division. An example is given for each.

4. A problem for the lesson on drawing circles

In this diagram, 3 circles overlap each other. There are four cutting points (where the circles cut each other). How many cutting points are there for 2 circles, 4 circles, 5 circles, etc? The children can make a table.



<i>No of circles</i>	<i>No of cutting points</i>
2	
3	4
4	
5	
10	

5. For all the operations (addition, subtraction, multiplication and division) you can give questions like this:

“I think of a number and multiply it by 6. My answer is 54. What number did I think of?”

These kinds of questions can be used as a class competition or played in pairs.

Variety in teaching

It is very important that you bring variety into your Mathematics lessons so that children will be motivated to work hard. The sequence of major competences in the table on the following pages is designed to stimulate your children’s interest and promote their ability to solve problems. The table gives an idea of the pace to follow and some procedures for teaching some concepts that arise in P3. Remember, this is not a rigid schedule, it is merely a guide. You may come up with your own ideas. The ability to develop a new concept depends on knowledge acquired from the previous concepts. Give remedial work where a child is having problems.

3.2 Sequence for Mathematics P3

Theme	TERM 1					TERM 2					TERM 3		
	Our Sub-county/ Division	Livelihood in Our Sub-county/ Division	Environment (I)	Environment (II)	Living and Non-living Things	Plants	Managing our Resources	Living Together in Peace	Culture and Gender	Our Health	Basic Technology	Energy	
Counting	0-999 Use sets; include the empty set; count in 2s and 5s 0-100	0-2,000 Count in 10s and 100s	2,000-3,000	3,000-4,000	4,000-5,000	5,000-7,000	7,000-9,999						
Knowing and writing number symbols and	Symbols 0-999 Place value for 3-digit numbers	Symbols 999-2,000 Place value for 4-digit numbers	Symbols 2,000-3,000 Place value for 4-digit numbers	Symbols 3,000-4,000 Number names for 100 and 1000	Symbols 4,000-5,000 Place value to 6,000	Symbols 5,000-7,000 Place value to 7,000	Symbols 7,000-9,999 Place value for 4-digit numbers						
Addition		Add two 2- and 3-digit numbers horizontally and vertically, sum < 100 without and with carrying	Add two 3-digit numbers, sum < 3,000 vertically without and with carrying Add m	Add litres Solve problems in addition		Add grams	Add Ugandan currency vertically	Add fractions with same denominator or				REVISION	
Subtraction			Subtract 3- and 4-digit numbers to 4,000 vertically without borrowing Subtract m and l	Subtract 3-digit numbers to 5,000 vertically with borrowing Relate + and -	Subtract grams	Subtract Ugandan currency	Subtract fractions with same denominator or						

Multiplication					x 2, 3, 10 Commutative property of multiplication; Solve word problems with x	x 2, 3, 4, 5, 10 a 3-digit number up to 500 Solve problems with x 2, 3, 4, 5, 10	x 6 x Ugandan currency by 2, 3, 4, 5, 10; Solve money problems using multiplication	x 6 and 7 solve word problems using x 6 and 7	x 8	x 9	
Division						÷ up to 300 by 2, 3, 4, 5 no remainder Relate x and ÷		÷ 4, 5 with remainder ÷ 6, 7 without remainder	÷ 6 and 7 with remainder ÷ 8 without remainder	÷ 8 and 9 with remainder Solve word problems with division	
Time								Repeat days of week and months of year Interpret and keep a calendar	Quarter, half hours, hours minutes Read all clocks Make timetable of daily habits		
Measurement	Indicate distance and direction on map of school	Indicate distance and direction on map of journey	Measure length using non-standard units and m Compare length Solve problems in length	Measure capacity in non-standard units and litres Compare capacity Solve problems in capacity		Measure weight using non-standard units and kg and g compare weight Solve problems in weight	Use and identify Ugandan currency to US\$50,000 Make a budget Shopping Solve problems with money				
REVISION											

Shapes, solids and fractions	Recognise the points of the compass Draw map of school showing direction, distance	Draw map of journey to school showing important places					Draw squares, rectangle and triangles, using ruler; Draw, name, write all fractions to tenths; Use fraction strips to compare and order fractions	Calculate perimeter and area of shapes; Identify solids (cube, cuboids, sphere, cylinder); Model and make nets of solids	
Data handling		Make and record weather chart pictorially daily	Measure rainfall with rain gauge; Draw picture graph from weather chart	Collect and record data on bar chart showing individual animals that children have		Collect, record pictorially and report data of common daily tasks of child	Record, draw, interpret picture and bar graphs e.g. different types of trees		

3.3 Teaching Procedures (TPs) for Mathematics

The following procedures provide some recommended approaches to develop various competences, using various methods. However, you should try to vary your teaching so that children have different ways of approaching mathematical problems.

TP1: The number symbols

- Write the numbers to be taught on flash cards.
- Hold up a number card.
- Let children recognise the number as you say it.
- Let children say the number after you several times.
- Flash the number card with a symbol and children say it.
- Children can sort and match number symbol to number symbols, and numbers symbols to objects.
- Children practise writing number symbols on the chalkboard, exercise books or slates.
- Repeat with other numbers that you intend to teach.
- You can use a number line to teach the order of number symbols.

TP2: Place values

- Use an abacus (if you have one) to develop the concept of 1s, 10s, 100s and 1000s as it is very useful here. If you do not have an abacus, then make one. Children can model there's in art lessons.
- You can also draw pictures of bundles of 10s, 100s and 1000s or make a chart of 10s with numbers 10-1000, showing that $10 \times 100 = 1000$
- Guide the children to group in thousands, hundreds, tens and ones.
- Children say the number in each bundle/group.

TP3: Using Story Sums

- Prepare the story sums related to the concept to be developed. Here are examples:
“I think of a number. If I divide it by 4, the answer is 8. What was my number?”
“A mother wants to give 3 sweets to each of her four children. How many sweets does she need?”
- Tell the story involving the four operations.
- Ask questions related to the story sums.
- Let children tell their own story sums.
- Let children ask one another their story sums.

TP4: Multiplication

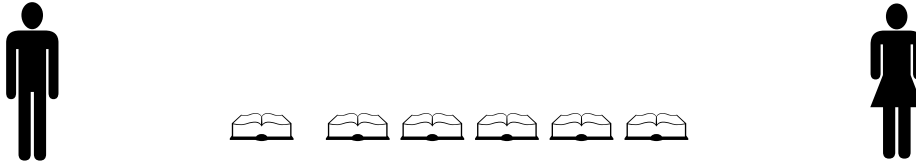
- Have a variety of concrete objects and pictures for children to use when developing the concept of multiplication.
- Guide children to multiply using repeated addition.
- Let children add according to the multiplication table being handled. For instance, if it is the multiplication table of two, let them add using real objects or pictures.
$$2 \times 3 = \begin{array}{c} \text{☀} \text{☀} \text{☀} \text{☀} \text{☀} \text{☀} \\ 2 + 2 + 2 = 6 \\ 2 \times 3 = 6 \end{array}$$
- Sing counting songs for multiplication.
- Let children practice individually and in groups.
- You may use an abacus to carry out multiplication as repeated addition.

TP5: Division

- Use a variety of concrete objects and pictures when developing the concept of division.
- Demonstrate using concrete objects/pictures by sharing equally.

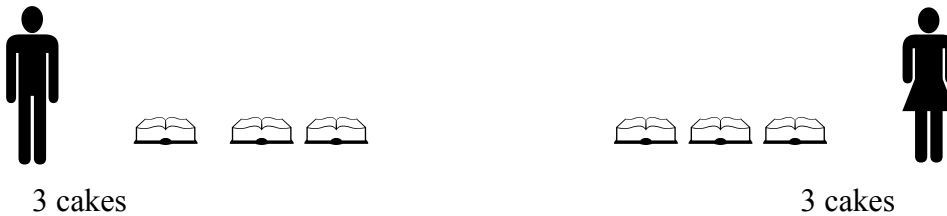
- Let children practice sharing in pairs and in groups, depending on the number you are dividing with. For example, share 6 pencils equally between 2 children.
- Sing counting songs for division.
- Use an abacus to demonstrate division as repeated subtraction.

a)



Share 6 cakes between 2 people

b)



3 cakes

3 cakes

TP6: Problem-solving

We have said that problem-solving is at the heart of Mathematics. Read again the section on problem-solving and go over the example problems. Problem-solving can be seen as three different steps:

- 1) starting the task
- 2) doing the task
- 3) reporting on the task

Remember the two important rules when setting problems:

- The problems should not be too difficult for the children. If you give problems that are too difficult children will feel they can never solve them.
- The language must be carefully chosen. Your problems should test mathematical skills, not language skills. The language used must be simple and easily understood by the child so that the problem is clear. Read through each problem with your children before they start solving it so that they know exactly what it means.

4.0 TEACHING LITERACY

4.1 Rationale

In order to become effective users of language, children need to master the following essential elements: sounds, word building, sentence construction and meaning. Children in the P1 and 2 should have become familiar with the sound system of their language. They now need to become aware of the structure of language – its grammar and conventions (such as phrases, dialogue, and story structures). They should be able to use language for different purposes including description, giving instructions, negotiation, story-telling, etc. They will also start to read and write longer texts, rather than words and single sentences.

4.2 What do we Mean by Literacy?

Literacy does not refer to knowing how to read and write only. It also refers to the ability to identify, understand, interpret, create, communicate, and use printed and written materials meaningfully.

The language of instruction should be the language that the child is familiar with. It is the same language that the child should use for reading and writing.

The literacy strand in the curriculum emphasises the development of specific competences. These are the building blocks or mini-steps that must be achieved to enable children to listen, speak, read, and write.

The curriculum scope and sequence provide a careful sequencing of the literacy competences to a level where children should be able to acquire more advanced skills of reading and writing. Some may acquire the skills quite quickly, while a few may not.

4.3 Methods of Teaching Reading

The common methods of teaching reading in primary classes are the phonic, the syllabic, the whole word, whole sentence (Look and Say), and an eclectic method. However, it is important to note that there is no single method that is better than another. Below are some tips on the methods.

4.3.1 Phonic method

The phonic method involves decoding or interpreting a letter or group of letters and pronouncing (silently or orally) the sounds that they represent. It is based on the letters of the alphabet being sounded as individual sounds to form words. The examples below apply to English but you will of course concentrate on the letters and sounds of the children's local language, e.g:

c – a – t = cat
p – i – n = pin

Note that the emphasis should be on the sounds, not on the names of the letters taught.

When children know some sounds, they can build them up into words. This can be done in careful stages, for example:

Two or three-letter words with regular sound / letter match

a	o	t		L1
cat	dog	tap	ba	do
hat	pot	hat	sa	go
bag	dot	tin	ta	ko

Words and sounds made by a combination of two letters that are regular

sh	ch	th	ai	ee
shut	church	think	musaija	seesa
shop	chair	the	mukaire	kameetsi
ship	catch	these		

Words with less common patterns or more complex matching of words and sounds

all	ea	ee
tall	each	feet
ball	meat	keep
fall	eat	meet

Procedure

- Produce the sound several times using letter cards and pictures while children listen.
- Produce the sound as children repeat.
- Say words that contain the sound. These should be words that they already know well.
- Children say and identify the sound from the words.
- Let children say other words that contain the sound.
- Ask children to identify the sound from several given words.
- Children identify similar sounds within the classroom environment.
- Children read words (and short sentences) with the sound learnt.
- Children play sound games.
- Let children write the letters/words/sentences with the sound.
- Link letter names with sounds.

Note

- Teach sounds using short, simple and familiar words first.
- Remember to introduce one new sound-to-letter combination per lesson, while continuing to review those presented in earlier lessons.

By the end of P3, children should be able to decode most written words using their understanding of phonics in their local language. However, many of them will need to continue practising phonic work. This knowledge will also be useful when they are reading in English (although they will need to learn other sound-letter relationships that are particular to English).

4.3.2 Syllabic method

The syllabic method is based on the same principle as the phonic method. However, in the syllabic method, the child is taught sounds by contrasting syllables instead of single phonemes. In most of our local languages, syllables are built by joining a vowel to a consonant. A syllable can have more than one vowel letter. Others have only a vowel sound with no consonant, as in “eye”. Some words have one syllable, some two, others three and others four, e.g:

- tea (1 syllable) nte
- basket / bas-ket (2 syllables) bedo/be-do
- pencil / pen-cil (2 syllables) sente/se-nte (money)
- tomato / to-ma-to (3 syllables) nderera/ nde-re-ra (baby sit for me)

Sample procedure

- Show the children one syllable on a card and sound it out for them.
- They then sound it out after you.
- Do this with several different syllables, depending on the word to be read.
- Demonstrate how to build up the word using the syllables formed.

- First you and then the children say the word that is formed.
- Let children practice building up words from the already learnt syllables, e.g. tata, tamu.
- Encourage children to come up with their own syllables and build up words.
- They then build these words into sentences.
- Give each group a set of syllable cards and see how many words they can form with these syllables using 2, 3 or 4 different syllables in a word.

This method works well in the early stages of reading. In P3, you may continue using it with your weaker readers but most children in P3 should now be able to read complete paragraphs.

4.3.3 'Look and Say' method

The 'Look and Say' method embraces the Whole Word and Whole Sentence approach. This method was used a lot in P1 and P2. Children should now know most of the common words so you will use the method less frequently. By the end of Term One, only the slower learner should need this support. **Use this method with the slow learners in small groups not the whole class.**

Whole Word

A word is taught as a whole. The teacher reads and flashes the words while the child listens, looks and says the word. The child learns and remembers the whole printed shape, so the more varied the shape and size of words the better. In order for them to contrast these shapes, you need to present three or four words at a time, preferably one new word with two other words that you are revising.

Sample procedure

- Flash each picture card/object while children observe.
- Say the name of the pictures/objects as children listen.
- Flash the word cards as you say the word several times while children observe and listen.
- Let children say the words after you several times.
- Children match the word cards to the pictures/objects.
- Children read the words several times:
 - as a whole class
 - in pairs/groups
 - individually (it is important that over time you hear each child say the words)
- Children write the words, draw and label the picture.
- Display the words as a label next to the picture or object where children can see them

Whole Sentence

The same idea of the "whole" word approach is used for whole sentence. A sentence is taught as a whole.

Sample procedure

- Display a picture which targets the sentence to be read.
- Let children describe what they see in the picture.
- In case the targeted sentence is not captured, give guiding questions.
- Flash the sentence strip as you say the sentence several times, while children listen and observe.
- Let children read the sentence after you.
- Children match the sentence to the picture.
- Children repeat the sentence several times:
 - as a whole class
 - in pairs/groups
 - individually
- Children write the sentence.

4.3.4 Eclectic method

We encourage teachers to use a mix of these methods. Children need to develop phonic awareness and be able to recognise whole words. Therefore, combine activities and approaches from different methods.

Sample procedure

- Display a picture which targets the sentences to be read.
- Children describe what they see in the picture using sentences. In case the targeted sentences are not captured, give guiding questions.
- Flash the sentence strips as you say the sentences several times while children listen and observe.
- Children repeat after you.
- Children match the sentences to picture.
- Children read the sentences
 - as a whole class
 - in groups
 - individually
- Select individual words within the sentence for them to read.
- Children match the words to the sentence.
- Select one word from the sentence and demonstrate how to break it into syllables.
- Children practice breaking up syllable of the words which are in the sentence.
- Select individual syllables or words and let the children see how the syllables build into the words.
- Let children sound the letters in the sentence.
- Children read the sentence.

4.4 Teaching Procedure for Reading Short Paragraphs

In P3, much of the reading will be of short paragraphs (between 5 and 20 sentences) rather than single sentences. If you do not have reading books, you can write a paragraph on the board, on a sheet of manila paper or on work cards (with enough cards for each group to have a copy). When the lesson is over, leave the paragraph on the wall so that children can look at it again.

If you have enough cards, you can develop sets of reading cards. You may use stories that the children have written (either P3 children or those in upper classes) and get the children in upper classes that have good handwriting to help you copy them out.

- Tell a story, sing a song or create a rhyme related to the theme of the text.
- Show a picture/model/object that depicts what you are teaching. If the text has a picture to illustrate it, discuss the picture and use it to revise any vocabulary.
- If the text contains any new or difficult words, teach their meaning and write the word on the chalkboard (or show the word on a card).
- Encourage children to ask and answer questions about the topic or picture(s).
- Read the text to the children as they follow. Stop occasionally at the end of a sentence and check that the children know where you are in the text.
- Let the children ask questions.
- Ask the children questions.
- Then get the children to read the text to each other in pairs or in their groups. If you only have one copy of the text, ask children to read it for the class. Then get each group or pair to read the text using the reading cards you will have prepared (See the instructions on group work in the Literacy Hour.)
- When they have re-read the text, set a task. For example, to draw a picture, answer questions or copy a part of the text for handwriting.

Note

Observe and assess children while they do the various activities.

4.5 Teaching Handwriting

In order to develop good handwriting skills, children need to continue practising writing. This should develop out of what they have read. It may include drawing patterns, labelling, copying words and sentences and writing without copying. This will help them increase their awareness of letters and words.

Cursive handwriting is introduced in P3. The patterns will encourage children to use a cursive script. Pattern practice should only be necessary in the first half of the year as they get used to joining their letters. Note that if you have children who still find writing difficult, do not push them to join up yet. As children progress, they should spend less time copying and more time writing from memory or creating their own sentences.

When writing, you should observe the following criteria:

- Patterns should develop into joined up letters.
- Give continual revision of patterns, letters, words and sentences until you are sure the children can write neatly and accurately with correct punctuations.
- Draw lines on the chalkboard to demonstrate handwriting and guide children on proper use of lines.
- Demonstrate how to write the cursive letters. First do this on the chalkboard, and then demonstrate by writing the letter in the air. Make sure you face the chalkboard as you do this to avoid mis-representation of letter shapes. Finally, get the children to do the same in the air, on their desks or on any other flat surface.
- While they write, ensure that they leave equal spaces between words and sentences.
- Children should carry out the activity in their own exercise books or on slates.
- Mark children's work as they continue to practise writing.
- Assess individual children as they write. Give guidance where necessary.
- Make sure that an increasing amount of work is own creativity and not just copying.
- You may want to include dictation activities, including sentence completion and spelling activities. In all these activities, observe their handwriting.

Note

Blind children should be helped to develop Braille skills.

4.6 The Literacy Hour

As in P1 and P2, there should be at least one hour for reading and writing every day. This is the Literacy Hour, when you are expected to develop both reading and writing competences.

The first 40 minutes is dedicated to the content through listening, speaking, reading practice, experimenting, recording, creative writing and talking about what they have read. Children's writing ability may still be limited but they should now have moved beyond the pre-writing stage.

In the next 20 minutes of the Literacy Hour, children need plenty of practice in writing, including handwriting, creative writing with an emphasis on developing their understanding of structures through expressive and functional writing. In P3, you should use group work for many of the activities in the Literacy Hour. This may mean that you have to be more flexible, as different groups will do different tasks. In this situation, one group may write while another reads. The division between the reading and the writing parts of the lesson does not have to be rigid. It is only a guide.

4.6.1 Integrating the skills in the Literacy Hour

Many P3 activities involve reading and writing as well as some oral work. Activities described as speaking may be primarily speaking but may involve listening. Other activities may be labelled as listening but children have to listen and then write notes. This integration of the skills in P3 is an important part of the

methodology of the Literacy Hour. During a reading activity, children may be asked to write answers or to discuss answers orally. You may read a dialogue, write an ending for the dialogue and then act out the dialogue. Thus the different skills become integrated and the different aspects of the Literacy Hour are all taught within a context and with an emphasis on meaning rather than just copying or repeating language.

Sample Literacy Hour Procedure

Duration		Opportunities for Listening and Speaking	Opportunities for Reading	Opportunities for Writing
20 mins	Whole class presentation	Oral presentation of content using story, picture, etc, related to what is to be taught.	Presentation of new language using e.g. pictures, sentences, cards, charts, rhymes or text.	None, or write answers on slates, in books.
10 mins	Pair or group work	Group discussion	Reading in pairs, reading in groups, sharing responses / findings.	Developing and organising ideas, agree on what to write, recording.
10 mins	Individual work	(Asking and answering questions)	Silent reading of short texts, responding to questions about the text.	Writing answers, completing texts, drawing and labelling, etc
5 mins	Whole class	Reporting back, sing a song, reciting a rhyme, displaying, etc.		
15 mins	Writing		Reading what child and partners write	Handwriting, emphasis on copying, writing and punctuations.

4.7 Developing Oral Skills

The following activities are designed to develop oral language and children's general language ability. They include e.g. songs, rhymes, games, and listening to and telling stories. These are only guidelines. They may be varied according to the activity and the ability of the children.

TP1: Storytelling

- Prepare children for a story; if possible, get them to sit near you.
- Tell the story, slowly but naturally.
- Use body language and learning aids where appropriate, as you tell the story.
- Ask questions about the story.
- Encourage children to ask and answer questions about the story.
- To build children's vocabulary, ask them for the meaning of words in the story.
- Children re-tell, complete, draw or role-play parts of the story.

Note

Always ask a variety of questions including 'Why?' and 'How?' in addition to 'What?' and 'Where?' Children may tell their own stories orally and ask questions about them and those of others.

TP2: Using a reading book

Reading books for P3 are longer and have more text per page than in P2. You may also use stories written by other children or by teachers.

- Talk about the pictures on the cover of the book.

- Ask children to predict what may happen in the story.
- Let children talk about the pictures on each page.
- Explain the new words in the story.
- Read the story page by page as learners listen.
- Ask questions about the story.
- Encourage children to ask and answer questions.
- Children read the story in groups and individually.
- Children role-play parts of the story.
- Share the lessons learnt from the story.

Note

To build children's vocabulary, ask them for the meaning of words in the story. This is one of the best methods because words are in context.

TP3: Teaching a rhyme or song

- Identify a rhyme related to the theme.
- Make sure you know the rhyme well.
- Use a learning aid to introduce the rhyme where appropriate.
- Recite the rhyme as children listen.
- Let children recite the rhyme line by line after you.
- Let children recite the rhyme as you withdraw.
- Children recite the rhyme in groups and individually, with an emphasis on stress and intonation.
- Children ask and answer questions about the rhyme.

Note

For other items such as short dialogues, songs, games, situational games and play let's, refer to the teaching procedures indicated in Section 5, for English. Children enjoy memorising rhymes, riddles and tongues twisters. This helps them to develop an appreciation and understanding of language.

TP4: Listening to children read

By P3 most children should be able to read short stories by themselves, although a few will still struggle. This means most children should now spend time reading silently to themselves. However, you should also make an effort to listen to all children read individually a few times each term, and especially those who need extra help. As you listen to them read, give enough attention, support and time for them to practise reading independently. Allow them time to attempt any new word. Give help where they have difficulty.

TP5: Paired or Group reading

This should be an important part of your methodology. If you are short of materials for reading, then group reading means you only need one copy of a reader for the whole group. If you use paired reading, then each pair will need a copy of the text. Put the children in pairs or groups, each pair or group should have at least one copy of the story or text. They then read the text to each other. Use children who can competently read to assist slower readers. Encourage the peer supporters to read the text first and then listen to the slower reader as they read and give the necessary assistance.

TP6: Teaching spelling

At this level, children should be helped to spell out words correctly. This is an important competence that requires practice. Children need to write down words either as part of sentences or as individual words, in order to remember the spellings. Writing reinforces spelling.

Spelling can also be made fun. You may ask a row of children to spell a word together, in which each child gives the next letter on the word. You can also carry out short oral and written spelling exercises from time to time

TP7: Using the reading books

Schools should have sets of readers for P2 and P3. The P3 readers are particularly important because children need enjoyable books that they can read. These readers should be used for individual or for group reading. They are NOT intended to be used as a whole class reader. (Therefore your school may have bought a set of 4-6 copies of each title.) Different schools will use them in different ways. You can give them to individual children to read in a free time, with different children reading different books, or you can give them to a group to read. In this case, during a Literacy lesson, one group will read one reader, another group may read a second reader, while a third group may practise handwriting or drawing. Then, for the next lesson the groups can exchange activities. When a group has finished reading a reader, they can discuss the story and report to the rest of the class about what they have read. If the reader has questions at the end, they can discuss the answers as a group and give the teacher one set of agreed answers.

4.8 Sequencing Literacy in P3

Below is a chart to show how the language items and skills should be developed as you teach the different themes. Most children should have developed a reading vocabulary of more than 800 words by the time they complete P3. This will enable them to read short stories by themselves, or with minimal assistance.

Children should be writing their own sentences not just copying, based on their own experiences or in response to a story that you or they have read. In P3, they should practise organising these sentences into paragraphs.

It is expected that by P3, a majority of children are able to write short stories. They will probably need a lot of help to plan the story, as well as enough time to develop the story over several lessons. They may need to do more than one draft of a story before it becomes a finished story, with a beginning, middle and end. Their exposure to oral storytelling and their practise in telling their own stories as part of the News Lessons in P1 and P2 should have helped to prepare them to think in terms of story structure.

Handwriting skills still need developing. The majority of children in P3 should now learn to join up their handwriting. The patterns given by the teacher should be specifically designed to encourage neat cursive writing. If, however, some of your children still have difficulty with print and cannot yet write on or between the lines, then you may delay joining up.

The table below also shows what elements of grammar should be given focus. This will vary from language to language so you may need to adapt the chart to match your language needs. However, many languages (e.g. Lukhonzó) have very long words as a result of prefixes, infixes and suffixes that are added to the root of the noun or verb. Children should be helped to read these long words fluently. Therefore, for these languages, you will need to present and practise a number of different word patterns and word changes that show a change in meaning. You do not, however, need to give complicated grammatical explanations. The aim of the column 'grammar focus' below, is that children are exposed to the written forms that they already know orally. Children should be reading these patterns in context, not explaining their structures.

Scheme for Literacy Competences in Local Language (including Oral Literature)

Theme	Reading and Writing Competences	Functions and Oral Development	Language Features (including Grammar, Pronunciation, Punctuation, Spelling)	Activities and Elements Specific to Oral Literature
1. Our Sub-county	<ul style="list-style-type: none"> Reading descriptive paragraphs and drawing pictures Reading local stories about ancient features Rearranging sentences or pictures to tell a story Writing 2-3 sentence descriptions (without copying) based on pictures 	<ul style="list-style-type: none"> Asking and answering questions about their area Describing journeys made in the area Describing landmarks to others (guessing game, I-spy, etc.) 	<ul style="list-style-type: none"> Reviewing of letters of the alphabet (order, vowel and consonant sounds/shape) Small and capital letters 2-letter syllables Reading and writing words with one syllable 	<ul style="list-style-type: none"> Local folk tales
2. Livelihood in Our Sub-county/Division	<ul style="list-style-type: none"> Reading and reordering sentences to match a job or picture story Writing short paragraphs describing people's work Writing descriptions of a person's daily routine in their job 	<ul style="list-style-type: none"> Role-plays related to different jobs people do Interviewing people in our area Understanding talks from people doing different jobs and completing notes 	<ul style="list-style-type: none"> Diphthongs Short and long syllables, e.g. 3-, 4- and 5-letter syllables Words with 2-3 syllables Similes using well known words 	<ul style="list-style-type: none"> Idioms Traditional songs and proverbs Folk tales
3. Environment	<ul style="list-style-type: none"> Reading descriptions of around 200 words + Reading a comparison of past and present descriptions of the local environment Writing about the past and comparing with present, e.g. Then but now ... Linking cause and effect within paragraphs; answering written 'why' questions 	<ul style="list-style-type: none"> Carrying out and describing results of simple observations of changes in the area Asking questions of grandparents about the changes and reporting to class 	<ul style="list-style-type: none"> Words composed of 3-4 syllables Words with past and present tense markers to form sentences Punctuation: full stops and capital letters More practice with short and long syllables 	<ul style="list-style-type: none"> Folk tales and their moral values Reciting rhymes
4. Environment	<ul style="list-style-type: none"> Reading stories of a 100+ words and identifying the key 	<ul style="list-style-type: none"> Talking about the weather Talking about likelihood of 	<ul style="list-style-type: none"> Proper nouns and capital letters Predicting future events 	<ul style="list-style-type: none"> Traditional communication in

Theme	Reading and Writing Competences	Functions and Oral Development	Language Features (including Grammar, Pronunciation, Punctuation, Spelling)	Activities and Elements Specific to Oral Literature
	<ul style="list-style-type: none"> • idea • Reading descriptions of weather and drawing pictures • Understanding cause and effect in a text • Writing about the weather each day and making weather chart • Writing short letters complaining or making suggestions 	<ul style="list-style-type: none"> • different weather in future • Observing changes describing observations • Listening to descriptions of the environment and drawing pictures • Asking and answering ‘Why?’ questions 	<ul style="list-style-type: none"> • Question marks • Using pronouns and pronoun markers in verbs • Using adjectives to describe weather • Present tense markers and preposition markers • Letter writing conventions 	<ul style="list-style-type: none"> • the past • Songs • Reciting poems • Creating or completing proverbs
5. Animals	<ul style="list-style-type: none"> • Reading animal stories of 200+ words • Drawing pictures to illustrate animal stories • Writing endings to stories • Writing own animal stories 	<ul style="list-style-type: none"> • Describing a favourite animal or pretending to be an animal and describing its life • Recording details about feeding and reproduction of any animal they can observe (e.g. cat, goat, rabbit) 	<ul style="list-style-type: none"> • Forming sentences with present perfect tense • Reading and writing present perfect markers • Using possessive pronouns and markers • Collective nouns, especially for animals 	<ul style="list-style-type: none"> • Folk tales about animals and discussing their moral for people • Proverbs
6 Plants	<ul style="list-style-type: none"> • Writing simple descriptions of experiments • Illustrating descriptions of experiments • Reading descriptions of how to look after plants and other instructions • Writing up experiments and observations 	<ul style="list-style-type: none"> • Conducting experiments with colours and plants grown in the school and class: observing and recording the progress • Local beliefs about plants and their healing power • Dangerous and medicinal plants • Asking about and describing plants in their gardens, homes or on the way to their school 	<ul style="list-style-type: none"> • Past tense and past tense markers • Adjectives and adjective agreement • Forming questions: question markers and word order • Punctuation revised (full stops and question marks) • Exclamation marks 	<ul style="list-style-type: none"> • Proverbs related to wild life and flowers

Theme	Reading and Writing Competences	Functions and Oral Development	Language Features (including Grammar, Pronunciation, Punctuation, Spelling)	Activities and Elements Specific to Oral Literature
7. Managing Our Resources	<ul style="list-style-type: none"> Preparing questions and using them to interview people about their work and future plans Reading about the development of a small successful business and completing notes Writing about simple businesses, e.g. shop, cash crop farmer 	<ul style="list-style-type: none"> Preparing questions to ask local traders Interviewing local traders and business people or role-playing such interviews Giving brief talk about a local shop or business 	<ul style="list-style-type: none"> Future tense and tense markers Adverbs (manner) including infixes (where appropriate to language) Revising past and present tense markers and of longer words 	<ul style="list-style-type: none"> Reciting proverbs and poems Stories about famous entrepreneurs in the district
8. Living Together in Peace	<ul style="list-style-type: none"> Reading stories of up to 40 sentences with pictures that describe conflict in history or area Drawing and labelling a picture story of past conflicts Writing dialogues and role-playing conflict situations that occur in the area Writing up regulations for school, class or general safety 	<ul style="list-style-type: none"> Listening to and retelling stories of conflicts that have occurred in recent history in the area (including those in oral tradition) and acting them out Acting dialogues and role-plays of conflict situations 	<ul style="list-style-type: none"> Revising main tenses Conditional markers Adverbs (place) Prepositions of place or prepositional markers Opposites Revising punctuation 	<ul style="list-style-type: none"> Child rights Stories about children and their elders Taboos and customs Local history recorded in oral history of elders (use local resource person if possible)
9. Culture	<ul style="list-style-type: none"> Reading folk stories of about 40 sentences Reading descriptions of local festivals or important ceremonies and illustrating the descriptions Writing about local customs and festivals 	<ul style="list-style-type: none"> Listening and retelling stories. Acting out traditional plays or stories Acting out stories or dialogues that depict positive roles of women and men 	<ul style="list-style-type: none"> Comparing past and present tenses and tense formation Revising present perfect tense Revising punctuation: capital letters, full stops, question marks 	<ul style="list-style-type: none"> Traditional plays and stories Tongue twisters
10. Our Health	<ul style="list-style-type: none"> Reading factual texts about different diseases and how they are spread Writing answers to questions 	<ul style="list-style-type: none"> Listening to talks about different illnesses and the way they spread Debating health rules and 	<ul style="list-style-type: none"> Future tense revised Present tense and present perfect and other tenses for reading 	<ul style="list-style-type: none"> Folk tales Taboos Chants and responding to

Theme	Reading and Writing Competences	Functions and Oral Development	Language Features (including Grammar, Pronunciation, Punctuation, Spelling)	Activities and Elements Specific to Oral Literature
	<ul style="list-style-type: none"> • and making simple notes (or labelling diagrams) • Writing short paragraphs explaining how different illnesses are caused • Designing posters with health warnings 	<ul style="list-style-type: none"> • regulations • Talking about ways of helping others who are ill 	<ul style="list-style-type: none"> • Similes and opposites • Countable and non-count nouns • Conjunctions 	<ul style="list-style-type: none"> • chants
11. Technology	<ul style="list-style-type: none"> • Reading texts of 1-2 pages describing how things are made locally • Reading and following instructions on making things 	<ul style="list-style-type: none"> • Experimenting with different materials to find their characteristics • Observing and recording information about which materials can float, are elastic, texture etc. Show which materials 	<ul style="list-style-type: none"> • Revising the main tenses and tense markers • Passive forms of the tenses • Revising punctuation 	<ul style="list-style-type: none"> • Folk tales • Proverbs
12. Energy	Reinforcement	Reinforcement	Revising all elements	

5.0 TEACHING ENGLISH

5.1 Rationale

English is the official language and remains important for children's future learning and social interactions. It continues to be the most important predictor of a child's future success in school and the world of work. By the end of P3, children must have enough English to be able to study everything in English in P4. Therefore, you will need to make English a priority subject this year. You will need to give extra help to children who are still behind in English.

By the start of P3, children should be able to read and write in the local language. These skills, especially their phonic knowledge, will help them to read English. In English, they should already have a reasonable command of all four skills – listening, speaking, reading and writing – as well as beginning to understand sentence structure and simple grammar.

5.2 Teaching English in P3

In P1 and P2, children developed an active vocabulary related to the different themes of about 500 words. In P2 they also started to learn to read and write in English. Children should now be able to read and write at the sentence level. During P3, they are expected to start writing short stories in English using the most common words and ideas from the themes. You cannot expect them to do in English everything they can do in the local language. However, the gap between what they can write in the local language and what they can write in English should now be narrowing.

When teaching an English language lesson, avoid using the local language. Children need as much exposure as possible to the sounds and structures of the English language inside the classroom, since they may get very little exposure to relevant spoken English outside the classroom.

Use a situational approach as far as possible. Use real objects and illustrations. You can also mime or act situations. Generally, you should relate the English lesson to the content and theme but using simpler and reduced content. Children learn language by using it in a natural context and situation, not by explanations of grammar or meaning. Therefore, avoid giving explanations and maximise the practise of the different tenses.

Involve children actively. Let them listen, observe and practice.

Introduce a few words at a time. Although a sub-theme may list 15 vocabulary items or more, you need not teach all these items to the children. The target should be to introduce 10 new words per week, but it is more important to give children plenty of practice using the language you have introduced rather than introduce more new language before children have mastered the language you have already presented.

Develop vocabulary charts related to each theme and display these in the class.

New words should generally be used with old structures, while new structures are to be used with known vocabulary. Introduce structures where they are needed for a particular theme.

Encourage children to construct different sentences using each structure. (The curriculum suggests activities for developing listening and speaking in each theme. They include games, rhymes, plays, dialogues, discussions, debates, etc.) This will allow children to interact with each other in English in given experiences. The methodology used should encourage revision and repetition of vocabulary items.

It is expected that by the end of P3, children will have an active English vocabulary of approximately 800 words. This means that they should be able to understand and use those words orally, in meaningful ways. They should also be able to read and write these words in meaningful sentences, even if they are not able to write them all with consistently correct spellings.

Note

When teaching children with hearing impairment, sign exactly the way the sentences are written.

5.3 Teaching Children to Read and Write

Reading in English is more important in P3 than it was in P2. By the end of P3, children should be able to read all the words that they can understand orally. They should also be able to sound out (phonically) any new words they meet in a text. When they enter P4, they will be expected to read texts in the different subjects. Thus, P3 is preparation for achieving this level. If some of your children are still not able to read simple sentences in English, you need to give them extra help.

It is important to apply the methods for teaching reading and writing that appear in the Literacy section of Part A of this Teacher's Guide in order to teach reading and writing during English lessons. However, the English texts will be shorter and you will expect the children to read more slowly. You will also need to pre-teach any difficult vocabulary before the children start to read.

Children should now be reaching a level where they can carry out paired reading and even reading silently on their own.

Reading and writing activities in P3 are more integrated: one follows from the other. Children will continue to use the following activities:

- Reading and copying single words, especially new vocabulary items and sentences
- Using words and sentences to label pictures and diagrams
- Copying short texts from the blackboard to illustrate a picture or diagram
- Reading a short text and answering questions. Children should read aloud and read silently.
- Reading and matching texts to a picture or pictures
- Reading sentences and rearranging them into a paragraph that makes better sense
- Reading words and rearranging them into a sentence
- Reading a passage with missing words and filling in the words (with and without oral support)

You can use other activities to complement these - it is important that children have a variety of challenging activities in English. Make sure that the language is controlled and that the children always understand what they are reading and writing.

The teaching procedures for presenting reading texts are the same in English as for literacy (See TP 1-7 on pages 28-30.)

5.4 Teaching Phonics

Children should continue to develop an understanding of the particular relationships of English sounds (or phonemes) and letters (or graphemes).

The relationship of sounds and letters in the English language is the same as in the local language for most consonants and some of the vowels. Children will therefore bring their phonic knowledge in the local language to English and this will help them read English. However, there are a few consonants and several vowels in which the sound to letter combination is different from that in the local languages. A single letter may be pronounced in several different ways e.g. 'c' can be like 's' or 'k'.

Children need plenty of practice in reading and writing words that include different ways of pronouncing letters and letter groups in English. You should concentrate on the following letter combinations in any phonic work:

'sh' as in 'should' and 'she'

'th' as in thin and 'th' as in 'the'

‘ch’ as in ‘church’

Phonic work should be combined with a ‘whole language’ approach. When you have introduced a word orally, using real objects or by demonstration, and given (or asked children for) examples of how the word is used in sentences, you can use the word for phonic practice, like the following example:

- Step 1* Say the word clearly, separating the syllables.
- Step 2* Ask what sound it starts with. What other sounds does it contain?
- Step 3* Children point to the letter that it starts with (on a chart, in another word).
- Step 4* Write the word on the board. Ask children to suggest other words with the same sound. Write these words on the blackboard so that they can see the similarities and differences.
- Step 5* Children write the words and show their neighbour in class, to check the spelling.
- Step 6* Children find other words that start with the same letter or sound the same (rhyme).

Ensure that you see all the children’s work to ensure that all have grasped the spelling.

Refer to section 4.3.1 for details on how to use phonics.

All lessons should include reading practice, even if it is only reading words. You should also try to include opportunities for writing in as many of the English lessons as possible.

Writing practice should consist of more than simply copying from instructional materials or from your own writing – for example, ask children to write three words that begin with a particular letter or that contain a particular letter.

You should also carry out spelling games and tests from time to time.

5.5 Teaching Procedures

TP1: Presenting vocabulary

- Step 1* Revise any learned words and the structure that you will need to use with the new word.
- Step 2* Present the new word(s) using objects/pictures. Hold up the object/picture and say/sign the word several times.
- Step 3* Children repeat the word several times as you point to the object/picture, as a class, in pairs/groups, individually. Emphasise correct pronunciation.
- Step 4* Construct sentences using a learned structure.
- Step 5* Children practise constructing sentences using the learned words in pairs or individually.
- Step 6* Extension activities: children write sentences, draw a picture, or play games using the structure and vocabulary learned.

TP2: Presenting structures

- Step 1* Revise relevant previous vocabulary and any related structure(s) the children know.
- Step 2* Present the new structure using known vocabulary and illustrate the meaning by miming or in context.
- Step 3* Children repeat the new structure with emphasis on correct pronunciation.
- Step 4* Construct sentences using the structures.
- Step 5* Children practise asking and answering questions in groups and pairs.
- Step 6* Children describe pictures and write sentences using the learned structure.

TP3: Using short dialogues

Short dialogues can develop out of the presentation or revision of new structures, in question and answer form. Here is a sample dialogue:

Child A: Who sweeps at (your) home?

Child B: My sister/brother sweeps ... Who sweeps at (your) home?

Child A: My mother/father sweeps ...

Step 1 Revise the structures and vocabulary previously learned. Make sure everyone understands the meaning.

Step 2 Say the dialogue while children listen.

- Step 3* Children repeat after you several times.
Step 4 Divide the class in two groups. Let each group play one part.
Step 5 Children practise in pairs or in a chain drill. One or two pairs demonstrate to the rest of the class.

TP4: Teaching through songs

Songs provide enjoyable repetition of both vocabulary and structures and give good practice in pronunciation and signs. Children do not need to understand all the words in a song, as long as they understand the general meaning. At this age, children learn songs mainly by rote, so they need lots of repetition and time to memorise:

- Steps 1* Choose a known tune to teach the content, e.g. vocabulary, structure, tense, plurals etc.
Step 2 Decide on when to use the chosen tune in the lesson, i.e. introduction, the body of the lesson or the evaluation.
Step 3 Guide the children to sing, with an emphasis on the intended content to be taught.
Step 4 Have the intended content on the chalkboard/flash cards/wall charts or use real objects and teach it following the normal procedure for teaching vocabulary or structures.

TP5: Teaching through games

- Step 1* Teach or revise any new words they will need in the game.
Step 2 Explain how the game will be played. Give clear instructions in English.
Step 3 Demonstrate the game to the children.
Step 4 Encourage volunteers who have understood the game to demonstrate to the class.
Step 5 Children play the game. (It can be outside the classroom.)

TP6: Teaching through role-play and acting

You may use the same procedures as for dialogue (TP4 above), but now that children have learnt more English, you should allow a much freer approach to acting/role-play. In role-play, children act out roles of different people. They may use the words you have given or they may add their own words and thus change the situation and the answers.

Note

Use speech exercises to revise intonation, pronunciation and word stress. Allow the children in role-playing to act out a situation based on their own experiences, knowledge and ability.

TP7: Teaching through situational games and play lets

These are games, activities and play lets in which new words and formulas are taught and known language is used in natural or imaginary situations. They aim at making the children feel at ease with spoken English and at encouraging them to use it as a medium of expression as much as possible within their limited knowledge.

Example of a situational game

- Bring a box of various objects.
- Call one child to feel and pick an object from a box with his back turned to it so that neither he/she nor the class can see the object, although the teacher can see. In the following example, let the child (Mary) hold the object behind her back during the chain conversation:

Teacher to class: What has Mary got? You can ask her five questions to help you guess. But Mary can only answer 'Yes' or 'No'.

Child 1: Is it soft?

Mary to class: No, it isn't soft.

Child 2: Is it round?

Mary: No, it isn't round.

Child 3: Is it heavy?

Mary: No, not very heavy.

Child 4: Is it long?

Mary: Yes, it has a long shape.

Child 5: Is it a pencil?

Mary: Yes, it is a pencil.

Teacher: Well done class. Now take another object from the bag.

- Repeat the game with other children. When all objects from a box have been picked, let the children sit down. Then you can ask:

Teacher: Who had a (pencil)...?

Child: Ali had a ...

Teacher: Yes, he did. /No, he didn't.

Note

Situational games need a lot of preparation and practice. Therefore you should use the game in several different lessons - more than one period may be necessary to develop and practise it.

Example of a play let

Play lets are little plays that contain vocabulary words and structures that need to be taught first. The meanings should be explained and the speaking drill should be given for each word or phrase so that the children have no difficulty with the pronunciation when they come to use the words or structure in the play let. Below is an example of a play let.

Introduction

You may use the "Road Safety" materials to discuss the town with its large streets, big buildings many cars and many people. Mention the traffic lights of three colours which tell the cars when to go. Red for danger (stop), green for safety (go) and orange warning (wait). Tell how at times there is a policeman or policewoman to help good people and stop bad people from stealing.

Stage setting

Decide where the road lies, where the corner is with the traffic lights and where Jack will bump into the policewoman after crossing the road. Make the road a wide one if there is space. For added excitement, you can choose ten or twelve children to be cars and race along the road in both directions keeping to the left and then stop for a moment when Jack and Amina cross. Choose the tallest child to be the policewoman. The first time you can act that part yourself.

Play let

(Jack and Amina are standing at the Kerb on the pavement facing the road, they wish to cross. They are looking at the lights opposite which tells them to cross)

Jack: Quick! Cross the road.

Amina: No! The cars are passing. Look! The red light is shinning.

Jack: The red light is shinning now. The cars are stopping. Let's cross
(They are crossing the road, afraid of the cars. Jack pulls his sister by the hand. He bumps into a policewoman, as he gets to the other side)

Policewoman: Be careful, my boy!

Jack: I'm sorry, Madam

Policewoman: Where are you going?

Jack: We are going to the shop, Madam.

Policewoman: Where do you live?

Amina: We live in X, Madam (put the name of the district)

Policewoman: Ah! You're not town children. Be careful when you cross the road.

Amina and Jack: Yes, Madam

Policewoman: Where are you staying?

Jack: We're staying at Natete, Madam.

Amina: We're staying with our big sister.

Policewoman: How old are you?

Jack: I am twelve, Madam

Amina: I am nine.

Policewoman: You're very young. Be careful in town.
Jack: Yes, Madam. Thank you, Madam.
Amina: Goodbye, Madam.
(They walk along on the pavement)

TP 8: Teaching play reading

Children are now familiar with play and play lets. They have acted them in the situational games period in P1 as well as P2 but this is the first time that they will be able to read play lets for acting. There is a significant difference between the play lets crammed and acted, and those read and acted in the reading period. In the play lets, the focus is on teaching new formulas. However, in the play reading, there is no new language. The focus is to get the children read not to remember.

How to teach reading plays

About a week before a play is to be acted, write the play in large letters on one or two sheets of newsprint (flip chart or manila) and put it up on the wall of the classroom. If possible, use a different colour for each of the characters, e.g. Moses, Janet, father, mother. Tell the children that there is a play that they can all read. You will choose those who know it best to act. This will encourage children to read it before you come to study it as a class.

Begin the lesson by telling children to read silently a section of the play. Then ask comprehension questions about each section. Continue to the next section in the same manner. If time allows, you can start the reading in parts. You should take part yourself, showing the children how to read with expression. You may not be able to read a play in a single period. Move at the pace of the children.

An example of "play reading" is given to you. You should create more basing on the themes and bearing in mind the vocabulary and structure you use. These should be based on what the children have already learnt.

In the Garden (Theme 2: Livelihood in our Sub-county/Division) setting the stage

Let the family walk around the acting space on their way to the garden but they must end up in the centre of the space when in the garden. Do not let them huddle in the corner. Janet will be tying tomatoes in a part of the garden different from that in which Father and Mother are planting potatoes. Decide the places before beginning to act.

Materials

Two hoes (or sticks for schools in town); a basket, a few strings and sticks; a big stick lying about for Moses to pick up; a basket of water (small jerry can); and two tins with holes at the bottom for watering; a piece of rope for a snake.

Father: Come along.
We are going to the garden today.
We are going to plant some sweet potatoes.
Moses take the hoes please.
Moses: Yes, Father.
Look, I am carrying two hoes in my hand.
Father: Janet take the plants, please.
Janet: Yes father.
Look, I am carrying the bundle of plants on my head.
Mother: That is a good girl.
I am taking some sticks and some strings.
I am going to tie the tomatoes.
(They are all walking to the gardens)
Mother: Here we are.
I am going to tie the tomatoes.
Janet: I am going to help Mother. I will water the tomatoes.
(Mother and Janet are trying tomatoes)

Father: We are going to put the sweet potatoes here.
We are going to dig around.

Moses: Yes Father.
Look I am digging a big piece of land.

Father: That is a good boy.
(They go on digging)

Father: Stop. Now we are going to plant the sweet potatoes.
Put one here and one here and one here
(Mother and Janet are coming back)

Mother: We tied all the tomatoes. We are now going to help you plant the sweet potatoes.

Janet: Moses, Moses. That is a snake.
Bring a big stick.
Kill it. Kill it please.
(Moses and Father are hitting it)

Moses: Look. I killed the snake with my stick.

Father: Thank you. Now we are all going home to rest.

Apparatus: A bag or basket for Mary to carry.

New words and formulas: ‘light’ (noun), ‘cross’ (verb), ‘passing’, ‘very’, ‘when’, ‘Where do you live?’ ‘We live in X’, ‘where are you staying?’ ‘We are staying at Y’; ‘We are staying with (our brother)’

TP9: Teaching through rhymes

Rhymes and songs are two of the most lively and enjoyable ways of teaching English. They help children not only to learn words and sentences but also to catch the intonations, rhythm and ‘feel’ of English. Below are steps to follow:

- Step 1* Introduce the rhyme using a picture/story by asking and answering questions.
- Step 2* Start by saying the words while the children listen. Act out the rhyme as you say it.
- Step 3* Explain the meaning of the rhyme, line by line.
- Step 4* Let children repeat the rhyme after you, line by line.
- Step 5* Say the whole rhyme then let children say it without your help as they act.
Let them repeat without you.

TP10: Speech exercises

Speech exercises train children in the habits of good speech. Children practise the sounds in words, structures and sentences. The exercises are of three kinds:

- Breathing practice e.g. panting like a dog.
- Strengthening and controlling speech organs e.g. hissing like a snake.
- Those concerned with the production of correct vowels, consonants, words, structures and sentences e.g. bleating like a lamb.

You need to practise the sounds yourself before the lesson. Children need to hear you say the sound correctly and then practise it. It is important to stress the syllables correctly; otherwise the meaning may not be clear or completely altered. Speech exercises may include the sounds of insects, animals, means of transport and birds. Lip movement is very important for children with hearing impairment to learn from speech reading or lip reading.

6.0 TEACHING CREATIVE PERFORMING ARTS

6.1 Rationale

Creative Performing Arts are important in the lives of all children. They promote cultural and spiritual values and life skills. Enough time should be given to develop children's skills and talents.

The 'Broad Aims in Education' endorsed by the Government White Paper (1992) is: "To eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development, for better health, nutrition and family life, and capability for continued learning".

All the above will contribute to the building of an integrated, self-sustained and independent national economy, basic practical skill for enabling individuals make a living in a multi-skilled manner.

The children will be able to survive in society using the skills acquired in school.

The Thematic Curriculum encourages the integration of activities across the learning areas. It recommends three single lessons for Music and one double lesson for Art and Crafts. Always give children opportunity to explore their environment and develop their creativity.

6.2 Music

In P3, children are introduced to singing rounds and to reading and writing the notes of the major scale (solfas). All singing continues to be performed in unison.

Music, dance and drama are important in developing the following in children, among others:

- inculcating moral and ethical values and life skills
- developing self-discipline, integrity, tolerance and human fellowship
- developing fluency, confidence and creativity
- contributing to their physical development
- developing a sense of rhythm and time

The following aspects should continue to be developed:

- Listening
- Instrumental work
- Singing
- Movement/dance
- Drama
- Reading and writing

Make music lessons stimulating and enjoyable so that children develop a love for music. Give children enough time to express themselves. Invite resource persons where possible/necessary.

Ensure that children sing in unison. Their movements may be either free or controlled. Give clear instructions on what you want them to do. All songs should be simple and may include, for example:

- simple melodies
- poems and rhymes
- singing solfas/notes of the major scale with no leaps.
- simple traditional songs about creatures (e.g. insects, birds, other animals)
- play and counting songs
- action songs, e.g. about agricultural activities
- religious songs
- songs for different times, e.g. thanksgiving, grace before meals, festivals, greeting, lullabies

- simple rounds
- allow children to sing their own songs as well.

Do other activities like role-plays, dramatisation, and instrumental work which include playing simple percussion instruments, pitched and melodic in instruments.

6.2.1 Singing

This aspect is intended to enable the child improve skills in performing a comprehensive repertoire of songs of musical value. Teach songs from other regions for purposes of appreciation and developing awareness of other cultures. However, these should not affect children's learning through songs related to the themes.

1. Traditional Songs

Teach traditional songs that tell stories of the past e.g.

- Legends, myths, clan identity, historical disasters like deaths, floods, earthquakes and droughts.
- Teach praise songs of famous people e.g. chiefs, warriors, wrestlers, dances, great farmers.
- Play songs
- Songs from other lands.

2. New topical songs

- These songs about some jobs e.g. drivers, traders, policemen, carpenters, builders, teachers, etc.
- About recent events e.g. disasters, epidemics, war, famine, earthquakes, hailstones, floods, scandals like stealing, over drinking or child sacrifice.
- About natural phenomena like eclipse, forests, valleys, rivers, lakes, mist, etc.
- About pertinent issues e.g. HIV/AIDS, road safety, environment conservation, population, security, poverty, corruption and family life.

3. Religious songs

- Songs of praise, thanksgiving, God's love for children, requests, repentance, etc.
- Religious songs for e.g. New Year, requiem (death), etc.
- Simple rounds, rounds with short phrases up to 4 (four) parts.

Teaching procedure for Singing

Singing in Lower Primary is by rote method. This can be done as follows:

- Step 1* Tell a story or give the background of the song you are going to teach. You may also use pictures related to the song or recite the song in the form of a rhyme after you have gone through the background.
- Step 2* Let children listen to you as you sing the song several times. Encourage them to sing along with you where they can.
- Step 3* Let children repeat after you, line by line.
- Step 4* Let children sing with you from the beginning to the end. (You will need to identify difficult words or parts and repeat them so that children can say them and sing them appropriately.)
- Step 5* Ask children to sing along with you. Withdraw from the singing as children sing with confidence and self-esteem.
- Step 6* Accompany the song with instruments where necessary.
- Step 7* Let children sing as a group, in pairs and individually.
- Step 8* Ask questions. Encourage children to ask and answer questions related to the song.

Note

- You may give a brief background/meaning of the song/rhyme.
- Sing the song with actions where applicable.
- If the song has a chorus, it is advisable for the children to learn to sing the chorus first. The verse can be sung by you while the children sing the chorus.

- The verses may be taught in different lessons if the song is long.
- Compose your own songs where possible, using a known tune to new words or using new words to a new tune.

Below are sample teaching procedures for each of the six aspects of performing arts.

6.2.2 Instrumental work

Instrumental work is in two parts: **playing** and **making** simple percussion instruments. It trains eye-hand coordination, listening skill and interest in music, among others. Introduce children to simple instrumental work. Remember that drumming should continue to be done with drum sticks.

Making simple percussion instruments

Before children make instruments, they should be asked to collect various materials from their environment. Have a collection of materials in the music centre or store. It is from these that you can choose or any other that you intend to teach children how to make.

Procedure

- Choose 1-2 instruments to make.
- Put all the materials in one place and talk about each of them.
- Allow children to settle down.
- Give them clear guidelines on how to use the given materials.
- Show them one complete piece of the instrument to be made.
- Play it to show the sound it makes.
- Now choose the materials that make up the instrument, one by one.
- Make the instrument one step at a time as children watch.
- Distribute the materials to children either as individuals or in groups.
- Let them imitate you step by step.
- Guide them, especially the slow ones and those with special needs.
- Let children display their work and talk about it in terms of quality, time taken, whether it is easy to make, why he or she likes it.
- Allow a few to describe the steps followed to make the instrument.
- Give comments on each child's instrument as they display it. Don't ignore any child's work, as this is his/her own creativity.
- At this level, a child can record how certain instruments can be made.

Note

You may invite a resource person to teach children to make an instrument where necessary.

Playing simple percussion instruments

In order to develop the skill of playing musical instruments, children first demonstrate playing percussion instruments. These are instruments that do not need to be tuned, e.g. clappers, shakers, drums, rhythm sticks, rattles and ankle bells. Select 2-3 kinds of instruments for a lesson. Emphasise turn-taking during the lesson. This comes before playing of the tuned or pitched instruments.

Procedure

- Introduce the new instruments.
- Divide children into groups according to the number of instruments to be played.
- Allow each group to select the item, and their group leader to collect it.
- Take one item at a time.
- Use a tune or song well known by the children.
- Explain to them that they will play instruments to accompany the song.

- Guide them to follow the rhythm.
- Play the instrument as the groups listen.
- Let them imitate you bit by bit.
- Let them play with you.
- Leave them to play alone to the end.
- Choose another group in the same way until all groups have tried their instruments.
- Let all play as you conduct them.
- Sing the tune and ask them to accompany it with the instruments.
- Let children handle instruments correctly.

Note

For deaf and blind children, describe the instruments using sign language and tactile at the same time. Remember that clear instructions both verbal and non-verbal will help children with special needs.

6.2.3 Listening

The listening aspect is to enable the child improve capacity to listen and understand a wide variety of music. The following will help you to assist the child develop and improve the listening skills;

1. Instrumental families: prominent musical instrumental families e.g. string, wind, percussion and voice.
2. Rhythm: variety of rhythm patterns of known songs.
3. Pitch: variety of pitches in melodies.
4. Expression: variety of tempo (speed) and dynamics (volume).

All children are expected to develop the skill of listening. When they have good listening skills, children can successfully perform other aspects of music like instrumental work, singing and dancing. It is one aspect that easily integrates into the others. The listening aspect is to develop the following competences:

- The children name the families of instruments presented in the music.
- They identify and reproduce rhythm patterns of known songs by clapping or tapping.
- They identify and show shapes of tunes listened to by hand movement.
- The children identify and describe the tempo and dynamics listened to.

Activities used to develop the listening aspect include: listening to recorded songs, stories, speeches, instruments, sounds of birds and animals. Always vary the activities to motivate the children. Remember that deaf children need to observe hand, body and lip movements.

6.2.4 Movement

This aspect is to enable the child explore a variety of body movement. It includes organised movements with specific aims, such as,

- a) Leg movement: walking slowly / fast, kicking, jumping, stamping, etc.
- b) Hand movements: waving, throwing, digging, beckoning.
- c) Waist movement: twisting, etc.
- d) Movements applied in children’s play songs.
- e) Contrast between vigorous / lively and light / gentle movements.

This aspect should be handled with a variety of movements to motivate children through fun. Dance may consist of free, guided or controlled movement. Free movement may be done as in P2; while controlled movements are preparatory movements that might be targeted to teach a specific dance. In case of blind children, hold and guide them on how to move before they start doing it independently.

While performing various movements, the children are guided to bring about contrasts between vigorous/lively and light/gentle forward/backward/sideways movements.

Free movement

In this, music is played or a song is sung and individuals dance freely, according to rhythm. You may not have particular steps to follow when teaching free movement.

Guided movement

This is relatively free but with simple movements that the children do uniformly.

Steps to follow

- Ask children to show others the movements they know or like.
- Arrange them in such a way that they all can see you demonstrate.
- Introduce the new movements one at a time.
- Let children watch you as you demonstrate.
- Ask them to imitate you step by step. Don't move to the next step before they have mastered the first.
- Guide them to follow the right direction, e.g. right, left, up, down, etc.
- Call upon children, one at a time or group by group to come forward and imitate. Make sure all are involved.
- Use one or two children who have mastered the movements to demonstrate for the whole class.
- Allow other children to correct one another.

Controlled movement

This has agreed movements. It refers to the traditional folk dances of a particular region. These are performed when children have developed skills of rhythm and body coordination. Examples of the dances from different regions include:

Bakisimba – Buganda	Ntogoro – Bunyoro/Tooro
Kosiyo/Ajore – Jopadhola	Tameneibuga – Busoga
Larakaraka – Acholi	Amasinduka – Bukonzo
Ekitagururo – Banyankore	Ekizino – Bakiga

Steps to follow

- Ask children to show others the movement(s) they know or like.
- Arrange them in such a way that they all can see you demonstrate.
- Introduce the new movement(s) one at a time.
- Children watch you as you demonstrate.
- Ask them to imitate you step by step. Don't move to the next step before they have mastered the first.
- Guide them to follow the right direction, e.g. right, left, up, down, etc.
- Call upon children, one at a time or group by group, to come forward and demonstrate. Make sure all children are involved.
- Use one or two children who have mastered the movement(s) to demonstrate to the whole class.
- Allow children to correct one another.

Controlled movements make up a dance. A child can learn a dance after a series of lessons depending on the ability of the children and simplicity of the dance.

Creative dance

At this stage, the children may have to learn a dance designed after a given theme or topic, with rhythm and melody for accompaniment. It may or may not have specific movements but at least have a variety of movements to bring out given messages of a theme, e.g.:

- Theme: Transport in our community
- Message: - Types of transport
- Means of transport
- Safe ways of using the road
- Importance of transport
- Each of the above can be presented using actions and movements.

- It should not be too long to tire the children.
- Design different costumes to depict characters and messages clearly to the viewers.

6.2.5 Drama

This aspect is to enable a child interpret events and experiences through drama and extend his / her use of language. The above can be done through the following:

1. From the locality of the child (environment and experience).
2. From written sources e.g. the world of animals (Mr. Hare) thematic Reference books and any other story books.

Dramatisation differs from role-play in that the children are given roles, setting and context. They then use their own words. The teacher corrects their vocabulary use and pronunciation/signs until they achieve agreed standards of presentation.

Drama is vital in developing the skills of:

- creativity, imagination, reasoning (logic)
- appreciation
- communication

Procedure

- Ask a few children to tell you stories about a given topic (perhaps the one you are to use for dramatisation).
- Select the vocabulary.
- Tell them to listen and observe you as you tell the story.
- Discuss the connections between their stories and yours. This helps them to understand the Theme.
- Ask for volunteers for the drama.
- Guide them to present the story or theme you have narrated.
- After a minimal mastery of what is to be dramatised, allow the activities go through to the end.
- Divide the class into smaller groups.
- Where space is not enough, take the children outside.
- Let all children take roles following the demonstration.
- Guide them in their groups as they practice.
- Call them together as a class and let one group act at a time while the others watch and comment.
- Make sure each group is appreciated.
- Assist the children to act and use appropriate language through drama.

6.2.6 Reading and writing

This aspect enables the child to develop his/her knowledge of musical language. The child is introduced to reading sol-fa notation using the major scale. The child is introduced to writing the notes through dictation.

Reading and writing is an aspect which is being introduced for the first time. The children will need a lot of patience and help from you as they progressively acquire skills to read and write the sol-fas using the major scale and practical exercises.

Introduce only one note at any one day, and then give enough practice on listening and pitching the sol-fas before they can write them.

Procedure

- Draw a major scale ladder on a chart and put it up in the classroom.
- Let the ladder take care of the full notes and half notes (tones and semi-tones) i.e. **m f** and **t d**.
- Sing the sol-fa 'd' as the children listen and as you repeat it.
- Let the children sing it and read it from the blackboard, but repeating after you.
- Write the sol-fa on the chart and explain that they have started singing the sol-fas climbing the ladder.
- Let the children practice singing the note in pairs.

- Flash the sol-fa on the flash card for them to sing.
- Finally, flash the note and let them write it on the blackboard after singing it, then in their books.
- Continue to build up the ladder in a similar way up to **d'**.

Solfa Notation

a) Reading

- Notes of the major scale – no leaps
- Sequences (major scale) – no leaps e.g. d r m, r m f, m f s, ... l t d
- Simple melodies (up to 8 notes long) without leaps e.g.

d d r m
d d r d
m r d d
d r m r d
m r d r m
d r d r m f s s
d d r r m f f m

b) Writing

Simple phrases / melodies of (4-8) notes in length as (iii) above

6.2.7 Attainment targets for music

1. Reading and writing solfa notes of the major scale.
2. Exhibit creativity through movement.
3. Listening and appreciating music.
4. Demonstrating that he/she has developed an insight into his/her character and the world she/he lives in through dramatic experiences.
5. Making instruments.
6. Playing music instruments.
7. Composing songs using the given tunes.

6.3 Art and Craft

In P3, children should be encouraged to explore their environment. Collect and use the materials for Art and Craft lessons to develop basic multi-skills which will enable them become self-reliant. They will therefore be able to survive in society using the basic skills acquired from school after P3.

6.3.1 Methodology

Learning of the above competences will be through individual, pair, group and class work. This implies methods like:

- Experimentation
- Simulation
- Field work
- Demonstration
- Micro teaching
- Discovery
- Project work
- Resource person
- Exhibition
- Individual and group practicals.

6.3.2 Display work

It is very important in Art for children to be allowed to display their work after every practical and to talk about them freely. This develops their value of appreciation and analysis. Displays can be at the end of each lesson if necessary or possible, otherwise, fortnightly.

a) Tidying up

All lessons should be followed by tidying up the area used and storing materials properly. This intends to develop an individual who is organised, clean and environment friendly – as part of life skills' development.

b) Assessment

Throughout the Curriculum, assessment will be practical especially since it targets competences – “what the child can do.” Make sure the children are guided to discover new knowledge, experiment it, practice it and be able to clarify the values they attach to their work.

7.0 PHYSICAL EDUCATION

7.1 Rationale

Physical Education is an essential aspect in the child's life. It helps the child to keep healthy and well co-ordinated physically, as well as:

- appreciate the value of fitness
- cooperate with others
- become competitive and ambitious
- learn to control emotions, including those related to winning and losing
- learn to share with others and to take turns
- appreciate the local culture and environment (traditional games)
- develop improved endurance, agility, balance, body coordination and eye-hand coordination.

Therefore it requires regular practice. In the Thematic Curriculum, Physical Education does not necessarily relate to the themes of the week. The curriculum provides 5 lessons per week. In case of a rainy day, improvise indoor games.

7.2 General Guidelines for Teaching Physical Education

- Demarcate the play space before the lesson.
- Always dress in PE-appropriate attire.
- Prepare play materials to use before the lesson.
- Have a routine of going and coming back.
- Have a routine of carrying out health inspection.

7.3 General Procedures for Teaching Physical Education

- Warm-up activities
- Skill teaching
- Skill practice
- Game situation
- Cool down activities

7.4 Sample Physical Education Activities

Content	Sample activities
Traditional games and dances	<ul style="list-style-type: none"> • Arm tug of war • Wheelbarrow push • Back to back push • Elbow tug of war • Head to head push • Arm to arm push • Duck fight • Cock fight • Back to back lifting • Lifting the log • Crusts and crumbs • Fire on the mountain • Cat and rat chase • Tap game • Hide and seek • Suula akatambala (Luganda) • Oiyoh (Dakarimojon) • Kana ayibe adul (Luo) • Dolo ye (Luo) • Moni dongo dhiro (Adhola) • Lilio koarai (Ateso) • Chase, catch and squat • Skip the ropes • Nkolenti (Lusoga) • Aim at target • Nyanyanya (Adhola) • Katambara ee Katambara (Lhukonzo) • Apoli (Amapoto) (Luo) • Kolabwoti (Luganda) • Enjangu neerira (Runyankore/Rukiga)
Basic body movement experiences and space awareness	<ul style="list-style-type: none"> • Jump from different heights • Jump over poles • Walk over poles • Climb and swing on objects not more than 2 metres high • Pass over, under and on the objects • Walk on poles and balance • Balance objects with different parts of the body • Bending and stretching different parts of the body • Sliding forward • Zig zag race • Matching and clapping on spot • Measuring/estimating distances
Games for Lower Primary	<ul style="list-style-type: none"> • Poison in the ring • Relay • Step on the shadow • Skittle

	<ul style="list-style-type: none">• Catch the tail• Throw the ball into space and catch• Roll the ball and aim at target• Bounce the ball for partner to catch• Catch and crouch game• Tunnel ball• Throw the ball under arm to target• Bounce the ball into a hoop for partner to catch• Chase and catch• Sack race• Bottle race• Fill bottles (water, sand)• Dress up• Drum relay• Three-legged race• Blind-fold• He/she game
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You may use songs and activities from other regions for purposes of appreciation and developing awareness of other people's cultures. Consult resource persons who know the language where necessary.

8.0 TEACHING RELIGIOUS EDUCATION

8.1 Rationale

Religious Education forms an important part of the Primary School Curriculum. It is designed to enable the teacher to guide and assist the children to develop morally and spiritually. It involves the development of ethics through a range of values and life skills integral to the Curriculum. This helps children to grow into balanced, responsible and mature people in the community. The Religious Education Curriculum is composed of two parts:

- a) Christian Religious Education (CRE)
- b) Islamic Religious Education (IRE)

Religious education should be taught in accordance to the values of religion and in accordance to the laid down curriculum guidelines.

Religious Education (like RE) does not automatically fit within the themes. The Thematic Curriculum has only rearranged the content of the Volume II Curriculum and provides three lessons per week for RE.

8.2 General Procedures for Teaching CRE

- Our Experience: Relate what you teach to real life situations
- God's Message: Identify messages from the Bible about what you are teaching.
- Our Response: Let children suggest and practice ways how they will relive the message.

8.3 General Procedures for Teaching IRE

- Our Experience: Relate what you teach to real life situations
- God's Message: Identify messages from the Quran about what you are teaching.
- Our Response: Let children suggest and practice ways how they will relive the message.
- Sharing of Experience: Use peer teaching. (Let those who have mastered help those who have not.)

9.0 TEACHING ORAL LITERATURE

These days grandparents, parents and guardians have little or no time to sit with children and tell them interesting traditional folk tales, riddles, proverbs, lullabies, songs, tongue twisters, jingles, rhymes, etc.

This Curriculum provides four periods per week for Oral Literature. ‘Oral Literature’ refers to whatever is passed on from one generation to another but with no written records. However, as time has passed, much of what was oral has recently been written down. Oral Literature emphasises the development of orthography and grammar of the language. You as teachers should collect the above items from resource persons and encourage the children to do the same. When children provide you with interesting stories, riddles, etc, write them down. Where possible, let children write their own items.

Oral Literature contains items such as traditional folk tales, stories, riddles, tongue twisters, lullabies, songs, jingles, rhymes, chants, similes, metaphors, idioms and traditional games which have historical and cultural values and concepts relating to a particular society. In addition, you can cover aspects of tradition that relate to everyday life. You can include ways of greeting, food you eat which is special to your area; ways people dress or used to dress, etc.

Oral Literature is intended to facilitate the development of a child’s imagination, recall, creativity, communication, moral values, and cultural background as well as other important aspects of education.

These can then become items which other children can read, i.e. it becomes a reading resource for the literacy lessons.

Oral Literature at this level is intended to teach language vocabulary, moral values, and customs.

9.1 Orthography and Grammar

In every Oral Literature lesson, correct and proper use of a language should always be the turning point. For that matter, the orthography should be the production skill at every level with much emphasis on the function of the sound system and correct grammar. It is the orthography which takes care of the alphabet of a language as a foundation for meaningful grammar. Across the different local languages in Uganda, the alphabet is always based on the first five vowels, these are:

a e i o u (lower case / small letters)
A E I O U (upper case / capital letters)

Therefore, the alphabet of a language is built on different types of letters which are also categorised into different groups such as vowels, consonants and nosals. It is important to note that specific local languages have got a particular order of their alphabet, for example, the order for the Luganda alphabet is as below:-

a e i o u	A E I O U
w y c h ŋ	W Y C H Ŋ
b p v f m	B P V F M
d t l r n	D T L R N
z s j g k ny	Z S J G K

Example 2: Ruyankore / Rukiga, Runyoro / Rutooro

a e i o u	A E I O U-
w y	W Y
b p f m	B P F M
d t l r r r n	D T L R N
z s j c g k h v	Z S C G K H V

Example 3: Daakarimojon

a e i o u
w y
b p m
d t l r n
s j c g k
ŋ ny

A E I O U
W Y
B P M
D T L R N
S J C G K
Ŋ NY

In Oral Literature, you should emphasise the development of nouns, pronouns, verbs, adverbs, prepositions, adjectives, opposites and tenses.

Literature Content Break Down for Primary 3

TERM 1:

Content	Competences	Life skills / Values
<p>WEEK 1</p> <ul style="list-style-type: none"> • Traditional folk tale or song • Letters of the alphabet • Vowels • Consonants • Small and capital letters 	<ul style="list-style-type: none"> • Asking questions • Answering questions • Telling parts of the story • Reading letters of the alphabet • Identifying vowels • Identifying consonants • Building words • Reading words • Identifying capital and small letters • Writing the alphabet 	<ul style="list-style-type: none"> • Effective communication • Self-esteem • Critical thinking • Creative thinking ❖ • Appreciation • Love • Cooperation
<p>WEEK 2</p> <ul style="list-style-type: none"> • Rhymes • Proverbs • 2 letter syllables 	<ul style="list-style-type: none"> • Reciting rhymes • Saying proverbs • Reading 2 letter syllables • Writing 2 letter syllables • Asking questions • Answering questions • Matching letters • Identifying vowels in the syllables • Identifying consonants in the syllables 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Effective communication • Coping with stress • Coping with emotions ❖ • Endurance • Acceptance • Appreciation • Perseverance
<p>WEEK 3</p> <ul style="list-style-type: none"> • Dialogue • Similes • Three letter syllables <ul style="list-style-type: none"> - short syllables - long syllables - syllable with diphthongs 	<ul style="list-style-type: none"> • Acting a dialogue • Saying similes • Reading three letter syllable words • Identifying short and long syllable words • Identifying syllables with diphthongs • Asking questions • Answering questions • Writing three letter syllable words 	<ul style="list-style-type: none"> • Effective communication • Self-esteem • Self-awareness • Interpersonal relationship • Creative thinking • Critical thinking
<p>WEEK 4</p> <ul style="list-style-type: none"> • Folk tale • Idioms 	<ul style="list-style-type: none"> • Asking questions • Answering questions • Interpreting idioms 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Problem-solving

Content	Competences	Life skills / Values
<ul style="list-style-type: none"> • Three letter syllables <ul style="list-style-type: none"> - short syllables - long syllables - syllable with diphthongs 	<ul style="list-style-type: none"> • Reading three letter syllables • Writing three letter syllables • Identifying three letter syllables with diphthongs 	<ul style="list-style-type: none"> • Effective communication • Interpersonal relationship ❖ • Appreciation • Care • Love • Respect
<p>WEEK 5</p> <ul style="list-style-type: none"> • Traditional folk song • Proverbs • Four letter syllables 	<ul style="list-style-type: none"> • Singing traditional folk songs • Saying proverbs • Asking questions • Answering questions • Identifying four letter syllables • Writing four letter syllables. 	<ul style="list-style-type: none"> • Effective communication • Friendship formation • Problem-solving • Interpersonal relationship • Critical thinking • Creative thinking ❖ • Cooperation • Responsibility • Sharing • Appreciation • Care
<p>WEEK 6</p> <ul style="list-style-type: none"> • Rhymes • Proverbs • Five letter syllables 	<ul style="list-style-type: none"> • Reciting rhymes • Saying proverbs • Asking questions • Answering questions • Identifying five letter syllables • Reading five letter syllables • Writing five letter syllables • Talking about the moral values in the proverbs 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Creative thinking • Decision-making • Interpersonal relationship ❖ • Appreciation • Responsibility • Concern • Hard work
<p>WEEK 7</p> <ul style="list-style-type: none"> • Rhymes • Proverbs • Five letter syllables 	<ul style="list-style-type: none"> • Reciting rhymes • Saying proverbs • Asking questions • Answering questions • Identifying five letter syllables • Reading five letter syllables • Writing five letter syllables • Talking about the moral values in the proverbs 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Creative thinking • Decision-making • Interpersonal relationship ❖ • Cooperation • Responsibility • Appreciation • Concern • Care • Sharing • Respect
<p>WEEK 8</p> <ul style="list-style-type: none"> • Tongue twisters • Proverbs • Proper nouns • Capital letters 	<ul style="list-style-type: none"> • Saying tongue twisters • Saying proverbs • Identifying proper nouns • Identifying capital letters • Reading words • Writing words • Writing capital letters 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Effective communication • Problem-solving • Decisio- making ❖ • Appreciation

Content	Competences	Life skills / Values
	<ul style="list-style-type: none"> • Asking questions • Answering questions 	<ul style="list-style-type: none"> • Concern • Responsibility • Sharing • Love • Cooperation
<p>WEEK 9</p> <ul style="list-style-type: none"> • Traditional folk songs • Proverbs • Common nouns • Punctuation <ul style="list-style-type: none"> - Full stop (.) 	<ul style="list-style-type: none"> • Singing traditional folk songs • Saying proverbs • Talking about moral values in the traditional folk songs • Identifying common nouns • Punctuating using full stop • Reading words • Writing words • Asking questions • Answering questions 	<ul style="list-style-type: none"> • Effective communication • Problem-solving • Decision-making • Interpersonal relationship • Friendship formation • Critical thinking • Creative thinking ❖ • Appreciation • Concern • Responsibility • Sharing • Love • Cooperation
<p>WEEK 10</p> <ul style="list-style-type: none"> • Poem • Proverbs • Corrective nouns • Punctuation <ul style="list-style-type: none"> - Full stop (.) 	<ul style="list-style-type: none"> • Reciting poems • Completing proverbs • Identifying corrective nouns • Forming sentences using corrective nouns • Punctuating using full stops • Reading words containing nouns • Writing collective nouns • Coping sentence with collective nouns • Talking about moral values in the proverbs 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Problem-solving • Decision-making • Effective communication • Coping with stress • Coping with emotions ❖ • Responsibility • Appreciation • Care • Cooperation
<p>WEEK 11</p> <ul style="list-style-type: none"> • Similes • Proverbs • Pronouns • Punctuation <ul style="list-style-type: none"> - Question mark (?) 	<ul style="list-style-type: none"> • Saying similes • Saying proverbs • Identifying pronouns • Punctuating using question marks • Reading words containing pronouns • Writing pronouns • Coping sentences with pronouns. 	<ul style="list-style-type: none"> • Decision-making • Problem-solving • Critical thinking • Creative thinking • Effective communication • Interpersonal relationship ❖ • Care • Appreciation • Responsibility • Cooperation
<p>WEEK 12</p> <ul style="list-style-type: none"> • Riddles • Proverbs • Possessive pronouns 	<ul style="list-style-type: none"> • Saying riddles • Completing proverbs • Identifying possessive pronouns • Reading sentences containing possessive pronouns • Writing sentences containing possessive pronouns 	<ul style="list-style-type: none"> • Coping with stress • Coping with emotions • Problem-solving • Effective communication • Critical thinking • Creative thinking ❖

Content	Competences	Life skills / Values
	<ul style="list-style-type: none"> • Punctuating using question marks • Talking about moral values in the riddles and proverbs • Asking questions • Answering questions 	<ul style="list-style-type: none"> • Care • Endurance • Patience • Acceptance

TERM II

Content	Competences	Life skills / Values
WEEK 1 <ul style="list-style-type: none"> • Traditional stories • Proverbs • Verbs • Present tense 	<ul style="list-style-type: none"> • Telling stories • Re-telling stories • Asking questions • Answering questions • Completing proverbs • Forming sentences in present tense • Reading sentences in present tense • Writing words in present tense • Identifying verbs in given sentences 	<ul style="list-style-type: none"> • Effective communication • Problem-solving • Decision-making • Self-esteem • Self-awareness ❖ • Care • Acceptance • Responsibility • Patience
WEEK 2 <ul style="list-style-type: none"> • Poems • Songs • Messages • Present continuous tense 	<ul style="list-style-type: none"> • Reciting poems • Singing songs • Forming sentences in present continuous tense • Reading sentences • Asking questions • Answering questions 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Creative thinking • Decision-making • Coping with stress • Coping with emotions • Self-esteem ❖ • Responsibility • Concern • Care • Love • Patience • Faithfulness
WEEK 3 <ul style="list-style-type: none"> • Proverbs • Telling stories • Past tense • Punctuation <ul style="list-style-type: none"> - Full stop - Question mark 	<ul style="list-style-type: none"> • Telling stories • Completing proverbs • Forming sentences in past tense • Reading sentences in past tense • Forming interrogative sentences • Reading interrogative sentences • Writing sentences in past tense • Writing interrogative sentences 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Creative thinking • Self-esteem • Interpersonal relationship • Decision-making • Coping with stress • Coping with emotions ❖ • Care • Responsibility • Concern • Patience • Cooperative

		<ul style="list-style-type: none"> • Love.
WEEK 4 <ul style="list-style-type: none"> • Traditional tales • Proverbs • Past participle tense • Punctuations <ul style="list-style-type: none"> - Question mark - Full stop 	<ul style="list-style-type: none"> • Telling and re-telling stories • Asking questions • Answering questions • Forming sentences in participle • Forming interrogative sentence • Reading sentences • Writing sentences • Identifying full stops and question marks 	<ul style="list-style-type: none"> • Effective communication • Decision-making • Interpersonal relationship • Friendship formation • Coping with stress • Coping with emotions • Creative thinking ❖ • Cooperation • Appreciation • Responsibility • Respect • Care • Love
WEEK 5 <ul style="list-style-type: none"> • Traditional tales • Proverbs • Future tense • Punctuation <ul style="list-style-type: none"> - Exclamation mark (!) 	<ul style="list-style-type: none"> • Telling stories • Re-telling stories • Asking questions • Answering questions • Completing proverbs • Constructing in past participle • Identifying question marks and full stops • Forming interrogative sentences • Reading sentences • Reading questions • Writing sentences 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Creative thinking • Decision-making • Problem-solving • Self-esteem • Self-awareness • Friendship formation • Interpersonal relationship ❖ • Cooperation • Respect • Patience • Care • Sharing • Responsibility • Love • Appreciation • Acceptance
WEEK 6 <ul style="list-style-type: none"> • Traditional songs • Proverbs • Revision of comparison of tenses 	<ul style="list-style-type: none"> • Singing songs • Completing proverbs • Forming sentences in future tense • Identifying sentences in future tense • Forming sentences with exclamation marks • Reading sentences • Writing sentences 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Coping with stress • Coping with emotions • Negotiations • Decision-making ❖ • Cooperation • Patience • Appreciation
WEEK 7 <ul style="list-style-type: none"> • Poems • Proverbs • Tongue twisters • Adjectives 	<ul style="list-style-type: none"> • Reciting poems • Completing proverbs • Saying tongue twisters • Forming sentences containing adjectives • Reading adjectives 	<ul style="list-style-type: none"> • Effective communication • Self-esteem • Assertiveness • Critical thinking • Creative thinking ❖

	<ul style="list-style-type: none"> • Writing adjectives • Asking questions • Answering questions 	<ul style="list-style-type: none"> • Appreciation • Responsibility • Care • Respect • Cooperation • Obedience
WEEK 8 <ul style="list-style-type: none"> • Stories • Proverbs • Similes • Adverbs (time) • Punctuation <ul style="list-style-type: none"> - Revision of question mark (?) 	<ul style="list-style-type: none"> • Telling / signing stories • Asking questions • Answering questions • Saying proverbs • Saying similes • Forming sentences using adverbs of time • Punctuating sentences using question marks • Talking about moral issues in the stories, proverbs and similes learnt 	<ul style="list-style-type: none"> • Coping with stress • Coping with emotions • Decision-making • Creative thinking • Effective communication • Empathy
WEEK 9 <ul style="list-style-type: none"> • Traditional folk songs • Proverbs • Tongue twisters • Adverbs (manner) • Punctuation <ul style="list-style-type: none"> - Revision of exclamation mark (!) 	<ul style="list-style-type: none"> • Singing traditional folk songs • Saying proverbs • Saying tongue twisters • Forming sentences using adverbs of manner • Punctuating sentences using the exclamation mark • Asking questions • Answering questions 	<ul style="list-style-type: none"> • Coping with emotions • Coping with stress • Decision-making • Effective communication • Empathy ❖ • Sympathy • Love • Concern • Patience • Endurance • Perseverance
WEEK 10 <ul style="list-style-type: none"> • Riddles • Adverbs (place) • Punctuation <ul style="list-style-type: none"> - Revision of full stop and capital letters 	<ul style="list-style-type: none"> • Saying riddles • Forming sentences using adverbs of place • Punctuating sentences using full stops and capital letters • Reading sentences • Writing sentences 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Creative thinking • Coping with stress • Decision-making • Empathy • Self-esteem • Self-assertiveness ❖ • Sympathy • Appreciation • Endurance • Cooperation • Patience • Love • Care • Sharing
WEEK 11 <ul style="list-style-type: none"> • Dialogue • Prepositions • Punctuations 	<ul style="list-style-type: none"> • Acting a dialogue • Identifying the prepositions • Forming sentences using the prepositions 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Decision-making • Coping with stress

<ul style="list-style-type: none"> - Revision of full stop and question mark • Taboos and customs 	<ul style="list-style-type: none"> • Punctuating sentences using full stops and question mark • Talking about taboos and customs • Asking questions • Answering questions 	<ul style="list-style-type: none"> • Self-esteem • Self-assertiveness • Effective communication ❖ • Appreciation • Acceptance • Respect • Love • Care • Endurance • Responsibility
<p>WEEK 12</p> <ul style="list-style-type: none"> • Traditional folk tales • Proverbs • Opposites • Punctuations <ul style="list-style-type: none"> - Revision of capital letters 	<ul style="list-style-type: none"> • Telling / signing traditional folk tales • Re-telling / signing traditional folk tales • Saying proverbs • Forming sentences with opposites • Punctuating sentences using capital letters • Asking questions • Answering questions • Reading sentences • Writing sentences 	<ul style="list-style-type: none"> • Decision-making • Critical thinking • Assertiveness • Empathy • Negotiation • Coping with stress • Creative thinking ❖ • Confidence • Endurance • Patience • Sympathy • Responsibility • Appreciation • Acceptance

TERM III

Content	Competences	Life skills / Values
<p>WEEK 1</p> <ul style="list-style-type: none"> • Traditional games • Lullabies • Rhymes • Present tense • Past tense 	<ul style="list-style-type: none"> • Playing traditional games • Singing / signing lullabies • Reciting rhymes • Forming sentences in present tense • Reading sentences • Writing sentences • Changing sentences from present tense to past tense 	<ul style="list-style-type: none"> • Assertiveness • Decision-making Friendship formation • Interpersonal relationship • Problem-solving • Effective communication ❖ • Appreciation • Cooperation • Patience
<p>WEEK 2</p> <ul style="list-style-type: none"> • Traditional games • Conjunctions • Riddles • Poems • Present continuous tense 	<ul style="list-style-type: none"> • Playing traditional games • Forming sentences using conjunctions • Saying riddles • Reciting poems • Constructing sentences in present continuous tense • Reading sentences • Writing sentences 	<ul style="list-style-type: none"> • Effective communication • Creative thinking • Critical thinking • Assertiveness ❖ • Appreciation • Respect for work • Hard work • Cooperation • Share

Content	Competences	Life skills / Values
		<ul style="list-style-type: none"> • Care
WEEK 3 <ul style="list-style-type: none"> • Traditional story • Proverbs • Dialogues • Tongue twisters • Past tense 	<ul style="list-style-type: none"> • Answering questions • Asking questions • Completing proverbs • Acting a dialogue • Saying tongue twisters • Constructing sentences in past tense • Reading sentences • Writing sentences • Copying the dialogue 	<ul style="list-style-type: none"> • Coping with stress • Decision-making • Problem-solving • Empathy • Conflict resolution • Coping with emotions • Friendship formation • Interpersonal relationship ❖ • Cooperation • Appreciation • Care • Sympathy
WEEK 4 <ul style="list-style-type: none"> • Traditional folk tale • Similes • Rhymes • Chants • Past tense • Punctuation 	<ul style="list-style-type: none"> • Asking questions • Answering questions • Saying similes • Reciting rhymes • Responding to chants • Forming sentences • Reading sentences • Changing sentences from past tense to continuous tense • Writing sentences • Copying the rhyme • Copying the similes • Reading the rhyme • Punctuating sentences using ... 	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Problem-solving • Effective communication ❖ • Appreciation • Care • Sharing • Responsibility
WEEK 5 <ul style="list-style-type: none"> • Traditional games • Conjunctions • Opposites • Lullabies • Future tense 	<ul style="list-style-type: none"> • Asking questions • Answering questions • Forming sentences using conjunctions • Identifying opposites of given words • Reading sentences • Writing sentences • Forming sentences using future tense • Singing lullabies • Changing sentences from past tense to future tense 	<ul style="list-style-type: none"> • Critical thinking • Problem-solving • Effective communication • Assertiveness • Creative thinking ❖ • Appreciation • Patience • Responsibility • Care • Co-operation
WEEK 6 <ul style="list-style-type: none"> • Traditional folk songs • Proverbs • Riddles • Taboos and customs • Future tense • Punctuations: 	<ul style="list-style-type: none"> • Singing a folk song • Completing proverbs • Saying riddles • Talking about taboos and customs in different cultural settings • Forming sentences using future 	<ul style="list-style-type: none"> • Creative thinking • Critical thinking • Problem-solving • Decision-making • Effective communication • Empathy ❖

Content	Competences	Life skills / Values
<ul style="list-style-type: none"> - Capital letters - Full stop 	<ul style="list-style-type: none"> tense • Identifying capital letters and full stops in given sentences • Punctuating sentences using capital letters and full stops • Reading sentences • Writing sentences • Coping riddles 	<ul style="list-style-type: none"> • Responsibility • Concern • Endurance • Care • Patience
<p>WEEK 7</p> <ul style="list-style-type: none"> • Pronouns • Traditional folk tales • Proverbs • Tongue twisters • Traditional games • Punctuation <ul style="list-style-type: none"> - Question mark (?) 	<ul style="list-style-type: none"> • Identifying pronouns • Completing pronouns • Saying tongue twisters • Playing a traditional game • Forming sentences with pronouns • Reading sentences • Writing sentences • Writing tongue twisters • Forming sentences using question marks • Asking questions • Answering questions 	<ul style="list-style-type: none"> • Friendship formation • Interpersonal relationship • Effective communication • Problem-solving ❖ • Appreciation • Care • Co-operation • Respect • Concern • Patience
<p>WEEK 8</p> <ul style="list-style-type: none"> • Possessive pronouns • Similes • Rhymes • Proverbs • Lullabies • Punctuation <ul style="list-style-type: none"> - Exclamation mark (!) 	<ul style="list-style-type: none"> • Identifying possessive nouns • Reciting rhymes • Saying proverbs • Completing proverbs • Singing lullabies • Forming sentences using exclamation marks • Punctuating sentences using exclamation marks 	<ul style="list-style-type: none"> • Problem-solving • Critical thinking • Creative thinking • Effective communication • Assertiveness • Self-esteem ❖ • Appreciation • Care • Co-operation • Patience
<p>WEEK 9</p> <ul style="list-style-type: none"> • Countable nouns • Poems • Dialogue • Tongue twisters • Similes • Punctuations <ul style="list-style-type: none"> - Capital letters - Full stops 	<ul style="list-style-type: none"> • Reciting the poem • Acting a dialogue • Saying tongue twisters • Saying similes • Identifying countable nouns • Forming sentences using countable nouns • Reading sentences • Writing sentences • Punctuating sentences using capital letters and full stops 	<ul style="list-style-type: none"> • Effective communication • Problem-solving • Friendship formation • Interpersonal relationship • Negotiation ❖ • Appreciation • Care • Patience • Responsibility • Acceptance
<p>WEEK 10</p> <ul style="list-style-type: none"> • Conjunction • Proverbs • Riddles • Tongue twisters • Traditional games 	<ul style="list-style-type: none"> • Completing proverbs • Saying • Riddles • Saying tongue twisters • Playing a traditional game • Identifying conjunctions 	<ul style="list-style-type: none"> • Creative thinking • Friendship formation • Interpersonal relationship • Critical thinking ❖ • Critical thinking

Content	Competences	Life skills / Values
<ul style="list-style-type: none"> Punctuation <ul style="list-style-type: none"> Question mark 	<ul style="list-style-type: none"> Forming sentences using conjunctions Reading sentences Writing sentences Punctuating sentences using question marks 	
WEEK 11 <ul style="list-style-type: none"> Guided composition Proverbs Similes Lullabies Punctuation <ul style="list-style-type: none"> Exclamation (!) 	<ul style="list-style-type: none"> Completing proverbs Saying similes Singing lullabies Completing sentences in a guided composition Reading sentences Writing sentences Punctuating sentences using an exclamation mark 	<ul style="list-style-type: none"> Problem-solving Critical thinking Creative thinking Coping with emotion Coping with stress Negotiation Non-violent conflict resolution ❖ Appreciation Patience Endurance Responsibility Concern
WEEK 12 <ul style="list-style-type: none"> Guided composition Traditional folk stories Dialogues Riddles Proverbs Rhymes Punctuation <ul style="list-style-type: none"> Capital letters Full stops 	<ul style="list-style-type: none"> Saying riddles Saying proverbs Reciting rhymes Forming sentences using capital letters and full stops Acting a dialogue Telling a traditional folk tale Punctuating sentences using capital letters and full stops Completing sentences in a guided composition 	<ul style="list-style-type: none"> Friendship formation Critical thinking Creative thinking Interpersonal relationship Negotiation Problem-solving ❖ Appreciation Patience Endurance Care Concern

9.2 General Procedures for Teaching Oral Literature

The procedures to be followed will depend on the type of lesson and the aim of your teaching. Children should as far as possible, work in pairs and groups to complete their work and to write up their group work and share with others.

Teaching procedure

Refer to the Literacy teaching procedure

10.0 ASSESSMENT GUIDELINES FOR P3

10.1 What is Assessment?

Assessment is a process of finding out how much a child has achieved during and after the teaching and learning process. Assessment is part and parcel of the teaching and learning process. It is important to assess children so as to know whether they are making progress or not.

Many children with special needs can be assessed in the same way as ordinary children but children with severe learning needs may require functional assessment. For example, in the case of children with hearing impairment, what matters for the teacher is whether the child can respond to sound. This can be cross-checked by use of voice, a knock on the door, rattles, etc. Children with visual impairment can be functionally assessed through sorting activities like sorting coloured objects. You need to first establish the magnitude of the impairment.

10.2 Assessment in the Thematic Curriculum

Assessment in the Thematic Curriculum focuses more on what a child can *do* than on what a child *knows* or can *remember*. The priority for teaching and learning at this stage of their education is that they should develop competences, skills, values, understanding, and an ability to explore and discover more from the world around them, rather than learning information.

In this Curriculum, assessment is intended to be a spontaneous and natural part of the teaching and learning process, not an activity that takes place at the end of the term or year. It is intended to help you, the teacher, to make sure that children are able to do what you expect. It also helps you to provide support to those who are not yet able, as well as those who go beyond what you expected.

In this Curriculum, what a child is able to do is called a competence. They are found in each strand of the scope of sequence as well as at the end of each theme in the Curriculum. The major competences have also been summarised at the end of this section of the Teacher's Guide.

Children display competences at all times of day and in all that they do. You are expected to observe, assess and take note of the child's activities in and outside the classroom. This is referred to as continuous assessment.

Continuous Assessment should be:

- Well-organised
- based on what a child has learnt
- simple and on-going
- truthful and objective
- Meaningful

10.3 Why Should you Assess Children?

Assessing your children will enable you to:

- identify children with learning difficulties so that you can provide remedial work.
- find out how much the child has achieved and what he/she has learned or can do.
- inform the children on what they have achieved and encourage them to perform better.
- decide whether the child is ready for the next level or not.
- make new plans for effective teaching and learning.
- keep records and measure progress from one theme to another, term to term and year to year.
- identify children who are talented and gifted so that you can provide enrichment work.
- provide information and motivation to children, parents / guardians, administrators and others.
- decide whether the child is ready for the next level or not.

10.4 What Should You Assess?

The Thematic Curriculum is based on competences, life skills and values. It is these that you should assess. The competences are described briefly in the scope and sequence and in summarised form in the Teacher's Guide. For example, in Theme 1, the Mathematics competences in the scope and sequence are:

- Counting 1-999
- Reading number symbols 1-999
- Writing number symbols 1-999
- Ordering
- Classifying
- Sorting objects
- Drawing sets
- Forming sets
- Comparing sets
- Identifying empty sets

On the other hand, the summarised competences for Mathematics in Theme 1 are:

- 'Counting, reading and writing number symbols and names 1-999'
- 'forming sets of people and 10 objects in our sub-county/division'

You will see that the summarised competences capture the range of competences that are stated in the scope and sequence. The detailed competences enabled you to develop and identify competences from day to day. The summarised competences describe what the child should be able to do by the end of the theme.

You should also observe and assess life skills and values in your children because they cut across respective learning areas. For example, you will find out whether or not your child is able to;

- share with others
- express him/herself
- care for him/herself
- work with others comfortably

10.5 How to Observe and Assess Your Children

At the end of each theme, you will find suggested assessment guidelines. Use the guidelines to help you remember important items to look out for during the teaching-learning process and to find out whether the children have achieved the competences or not.

As you teach and interact with children during whole class work, group, pair or individual work, you should always observe them. For practical purposes, in large classes, you will probably need to target particular children for observation in each activity or lesson. While you are observing, you may give help to individual children to achieve the competences. Observation in continuous assessment in Lower Primary is not meant to test what children can do without support.

Set up specific activities to help you assess children's competences. These may be oral, written or practical. Also help and guide children to develop acceptable behaviour.

Having observed the children, including reviewing any written or practical work they have produced, you should record their achievements in the individual progress record. This is a simple record that enables you on a regular basis to keep track of the actual achievements of each child. You may also add other notes about the child. Use it like a diary to help ensure that you are providing learning and care for all children.

Steps to follow when assessing children through oral work

- Select the competences to assess in a given learning area.
- Set activities you will use to assess the children.

- Let children do the activities.
- Observe and record the children's achievement of the competences you selected to assess, in the Individual Progress Record.
- Observe and assess life skills and values as children participate.

Oral work is important since it helps the children to develop their listening and speaking skills. These are important in the development of reading, writing and mathematical concepts, life skills and values. For children with hearing impairment, sign language should be enhanced / developed. You should use it regularly to assess them.

Steps to follow when assessing children through written work

- Select the competences to assess in a given learning area.
- Set activities you will use to assess the children.
- Let children do activities.
- Mark the work done by individual children and record the children's achievement in the Individual Progress Record.
- Ensure that children do corrections and that you mark the corrections they have made.
- Look at, check and mark the children's work regularly and make **helpful** comments.

Steps to follow when assessing children through practical work

- Select the competences to assess in a given learning area.
- Set activities you will use to assess the children.
- Let children do the activities.
- Observe and record his/her achievement of the competences you selected to assess, in the child's Individual Progress Record.
- Display children's work.
- Observe and assess life skills and values as children work.

Children enjoy learning and learn better when they are involved in practical work. Always encourage children to talk about their work and that of others.

10.6 When to Record your Observation and Assessment

Recording will be done in three different ways:

- The individual progress record
- The class progress record
- The end-of-term report

Individual Progress Record

The competences that you observe children achieving on a day-to-day basis will be recorded in the Individual Progress Record. The individual Progress Record will help you to plan your teaching from day-to-day and will also provide you with the information that you need to complete the Class Progress Record and End of Term Report. Whenever a child achieves a competence, record it in his/her Individual Progress Record. However, this does not necessarily mean recording every child's performance on each day. You should record as, and when there is something to record, and when it is practical for you to do so during your teaching duties.

Head teacher, CCT, DIS, and other stakeholders will need to look at Individual Progress Records from time to time.

The format of the Individual Progress Record may vary. It could be in a counter or exercise book where each child has a page(s). Some schools might print cards for each individual child.

Below are sample pages of Individual Progress Records.

You should know that the important elements of the Individual Progress Record are that:

- It records the competences that a child has achieved.
- It also records when a child is having difficulty in achieving a competences, and therefore needs further support.
- It records other vital life skills and values that the child has demonstrated.

Class Progress Record

The Class Progress Record covers a term’s work, i.e. the four themes in the different learning areas. It shows the performance of all children in the class. By the end of each theme (not only **at** the end of the theme), you should have observed and assessed the children’s achievement using the summarised competences in this Teacher’s Guide, as indicated ahead.

Check through each child’s Individual Progress Record regularly and see whether they have achieved any of these summarised competences. Record these on the Class Progress Record each day. This does not necessarily mean that you should record every child every day.

Where possible, display the record for the children and other stakeholders to observe children’s progress in learning. Even if the Class Progress Record is not displayed on the wall, it should always be available for viewing. Children will be happy each day to see whether they have a new tick or stare, etc.

How to make and use a Class Progress Record

1. Prepare a Class Progress Record showing all the learning areas and names of all children in the class in alphabetical order. This will be a large sheet or four sheets taped together.
2. Display the sheet. During the daily learning and teaching process, observe and assess children’s achievement of competences. Do not wait until the end of the theme to complete the Class Progress Record.
3. The Class Progress Record shows not only whether a child has achieved a competence, but also how well he/she has achieved it. Write symbols (a tick, a star, a triangle) to indicate the level of achievement. A single symbol means the lower level, while three symbols mean the highest:

Level (i)	√	Below average
Level (ii)	√ √	Average
Level (iii)	√ √ √	Above average

For children with special needs, you need to give extra support to help them achieve the intended competences. Even if they are unable to achieve many of the competences fully, it is important to encourage them by giving them continuous feedback.

You will need to decide what level of achievement is equal to what level of score. For example:

Learning Area	Competence	Achievement Level
Mathematics	Writing number symbols 1000–2000	Level (iii) can write all the symbols correctly
		Level (ii) can write most of the symbols but not fully or consistently
		Level (i) can write a few of the symbols

4. At the end of the term, you can count the symbols recorded for each learning area and convert the number into a percentage by multiplying by 100.

Below is a sample Class Progress Record

It shows only two of the learning areas, although you should include all the learning areas in the Class Progress Record. Note that there are three summarised competences for each theme in each learning area.

CLASS PROGRESS RECORD FOR TERM

DISTRICT:-----

SCHOOL:-----

CLASS:-----

TERM:-----

STREAM:-----

YEAR:---2008-----

Learning Area Themes	Mathematics												percentage	scores	percentage	scores								
	1				2				3								4							
	1	2	3		1	2	3		1	2	3						1	2	3					
1. Kagoda Sarah	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	75	$\frac{27}{36}$	87	$\frac{32}{36}$
2. Kato Samuel																								
3. Kiyemba Noah																								
4. Mpagi Yudaya																								
5. Mpagi Yusuf																								
6. Mugalu M.																								
7. Nakkazi Sarah																								
8. Namutebi Sarah																								
9. Okello George																								
10. Ssebugwawo M.																								

Key

- * - Level I Below average
- ** - Level II Average
- *** - Level III Above average

Report Card

At the end of the term, you need to report to parents and guardians, using a Report Card. Follow the steps below to make the Report Card.

1. Use the Class Progress Record and Individual Progress Record to crosscheck the child's achievements in each learning area.
2. Record the child's achievement level on the Report Card in the achievements column using your own words.
3. Record on the Report Card the percentage/score the child achieved from the Class Progress Record in each learning area.
4. Make a comment in the 'comments' column that will enable the parents or any other interested person to guide or help the child further. Use clear, encouraging, and understandable language to parents / guardians.
5. Comment on the life skills and values that the child has shown, considering the outstanding or major skills you have observed in all other learning areas. Below is a sample Report Card.

Below is a sample report card

MINISTRY OF EDUCATION AND SPORTS

REPORT CARD FOR TERM 20....

School:

Pupil's name: Class:

Age: Sex:

Days attended: out of:

	Learning Area	Achievement	Scores (%)	Comment
1.	Mathematics			
2.	Literacy I (Reading)			
3.	Literacy II (Writing)			
4.	English			
5.	CPA (Music and Art & Craft)			
6.	IRE			
7.	CRE			
8.	PE			

Class Teacher's comments on:

Child's self-expression:

Co-operation:

Caring for oneself:

Pupil's conduct:

Signed:

Requirements:

Next term begins on: Ends on:

Head teacher's comment:

Sign:

Summarised Competences for all Themes (P3)

TERM I

Theme 1: Our Sub-county / Division

Learning Area	Competence
Mathematics	1. Write three digit numbers in their correct place value.
	2. Identify and draw the symbols that represent the empty set.
	3. Draw a sketch map of the school grounds, indicate direction and comparative distance.
Literacy	1. Describe the area using landmarks that someone else can easily identify.
	2. Read three sentences describing each physical feature and match to a picture.
	3. Write a short text of five sentences describing economic activities in the area.
English	1. Listen to a short description (at least five sentences) describing physical features in the sub-county and draw the picture.
	2. Label pictures with sentences that include appropriate adjectives that describe the physical features.
	3. Complete at least three sentences in writing that describe any one location in the area.
Creative Performing Arts	1. Sing / sign the National Anthem.
	2. Recognise colours
	3. Model with clay, paper Mache and plasticine.
PE (Week 1-3)	1. Skip according to rhythm.
	2. Strike the ball to the partner.
	3. Jump off, on and over apparatus.
CRE (week 1-3)	1. Talk about the importance of traditional customs and practices.
	2. Role-play other people's traditional practices.
	3. Ask and answer questions.
IRE (Week 1-3)	1. Read the Arabic Alphabet.
	2. Identify the Ayah, Surah and Juzu from the Qur'an.
	3. Identify people who should not read the Quran.
Life Skills and Values	1. Fluency
	2. Using appropriate language
	3. Responsible

Theme 2: Livelihood in Our Sub-county / Division

Learning Area	Competence
Mathematics	1. Write 4-digit numbers in their correct place value.
	2. Add two 3-digit numbers without carrying.
	3. Draw a map of a journey from home to school showing estimated/correct distance.
Literacy	1. Identify and talk about importance of at least three activities in the Sub-county / Division.
	2. Rearrange five sentences to form a story about the importance of social services in their Sub-county / Division.
	3. Write texts of five sentences giving solutions to given challenges.
English	1. Listen to a text describing the work of different people and answer questions orally about the work.
	2. Read sentences about people's work and draw pictures to match the sentences.
	3. Rearrange words in a sentence to describe the work someone does.
Creative Performing Arts	1. Listen to recorded music.
	2. Sing/sign songs about colours of the National Flag and their meaning.
	3. Weave e.g. baskets, bags, mats, belts.
PE (4-6)	1. Lift and carry as instructed.
	2. Hop freely.

Learning Area	Competence
	3. Follow the rules and games.
CRE (4-6)	1. Sing songs about traditional leadership. 2. Talk about the qualities of Jesus as a good leader. 3. Role play leadership in society and the Church.
IRE (4-6)	1. Name the four revealed books. 2. Identify the equivalent books from the Qur'an. 3. Name the places where the books were received.
Life Skills and Values	1. Accepting positive advice 2. Sharing 3. Respect

Theme 3: Our Environment (I)

Learning Area	Competence
Mathematics	1. Add two 3-digit numbers vertically with carrying. 2. Measure and record length in metres. 3. Make and record a class weather chart.
Literacy	1. Explain three ways in which soil is useful. 2. Read descriptions on changes in the environment and match them to pictures. 3. Write five sentences describing changes in the environment through human activities.
English	1. Answer questions orally in full sentences about events that happened in the past related to changes in the environment. 2. Match questions and answers related to events in the past. 3. Answer questions related to the past about the weather and the environment in writing using sentences of at least 5 words without copying.
Creative Performing Arts	1. Read and write solfa on a major scale. 2. Make collage using soils and stones. 3. Decorate music instruments.
PE (7-9)	1. Dance according to rhythms. 2. Swing the rope with the partner. 3. Imitate rhymes of dances.
CRE (7-9)	1. Explain ways in which children are God's messengers. 2. Talk about the special message about the coming of Jesus. 3. Name Angels who acted as God's messengers.
IRE (7-9)	1. Identify nullifiers of Salat. 2. Explain each of the nullifiers. 3. Role-play to illustrate the value of patience, perseverance and reliance to Allah.
Life skills and Values	1. Responding to questions 2. Making choice 3. Cooperation

Theme 4: Our Environment and Weather

Learning Area	Competence
Mathematics	1. Read and write number names for hundreds and thousands. 2. Solve word problems on subtraction on capacity with no borrowing. 3. Interpret and record the data from the class weather chart.
Literacy	1. Tell and re-tell stories and the importance and dangers of air and the sun 2. Read a text on how rain is formed and copy and label a diagram. 3. Draw pictures and write descriptions on water harvesting.

English	1. Talk about what is predicted for the next week.
	2. Read short dialogues of at least six exchanges and act them out.
	3. Complete at least five sentences about future plans, which include the days of the week correctly spelt.
Creative Performing Arts	1. Sing / sign the National Schools' anthem.
	2. Clap and tap rhythms.
	3. Blow paint to make designs through sticks or pipes.
PE (10-12)	1. Hold, touch and balance the ball on different parts of the body appropriately.
	2. Run with the ball and pass it to partner.
	3. Balance with/on objects.
CRE (10-12)	1. Tell the meaning of Lent.
	2. Dramatise the Lord's Supper.
	3. Talk about events of Good Friday.
IRE (10-12)	1. Talk about the importance of Islamic values.
	2. Tell and re-tell stories.
	3. Role-play Mohammed and Hadijja's reactions.
Life Skills and Values	1. Taking decisions
	2. Appreciation
	3. Care

TERM II

Theme 5: Living Things

Learning Area	Competence
Mathematics	1. Subtract 3-digit numbers vertically with borrowing.
	2. Multiply 3-digit numbers by 2, 3 and 10 using the commutative property.
	3. Represent collected data on a bar graph.
Literacy	1. Describe characteristics of living things and compare them with non-living things.
	2. Match written descriptions of birds or insects to their names.
	3. Arrange five sentences to form stories about animals, birds and insects.
English	1. Listen and complete at least two sentences describing how animals are looked after.
	2. Read at least three to four sentences about daily care of animals and answer simple questions.
	3. Re-arrange at least five sentences to form a story.
Creative Performing Arts	1. Sing about the crested crane and its importance.
	2. Thread
	3. Draw different animals.
PE (1-3)	1. Hold, touch and balance the ball in different parts of the body.
	2. Hand the ball to a partner.
	3. Balance with / on objects as instructed.
CRE (1-3)	1. Talk about Jesus' promise of the Holy Spirit.
	2. Tell and re-tell stories about the work of the Holy Spirit.
	3. Identify gifts of the Holy Spirit.
IRE (1-3)	1. Read Arabic vowels, its sounds and symbols.
	2. Pronounce the marks shadda, madda.
	3. Write vowels in Arabic Alphabet.
Life Skills and Values	1. Caring for one self
	2. Care for others
	3. Concern

Theme 6: Plants

Learning Area	Competence
Mathematics	1. Measure weight in kg and gm.
	2. Identify and use the relationship between multiplication and division.
	3. Divide up to 300 by 2, 3, 4, and 5 with no remainder.
Literacy	1. Describe a local plant and its habitat.
	2. Read texts of five sentences describing functions of different parts of a plant.
	3. Record the process and results of an experiment on seed germination.
English	1. Listen to text, describing plants of at least five sentences and answer questions orally.
	2. Read and match sentences about plants using the passive tense and label a diagram.
	3. Write at least four sentences of not less than three words describing different plants.
Creative Performing Arts	4. Sing / sign the National Anthem stanza II.
	5. Sing / sign controlling breath
	6. Fold papers to form different shapes e.g. hats, boats, boxes.
PE (4-6)	1. Throw and catch the ball with partner.
	2. Lay on the back and cycle in the air as instructed.
	3. Hold and walk like a caterpillar in groups of ten.
CRE (4-6)	1. Talk about guidance of the Holy Spirit in sharing good news, positions, meals and praying together.
	2. Talk about the importance of worshipping God.
	3. Tell and re-tell stories about the Biblical aspects of worship.
IRE (4-6)	1. Identify the content of the Holy books.
	2. Describe the content of the Holy books.
	3. Talk about the good things we learn from the Divine books.
Life Skills and Values	1. Being patient
	2. Giving reasons for actions taken
	3. Self-reliance

Theme 7: Managing Resources

Learning Area	Competence
Mathematics	1. Identify different money denominations of Ugandan currency up to Shs 50, 000.
	2. Write a simple budget on five essential items.
	3. Solve word problems on addition and subtraction using money (Ugandan currency).
Literacy	1. Talk about means and ways of saving and its benefits.
	2. Read and act out a dialogue on selling and buying.
	3. Write a project plan and record the observation of the implementation.
English	1. Read at least 5 sentences containing plurals of mass nouns – s/es/ies and construct oral sentences.
	2. Construct oral sentences in future tense expressing future plans.
	3. Listen and write with correct spelling at least five plural words of mass nouns, singular (regular and irregular nouns / countable and non-countable nouns).
Creative Performing Arts	1. Write / Brail simple phrases / melodies up to 8 notes without leaps.
	2. Playing instruments.
	3. Plaiting simple articles using e.g. fibres, palm leaves, sisal, raffia, and polythene papers.
PE (7-9)	1. Balance with support.
	2. Bend and stretch as instructed.
	3. Hold and handle objects skilfully.
CRE (7-9)	1. Talk about importance of Christian joint activities and experiences in worshipping God.
	2. Talk about the importance of confession, thanksgiving and petition prayers.
	3. Compose personal confession, thanksgiving and petition prayers.

IRE (7-9)	Talk about the importance of the Dua after Adhan.
Life Skills and Values	1. Finding different strategies for solving a problem
	2. Volunteering
	3. Responsible

Theme 8: Keeping Peace in Our Sub-county / Division

Learning Area	Competence
Mathematics	1. Draw and name fractions from halves to tenths.
	2. Multiply 3 digit numbers by 6.
	3. Add and subtract fractions with the same denominator.
Literacy	1. Explain the importance of living in peace.
	2. Read a text of ten sentences on importance of child rights and needs and answer questions in writing.
	3. Copy and complete six sentences on child responsibilities and its importance using correct letter formation, spacing and lines.
English	1. Read short texts of at least 5 sentences related to requests and act out a dialogue using polite language e.g. <i>May I ...</i>
	2. Listen to a short story in English and draw pictures related to the told story.
	3. Write at least three sentences describing the drawn pictures.
Creative Performing Arts	1. Sing / sign the National School's Anthem Verse II.
	2. Sing simple round songs.
	3. Make envelopes and paper bags.
PE (10-12)	1. Walk freely according to instructions.
	2. Walk on long and short steps.
	3. Walk backwards, forwards and sideways accurately.
CRE (10-12)	1. Sing songs about different personal abilities.
	2. Talk about the different ways in which family members resemble.
	3. Recite the Lord's Prayer.
IRE (10-12)	1. Name the types of man-made laws.
	2. Talk about the reasons why Laws should be respected.
Life Skills and Values	1. Forgiving others
	2. Expressing likes and dislikes
	3. Tolerance

TERM III

Theme 9: Culture and Gender

Learning Area	Competence
Mathematics	1. Divide a 4-digit number by 4 and 5 with remainder.
	2. Identify and record important events on the calendar.
	3. Interpret information from a bar graph.
Literacy	1. Talk about cultural practices and their importance in your area.
	2. Read a text on best practices in gender and their importance and complete some notes.
	3. Match and copy questions and answers on promotion and preservation of culture using correct punctuation.
English	1. Listen to a story about culture and complete three sentences related to the story.
	2. Read and re-organise words in a sentence or sentences in a short paragraph about local traditions or values.
	3. Write 2 (two) to 3 (three) sentences describing a custom.
Creative Performing	1. Write dictated phrases / melodies.

Arts	2. Make and design costumes.
	3. Make puppets.
PE (1-3)	1. Hop using different speeds.
	2. Handle and pass the baton to a partner.
	3. Jog on spot.
CRE (1-3)	1. Identify ways of encouraging forgiveness.
	2. Talk about ways of resolving differences without violence.
	3. Roleplay ways of tolerating other people's differences.
IRE (1-3)	1. Talk about the first revelation.
	2. Talk about the divine nature of the Qur'an.
	3. Identify the rites performed before reciting the Qur'an.
Life Skills and Values	1. Supporting others
	2. Self-appreciation
	3. Identify

Theme 10: Our Health

Learning Area	Competence
Mathematics	1. Draw and record time in hours, half hours, quarter hours and minutes on a clock face.
	2. Divide a 4-digit number by 8 with no remainder.
	3. Write a personal timetable of daily activities.
Literacy	1. Listen to a talk about the characteristics of vectors and their life cycles and complete notes.
	2. Read (4Fs) a text on diseases, how they are spread and prevented. Re-order and label pictures to match the text.
	3. Write messages on HIV and AIDS that can be displayed in the class.
English	1. Construct at least three (3) oral sentences to give appropriate warnings.
	2. Reading a short paragraph of about 100 words describing daily routine in past tense and draw the pictures.
	3. Write at least three (3) rules for healthy living and eating without copying.
Creative Performing Arts	1. Sew simple cloth (at least) one.
	2. Make simple designs in a piece of cloth.
	3. Make a bag from available materials.
	4. Knit simple articles using available materials (at least one item).
	5. Sing the school Anthem.
	6. Act from a written text.
	7. Read simple melodies of 4 – 8 notes without leaps.
	8. Dramatise a situation meaningfully.
	9. Recognise a variety of pitches.
	10. Sing notes on the major scale.
PE (4-6)	1. Jump forwards, sideways, backwards in space against objects.
	2. Run as instructed.
	3. Jump onto and off various objects.
CRE (4-6)	1. Explain causes of unfair behaviour.
	2. Talk about importance of fair behaviour.
	3. Narrate how to avoid cheating.
IRE (4-6)	1. Talk about uniqueness of the Qur'an.
	2. Explain what Najasah means.
	3. Explain the conditions under which ablutions become necessary.

Life Skills and Values	1. Identifying other peoples' emotions
	2. Being patient
	3. Honest

Theme 11: Basic Technology

Learning Area	Competence
Mathematics	1. Find perimeter and area of simple shapes using the concept of counting.
	2. Identify, name and model different common solids.
	3. Multiply 3-digit numbers by 9.
Literacy	1. Listen to a description and record characteristics of artificial and natural materials according to size, colour, texture and weight.
	2. Read texts on how things are made from natural materials and their uses.
	3. Write texts on how things are made from artificial materials and their uses.
English	1. Talk about three things that are made.
	2. Read at least three (3) simple instructions and carry them out.
	3. Complete at least three (5) sentences describing how something is made.
Creative Performing Arts	1. Make percussion instruments.
	2. String printing.
	3. Mix primary colours to form secondary colours.
PE (7-9)	1. Jump marking the wall with chalked fingertips in time to signal and from various heights.
	2. Jump off, on and over objects.
	3. Run as instructed.
CRE (7-9)	1. Re-tell the stories about the prophecy of Jesus' coming.
	2. Tell different categories of people who worshipped baby Jesus as a King.
	3. Role-play preparing for Christmas at home and in Church.
IRE (7-9)	1. Recite Duas related to knowledge.
	2. Talk about each Dua.
	3. Ask and answer questions.
Life Skills and Values	1. Articulation
	2. Logical reasoning
	3. Creativity

Theme 12: Energy

Learning Area	Competence
Mathematics	1. Subtract two 4-digit numbers with borrowing.
	2. Multiply a 3-digit number by the tables of 7, 8 and 9.
	3. Solve word problems on measurement.
Literacy	1. Give a short talk on sources of artificial and natural energy and their uses.
	2. Read stories about ways and importance of saving energy and complete sentences.
	3. Write messages on ways of avoiding waste of energy and dangers of energy.
English	1. Talk about at least two (2) things that give us light and/or power.
	2. Read a text that describes how solar power is used in his/her area and answer questions.
	3. Write at least two (2) simple sentences to label and describe uses of different machines.
Creative Performing Arts	1. Move according to applied body movement leading to dance.
	2. Sing / sign religious songs e.g. Idd and Christmas.
	3. Make and decorate Christmas and Idd cards.

Learning Area	Competence
PE (10-12)	1. Throw and catch with a partner.
	2. Aim at the target from a given position.
	3. Play with partner a targeting game using various objects.
CRE (10-12)	1. Talk about the importance of Christmas.
	2. Write Christmas messages.
	3. Sing Christmas carols.
IRE (10-12)	1. Talk about Mohammed's plans for calling people.
	2. Tell and re-tell stories.
	3. Identify problems Mohammed faced.
Life Skills and Values	1. Responding to questions
	2. Initiating new ideas
	3. Perseverance

PART B:

SCHEMES OF WORK AND LESSON PLAN GUIDELINES FOR P3

Introduction

Sample schemes of work and lesson plan guidelines have been provided in this section. The competences across the different learning areas for different days as indicated in the matrices have been directly drawn from the strands in the Curriculum.

TERM I

THEME 1: Our Sub-county / Division

Sub-theme 1.1: Name and Location of Our Sub-county/Division

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
ENGLISH (Period I and II)	<p>Vocabulary Cup board, book, table, on, in, in front of</p> <p>Structure</p> <ul style="list-style-type: none"> Where is the ... (book)? The ... (book) is on/in the ... (cupboard). Where was the ... (book)? The ... (book) was in/on the (cupboard). <p>Listening and speaking Playing a language game</p> <p>Reading / Tactile</p> <ul style="list-style-type: none"> Reading words Reading sentences describing pictures <p>Writing / Braille</p> <ul style="list-style-type: none"> Writing words 	<p>Vocabulary Door, window, pot, on, behind, at the side of</p> <p>Structures</p> <ul style="list-style-type: none"> Where were the ... (pots)? The ... (pots) were on / behind the ... (door) <p>Listening and speaking</p> <ul style="list-style-type: none"> Acting a dialogue <p>Reading / Tactile</p> <ul style="list-style-type: none"> Matching pictures to sentences Reading sentences <p>Writing / Braille</p> <ul style="list-style-type: none"> Writing sentences describing pictures 	<p>Vocabulary Door, window, pot, behind, on</p> <p>Structures</p> <ul style="list-style-type: none"> Was the (pot) on / behind the ... (door). Yes, it was. No, it was not. <p>Listening and speaking</p> <ul style="list-style-type: none"> Reciting a rhyme <p>Reading / Tactile</p> <ul style="list-style-type: none"> Reading sentences describing pictures <p>Writing / Braille</p> <ul style="list-style-type: none"> Writing sentences describing pictures 	<p>Vocabulary North, South, East, West.</p> <p>Structures</p> <ul style="list-style-type: none"> What direction is the ... (church, hill, school)? The ... (church, hill, school) is in the ... (North, South, East, West). <p>It is in the ... (North, South, East, West).</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Reciting a rhyme <p>Reading / Tactile</p> <ul style="list-style-type: none"> Reading descriptive sentences on compass direction <p>Writing / Braille</p> <ul style="list-style-type: none"> Writing descriptive sentences 	<p>Vocabulary North, South, East, West.</p> <p>Structures / Commands</p> <ul style="list-style-type: none"> Turn ... (left, right, East, West, North, South) <p>Listening and speaking</p> <ul style="list-style-type: none"> Reciting a poem on compass points <p>Reading / Tactile</p> <ul style="list-style-type: none"> Reading commands <p>Writing / Braille</p> <ul style="list-style-type: none"> Writing a poem
MATHEMATICS I	<ul style="list-style-type: none"> Counting from 0-200 Grouping using tens and hundreds 	<ul style="list-style-type: none"> Counting from 400-600 by grouping using tens and hundreds 	<ul style="list-style-type: none"> Counting from 801-999 by grouping using tens and hundreds 	<ul style="list-style-type: none"> Forming sets Naming sets Drawing sets 	<ul style="list-style-type: none"> Classifying members in a set Comparing sets
II	<ul style="list-style-type: none"> Counting from 201-400 by 	<ul style="list-style-type: none"> Counting from 600- 	<ul style="list-style-type: none"> Identifying an empty set 	<ul style="list-style-type: none"> Identifying an empty set 	<ul style="list-style-type: none"> Constructing a

	grouping using tens and ones	800 by grouping using tens and hundreds		and its symbols, \emptyset , $\{\}$ Writing symbols of an empty set	compass (North, South, East, West) Using a compass to locate different places in the school
ORAL LITERATURE	<ul style="list-style-type: none"> Telling folk tales Re-telling parts of the folk tales Asking and answering questions 	<ul style="list-style-type: none"> Reading letters of the alphabet Identifying vowels 		<ul style="list-style-type: none"> Reading letters of the alphabet Identifying consonants 	<ul style="list-style-type: none"> Building words
PE	<ul style="list-style-type: none"> Skipping activities using different apparatus 	<ul style="list-style-type: none"> Skipping activities using different apparatus 	<ul style="list-style-type: none"> Skipping activities using different apparatus 	<ul style="list-style-type: none"> Basic body movements Skipping activities using different apparatus Jumping activities 	<ul style="list-style-type: none"> Striking activities with different parts of the body
LITERACY I AND II (Period I)	<ul style="list-style-type: none"> Talking about the background of the naming of the sub-county / division Describing the area using landmarks e.g. tree, building, and hill Reading the name of the sub-county / division Reading sentences 	<ul style="list-style-type: none"> Explaining the meaning of a picture Asking and answering questions Reading the picture of the school 	<ul style="list-style-type: none"> Locating different places on the map of the school Asking and answering questions Reading the names of places in the school 	<ul style="list-style-type: none"> Reading sentences Constructing oral sentences 	<ul style="list-style-type: none"> Naming different parishes / zones in the sub-county / division Reading names of different places on the map of the sub-county / division
(Period II)	<ul style="list-style-type: none"> Writing the name of the sub-county / division Writing sentences 	<ul style="list-style-type: none"> Drawing a picture of the school 	<ul style="list-style-type: none"> Explaining what a map is. Drawing a map of the school. Labelling a picture of the school. 	<ul style="list-style-type: none"> Labelling the map of the school. Writing the key and interpreting symbols on the school map. Writing sentences. 	<ul style="list-style-type: none"> Reading descriptive sentences. Drawing a map of the sub-county / division. Labelling the map of the sub-county / division. Writing

RE (CRE)	<p>Our Experiences</p> <ul style="list-style-type: none"> Identifying individual societal / traditional customs and practices <p>God's message</p> <ul style="list-style-type: none"> Mark 7: 1-15 Teaching of the ancestors <p>Our Response</p> <ul style="list-style-type: none"> Asking and answering questions 	<p>Our Experience</p> <ul style="list-style-type: none"> Talking about the importance of traditional customs and practices <p>God's message</p> <ul style="list-style-type: none"> Luke 7 The story of the woman who washed Jesus' feet <p>Our Response</p> <ul style="list-style-type: none"> Telling and re-telling stories Asking and answering questions 	<p>Our experience</p> <ul style="list-style-type: none"> Demonstrating some societal traditional practices <p>God's message</p> <ul style="list-style-type: none"> John 13: 4-17 Jesus washing his disciples' feet <p>Our response</p> <ul style="list-style-type: none"> Asking and answering questions Saying a prayer on respect for God and people 	<p>patterns.</p> <ul style="list-style-type: none"> Writing sentences.
<p>RE (IRE)</p> <p>Theme 1: Reading from the Qur'an</p> <p>Sub-theme: Nature of the Qur'an</p> <p>CPA (Music)</p>	<ul style="list-style-type: none"> Recognising Latin and Arabic Alphabet Reading the Arabic Alphabet Asking and answering questions Singing/signing Moving according to rhythm 	<ul style="list-style-type: none"> Reading Arabic Alphabet Reciting the Arabic Alphabet Asking and answering questions Listening to pitched instruments Playing instruments 	<ul style="list-style-type: none"> Reading the Arabic Alphabet Reciting the Arabic Alphabet Writing the Arabic alphabet Singing Uganda National Anthem first (stanza/verse) Listening 	<ul style="list-style-type: none">
ART and CRAFT		<ul style="list-style-type: none"> Tracing Cutting Colouring cut out maps 		<ul style="list-style-type: none">

Sub-theme 1.1: Name and Location of Our Sub-county / Division

Sample Lesson Plan Guidelines

Thursday

Materials

- Ropes, sticks, whistles
- Wall chart showing compass cardinal points
- Sentence cards, word cards, picture cards
- School map
- Models showing compass cardinal points
- Picture of Jesus washing his disciples' feet
- Arabic alphabet chart
- Drums
- Pitched and unpitched music instruments
- Pair of scissors, coloured pencils, rubbers, rulers, pencils, crayons
- Various objects for forming sets e.g. seeds, bottle taps

Preparation

Get ample time to prepare appropriate materials for specific lessons before time for teaching.

Lesson: PE

- Children change to their PE attire.
- Children move to the activity area.
- Health inspection is carried out.
- Children participate in warm-up activities.
- Children observe teacher's demonstration.
- Children practice the learnt skill.
- Children apply the learnt skill.
- Children participate in cool down activities.
- Children get feedback.
- Children collect equipment and materials.
- Children move back to class.

Lesson: English

- See TP1 on teaching new vocabulary.
- Introduce the new vocabulary (North, South, East, West). Use demonstrations as much as possible to bring out the concept of "direction".
- Children read the new words.
- Use the structure:
 - What direction is the ... (church, hill, school)?
The ... (church, hill, school) is in the ... (North, South, East, West).
 - It is in the ... (North, South, East, West).
- Children practice the above as a whole class, in groups / pairs and as individuals.
- Children read the sentences.
- Children end the lesson with a rhyme on cardinal points of the compass.

Lesson: Literacy I

- Children talk about different places in the school e.g. library, latrine, playground.
- Using the school map, children identify different places.
- Using the compass, children locate different places on the map with emphasis on symbols.

- Children read names of different places on the map.
- Children read sentences about different locations on the school map.
- Children construct simple sentences about locations on the school map.

Lesson: Literacy II

- Children label different places on the map.
- Children write the key.
- Children write sentences.

Lesson: English

- Recite a rhyme on cardinal points of the compass rose.
- Children read words.
- Children read sentences.
- Children draw a compass rose.
- Children write words.
- Children write sentences.
- Children end lesson with the same rhyme.

Lesson: Mathematics (Period 1)

- Children play a game related to sets.
- Children form sets using different materials.
- Children name the formed sets.
- Children draw sets and write names and number of members.
- Children ask and answer questions.
- Children end the lesson with a song.

Lesson: Oral Literature

- Children begin with a known song.
- Children are guided to read the letters of the alphabet.
- Children identify consonants.
- Children end a lesson with a non song.

Lesson: RE (CRE)

- Children sing a known praising song.
- Children demonstrate some social traditional practices.
- Children tell a story of Jesus washing his disciple's feet.
- Children ask and answer questions.
- Children say a prayer about respect for God and people.

Lesson: RE (IRE)

- Children recite a known Surat.
- Children recite the Arabic alphabet.
- Children read the Arabic alphabet.
- Children ask and answer questions.
- Children write the Arabic alphabet.
- Children end lesson with a known praising song.

Lesson: Mathematics (Period 2)

- Children begin by reciting a known rhyme.
- Children form sets.
- Children identify an empty set.

- Children compare sets with and without members.
- Children write symbols on an empty set \emptyset {}.
- Children ask and answer questions.
- Children end with a known song.

Lesson: CPA (Music)

- Children begin with a known song.
- Children read the words of the National Anthem.
- Children listen to a teacher sing the National Anthem.
- Children identify dynamics.
- Children sing with the teacher.
- Children end the lesson with a known song.

Lesson: CPA (Art and Crafts)

- Children recite a known rhyme.
- Children trace the map of the sub-county /division.
- Children cut-out the traced map.
- Children colour the cut-out map.
- Children display their work.
- Children talk about their work.
- Children end with a known rhyme.

PART C Sample Scheme of Work and Lesson Plans

This Scheme of Work is a sample to help you draw your own, using the scheme of work guidelines/matrices. You will realise that all learning areas are schemed at once to avoid too many schemes and to bring out the logical flow of concepts/ideas.

The detailed lesson plans that follow are also samples of each learning area. Since each learning area has different lesson plans, you will need to follow suit. The two samples should show the relationship in content and competences.

Appendix (i): Sample Scheme of Work for P3

Learning Outcome: The child understands different ways of locating places and appreciates the various social groups.

Wk	Day	Lesson	Theme	Sub-theme	Learning Area	Content	Competences	Methods / Techniques	Activities	Indicators of Life skills and values	Instructional Materials	Reference
1	Monday	1	1.1 Our Sub-county / Division	1.2 Name and location of Our Sub-county / Division	Physical Education	<ul style="list-style-type: none"> Basic movements Skipping activities using different apparatus 	<ul style="list-style-type: none"> Skipping Jumping 	<ul style="list-style-type: none"> Demonstration Observation Imitation 	<ul style="list-style-type: none"> Skipping Jumping 	<ul style="list-style-type: none"> Patience Accuracy Confidence Cooperation Talking about self 	<ul style="list-style-type: none"> Ropes Sticks whistle 	Thematic Curriculum P3, page ...
		2	“	“	English	<ul style="list-style-type: none"> Vocabulary: North, South, East, West Structures: What direction is the ... (church, hill, school)? The ... (church, hill, school) is in the ... (North, South, East, West). It is in the ... (north, South, East, West) 	<ul style="list-style-type: none"> Reading descriptive sentences on compass direction (cardinal points) Reciting a rhyme on compass rose Matching words / sentences to cardinal points 	<ul style="list-style-type: none"> Whole word / whole sentence Look, say and use Phonic Eclectic 	<ul style="list-style-type: none"> Reading Reciting Pronouncing Constructing Asking and answering questions Identifying Matching 	<ul style="list-style-type: none"> Fluency Confidence Responding to questions Logical reasoning 	<ul style="list-style-type: none"> Chart showing compass cardinal points Sentence cards Word cards 	Thematic Curriculum P3, page...
		3	“	“	Literacy I	<ul style="list-style-type: none"> Different places on the school map e.g. Head 	<ul style="list-style-type: none"> Naming different places on the school 	<ul style="list-style-type: none"> Eclectic Look and say Whole word / sentences 	<ul style="list-style-type: none"> Naming Reading Constructing oral 	<ul style="list-style-type: none"> Fluency Audibility Confidence Articulation 	<ul style="list-style-type: none"> School map Model showing cardinal 	Thematic Curriculum P3, page ...

				teachers' office, latrines, play grounds	<ul style="list-style-type: none"> • Descriptive sentences using landmarks and a compass 	map	<ul style="list-style-type: none"> • Reading descriptive sentences • Constructing oral simple descriptive sentences • Talking about different symbols on the map 	<ul style="list-style-type: none"> • Phonic 	<ul style="list-style-type: none"> • sentences Describing 	<ul style="list-style-type: none"> • Accuracy • Appreciation • Creativity • Sharing 	<ul style="list-style-type: none"> • School map 	<ul style="list-style-type: none"> • points of compass • Word cards • Sentence cards. 			Thematic Curriculum P3, page ...
				<ul style="list-style-type: none"> • Labelling features on the school map e.g. school garden, pit latrine, play ground 	<ul style="list-style-type: none"> • Writing names of different places on a school map • Write a key • Writing sentences 	<ul style="list-style-type: none"> • Recting rhymes • Reading words and sentences on compass rose • direction • Writing descriptive sentences on compass rose • direction • Drawing compass rose 	<ul style="list-style-type: none"> • Demonstration • Discussion • Observation 	<ul style="list-style-type: none"> • Writing • Drawing • Labelling 	<ul style="list-style-type: none"> • Accuracy • Appreciation • Creativity • Sharing 	<ul style="list-style-type: none"> • School map 	<ul style="list-style-type: none"> • Thematic Curriculum P3, page ... 			Thematic Curriculum P3, page ...	
				<ul style="list-style-type: none"> • Words and sentences on compass direction (cardinal points) on the school map 	<ul style="list-style-type: none"> • Writing descriptive sentences on compass rose • direction • Drawing compass rose 	<ul style="list-style-type: none"> • Demonstration • Observation • Imitation 	<ul style="list-style-type: none"> • Reading • Writing 	<ul style="list-style-type: none"> • Accuracy • Neatness • Appreciation 	<ul style="list-style-type: none"> • Chalkboard • Chalk • Pencils • Exercise books 	<ul style="list-style-type: none"> • Thematic Curriculum P3, page ... 			Thematic Curriculum P3, page ...		
				<ul style="list-style-type: none"> • Sets 	<ul style="list-style-type: none"> • Forming sets • Naming sets • Drawing sets 	<ul style="list-style-type: none"> • Question and answer • Demonstration • Group work 	<ul style="list-style-type: none"> • Forming • Naming • Drawing sets 	<ul style="list-style-type: none"> • Responding to questions • Taking a decision 	<ul style="list-style-type: none"> • Various objects for forming sets 	<ul style="list-style-type: none"> • Thematic Curriculum P3, page ... 			Thematic Curriculum P3, page ...		
				<ul style="list-style-type: none"> • Letters of the alphabet 	<ul style="list-style-type: none"> • Read letters of the alphabet • Identify consonants 	<ul style="list-style-type: none"> • Question and answer • Discussion 	<ul style="list-style-type: none"> • Reading • Identifying 	<ul style="list-style-type: none"> • Confidence • Articulation • Audibility • Initiating new ideas. 	<ul style="list-style-type: none"> • Alphabet chart 	<ul style="list-style-type: none"> • Thematic Curriculum P3, page ... • Teacher's Guide P3, page... 			Thematic Curriculum P3, page ...		
				<ul style="list-style-type: none"> • Social traditional practices, 	<ul style="list-style-type: none"> • Demonstrate some social traditional 	<ul style="list-style-type: none"> • Discussion • Question and answer 	<ul style="list-style-type: none"> • Talking about • Telling and 	<ul style="list-style-type: none"> • Interacting freely with others. 	<ul style="list-style-type: none"> • A picture of Jesus washing his 	<ul style="list-style-type: none"> • Thematic Curriculum. 			Thematic Curriculum.		

						practices • Telling and re-telling stories about Jesus washing his disciple's feet • Asking and answering questions	• Demonstration	re-telling stories • Asking and answering questions	• Caring for others • Use of polite language • Sharing	disciples' feet	
						Reciting Arabic alphabet • Reading the Arabic alphabet • Writing the Arabic alphabet • Asking and answering questions	• Role-play • Demonstration • Imitation • Question and answer	• Reciting • Reading • Asking and answering	• Fluency • Confidence • Responding to questions	• Arabic alphabet chart	Thematic Curriculum P3, page ...
						Identifying an empty set and its symbols • Writing symbols of an empty set $\{\}, \emptyset$	• Question and answer • Demonstration	• Asking • Answering • Identifying • Writing	• Responding to questions • Giving reasons for action taken	• Variety of objects	Thematic Curriculum P3, page
						Singing the National Anthem • Listening and identifying dynamics	• Demonstration • Imitation	• Singing the National Anthem • Identifying dynamics	• Taking a decision • Accuracy • Non-verbal expression • Confidence	• Written song.	Thematic Curriculum P3, Page ...
						Tracing and colouring cut-out maps of the Sub-county or Division	• Demonstration • Explanation • Question and answer	• Tracing • Cutting • Colouring	• Sharing • Accuracy • Use of polite language	• Pair of scissors • Coloured pencils • Rubbers • Rulers	Thematic Curriculum P3, page ...

Appendix (i): Sample Lesson Plan Format (for Literacy Hour)

Date	Class	Learning Area	Number of children	Time
17 th October 2007	P3	Literacy I and II	82	09.30 a.m. – 10.30 a.m.

Theme 1	Our Sub-county / Division
Sub-Theme 1.1	Name and location of our Sub-county / Division
Content	<ul style="list-style-type: none"> • Different places in the school e.g. head teacher’s officer, latrine, playground • Cardinal points of a compass
Competences	<ul style="list-style-type: none"> • Talking about different places in the school. • Identifying different places on the school map. • Locating different places on the map with emphasis on symbols. • Reading names of different places on the map. • Reading sentences about different locations on the map. • Constructing simple sentences about locations on the school map. • Labelling different places on the map. • Writing the key. • Writing descriptive sentences
Methods/Techniques	<ul style="list-style-type: none"> • Whole word • Whole sentence • Discussion • Demonstration
Activities	<ul style="list-style-type: none"> • Talking about • Identifying • Locating • Describing • Reading • Constructing • Labelling • Writing
Indicators of Life Skills and Values	<ul style="list-style-type: none"> • Fluency • Audibility • Confidence • Articulation
Instructional Materials	<ul style="list-style-type: none"> • School map • Model showing cardinal points of a compass • Word cards • Sentence cards
References	<ul style="list-style-type: none"> • Teacher’s Guide for P3 (Page ...) • Thematic Primary School Curriculum P3 • Teachers’ Resource Book for P3

Teaching Procedure

TIME	STEP	TEACHER'S ACTIVITY	CHILDRENS' ACTIVITY
20 mins	I	Whole class <ul style="list-style-type: none"> Introduce the lesson with a known rhyme. Guide children to talk about the different places in the school. Using a school map, guide children to identify the different places. Using the compass, let children locate direction of different places. Guide children to describe different symbols on the school map. Using word cards, guide children to read names of different places. Using sentence cards, guide children to read sentences. Guide children to construct sentences of their own. 	<ul style="list-style-type: none"> Children recite a known rhyme. Children talk about different places in the school. Children identify different places on a school map. Children locate direction of different places using a compass. Children describe different symbols on the school map. Children read names of different places. Children read sentences. Children construct sentences.
10 mins	II	Group / Pair work <ul style="list-style-type: none"> Guide children to read words. Guide children to read sentences. Guide children to construct sentences in relation to the school map. Ask children to read the constructed sentences to the whole class. Go round encouraging and helping these who find difficulty. 	<ul style="list-style-type: none"> Children read words. Children read descriptive sentences. Construct sentences. Each group read the constructed sentences. Children ask and answer questions about the constructed sentences.
10 mins	III	<ul style="list-style-type: none"> Encourage individual children to build and read sentences while others continue working. Go round observing and encouraging individual children to build sentences. 	<ul style="list-style-type: none"> Individually, children construct sentences.
3 mins	IV	Whole class <ul style="list-style-type: none"> Lead children to recite a known rhyme. 	<ul style="list-style-type: none"> Children recite a known rhyme.
17 mins	V	Writing <ul style="list-style-type: none"> Guide children to label the school map. Let children write the key of the school map. Guide children to write sentences. Go round encouraging children to observe spacing, use of lines, capital letters and full stops. 	<ul style="list-style-type: none"> Children label the school map. Children write the key of the school map. Children write sentences. Children observe spacing, use of lines, capital letters and full stops.

Self-evaluation

Strengths:.....

Areas that need improvement:.....

Way forward:.....

Appendix (ii): Sample Lesson Plan format (for Mathematics)

Date	Class	Learning Area	Number of children	Time
17 th October 2007	P3	Mathematics	80	11.30 a.m. – 12.00 p.m.

Theme 1	Our Sub-county / Division
Sub-Theme 1.1	Name and location of our Sub-county / Division
Content	<ul style="list-style-type: none"> • Sets
Competences	<ul style="list-style-type: none"> • Forming sets • Naming sets
Methods/Techniques	<ul style="list-style-type: none"> • Question and answer • Demonstration • Group work
Activities	<ul style="list-style-type: none"> • Forming • Naming
Indicators of Life Skills and Values	<ul style="list-style-type: none"> • Responding to questions • Taking a decision
Instructional Materials	<ul style="list-style-type: none"> • Various objects • Materials for forming sets
References	<ul style="list-style-type: none"> • Teacher's Guide for P3 (Page ...) • Thematic Primary School Curriculum P3 • Teachers' Resource Book for P3

Teaching Procedure

TIME	STEP	TEACHER'S ACTIVITY	CHILDRENS' ACTIVITY
3 mins	I	Whole class <ul style="list-style-type: none"> Introduce the lesson with a short game related to sets. 	<ul style="list-style-type: none"> Children play the game.
5 mins	II	<ul style="list-style-type: none"> Guide children to name and talk about the materials. 	<ul style="list-style-type: none"> Children name and talk about the materials.
7 mins	III	<ul style="list-style-type: none"> Group children. Explain the task to be done by the groups. Use groups leaders to distribute the materials. Guide children to form different sets. Move around to give individual help to the groups. 	<ul style="list-style-type: none"> Children form groups. Group leaders distribute the materials. Children work with the materials to form sets.
5 mins	IV	<ul style="list-style-type: none"> Guide children to talk about the formed sets before the whole class. 	<ul style="list-style-type: none"> Children talk about and name their formed sets before the class.
8 mins	V	<ul style="list-style-type: none"> Guide children to draw and write names and numbers of members of the formed sets. 	<ul style="list-style-type: none"> Children draw and write names and numbers of the formed sets in their exercise books.
2 mins	VI	<ul style="list-style-type: none"> Guide learners to sing a counting song 	<ul style="list-style-type: none"> Children sing the counting song.

Self-evaluation

Strengths:.....

Areas that need improvement:.....

Way forward:.....

Appendix (ii): Sample Lesson Plan format (for English I)

Date	Class	Learning Area	Number of children	Time
17 th October 2007	P3	English	80	09.00-a.m. – 09.30 a.m.

Theme 1	Our Sub-county / Division
Sub-Theme 1.1	Name and Location of Our Sub-county / Division
Content	<ul style="list-style-type: none"> • Vocabulary: North, South, East, West • Structures: <ul style="list-style-type: none"> - What direction is the ... (church, hill, school)? The ... (church, hill, school) is in the ... (North, South, East, West). It is in the ... (North, South, East, West).
Competences	<ul style="list-style-type: none"> • Reading descriptive sentences on compass direction (cardinal points). • Reciting a rhyme on compass direction.
Methods/Techniques	<ul style="list-style-type: none"> • Whole word • Whole sentence • Listen, say and use
Activities	<ul style="list-style-type: none"> • Reading • Reciting • Pronouncing • Constructing • Asking and answering questions
Indicators of Life Skills and Values	<ul style="list-style-type: none"> • Fluency • Confidence • Responding to questions • Logical reasoning
Instructional Materials	<ul style="list-style-type: none"> • Chart showing compass points • Sentence cards • Word cards
References	<ul style="list-style-type: none"> • Teacher's Guide for P3 (Page ...) • Thematic Primary School Curriculum P3 • Teachers' Resource Book for P3

Teaching Procedure

TIME	STEP	TEACHER'S ACTIVITY	CHILDRENS' ACTIVITY
2 mins	I	<ul style="list-style-type: none"> Begin the lesson with a known rhyme. 	<ul style="list-style-type: none"> Children recite the rhyme.
5 mins	II	<ul style="list-style-type: none"> Through demonstration guide the children to: <ul style="list-style-type: none"> - stand up and stretch their hands - right hand to where the sun rises (East) and left hand to where it sets (West) with the face in front. 	<ul style="list-style-type: none"> Children stand up and stretch their hands. Children point their right hand to where the sun rises (East) and left where it sets (West) with the face in front.
3 mins	III	<ul style="list-style-type: none"> Using a model, guide children to identify the cardinal points. 	<ul style="list-style-type: none"> Children identify the cardinal points by using a model.
8 mins	IV	<ul style="list-style-type: none"> Using word cards, introduce the new vocabulary (East, West, North, South). This will be through 'whole word' and 'Look and Say' methods. Let the children read the words. Let children match the words to the chart showing compass cardinal points. 	<ul style="list-style-type: none"> Children read the new vocabulary (East, West, North, South): <ul style="list-style-type: none"> - as whole class - in groups / pairs - as individuals Children match the words to the chart.
10 mins	V	<ul style="list-style-type: none"> Introduce the structures <ul style="list-style-type: none"> - What direction is the ... (church, hill, school)? The ... (church, hill, school) is in the ... (North, South, East, West). It is in the ... (North, South, East, West) Let children read the sentences. This will be done through 'whole sentences' and 'Look and Say' method. 	<ul style="list-style-type: none"> Children respond: <ul style="list-style-type: none"> - The ... (church, hill, school) is in the (North, South, East, West). It is in the ... (North, South, West, East). Children read the sentences <ul style="list-style-type: none"> - as whole class - in groups / pairs - individually
2 mins	VI	<ul style="list-style-type: none"> Guide children to end by reciting a new rhyme on cardinal points. 	<ul style="list-style-type: none"> Children end by reciting a new rhyme on cardinal points

Self-evaluation

Strengths:

Areas that need improvement:

Way forward:

Appendix (iii): Sample Lesson Plan format (for English II)

Date	Class	Learning Area	Number of children	Time
17 th October 2007	P3	English	80	11.00 – 11.30 a.m.

Theme 1	Our Sub-county / Division
Sub-Theme 1.1	Name and Location of our Sub-county / Division
Content	<ul style="list-style-type: none"> • Descriptive sentences on compass direction (cardinal points) on the map.
Competences	<ul style="list-style-type: none"> • Writing descriptive sentences on compass direction.
Methods/Techniques	<ul style="list-style-type: none"> • Demonstration • Observation • Imitation
Activities	<ul style="list-style-type: none"> • Writing
Indicators of Life Skills and Values	<ul style="list-style-type: none"> • Accuracy • Appreciation
Instructional Materials	<ul style="list-style-type: none"> • Chalkboard • Chalk • Pencils • Exercise books
References	<ul style="list-style-type: none"> • Teacher's Guide for P3 (Page ...) • Thematic Primary School Curriculum P3 • Teachers' Resource Book for P3

Teaching Procedure

TIME	STEP	TEACHER'S ACTIVITY	CHILDRENS' ACTIVITY
3 mins	I	<ul style="list-style-type: none"> Guide the children to recite the rhyme on cardinal points. 	<ul style="list-style-type: none"> Children recite the rhyme on cardinal points.
10 mins	II	<ul style="list-style-type: none"> Guide children to revise the reading of the cardinal points: East, West, North, South. Let children read sentences. 	<ul style="list-style-type: none"> Children read the words and the descriptive sentences as: <ul style="list-style-type: none"> - whole class - group / pairs - individuals
15 mins	III	<p>Writing</p> <ul style="list-style-type: none"> With the help of the compass rose model, guide children to draw and label (East, West, North, South). Using sentence cards, children write sentences. Move around encouraging and giving individual assistance. 	<p>In their exercise books:-</p> <ul style="list-style-type: none"> Children draw compass rose. Children label the compass rose. Children write descriptive sentences. Children generate and write their own descriptive sentences.
12 mins	IV	<ul style="list-style-type: none"> End the lesson with the rhyme on cardinal points. 	<ul style="list-style-type: none"> Children end the lesson by reciting the rhyme on cardinal points

Self-evaluation

Strengths:

Areas that need improvement:

Way forward: