



CURRICULUM FOR SPECIAL INTEREST GROUPS

NOMADS AND FISHING COMMUNITIES

LEARNER'S BOOK

**LEVEL
ONE**





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Foreword

Non-Formal Education (NFE) aims to fulfil the educational needs of people who are not in the regular education system. This is by using tailor-made approaches to cover literacy, life skills, continuing education, equity education, and income generation. The major activities implemented under the NFE programme are a basic literacy campaign, continuing education, community learning centres, Equivalency programmes, and non-formal primary education. Non-Formal basic Education (NFE) programmes are an important alternative to formal schooling as they address gaps in formal education.

The pastoral and fishing communities are two populations whose lifestyle and livelihood practices make it difficult to implement the formal system of education. There has been effort by the government of Uganda and development partners in education to design interventions towards increasing access to education among the communities.

In Karamoja region, the programme Alternative Basic Education for Karamoja (ABEK) was a non-formal education programme designed to deliver learners to the level of Primary Three in the formal education system. ABEK is a Child-Centred Alternative Non-Formal Community based Education programme (CHANCE) and Accelerated Education Programme (AEP)), including other NFE interventions that are commended for the good work and support rendered to the Ugandan child.

I recognise the effort of National Curriculum Development Centre in responding to the specific needs of communities through this intervention. This curriculum is expected to develop practical skills for productive living in the specific contexts of the Special Interest Groups as well as laying the foundation for further education.



Hon. Janet Kataaha Museveni

FIRST LADY AND MINISTER OF EDUCATION AND SPORTS

Acknowledgements

The Curriculum for Special Interest Groups (SIG) is one of the Innovations by National Curriculum Development Centre (NCDC) to respond to the education needs of the different communities in the country. It responds to UN Sustainable Development Goal 4 that aims, “To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

NCDC would like to express its appreciation to all those who worked tirelessly towards the development and production of this Curriculum. Our sincere gratitude goes to the Government of Uganda for availing the funds that facilitated the process of developing the curriculum for the SIGs. Great thanks go to the Ministry of Education and Sports for overseeing the curriculum development process of this programme and taking timely decisions whenever necessary.

Sincere gratitude goes to all those who worked tirelessly and diligently to ensure completion of the various curriculum materials, in the desired quality and within the given time.

Finally, NCDC acknowledges all those who worked behind the scenes during the development and quality assurance of the materials. This product could not have been realised without your valued expertise.

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Dr Grace K. Baguma

DIRECTOR

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Acronyms and Abbreviations

Acronym	In full
ABEK	Alternative Basic Education for Karamoja
ADL	Activities of Daily Living
AEP	Accelerated Education Programme
AIDS	Acquired Immune Deficiency Syndrome
CHANCE	Child-centred Alternative Non-Formal Community based Education
DRR	Disaster Risk Reduction
FLS	Flexible Learning Strategies
FLS	Flexible Learning Strategies
GoU	Government of Uganda
GWP	Government White Paper
HIV	Human Immunodeficiency Virus
IEP	Individualised Education Programme
MOES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NFE	Non-Formal basic Education
PLE	Primary Leaving Examinations
SDG	Sustainable development Goal
SEN	Special Educational Needs
SIG	Special Interest Group
SNE	Special Needs education
STI	Sexually Transmitted Infection
FG	Facilitator's Guide
UBOS	Uganda Bureau of Standards
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNHCR	United Nations High Commission for Refugees

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SECTION ONE: Introduction

Background to the Curriculum

Uganda ratified the United Nations (UN) Sustainable Development Goals (SDG) of which Goal 4 is to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The target groups include all youth and a substantial proportion of adults, men and women. The aim is to achieve literacy and numeracy (target 4.6) and to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations (target 4.5).

This SDG is reflected as Target 264 in the implementation strategy integrated in the Uganda vision 2040, which states that emphasis will be placed on keeping girls in school and improving their completion rates by addressing both institutional, gender and cultural barriers in collaboration with social, cultural and community groups (Uganda Vision 2040: 93).

The Government of Uganda introduced Universal Primary Education (UPE) in 1997 with emphasis on access to and equity in education. This proved successful with pupil enrolment rising from 2.8 million in 1997 to 8,655,924 in 2016/2017 (UNESCO, 2000; MOES, 2005; UBOS, 2017).

However, Uganda has a heterogeneous population with significant diversity in sociocultural settings. This phenomenon poses a challenge in the implementation of the formal curriculum towards the achievement of the SDG 4.

The nomads and the fishing communities are two populations whose lifestyle and livelihood practices make it difficult to implement the formal system of education. Many of them do not lead a settled life, they use the learning time for herding their animals, tracking long distances with their animals and reaching home late in the evening.

The fishing communities are equally migratory following the movement patterns of the fish.

On the other hand, Uganda hosts 1,252,470 refugees and asylum seekers, the largest refugee population in Africa and the third largest in the world (GoU and UNHCR, 2017). Besides, Uganda has a low survival rate of 61.6% at P.5 and 32% at P.7 (MoES; 2017). This calls for alternative approaches to increasing the basic literacy and numeracy levels among the population.

The SIG is one such intervention

The nomads and fishing communities in Uganda have experienced persistent low enrolment and completion rates at the primary level despite the high national enrolment experienced since 2000 ((State of Uganda Population Report, 2017). This state of affairs motivated the National Curriculum Development Centre (NCDC) to come up with an intervention of developing a harmonised curriculum for the special interest groups as a way of salvaging the situation. The National Curriculum Development Centre (NCDC) is responsible for developing curricula for pre-primary, primary, secondary and some tertiary institutions, as well as organising capacity building courses for stakeholders on curricula and matters related to curricula.

In order to meet the learning needs of educationally excluded children like the categories mentioned above, the harmonised curriculum for special interest groups was developed representing a Flexible Learning Strategy (FLS) which is a shift from a piecemeal approach. This approach focuses on more systematic, flexible and rights-based/inclusive interventions appropriately designed to match the needs and circumstances of learners in such communities. The objective of FLS is that, regardless of the mode of delivery, duration and place of study, excluded children can acquire functional basic literacy and numeracy skills, the competencies and life skills required to have improved life choices, and live safe and dignified lives. This is in fulfilment of their right to education. Hence, this curriculum is expected to develop practical skills for productive living, the necessary soft skills in the specific contexts of the special interest groups, as well as laying the foundation for further education.

Alignment with Statutory and Legal Instruments

Any proper strategy to curriculum development begins with an examination of the broad aims, national goals, and objectives of education. These are developed to give a general direction to education throughout the country. It is from the aims, goals, and objectives of education that the curriculum learning outcomes are derived.

Broad Aims of Education

The following are the broad aims of education:

1. To promote understanding and appreciation of the values of national unity, patriotism and cultural heritage, with due consideration to international relations and beneficial interdependence.
2. To inculcate moral, ethical and spiritual values in the individual, and to develop self-discipline, integrity, tolerance and human fellowship.
3. To inculcate a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in all institutions and the community.
4. To promote scientific, technical and cultural knowledge and skills needed to promote development.
5. To eradicate illiteracy and 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 the capacity for continued learning.
6. To contribute to the building of an integrated, self-sustaining and independent national economy.

National Goals of Education

The national goals of education as stated in the 1992 Government White Paper (GWP), include:

1. **Forging national unity and harmony.** This implies unity between various ethnic groups, social integration of the elite with the masses, evolution of common national values, removal of regional imbalances and economic disparities and the democratic establishment of a central authority.

2. **Evolving democratic institutions and practices in society.** This implies political or organisations of all the people, ensuring their purposeful participation in organising social service programs, preventing individuals from imposing dictatorship and tyranny on society, or promoting their sectarian interests; and, therefore, enabling people to plan, manage and administer their own, community and national affairs.
3. **Guaranteeing fundamental human rights.** This includes the provision of shelter, clothing, adequate nutritious food, education, health care and freedom of expression and communication, the citizens' right to property, and to control adequately and benefit from product of their labour, elimination of their lawlessness, ensuring personal security, and rule of law for all citizens.
4. **Creating national wealth.** This refers to the development of an independent national economy and improving the quality of life of people. It involves the appropriate and trained manpower with productive skills required for economic development, and developing the national economy in an integrated and self-sustaining manner.
5. **Upholding and maintenance of national independence and patriotic feelings.** This includes development of a sense of love for all citizens, and a feeling of patriotism in the citizens with a readiness to make important sacrifices in defence of Uganda's unity and sovereignty.
6. **Promoting moral and ethical values.** This implies such values as honesty, sense of responsibility, integrity in the use of public funds and property, love for productive and constructive work, and respect for those who labour to produce material, intellectual and social wealth.
7. **Promoting a feeling of humanitarianism and co-operation.** This refers to the promotion of empathy and concern for others, and the inclusion of a philosophy of working selflessly on a cooperative basis for the good of all rather than for the narrow self-interests.

National Aims and Objectives of Basic Education

The following are the aims and objectives of Pre-Primary and Primary Education in Uganda:

Pre-Primary Education

The aims and objectives of this educational level are stated in the GWP (1992) as follows:

1. To develop capabilities and healthy physical growth of the child through play/activities.
2. To help the child develop good social habits as an individual and as a member of society.
3. To develop moral values in the child.
4. To enrich the child's experiences by developing imagination, and self-reliance and thinking power.
5. To help the child appreciate his/her national and cultural background and customs, and develop a feeling of love and care for other people and for Uganda, and a sense of unity leading to a national stance.
6. To develop language and communication skills in the mother tongue.

The Aims and Objectives of Primary Education

The aims and objectives at this level as stated in the GWP are:

1. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan local languages and English.
2. To develop and maintain sound mental and physical health.
3. To instil the value of living and working co-operatively with other people and caring for others in the community.
4. To develop cultural, moral and spiritual values of life.
5. To inculcate an understanding of and appreciation for the protection and utilisation of the natural environment using scientific and technological knowledge.
6. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities, and appreciation of the need to participate actively in civic matters.

7. To develop the pre-requisite for continuing education and development.
8. To develop adequate practical skills for making a living.

The Policy Framework

The development of this curriculum is in conformity with national policy frameworks, international ratifications and commitments. Among these are:

The **Constitution of the Republic Of Uganda** (1995): Section XVIII of the Constitution provides for 3 educational objectives:

- i) The State shall promote free and compulsory basic education.
- ii) The State shall take appropriate measures to afford every citizen equal opportunity to attain the highest educational standard possible.
- iii) Individuals, religious bodies and other non-governmental organisations shall be free to found and operate educational institutions if they comply with the general educational policy of the country and maintain national standards.

Article 30 makes education for children a human right, and article 34 provides that children are entitled to basic education by the state and parents. It is therefore government's responsibility to ensure that all children of Uganda have access to education which this curriculum is trying to address.

The NCDC Act (2000) mandates NCDC to, among others, investigate and evaluate the need for syllabus revision and curriculum reform at primary, secondary and tertiary levels of education, in pre-school and post-school education and in facilitator education and to initiate new syllabuses, to revise the existing ones, to carry out curriculum reform, research, testing, and evaluation, to bring up to date and improve syllabuses for school and college courses.

Based on its mandate, NCDC developed the special interests Group curriculum after conducting a needs assessment which established that this category of learners needed such an intervention.

UN Sustainable Development Goals (SDG 2030) of which Goal 4 is to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” with specific targets as; to ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy (target 4.6) and, to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations (target 4.5). It is hoped this intervention will ensure that the delivery of curricula is all inclusive.

Uganda’s Vision 2040; target 260 states that over the Vision period, the provision of universal primary and secondary education will be considered as a human right and consolidated as basic education. During that time, emphasis will be on character formation and talent identification. The developed curriculum has emphasised talent identification and character formation through life skills.

National Development Plan II emphasises skills development which is a component that focuses on reforming the curriculum at all levels to produce skills that are relevant to the market; expanding skills development to include formal and informal training through strengthening coordination, regulation and certification of both formal and non-formal training; and establishing skill development centres of excellence in prioritised areas. In addition, the **Education (Pre-primary, Primary and Post Primary) Act** (2008): states that Government shall provide the curriculum, guidelines on minimum education to promote quality control of education and training. This curriculum has taken into consideration the elements of skills development to align it with the NDP II goals.

The Government White Paper on Education (1992) aims to promote citizenship, moral, ethical and spiritual values, promote scientific, technical and cultural knowledge, skills and attitudes, eradicate illiteracy and equip individuals with basic skills and knowledge, values and ability to “contribute to the building of an integrated, self-sustaining and independent national economy”. The curriculum has embedded content that promotes citizenship, moral, ethical and spiritual values to mention but a few.

The **Universal Primary Education (UPE) Policy (1997)** aims to make basic education accessible to the learner and relevant to his or her needs, as well as meeting national goals; 4) Make education equitable in order to eliminate disparities and inequalities. One of the reasons for developing this material was to make education equitable for all.

In addition to the above, the development of the content took cognisance of the other policies like;

- Environment Education Policy Environmental Education
- Physical Education and Sports Policy

Purpose of the SIG Curriculum

The purpose of this curriculum is to increase access to quality education for the special interest groups such as the nomads and fishing communities.

The Specific Aims and Objectives of the SIG Curriculum

The specific aims and objectives of the SIG curriculum for nomads and fishing communities include:

1. Providing a flexible and customised curriculum for the Special Interest Groups that allows them access education within the context of their lifestyle.
2. Enabling the SIGs acquire practical skills for productive and sustainable living within their environment.
3. Enabling the SIGs acquire basic knowledge, skills and attitudes to live in a challenging world.
4. Laying a foundation for further formal education.
5. Creating interest in the formal education for sustainable societal transformation.
6. Developing language skills to enhance effective communication among members and with other people.
7. Developing social skills for harmonious living in multicultural societies.
8. Acquiring skills for protection and sustainable utilisation of their environment.
9. Developing skills for effective management of financial resources of member of the communities.

Rationale for the SIG Curriculum

There have been efforts by the Uganda government and development partners in education to design interventions towards increasing equity and access to education using the formal approaches.

However, despite these interventions and efforts by the government, the national performance in relation to access to education is still wanting with PLE completion rate of 61.5%, Survival rate to P.7 of 32.0% and survival rate to P.5 is 61.6%. These figures are worse for the nomads and the fishing communities. As the State of Uganda's population (2018) reports "regionally, Karamoja has the lowest primary and secondary school enrolment rates compared to the rest of the regions" (p.51)

This calls for the need to develop informal approaches that are contextual to the target population considering the heterogeneous nature, chronological age and experiences. This is expected to increase the relevance, access to and quality of education provided by the government to its citizenry.

Although NGO's and other education partners have made efforts to come up with the alternative/ accelerated curricula for some special interest groups in Uganda, they have a specific scope, time limitations and are donor driven. Basing on the above, the Ministry of Education and Sports tasked National Curriculum Development Centre to come up with the National Curriculum for special interest groups (Nomads, The fishing communities, refugees and school dropout).

Target Group

This curriculum for special interest groups targets two main categories of learners: Nomads and the fishing communities.

Nomadic Populations in Uganda

Uganda has a total land area of 241,550.7 km² (Statistical Abstracts, MFP&ED, June 2014). Rangelands in Uganda make up 42% of the country's total land area (Kisamba Mugerwa 2001). This area forms what is commonly known as the 'cattle corridor' which is generally arid and semi-arid. It stretches from the Uganda - Tanzania border in the South to Karamoja area in the Northeast that borders Kenya and South Sudan.

The main cattle keeping communities are the Bahima in areas around Mbarara, the Basongora near Rwenzori Mountain in Kasese district, and the Karimojong in the Northeast. Others include the Ateso in the East, the Baruli of Nakasongola district and those of mixed ethnic backgrounds in Kiboga, Mubende, Luwero, Masaka and Masindi districts.

The Ateso and the Baruli practise sedentary cattle keeping, while the Basongora and Karimojong practise transhumance. Karamoja is the most pastoral part of Uganda covering nearly 10% of the country's land surface.

Fishing Sites and Villages/Communities in Uganda

Fishing sites and villages/communities in Uganda are mostly on islands and at landing sites which act as both collection and trading centres for fish. These act as central points for fishing and fish trade. Most activities of the fish trade take place at landing sites. Lake Victoria has Kasensero and Kyabasimba landing sites in Rakai District, Kasenyi and Kigungu in Wakiso District, Katosi and Ssenyi in Mukono District, Masese and Wairaka in Jinja District, and Gaba in Kampala district. The landing sites on Lake Kyoga include Kayago and Namasale in Lira District, and Kikaraganya, Kikarangenye and Lwampanga in Nakasongola District. Landing sites on Lake Albert include Abok and Dei in Nebbi District, and Kabolwa and Wanseko in Masindi District. Landing sites on Lake Edward and Lake George include Kasaka and Katunguru in Bushenyi District, and Katwe and Kyanja in Kasese District. In Uganda, fishing is done on a large scale on the 84 Ssese Islands. The biggest and most active of these is Bugala Island in Kalangala District,^[2] and Koome Island in Mukono District. Fishing is the principal economic activity on these islands.

Admission Requirements

The minimum age of joining the programme shall be ten (10) years. The younger persons should not take it as an alternative to formal education. Irrespective of the academic background, all new entrants shall be expected to start from level one, because of the comprehensive package and the inbuilt skills at every level. They are the unique features of this curriculum which all graduates of the programme are expected to attain. Each level is vital for laying the foundation for further learning achievements and socioeconomic progress of the learner.

However, there may be learners who are interested in only one component of the curriculum without any interest in further education, these should be allowed to do the component; the facilitator is advised to carefully identify such learners at the point of entry. This may include carrying out a diagnostic test on the learners.

There shall be no upper age limit for joining the programme. Therefore to some extent, the programme shall employ adult education learning approaches.

Exit options

The graduates of this curriculum will have only two exit options;

1. Join the formal primary education system at class seven (P.7). Then proceed to the lower secondary class and/or then proceed to technical schools and community polytechnics.
2. Join the world of work using the skills acquired for self-employment.

The Learning Areas

There are eight (8) learning areas, namely;

1. Livelihood skills
2. Numeracy
3. Literacy
4. Religious Education
5. English Language
6. Art and Crafts
7. Physical Education
8. Performing Arts

Themes

The Content to learn is derived through integration of the needs of the community, basic vocational skills and academic content as presented in the National Primary School Curriculum. It is organised into 6 themes.

1. Productive Living
2. Financial Literacy
3. Leisure and Hospitality
4. Healthy Living
5. Living with others
6. Our Environment

Sequence of Themes

Theme 1	Productive living
Theme 2	Financial literacy
Theme 3	Leisure and Hospitality
Theme 4	Healthy living
Theme 5	Living with others
Theme 6	Our Environment

Rationale for the Sequence of the Themes

This curriculum has the principal objective of developing practical skills that improve on the productivity of the SIG populations. This is an alternative productive activity that can improve the livelihood and conserve the environment among the SIG populations. Based on this the curriculum has been organised on the basis of relevance to the target population.

The first theme of productive living focuses on skills for sustainable livelihood. The livelihood skills should generate resources including money to the individuals. This calls for financial literacy of the learners, to help them acquire skills for proper management of their financial resources.

Leisure and hospitality is another potential area for income generation. This theme aims to equip the target population with skills necessary to realise and harness the financial potential of the leisure and hospitality industry in these populations.

The themes; Healthy Living, Living with Others and Our Environment focus on developing an understanding of and skills in keeping oneself, others and the environment healthy.

These three themes are sequenced from simple to complex and known to unknown.

THEME 1: Productive Living

Background

This theme is rooted in the integrated science subject of the formal curriculum. It covers the theme of Science in Human activities and Occupations, Matter and Energy, and Managing Changes in the Environment. This theme has two sub-themes: Crop Production and Animal Production. The facilitator is encouraged to use a practical approach during the teaching-learning process. For the subthemes on Cattle keeping and fish farming, the facilitator is advised to teach only one sub-theme depending on the principal economic activity in the community. To make this theme more relevant to the lives of learners, projects can be set within the school environment and the home. Any content included in this theme has aspects relevant to either the Nomads or the Fishing communities, for example, in the sub-theme of growing cereals like rice, this can be grown by a fishing community while sorghum, millet, maize, can be grown by the nomads.

Rationale

The rationale for integrating this theme into the curriculum for nomads and fishing communities is that the nomads and the fishing communities are economically active groups. They engage in a number of productive activities to earn a living.

They mostly use traditional and rudimentary methods which result in poor production in both quality and quantity. Therefore, there is need to guide these communities in order to improve their productivity.

Learning Outcome

The learner should be able to understand, appreciate the value of and apply practical skills in productive activities to earn a living.

THEME 2: Financial Literacy

Background

The nomads and fishing communities have a lot of resources at their disposal. Effective harnessing and management of these resources is essential for the sustainable and profitable use of these resources. Resources used unsustainably easily get depleted as is with the case of the fish stock in many water bodies.

Financial resources equally need effective management. There is need to use the natural resources to generate an initial capital (save) to start productive activities which minimise the stress on the natural resources. In resource mobilisation and usage, it is important to work according to legal financial guidelines.

Rationale

Sustainable development is partly a result of effective mobilisation and usage of available resources. This requires skills of management of financial resources and understanding and living by legal requirements. Minimising losses and leakages in business ventures helps increase profits and savings.

This theme aims to equip the participants with understanding and skills of effective management of financial and other resources towards sustainable development.

Learning Outcome

The learner should be able to know how to spend, save and need to invest resources for future use.

THEME 3: Leisure and Hospitality

Background

The leisure industry is growing in Uganda. Uganda receives 1.8 million tourists in 2018, up from 1.4 million in 2017. In 2017, the 1.4 million arrivals injected about \$1.4billion into the economy. This contributed to about 10 percent of the GDP of the country (UBOS, 2019). The cultural aspects, lifestyles and environments of the nomads and the fishing communities have huge potential for tourism.

Rationale

The huge tourism potential of the country presents an opportunity for the nomads and fishing communities to position themselves strategically to benefit from it. This requires development of appropriate attitudes, knowledge and skills in the members of these communities in order to exploit their tourism potential.

Learning Outcome

The learner should be able to appreciate the importance of leisure, tourism industry and hospitality and how to use them to generate employment and income.

THEME 4: Healthy Living**Background**

This theme is derived from the integrated science subject of the national curriculum. It covers the human body, human health, community, population and family life. During the teaching/learning process the facilitator is expected to use practical approaches. To make this theme more relevant to the lives of the learners, the facilitator should engage learners in activities that promote their personal hygiene and sanitation.

All these topics if properly handled, will result in a healthy community with an improved quality of life.

Rationale

Health is paramount to the welfare and productivity of the community. The social and economic circumstances under which the nomads and fishing communities live, expose them to some unhealthy practices and lifestyles.

This partly accounts for the high HIV prevalence in the fishing communities and high prevalence of communicable diseases among the nomads.

The integration of this theme into the SIG curriculum aims at sensitising these communities to practise good health habits that will make them more productive in their day today activities.

Learning Outcomes

The learner should be able to:

- understand the body parts, their functioning and keeping the environment healthy.
- know the practical skills of keeping the body and environment clean.
- appreciate the importance of keeping the body and environment clean and healthy.

THEME 5: Living with Others

Background

No person is an island. We all depend on one another . Everyone is useful in one way or the other. The challenge is to identify how others are useful to us and how we can be useful to them. This promotes peaceful and harmonious living.

Rationale

The nomads and fishing communities have been known for hostile relationships especially with their neighbours. Practices of raids, fights and cattle rustling have characterised the nomads and fishing communities in the past. Despite the general improvement in the relationship with neighbours, there still exist pockets of unfriendly conducts.

As the nomads begin to settle, challenges of shortage of land and destruction of property by animals are likely to influence social interactions between neighbours.

This topic focuses on how people are expected to live peacefully with each other in a community.

Learning Outcome:

The learner should be able to appreciate and demonstrate positive values and social justice in society, and show respect for diverse cultures for a peaceful co-existence and harmonious living.

THEME 6: The Environment

Background

This theme is rooted in both the integrated science and social studies subjects of the formal curriculum. It integrates the contents in the areas of, the world of living things, matter and energy, environment and managing changes in the environment. To make this theme more relevant to the lives of the learners, projects can be set within the school environment and the communities where learners come from. Any content included in this theme has aspects relevant to either the Nomads or the fishing communities. For instance, the Nomads will be encouraged to construct dams for keeping water which could be used during the dry season. The fishing communities will be guided to fish using the correct fishing gear.

Rationale

The socioeconomic contexts of the nomads and fishing communities are determined by the environment. Nomadic life arises from the need for pasture and water for animals. The occurrence of pasture and water depends on environmental factors: specifically weather.

Many fishing communities also lead a nomadic life due to migration of fish in the lakes. This migration of fish depends on the level of pollution, temperature, turbidity, and biotic relations of predation, parasitism, and disease infection among others.

The nomads burn bushes to clear the area and for young pasture to grow. The fishing communities use many chemicals to catch fish, and other organisms of different sizes. These activities, among others, affect the environment.

Environment affects the life of the nomads just as the life of the nomads affects the environment. The best way to change the life of the nomads into a sedentary life would be by changing their environment. Therefore, the Nomads need to know about their environment, how they influence the environment, how their life is influenced by the environment, and how to conserve and modify it for the betterment of their own life.

This underlines the rationale for integrating the theme of environment into this curriculum.

Learning Outcome

The learner should be able to use scientific knowledge and skills acquired to adapt self to weather changes.

Programme Duration

The curriculum is expected to be implemented over a period of **three years**. It is organised into three packages referred to as **levels**. A level, on average, is expected to take **one year**.

Each level shall have three sessions of **twelve (12) weeks** each. Each week shall have **five (5)** days of learning. Each day shall have a recap session of 20 minutes, followed by **four periods** (of 40 minutes each) for the different learning areas and sixty (60) minutes for livelihood skills. There shall be a break period of 20 minutes after the second period. The livelihood skills have been identified according to their relevance to the specific community. The total amount of time the learners are at school per day is **four (4)** hours.

Therefore;

- a week shall have $4 \times 5 = 20$ hours
- a term shall have $20 \times 12 = 240$ hours
- a year shall have 720 hours
- the whole programme shall be implemented in 2160 hours (720×3).

The starting time shall be decided on by the community which will be made known to the programme manager. However, since the learning relates directly to the daily life activities of the learners, facilitators can use their pedagogical skills to make use of the learner's time at home and during recess.

The time allocation for the different learning areas is shown below;

Proposed Time Allocation per Week

Learning Area	Number of Periods
Livelihood skills	5
Art and CRAFTS	2
Literacy	4
Religious Education	2

Learning Area	Number of Periods
Numeracy	4
Physical Education	2
English	4
Performing Arts (Music Dance and Drama)	2
Total	25 periods

In levels two and three, the number of literacy periods will reduce from four to three as the number of periods for Art and Crafts increases from two to three. This is because the learners shall be expected to acquire basics of literacy and requiring more time for practical and productive skills of Art and Crafts. These can be translated into a weekly timetable as below;

Sample timetable

Duration	Day one	Day two	Day three	Day four	Day five
20 min	<i>Sharing story of previous week</i>	Recap	Recap	Recap	Recap
40 min	P E	MDD	Literacy	R E	Numeracy
40 min	Literacy	Literacy	English	MDD	Art & tech
Break (20 minutes)					
40 min	Numeracy	R E	P E	Numeracy	Art & tech
40 min	English	Art & Tech	Numeracy	English	Livelihood skills
60 min	Livelihood skills	Livelihood skills	Livelihood skills	Livelihood skills	Literacy <i>Planning for the coming week</i>

The above is a guide to the actual timetabling. Groups that can afford to have more time per day can reduce the length of their programme with evidence of achievement of the expected learning outcomes. However, a group that has shorter instructional period per day will require a longer duration for the programme.

Curriculum Implementation

This is a Non Formal Education curriculum designed for nomads and fishing communities. The curriculum shall be implemented by facilitators at locations that shall be favourable for both the learners and the facilitators. The daily life practices and experiences of the learners shall be harnessed to facilitate learning. Learners shall be given Projects to work on in their daily life situations. This shall constitute one of the learning strategies.

Mode of Implementation

Several modes have been trailed for the implementation of education programmes among nomadic communities. These include; boarding schools, mobile schools, distance education/radio schools. Depending on the resources available and the implementing agency, any of these can be effectively adapted to implement the SIG curriculum.

Methodology

The implementation of this curriculum should adopt a learner centred methodology. Considering that these learners have higher average chronological ages and have different backgrounds, learner centred approaches can considerably improve achievement of learning outcomes.

The facilitators need to understand the context of the learners to develop instructional strategies that are relevant and within the experiences of the learners. Projects and productive activities should be identified and given to the learners in order to develop their skills for productive living. Remember that a lesson is not successful if learning has not taken place.

Teaching Methods

A teaching method is an overall plan for the presentation of content to a learner. It includes all the different ways which a facilitator uses to reach a goal or to achieve an objective. Good teaching therefore lies in knowing:

- i) Who the learner is?
- ii) What the content to be taught is.
- iii) The best method to use to ensure learning.

It is important for the facilitator to note that, learners learn when they are interested in the learning. Therefore, there is need for the facilitator to vary his/her teaching methods and to balance his/her activities in order to interest learners.

Several methods have been suggested for use by the facilitator in the different meetings, and all these are learner-centred. The learner-centred methods suggested include:

- i) Story telling
- ii) Role playing
- iii) Discussion
- iv) Excursions
- v) Debating
- vi) Project
- vii) Discovery

Details of the methods above are provided in the Facilitator's Guide.

Language of Instruction

At level one, the facilitators shall be expected to use a familiar area language as the medium of instruction. This is in line with the language policy, and considers learners who might not have joined any school at all prior to undertaking this programme.

At level two, the facilitators shall be expected to use a bilingual approach to instruction – using both a familiar area language and English language.

At level three, the facilitators shall be expected to use English as the language of instruction.

This will help prepare the learners to join the formal system in P.7 in term one.

Facilitator Profile

The success of the curriculum shall very much depend on the quality and commitment of the facilitators. As it is an alternative to the formal primary school curriculum, the facilitators for this curriculum should have equal qualifications with those in the formal primary schools, and hence, they should;

1. Be qualified professional facilitators
2. Should have a minimum of a grade III facilitators' certificate.

Class Size

Effective management of this curriculum requires a manageable class size with a maximum of 35 learners. This is because of the heterogeneous nature of the learners and the great need for individualised support and attention. The curriculum is also packed with practical activities which require a variety of resources. This may not be adequately available with large class sizes.

Execution

The implementation of this curriculum can be in any of the three approaches; a Public Private Partnership. This is a situation in which the government of Uganda partners with a private individual or organisation to provide education service to a particular group or groups like an NGO undertakes this as an intervention to improve on the quality of human resource and life in an area. Groups of beneficiaries who organise themselves and need such a tailored made curriculum for their instruction.

Depending on the managers of the intervention, this curriculum can be instructed within a community centre, a school, the landing sites or any other convenient instructional space. The members shall choose the time that suits their daily schedules. What is critical is the total coverage of the prescribed curriculum.

Life Skills and Values

Life skills are skills needed by an individual so as to function effectively in an active and constructive manner. As learners grow up, they need to know how to successfully handle themselves, others, and the environment in which they live. Many of the Life skills that are mentioned in the manual are the skills and attitudes that are usually passed on to the children from their parents and communities.

Today, the young people are facing more challenges than was the case in the past. So, they need to be armed with critical skills to fend for themselves. Life skills are personal and social skills that enable young people to function confidently and competently with each in the wider community. They enable children to be aware and practise what is acceptable in society. A comprehensive approach to life skills helps in developing soft skills like; positive attitude, time management, and honesty among others.

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 a good citizen
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

Life skills are organised into three categories;

- **The skills of knowing and living with oneself**

- i) Self –awareness
- ii) Self-esteem
- iii) Assertiveness
- iv) Coping with emotions
- v) Coping with stress

- **The skills of knowing and living with others**

- i) Interpersonal relationships
- ii) Friendship formation
- iii) Empathy
- iv) Negotiation
- v) Non-violent conflict resolution
- vi) Effective communication

• **The skills for making effective decisions**

- i) Critical thinking
- ii) Creative thinking
- iii) Decision making
- iv) Problem solving
- v) Peer resistance

Examples of Indicators of Life Skills

<p>SELF-ESTEEM</p> <p>Indicators</p> <ul style="list-style-type: none"> i) Expressing likes and dislikes ii) Self- appreciation iii) Talking about oneself 	<p>COPING WITH STRESS</p> <p>Indicators</p> <ul style="list-style-type: none"> i) Being patient ii) Forgiving others iii) Accepting positive advice iv) Talking about personal experience v) Narrating past experience
<p>SELF- AWARENESS</p> <p>Indicators</p> <ul style="list-style-type: none"> i) Self – identification ii) Talking about one’s potential, feelings and emotions iii) Talking about one’s culture, e.g. tribe, home and religion. iv) Knowing one’s position and responsibilities. v) Making choices vi) Caring for oneself 	<p>ASSERTIVENESS</p> <p>Indicators</p> <ul style="list-style-type: none"> i) Being open ii) Listening to and Valuing what others say iii) Expressing one’s point of view iv) Volunteering v) Giving reasons for one’s rights vi) Responding to questions
<p>COPING WITH EMOTIONS</p> <p>Indicators</p> <ul style="list-style-type: none"> i) Recognising emotions ii) Identifying other people’s emotions 	<p>CREATIVE THINKING</p> <p>Indicators</p> <ul style="list-style-type: none"> i) Logical reasoning ii) Initiating new ideas iii) Finding different ways of doing things

<ul style="list-style-type: none"> iii) Being sensitive to other people's feelings iv) Recognising causes of different emotions v) Making right critical decisions 	
EFFECTIVE COMMUNICATION Indicators <ul style="list-style-type: none"> i) Fluency ii) Audibility iii) Confidence iv) Articulation v) Logical thinking vi) Non – verbal expression 	FRIENDSHIP FORMATION Indicators <ul style="list-style-type: none"> i) Sharing ii) Playing with others iii) Working in groups iv) Using polite language
INTERPERSONAL RELATIONSHIPS Indicators <ul style="list-style-type: none"> i) Forgiving others ii) Interacting freely with others iii) Caring for others iv) Sharing with others v) Knowing how to behave with different people, under different circumstances 	EMPATHY Indicators <ul style="list-style-type: none"> i) Supporting others ii) Caring for others iii) Using appropriate language (etiquette) iv) Listening to others v) Comforting others vi) Guiding others
NEGOTIATION Indicators <ul style="list-style-type: none"> i) Using persuasive language ii) Use of appropriate body language iii) Temper control iv) Responding appropriately 	NON- VIOLENT CONFLICT RESOLUTION Indicators <ul style="list-style-type: none"> i) Resolving issues without fighting ii) Negotiating iii) Using appropriate Language iv) Assisting others to come to understanding

NOMADS AND FISHING COMMUNITIES

v) Apologizing vi) Requesting vii) Appreciation	v) Coping with Stress vi) Accepting defeat vii) Knowing when to give in
PEER RESISTANCE Indicators <ul style="list-style-type: none"> i) Standing up for one's values and beliefs ii) Defending one's decisions iii) Standing by one's principles 	PROBLEM – SOLVING Indicators <ul style="list-style-type: none"> i) Taking decisions ii) Making choices iii) Evaluating facts iv) Finding different strategies of solving problems
DECISION – MAKING Indicators <ul style="list-style-type: none"> i) Acceptance ii) Refusal iii) Making choices iv) Asking questions v) Giving instructions vi) Knowing the consequences of one's decision 	CRITICAL THINKING Indicators <ul style="list-style-type: none"> i) Responding to questions ii) Selecting, evaluating and using information iii) Analysing statements iv) Giving reasons for actions taken v) Taking decisions

Some Life Skills Explained

1. Self-awareness:

Before an individual can work and live in harmony with others, he/she should know him/herself in as far as the strengths and weaknesses are concerned. Learners should know that individuals are not perfect and that we all have strong and weak points. It is therefore important that one accepts and appreciates what God gave him/her and makes the best use of it.

2. Self esteem

Once one has become aware of him/herself, he/she is able to face any challenges even if he/she is not perfect. For example, a learner may not be good at numeracy but talented in making tube fiddles. During the meetings under occupational skills he/she should be made to teach others and this makes him/her feel useful and resourceful. Low esteem usually leads to aggressive behaviour as a way of making up for what he/she is not.

3. Assertiveness

Learners should always be able to stand up for their rights. A young person should be able to firmly but politely tell the parent that he/she ought to go to school instead of going to fish or look after the animals.

4. Interpersonal Relationships

Man cannot live in isolation. We all have to live in harmony with other people. It is important that the learners learn to accommodate other people's views, culture and beliefs. Learning how to forgive is very important for people to live in harmony.

5. Negotiation

If people live together there will be need to come to some understanding especially in situations where options or views differ. Learners should be helped to understand that there will be need for a middle line so that a compromise is reached.

6. Effective Communication

Communication is the most important skill in relationships. Learners should be encouraged to communicate effectively both in speech and in writing.

7. Critical Thinking

In order to make the right decision one has to think critically about the issue of challenge at hand. Critical thinking can be developed in the learners by giving them situations that require them to think independently.

8. Creative Thinking

In life there will always be need to think of different ways of doing the same things. For example, the different ways of earning a living. Doing the same thing or doing it the way it has always been done is out dated.

Learners can be helped to develop creative thinking by giving them opportunities to do things e.g. under occupational skills, in the way they like. This will promote creativity. Some learners will be gifted in the area of creativity. Others will need to be helped to develop this skill.

9. Decision Making

Everyone at one point will have to make decisions. The decisions made will sometimes affect the future of an individual. Therefore, learners should be taught to understand that there is need to critically think about the possible consequences of every decision we make.

10. Problem Solving

Learners will be faced with problems/challenges right from their tender age which they will be required to solve. Being able to solve a problem may require consultation and advice from other people probably much older.

Values

These refer to the principles or standards of good behavior as cherished by a society. Values vary from one society to another. However, some universally acceptable values include;

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

Assessment Principles

Introduction

Assessment of Learning Outcomes consists of constant collection of data on the progress of the learner. This should be done through a variety of assessment methods and procedures in order to get correct information about different learners. Assessment helps to improve individual learner performance, instruction and programme. This curriculum will adopt the use of Continuous Assessment strategies to collect information on the achievement of the different learning outcomes.

When facilitators introduce new content in the classroom, they assess prior knowledge of the content with relevant discussions. This is to enable learners to relate their experiences with the new content. This way, learners can find the content easy and meaningful. Each week begins with sharing the week's story and ends with a planning activity for the weekend and the coming week. These are serious assessment activities.

Regular assessment for identifying weak areas; assess learners during lesson delivery, individual, peer and group assignments to identify the weak areas and those learners who need more time.

The assessment of learning is done through diagnostic and summative assessments. While assessment for learning is done through Formative Assessment (Ongoing assessment)

Formative Assessment (assessment for learning)

Learners should undergo formative assessment to identify learning gaps and progress made. Therefore, facilitators are required to produce daily lesson plans including stated learning outcomes for every lesson. Students shall then undergo assessment on their understanding of the previous lesson, assessment on the current lesson during lesson delivery, assessment on all content after completion of the lesson and assessment on the whole week of lessons.

- **Assessment of the previous lesson.** At the start of each subject in the classroom, the facilitator will review the previously learned content so that learners will internalise previous knowledge.
- **Assessment of the current lesson during content delivery.** To assess knowledge, attitude and skills, the facilitator asks questions about the current lesson, gives assignments, and has group presentations in the classroom.
- **Assessment of the current lesson after completion of the lesson.** After completion of each lesson the facilitator assesses the learners' perception of the content.
- **Assessment of one whole week of lessons.** To understand the achievement level of the learning outcomes of the learners for the entire week, the facilitator uses different methods for assessing the children. This is done during the day one sharing, and weekend learning activity planning on the last day of the week.
- **Oral presentations.** The learners present the content in a story, poem or summary in their own language. Learners also articulate their thoughts in any subject selected by the facilitator.
- **Group presentations.** Divide the whole class into 5 groups. Learners prepare their lesson in a group guided by a leader. Every group presents and answers questions from other groups.
- **Quiz .** The class is divided into two groups. One group asks questions to another in turn.
- **Peer assessment.** Facilitators provide peer assessment in the regular assessment system. Learners assess each other in a peer. There are some merits to this assessment for example, saving the facilitator's time, and developing learners' capacity to find common mistakes in their responses.
- **Projects.** Every project has some objectives. Through project evaluation, the facilitators discover whether the project objectives were achieved, lessons learned, what the challenges are and so on. This helps facilitators to apply new concepts, change the methodology and improve training in the next project.

SECTION TWO: Learning Areas

There are eight (8) learning areas, which include;

1. Livelihood Skills
2. Numeracy
3. Literacy
4. Religious Education
5. English Language
6. Art and Crafts
7. Physical Education
8. Performing Arts

Of these, the content for livelihood skills, numeracy, literacy, English language, Art and Crafts, and MDD have been organised into themes (thematic arrangement).

The contents of Religious Education and Physical Education are aligned on subject basis.

Livelihood Skills

The learning area of livelihood skills encompasses the subjects of Integrated Science and Social Studies in the formal primary schools' curriculum. It is named livelihood skills because the greatest emphasis is on empowering the learners to acquire knowledge, skills and positive attitude that enable them to live in a demanding, and dynamic world.

Integrated Science

Integrated Science is crucial for the positive transformation of the country and the whole world. Scientific literacy involves understanding processes, knowing the nature of scientific knowledge, and the ability to apply scientific knowledge and skills. Integrated Science empowers learners with scientific knowledge, skills and attitudes to formulate hypotheses, investigate, observe, make deductions, and understand the physical world in a rational, scientific way. It also enables learners to lead a healthy life, and learn to manipulate, and relate with the natural environment.

This is so as it appropriately and sustainably uses matter, energy, and processes in living and non-living things. The Integrated Science content in the primary school curriculum is divided into the following eight themes;

1. The World of Living Things
2. Matter and Energy
3. Human Body
4. Human Health
5. Science in Human Activities and Occupation
6. Environment
7. Managing Changes in the Environment
8. Community Population and Family Life

The integrated Science based themes in the Curriculum for special interest groups include;

Theme 1: Productive living. This puts together the following themes from the primary school curriculum; matter and energy, science in human activities and occupation, managing changes in the environment.

Theme 4: Healthy living. This integrates the following themes from the primary school curriculum; human body, human health, community population and family life.

Theme 6: The environment. This puts together the following themes from the primary schools' curriculum; the world of living things, matter and energy, environment, managing changes in the environment. However, there are a lot of integrations within the themes.

The Social Studies Component of Productive Living

Through the teaching of Social Studies, children and young people develop their understanding of their local, national, regional environment and the world. This is by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of the environment.

Social studies experiences and outcomes encourage links with other areas of learning to provide learners with a deeper, more enjoyable experience. The promotion of active citizenship is a central feature of learning in social studies.

Children and young people develop skills and knowledge to enable and encourage participation. Social studies provide opportunities for children and young people to become involved in their local communities and the wider world. It helps them in considering and developing their roles as active and informed citizens.

As learners participate in experiences and outcomes in social studies, they will develop their understanding of the history, heritage and culture and appreciate their local and national heritage, develop an understanding of their own values, beliefs and cultures and those of others; engage in activities which encourage enterprises and skills for their survival. The integrated nature of social studies will help the learners to understand and relate physical features with social and economic factors. This will enable them cope with the dynamic society in which they live.

The Social Studies based themes in the curriculum include; Theme 2 (Financial literacy), Theme 3 (Leisure and hospitality) and Theme 5 (Living with others)

English Language

Uganda is a multilingual society where over thirty indigenous languages are spoken. English has been and will continue to be the first official language. Kiswahili was declared the second official language, recently. For this reason, English is taught to learners for use in communication and access information which is in English. The nomads and fishing communities receive many guests in form of tourists, NGO staff among others with whom effective communication should occur.

Therefore, English language is an important subject not only in the Primary school curriculum, but also in life. This justifies the need to have it included in the curriculum for Nomads and fishing communities. Learners are expected to be fluent in this language by the end of Level 3. The English Facilitator's guide to the English language syllabus has been prepared to guide the facilitator on how to help the learners with opportunities to use English for effective communication. This will help the learners to develop the language skills that are Listening, Speaking, Reading and Writing through the various aspects of English highlighted in the syllabus.

Literacy

Literacy is a critical indicator of quality education which features in the national goals of education, and in the aims of primary education and a fundamental human right. The Literacy syllabus aims at developing competencies that will enable the learner to effectively communicate in a familiar language both orally and in written form. The foundational literacy skills include: phonemic awareness, alphabetic principle, vocabulary, fluency and comprehension.

These skills enable the learner to get maximum exposure to opportunities for listening, speaking, reading and writing in a familiar language which in turn caters for holistic language development.

These skills will be developed using the six major themes of the curriculum namely: productive living, financial literacy, healthy living, living with others, leisure and hospitality and our environment.

Art and Crafts

Art and Crafts (CAPE 3), is a practical subject that will equip the individual with basic skills and knowledge to exploit the environment for self-sustenance and national development. The Government White Paper (1992) endorsed the objective of the subject: “To develop a variety of basic practical skills for enabling individuals to make a living in a multi-skilled manner.” In ensuring that the sustainable development goals are met, specifically goal #4, special interest groups (SIGs) like nomads and fishing communities must not be left behind. A curriculum for these groups has been developed and this curriculum will go a long way in supporting the facilitator to deliver the subject.

The development of CAPE 3 curriculum for the SIGs is one of the strategies to equip the learners with practical skills despite their setting and age. CAPE 3 will enable learners to participate in production activities as a source of gainful employment. Using the knowledge and skills acquired, the learners will be able to cause an impact on the community in which they live, and increase production and productivity. This will lead to increased household income, job creation and self-reliance. The gender disparities in households, society, and their implications will also be addressed through CAPE 3.

Physical Education

Physical Education (CAPE 2) is an important subject in the curriculum which should be provided to every learner. The subject enables the learner to explore his/her own potential for movement (psychomotor), develop understanding of movement (cognitive), and social interactive qualities (socio-affective). The learners will also develop organ fitness and appropriate health habits (physical fitness).

Physical Education is a practical subject that will equip the individual learners with basic skills and knowledge for physical fitness, self-sustenance, and national development. Physical Education is one of the subjects which can help special interest groups acquire skills to enable them live healthy lives.

Physical Education could not fit directly in the six themes but it addresses indirectly all the themes. When the learner is taken through the content for PE he/she will be able to live a productive life, handle issues of financial literacy, spend his/her leisure time and hospitality, the activities in PE lead to practicing healthy living.

Mathematics

The content on numeracy was developed basing on six major themes, that link and relate to various areas of numeracy in a real world application. The themes include; productive living, financial literacy, leisure and hospitality, health living, living with others and our environment. Numeracy skills are crucial for the holistic growth and development of an individual in a country and the whole world. For numeracy to have meaning in the immediate environment of fishermen and nomads, it should involve the individuals in practical, critical and logical thinking.

Therefore, much emphasis has been put on practical/hands on activities to enhance learner's numeracy skills. This is done through exploring the psychomotor domain. The following content has been found to be relevant to the themes: sets, geometry, measurements, fractions, numbers, graphs, operations, construction, algebra, money, patterns and sequences.

At all levels of numeracy, the aims and objectives of teaching the sessions are in line with the national aims of Education.

Religious Education

Religious Education (RE) is an important part of the Alternative Special Interest Group Curriculum. The religious education component is not thematised. This is because of its focus on morality, and based on content from the Holy books. The Religious Education content would not easily be streamlined into the six proposed themes. However, the component of Religious Education is divided into two main parts including:

- i) Christian Religious Education
- ii) Islamic Religious Education

Christian Religious Education (CRE)

Christian Religious Education (CRE) is an important part of the Alternative Special Interest Group Curriculum. It is designed to enable you guide the learners to develop moral, ethical and spiritual values hence develop discipline and good manners. Teach CRE as provided for on the timetable.

This shall enable the learners develop high level of discipline, good manners and also live in peace with others in society. The CRE curriculum has not been organised in line with the six themes like the other learning areas. The themes in the CRE curriculum include;

1. The creation
2. Prayer and faith
3. Meeting people's needs
4. Community service
5. Living in peace and harmony with others
6. Leadership and democracy

Islamic Religious Education (IRE)

It is designed to enable you guide the learners to develop moral, ethical and spiritual values. This would enable the learners to develop discipline and good manners. Teach IRE as provided for on the timetable. This will enable the learners develop high level of discipline, good manners and live in peace with others in society.

The Religious Education curriculum is designed in such a way that only one section will be taught to a set of learners. The community will decide on the section to teach (either Christian Religious Education or Islamic Religious Education but not both).

Creative Performing Arts

Creative Performing Arts are important in the lives of all learners at all ages.

It promotes the cultural and human values, and life skills. Therefore, enough time should be allocated to it in order to develop learner's talent-based skills for effective growth and development.

The Government White Paper (1992) says the broad aim of education 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, family and capability for continued learning".

These will contribute to the building of a holistic individual, who is self-sustained; independent, rational, practical, and able to live in a multi-skilled environment.

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

The Alternative Curriculum encourages the integration of activities across the learning areas. It gives an opportunity to the learners to explore their environment and develop their creativity for gainful employment.

Performing Arts is organised using a Hybrid model where some topics are based on the theme while others are not based on the theme. The reason for a hybrid model is that not all Performing Arts topics can be fully aligned to the themes of the SIG curriculum. On the other hand if Performing Arts topics are

- a) Performing the Arts (may be on theme or not depending on context)

The non-thematic topics are designed basing on their levels of difficulty and functionality. For example, some Anthems are taught earlier because they are mandatory attributes of a nation that all learners **MUST** learn in the initial periods of enrolment.

SECTION THREE: Content Structure

Content Organisation

The Content to learn is derived through integration of the needs of the community, basic productive/vocational skills and academic content as in the primary school curriculum.

The content is organised into 6 themes

1. Productive living
2. Financial literacy
3. Leisure and hospitality
4. Healthy living
5. Living with others
6. Our environment

Each theme has a subtheme to be covered in each session. In each session, there is a package from each of the six (6) themes that is covered. The content is coded in a three-digit notation;

- The first number indicates the level (Level one – 1; level two – 2; level three – 3)
- The second number indicates the session number (ranges 1 – 3)
- The third number indicates the theme (ranges from 1 - 6)

THEME 1: Productive Living

Learning outcome

- The learner develops in-depth understanding, appreciation of value and practical skills in productive activities to earn a living

CODE	SUBTHEME
1.1.1	Proper land use practices (land preparation, simple irrigation, crop rotation, mulching, kitchen garden/ backyard farming, manuring, fallowing, row planting) 1 agronomic practices, <i>requirements for growing, land preparation, planting, care, harvesting, processing and storage, marketing (financial value) for;</i> Cattle keeping

1.2.1	Vegetable growing, I: (onions, tomatoes, cabbages, spinach, egg plants) – nursery bed required. Vegetable growing II: (pepper, kale, spinach, pumpkin, water melon, cucumber) – no nursery bed required
	Fish farming and Vermiculture; methods of fishing, feeding fish, starting a fish farming project,
1.3.1.	Agro-forestry and growing fruit trees (teak, pine, Eucalyptus, live fence plants, umbrella tree, ornamental plants)
	Poultry (chicken, ducks, turkeys)

THEME 2: Financial Literacy

Learning outcome

The learner develops an understanding of how to spend, save and need to invest resources for future use.

CODE	SUBTHEME
1.1.2	Resources for our life (water, food, money, time, fuel)
1.2.2	Ways of saving our resources (water, food, money, time, fuel)
1.3.2.	Proper use of other resources. Plastic bottles, polythene, paper, sand (reusing, recycling. Return, refuse/reject, reduce)

THEME 3: Leisure and Hospitality

Learning outcome:

The learner appreciates the importance of leisure, tourism industry and hospitality and how they can use them to generate employment and income for people in the community.

CODE	SUBTHEME
1.1.3	Recreational activities (picnics, swimming, resting, listening to music, telling and listening to stories, visiting, reading for pleasure)
1.2.3	Importance of recreation (learning, amusement, enjoyment, rest, entertainment, fun)

- | | |
|---------------|---|
| 1.3.3. | Cultural festivals <ul style="list-style-type: none">a) naming according to different circumstances e.g. twins, clansb) Initiation practices (circumcision, tattooing, detoothering)c) Importance of initiation (identity, recognition) |
|---------------|---|

THEME 4: Healthy Living

Learning outcome

The learner;

- Develops in-depth understanding of the body parts, their functioning and keeping the environment healthy.
- acquires the practical skills of keeping body and environment clean
- appreciates the importance of keeping the body and environment clean and healthy

CODE	SUBTHEME
1.1.4	Human body parts and functioning; external body parts, major internal Organs, the teeth and Their Functions, The Digestive System
1.2.4	Basic needs (examples of basic needs and people who provide the services)
1.3.4.	Hygiene and Sanitation

THEME 5: Living with Others

Learning outcome:

The learner appreciates and demonstrates positive values and social justice in society and shows respect for diverse cultures for a peaceful co-existence and harmonious living.

CODE	SUBTHEME
1.1.5	The family
1.2.5	Leaders in our community (the village, local committee, composition and functions)
1.3.5.	Peace and security

THEME 6: The Environment

Learning outcome

The learner uses scientific knowledge and skills acquired to adapt self to weather changes.

CODE	SUBTHEME
1.1.6.	Living things in the environment: what they are, their characteristics, their examples, their uses
1.2.6.	Non-living components of the Environment “Soil/rocks, air, water, Physical features e.g. mountains, lakes, rivers, valleys and plains (importance, challenges and care)
1.3.6.	Climate/Weather: definition, elements, Changes in the Weather, seasons and activities, effects of changes, managing changes, Disaster Risk Reduction (DRR)

SECTION FOUR: Scope and Sequence Chart

LEVEL ONE: Session One

Subtheme / Content	Competences					Indicators of Life Skills and Values	
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts		Art And Crafts
1.1.1.a. Proper land use practices (simple irrigation, crop rotation, mulching, kitchen garden/ backyard farming, manuring, fallowing, row planting)	The learner: <ul style="list-style-type: none">• demonstrates simple irrigation• establish backyard farms• make compost manure• demonstrate proper planting method	listening /speaking The learner: <ul style="list-style-type: none">• names objects• identifies tools, seeds• describes pictures related to stories• answers questions from a text heard• recites an oral text (poem, rhyme, tongue twister) related to land use• tells and re-tells a story related to the theme	The learner; <ul style="list-style-type: none">• pronounces words correctly• identifies words according to the time of the day• spells words correctly• Reads /signs simple stories• answers comprehension questions	SETS The learner: <ul style="list-style-type: none">• sorts and forms sets• names sets• matches sets• counts 1-100 Geometry The learner; <ul style="list-style-type: none">• identifies shapes• names shapes• matches shapes• draws shapes	Sharing creative Arts experiences The learner: <ul style="list-style-type: none">• explains the importance of Performing Arts (MDD)• identifies MDD activities in the community that are related to Land use	Drawing The learner; <ul style="list-style-type: none">• explains what drawing is• describes the materials and tools used in drawing• identifies lines in the work of art• makes patterns using different edges• draws shapes from lines• shades the pictures• displays the work	<ul style="list-style-type: none">• Decision making• Critical thinking• Effective communication• Coping with stress• Patience

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts
<ul style="list-style-type: none"> Proper maintenance of tools 	<p>Pre-Reading and reading / Tactile</p> <ul style="list-style-type: none"> identifies similarities and differences in pictures and objects matches letter /shapes/objects identifies the target letters builds words from syllables identifies own name <p>Pre-writing and writing/brailing</p> <ul style="list-style-type: none"> scribbles matches picture to picture writes / brailles patterns traces writes / brailles the target letter writes / brailles own name completes pictures 	<p>Uses structures</p> <ul style="list-style-type: none"> What is your name? My name is ... (Mary, John, Peter) I am a ... (girl / boy) Are you a ... (boy / girl) She / he is ... (boy / girl) 	<p>Measurements</p> <p>The learner;</p> <ul style="list-style-type: none"> measures length using non-standard measures compares length <p>Fractions</p> <p>The learner;</p> <ul style="list-style-type: none"> identifies fraction names and draws common fraction makes models of different items using fraction 	<ul style="list-style-type: none"> names the Artists in the community that perform musical items based on land use performs some favourite musical items based on land use in a free style 	<p>Painting and colouring</p> <ul style="list-style-type: none"> identifies different colours in the environment identifies local materials for colour explains the uses of colour makes colour using local materials categorises colour into primary and secondary mixes colours uses colour 	

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts
		<ul style="list-style-type: none"> draws pictures of common tools colours pictures 				
(Depending on the chief economic activity, Focus can be put on either cattle keeping or Fish farming) 1.1.1.b. Cattle keeping <ul style="list-style-type: none"> External parts of cattle Cultural uses of cattle Other important uses of cattle Legal methods of acquiring cattle Breeds of cattle Types of cattle Methods of cattle keeping 	The learner: <ul style="list-style-type: none"> Describes the external parts of a cow Draws and labels the external parts of a cow Explains the uses of cattle to people Explains legal ways of acquiring cattle. demonstrates proper pasture management practices demonstrates ability to control 	Listening /speaking <ul style="list-style-type: none"> names the common breeds of cattle identifies the different types of cattle names the different parts of cattle. tells logical stories related to cattle 	The learner; <ul style="list-style-type: none"> pronounces words correctly reads/signs words correctly spells words correctly identifies objects correctly constructs sentences correctly writes/brailles sentences correctly 	Sets The learner; <ul style="list-style-type: none"> sorts and forms sets. names sets. matches sets. count 1-500. Numbers The learner; <ul style="list-style-type: none"> counts objects. writes/brailles numbers in place value. reads numbers according to place value. adds numbers up to 500 vertically 	Singing The learner: <ul style="list-style-type: none"> sings simple traditional and /or theme based songs about related work. 	The learner; <ul style="list-style-type: none"> draws shapes of cattle and cattle parts from lines. shades the pictures. displays the work.
		Pre-Reading and reading /Tactile		Movement <ul style="list-style-type: none"> performs the interpretative movements 	Making Baskets	<ul style="list-style-type: none"> Logical reasoning Analysing statements Endurance Taking responsibility

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
1.1.1.c (alternative) Fish farming <ul style="list-style-type: none"> • External parts of fish • Types of fish • Methods of fishing • Establishing a fish pond Rearing earthworms (Vermiculture) <ul style="list-style-type: none"> • What earthworms are • Importance of earthworms • Food for fish • Bait for fishing • Help in compost manure production for crop farming. • The practice of earthworm rearing (earthworms, a hospitable living environment "bedding", A food source, Adequate moisture, Adequate aeration and 	Pests and diseases <ul style="list-style-type: none"> • constructs a fish pond • demonstrates how to make a fish net • demonstrates how to make and maintain a boat • demonstrates management of a fish cage • demonstrate the practice of earthworm rearing 	<ul style="list-style-type: none"> • matches pictures to words • identifies target letter (s) • builds words • reads/signs syllables and makes words • reads /signs names of common cattle diseases and pests • interprets picture stories Pre-writing and writing/brailing <ul style="list-style-type: none"> • matches picture s to words 	without regrouping <ul style="list-style-type: none"> • subtracts numbers up to 500 vertically without regrouping • fills in missing numbers Geometry The learner; <ul style="list-style-type: none"> • identifies shapes • matches shapes • names shapes • uses shapes to construct 	of the song in correct rhythm Instrumental work <ul style="list-style-type: none"> • plays given musical instruments according to the rhythm of the song 	Making a coiled basket The learner; <ul style="list-style-type: none"> • identifies the materials used to make basket • collects materials for making baskets • prepares the material for making coiled baskets • makes a coiled basket • displays work • costing pricing and selling Making a woven basket	

NOMADS AND FISHING COMMUNITIES

Subtheme / Content	Competences					Indicators of Life Skills and Values	
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts		Art And Crafts
Protection from temperature extremes)		<ul style="list-style-type: none">writes/brailles patternswrites/brailles key words and own name <p>Listening /speaking</p> <ul style="list-style-type: none">listens stories and answerscomprehension questionsnames common types of fishtells a logical story related to fishingidentifies similarities and differencesrecites an oral text related to fish types <p>Pre-reading and reading/tactile</p> <ul style="list-style-type: none">builds words related to types of fish.				<p>The learner;</p> <ul style="list-style-type: none">identifies the materials used to make woven basketscollects materials for making woven basketsprepares the materialsmakes a woven basketdisplays work	

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
		<ul style="list-style-type: none"> interprets pictures related to managing a fish pond. reads/signs own name. builds syllables and makes words. <p>Pre-writing and writing/brailing</p> <ul style="list-style-type: none"> draws different types of fish. draws a fish pond. writes /brailles target letter(s). matches picture to words. writes/brailles key word(s) legibly. writes/brailles own name and date. <p>Listening /speaking</p> <p>The learner:</p> <ul style="list-style-type: none"> listens to stories. 				

Subtheme / Content	Competences						Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts	
		<ul style="list-style-type: none"> discusses the value of earth worms. suggests the best conditions for keeping earth worms. discusses threats. 					
1. 1.2. Resources for our life (water, food, money, time, fuel) <ul style="list-style-type: none"> Our resources <ul style="list-style-type: none"> - Water - Food - Money - time 	The learner; <ul style="list-style-type: none"> identifies resources needed in our life. 	Listening /speaking <ul style="list-style-type: none"> recites oral texts related to resources in the environment. discusses the various uses of resources. answers questions from a text heard. role plays real life situations related to particular resource use. Pre-reading and reading/tactile	The learner; <ul style="list-style-type: none"> pronounces words correctly. spells words correctly. reads/signs words correctly. constructs sentences correctly. reads/signs the sentences correctly. 	Sets The learner; <ul style="list-style-type: none"> identifies and forms sets. names sets. compares sets. matches sets. counts 200-500. Measurement The learner; <ul style="list-style-type: none"> measures capacity using non-standard measures. compares capacity of 	Drama The learner; <ul style="list-style-type: none"> listens to and retells a story. identifies characters in the story. describes the character by costumes, props and make ups. organises the stage. acts the simple short play. 	The learner; <ul style="list-style-type: none"> Identifies fabrics that can be dyed. prepares local dyes for dyeing fabrics. dyes fabric materials using various methods. displays work. costing, pricing and selling the articles made. 	<ul style="list-style-type: none"> Coping with emotions Friendship formation Expressing likes and dislikes Working in groups Defending one's decision Non conflict resolution Assertiveness

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts
		<ul style="list-style-type: none"> • matches pictures to words. • blends syllables to make words. • reads/signs target words. • breaks and builds words into syllables. • recognises own name. • interprets pictures and illustrations. <p>Pre-writing and writing/brailing</p> <ul style="list-style-type: none"> • draws pictures to represent information. • makes letter patterns and words correctly. • writes/brailles own name. 		different containers. <ul style="list-style-type: none"> • measures mass using non – standard measures. • compares mass using non-standard measures. • measures time using non-standard measures. • compares time. <p>Money</p> <p>The learner;</p> <ul style="list-style-type: none"> • identifies money. • compares money. • identifies the value of money. • adds money. 		

NOMADS AND FISHING COMMUNITIES

Subtheme / Content	Competences					Indicators of Life Skills and Values	
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts		Art And Crafts
				<ul style="list-style-type: none">• subtracts money.			
1.1.3. Recreational activities Recreation activities in our local area; picnics, resting, listening to music, playing and watching games, swimming, wrestling, telling and listening to stories, visiting places of interest.	The learner; <ul style="list-style-type: none">• identifies recreational activities in their local area.	Listening and speaking <ul style="list-style-type: none">• recites an oral traditional text related to recreation.• lists various activities related to recreation.• tells a logical story.• retells stories heard from memory. Pre-Reading and reading/Tactile <ul style="list-style-type: none">• builds words and sentences related to recreation.• reads/signs words, sentences and short texts related to recreation.• answers questions related to texts read.	The learner; <ul style="list-style-type: none">• pronounces words correctly.• spells words correctly.• reads/signs words correctly.• constructs sentences correctly.• reads/signs sentences correctly.• writes/brails sentences correctly.	Sets The learner; <ul style="list-style-type: none">• identifies different recreation activities in the area.• forms sets.• counts 400-1000. Numbers The learner; <ul style="list-style-type: none">• counts numbers of objects up to 1000.• writes/ brails number symbols up to 1000 in place values.• reads/signs number symbols representing	Traditional folk singing The learner; <ul style="list-style-type: none">• sings a variety of related folk songs.• identifies the forms of the songs.• explains the categories of the songs.• describes the functions during which each category is performed.• plays musical instruments to accompany the song.	The learner; <ul style="list-style-type: none">• identifies plaited articles.• identifies materials and tools.• prepares the materials.• plaits a binding strip.• plaits a binding strip.• prepares the binding strip.• joins the strip.• makes the mat.• stitches the strip around the mat.• finishes the mat.• displays the work done.	<ul style="list-style-type: none">• Peer resistance• Defending one's decision• Self esteem

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
		<ul style="list-style-type: none"> interprets picture stories. <p>Pre-writing and writing/brailing</p> <ul style="list-style-type: none"> writes/brailles words. writes/brailles sentences. draws pictures. labels pictures using words and short sentences. re-orders jumbled pictures to create logical stories. 		<ul style="list-style-type: none"> categories of people to 1000 according to place values. writes/brailles number names up to 100. reads/signs number names up to 100. adds 4 digit numbers without regrouping. subtracts 4 numbers from 4 digit numbers without regrouping. <p>Graphs</p> <p>The learner;</p> <ul style="list-style-type: none"> records number of visitors / locals using tally marks. draws pictographic. 	<ul style="list-style-type: none"> identifies the costumes and props used when performing. 	

NOMADS AND FISHING COMMUNITIES

Subtheme / Content	Competences					Indicators of Life Skills and Values	
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts		Art And Crafts
				<ul style="list-style-type: none">interprets pictographic.			
1.1.4. Human body parts and functioning; major Organs, the teeth and Their Functions, The Digestive System	The learner; <ul style="list-style-type: none">Names the main parts of the human teethIdentifies the types of teethStates the functions for each type of teethMentions the uses of the different organs of the bodydemonstrates care for the body parts and organs.demonstrates practices that ensure healthy body systems.	Listening and speaking The learner: <ul style="list-style-type: none">names and identifies parts of the body.identifies body parts from self.counts fingers and toes.performs an oral text related to different parts of the body.narrates logical stories related to uses and keeping of different body parts.demonstrates good care of different parts of the body. Pre-reading and reading/tactile	The learner; <ul style="list-style-type: none">pronounces words correctly.spells words correctly.matches words with pictures / objects correctly.constructs sentences correctly.reads/signs words correctly.matches words to pictures correctly.	Sets The learner; <ul style="list-style-type: none">identifies and names parts of the human body.forms sets.finds the number of members from the given sets. Numbers <ul style="list-style-type: none">The learner;counts parts in 10s, 100s, 1000s.writes/brailles numbers of items in their place values up to 50,000.	Singing, Instrumental and Movement The learner; <ul style="list-style-type: none">sings theme-based songs about human body parts and organs and the practices that ensure health.plays musical instruments to accompany the songs.	The learner draws; <ul style="list-style-type: none">the human figure in action.parts of the human body (head, legs, arms, abdomen).body organs (eyes, ears, nose).activities about care for the different body parts.	<ul style="list-style-type: none">Critical thinkingEffective communicationProblem solvingAnalysing statementsAudibilityEvaluating factsPrivacy

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
- Treatment of common diseases - Avoiding bad habits (smoking, alcohol drinking, use of other drugs)	<ul style="list-style-type: none"> Explains the functions of the parts of the digestive system Identifies practices for proper care for the different parts of the body 	<ul style="list-style-type: none"> reads/signs key words related to body parts. builds words and sentences related to parts of the body. interprets pictures related to parts of the body. <p>Pre-writing and writing/brailing</p> <ul style="list-style-type: none"> writes/brailes letters, syllables and words related to different parts of the body. draws pictures of different body parts. labels drawn pictures using words. writes/brailes names of major organs. completes sentences related to body parts. 		<p>Operations</p> <p>The learner;</p> <ul style="list-style-type: none"> adds numbers between 25000 and 35000. uses the concept of multiplication to group different parts of the body. identifies the multiplication sign. multiplies numbers up to 100 using the multiplication sign. <p>Time</p> <p>The learner;</p> <ul style="list-style-type: none"> reads/signs and tells time for different activities. 	<ul style="list-style-type: none"> performs body movements to accompany the songs. 	

NOMADS AND FISHING COMMUNITIES

Subtheme / Content	Competences					Indicators of Life Skills and Values	
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts		
		<ul style="list-style-type: none">represents information in form of pictures and diagrams.		<ul style="list-style-type: none">finds duration for different activities.			
1.1.5. the family What a family is <ul style="list-style-type: none">Types of family (nuclear and extended – definition and People in each type of family)Roles and responsibilities of different family membersChallenges in family life;<ul style="list-style-type: none">- shortage of food,- lack of money,- broken families,- separation due to nature of workLearning to live with these challenges.	The learner; <ul style="list-style-type: none">describes the types of families.explains the roles of the different members of a family.identifies the challenges in family life.identifies ways for overcoming the challenges in family life.	<u>Listening /Speaking</u> <ul style="list-style-type: none">sings a song related to families.describes pictures of family settings.narrates an event involving family leadership logically.describes people in a home by title.role plays a home/community situation. Pre-reading and reading/tactile <ul style="list-style-type: none">interprets picture stories.builds words from syllables.	The learner; <ul style="list-style-type: none">pronounces words correctly.reads/signs words correctly.spells word correctly.constructs sentences correctly.	Numbers The learner; <ul style="list-style-type: none">counts number of people (items) between 100 and 50000.finds missing values. Graphs The learner; <ul style="list-style-type: none">records different categories of people in a table.puts information on a bar graph.draws a bar graph.interprets a bar graph.	Traditional Folk dancing The learner; <ul style="list-style-type: none">identifies traditional folk dances from the community.performs basic dance motifs of the dances identified.sings traditional songs that accompany the traditional folk dance.	The learner makes items at home E.g. carving / making stools. Learners draw simple stories (imaginative composition) about leaders/leadership.	<ul style="list-style-type: none">Interpersonal relationshipFriendship formationSelf-awarenessInteracting freely with othersUsing polite languageBeing openKnowing one's position and responsibility

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
		<ul style="list-style-type: none"> reads/signs 2-3 syllable words related to leadership. builds sentences. <p>Pre-writing and writing/brailing</p> <ul style="list-style-type: none"> draws pictures related to people at home labels pictures using words writes/brailles target letter(s) clearly writes/brailles target word(s) legibly writes/brailles own name clearly and boldly 		<p>Operations</p> <p>The learner;</p> <ul style="list-style-type: none"> adds numbers 35,000 to 45,000. subtracts numbers between 30,000 and 50,000 multiplies numbers 100-500 using single digit divides simple numbers from 2-100 without remainder 	<ul style="list-style-type: none"> plays musical instruments to accompany the dance identifies costumes recommended for the traditional folk dance dresses in the costumes and performs the traditional folk dance movements 	<ul style="list-style-type: none"> Love Care

NOMADS AND FISHING COMMUNITIES

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts
1.1.6. Living things in the environment <ul style="list-style-type: none"> • What living things are • Characteristics of living things <ul style="list-style-type: none"> • They; <ul style="list-style-type: none"> - Grow - Feed - Reproduce - Breathe - Remove waste materials - Move - Identify and respond to changes around themselves • Examples of living things 	The learner: <ul style="list-style-type: none"> • Describes what living things are • Names common living things in their environment. • Identifies characteristics of living things. • classifies the different living things in the environment • demonstrates sustainable use of living things in the environment 	Listening and speaking The learner: <ul style="list-style-type: none"> • narrates a story related to an aspect of the environment logically • sings a song related to living things • recites a rhyme related to living things in the environment • describes pictures related to living things • talks about uses of living things Pre-reading and reading/tactile <ul style="list-style-type: none"> • Reading words and sentences • Building words • Breaking words into syllables 	Sets The learner; <ul style="list-style-type: none"> • name equal and equivalent sets. • forms subsets from bigger sets of items in their environment • identifies how many subsets can be formed from the universal set practically • counts different items in the environment that have been used in the sets 	Performing the Arts The learner; <ul style="list-style-type: none"> • identifies various situations and occasions where MDD is used for entertainment • plans how to organise the different occasions • sings various songs for entertainment, welcome, farewell, etc • plays instruments to accompany the songs 	The learner; <ul style="list-style-type: none"> • draws different living things in the environment e.g. animals, plants, insects; sea mammals, gnawing mammals, egg laying mammal 	<ul style="list-style-type: none"> • Creative thinking • Critical thinking • Problem solving • Logical thinking • Making choices • Appreciation • Care

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
<ul style="list-style-type: none"> (name examples of living things in the different kingdoms without getting into the classification) e.g. goat, lizard, mango tree, cabbages, malaria parasite, mushroom, sorghum plant, rice plant etc 		<ul style="list-style-type: none"> Reading short texts related to living things and their uses. Interpreting pictures r <p>Pre-writing and writing/brailing</p> <ul style="list-style-type: none"> writes/brailles words. writes/brailles short sentences. matches words to pictures. draws pictures and labels them using short sentences. completes sentences. 		<p>Place values</p> <p>The learner;</p> <ul style="list-style-type: none"> counts number of things in the environment up to 50,000 writes/brailles place values of digits up to Ten thousand groups things in the environment in Tens, Hundreds, Thousands and Ten Thousands. writes/brailles number of things in the environment in figures up to 50,000. writes/brailles numbers in words. 	<ul style="list-style-type: none"> performs dances to entertain the audience 	

NOMADS AND FISHING COMMUNITIES

Subtheme / Content	Competences						Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts	
				Operations The learner; <ul style="list-style-type: none">• adds two digit numbers with carrying.• subtracts 2 digit numbers with regrouping.• multiplies single digit number by 3 digits.• divides 2 digit numbers by a single digit number.			

Level One: Session Two

Subtheme / Content	Competences					Indicators of Life Skills and Values	
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts		Art And Crafts
1.2.1. Vegetable growing, I: (onions, tomatoes, cabbages, spinach, egg plants) – nursery bed required Vegetable growing II: (pepper, kale, spinach, pumpkin, water melon, cucumber) – no nursery bed required - The concept of vegetable growing - Types and Examples of vegetables - Setting up a nursery bed; - Land preparation	The learner; <ul style="list-style-type: none">• Establishes and manages a nursery bed• Sets up a vegetable garden• Manages a simple vegetable garden	<u>Listening /Speaking</u> The learner: <ul style="list-style-type: none">• names and identifies common vegetables.• describes pictures.• tells the procedure involved in vegetable growing.• recites an oral text related to vegetable growing.• answers comprehension questions orally.• builds word from syllables.	The learner; <ul style="list-style-type: none">• pronounces words correctly.• reads/signs words correctly.• spells words correctly. • constructs sentences correctly.	Sets The learner: <ul style="list-style-type: none">• draws a Venn diagram of two events.• interprets Venn diagrams. Fractions The learner: <ul style="list-style-type: none">• uses fractions to partition the land.• uses the idea of ratios to determine the size of the land.• adds fraction.• subtracts fraction.	Singing The learner: 1) sings the first stanza of the Uganda national Anthem (English Version) 2) perform theme-based song items that are based on vegetable growing.	Sources of business capital/ sources of business funds The learner; <ul style="list-style-type: none">• explains the meaning of capital.• identifies possible sources of capital.• describes procedures of getting funded.• assess the importance of business funding.• identifies the meaning and types of business.• mentions the different types of	<ul style="list-style-type: none">• Effective communication.• Creative thinking.• Critical thinking.• Decision making.• Problem-solving.• Fluency.• Confidence.• Responsibility.• Appreciation.• Taking decisions Care.

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts
<ul style="list-style-type: none"> - Seed selection / viability - Shade construction - Watering - Tools used in nursery bed maintenance (hand hoe, watering can, panga, trowel, rake) - Maintaining a nursery bed - Transplanting - Practices in vegetable growing; (primary tillage, manuring, secondary tillage, planting / transplanting, gap filling, thinning, weeding, pruning, 	<ul style="list-style-type: none"> • breaks words into syllables. <p>Pre-reading and reading/tactile</p> <ul style="list-style-type: none"> • interprets picture stories. • narrates a story related to vegetable growing. • identifies the target letter(s). • builds words from syllables. <p>Pre-writing and writing/brailing</p> <ul style="list-style-type: none"> • completes pictures. • draws patterns. • writes/brailles the target letter. • writes/brailles own name. 	<ul style="list-style-type: none"> • divides fraction. • measurement s. <p>The learner:</p> <ul style="list-style-type: none"> • measures length using metres. • determines how many plants can be put on a particular land. • measures capacity of water. 		<ul style="list-style-type: none"> • sole proprietorship. • describes the benefits and challenges of sole proprietorship. • demonstrates different sole trade business. • identifies other different business forms. <p>Making farm implements and tools</p> <p>The learner;</p> <ul style="list-style-type: none"> • makes hoe handles. • makes watering cans, container. 		

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts
mulching, staking, harvesting, processing, marketing. - Pests and diseases of vegetables		<ul style="list-style-type: none"> writes/brailles key words. 				
<i>(Depending on the chief economic activity, Focus can be put on either cattle keeping or Fish farming)</i> 1.2.1. b. Cattle keeping - Pasture management - Cattle pests and diseases	The learner; <ul style="list-style-type: none"> Demonstrate s ability to control Pests and diseases Demonstrate s proper pasture management practices. Constructs a fish pond 	<u>Listening /Speaking</u> <ul style="list-style-type: none"> names and identifies common pasture/ fish pond management practice. describes pictures of cattle pests / fish ponds. tells the procedure 	The learner; <ul style="list-style-type: none"> pronounces the words correctly. reads/signs words correctly. spells the words correctly. 	Fractions The learner: <ul style="list-style-type: none"> paddocks land using fraction. uses ratios to paddock land. 	Traditional Folk singing The learner; <ul style="list-style-type: none"> performs traditional folk songs related to work in the agricultural category. plays traditional musical instruments to 	The learner draws/paints different types of cattle The learner weaves, ropes for cattle tethering
						<ul style="list-style-type: none"> Creative thinking. Critical thinking. Decision making. Effective communication. Self-awareness. Making decisions.

NOMADS AND FISHING COMMUNITIES

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
<ul style="list-style-type: none"> - Cattle products and their importance - Establishing and managing a cattle farm 	<ul style="list-style-type: none"> • Demonstrate how to make a fish net • Demonstrate how to make and maintain a boat • Demonstrate management of a fish cage • Demonstrate the practice of earthworm rearing. 	<ul style="list-style-type: none"> involved in establishing a dairy farm/ fish pond. • recites an oral text related to pasture. • answers comprehension questions orally. • narrates an oral text related to fish pond/ pasture management. <p>Pre-reading and reading/tactile</p> <ul style="list-style-type: none"> • interprets picture stories. • identifies the target letter(s). • builds words from syllables. • builds word from syllables. 	<ul style="list-style-type: none"> • constructs sentences correctly. • reads/signs sentences correctly. • writes/brailles sentences correctly. 		accompany the singing. <ul style="list-style-type: none"> • performs body movements that accompany traditional folk singing. 	<ul style="list-style-type: none"> • Concern. • Responsibility. • Care • Love. Empathy.
1.2.1.b. (alternative) Fish farming <ul style="list-style-type: none"> • Managing a fish pond - Feeding - Breeding - Pond management - Pest and disease control • The cage system of fish farming • Fish farming as a business Vermiculture				<p>Construction</p> <p>The learner</p> <ul style="list-style-type: none"> • constructs circular and rectangular ponds. <p>Numbers</p> <p>The learner:</p> <ul style="list-style-type: none"> • counts number of fish. • writes/brailles numbers in figures. 	The learner draws; <ul style="list-style-type: none"> • fish • boats • fishing equipment The learner makes; <ul style="list-style-type: none"> • woven nets • fishing baskets • hooks • simple harpoons • fish cages • fishing baskets 	

Subtheme / Content	Competences						Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts	
The practice of earthworm rearing		<ul style="list-style-type: none"> breaks words into syllables. completes word puzzles. Pre-writing and writing/brailing <ul style="list-style-type: none"> completes pictures. draws letter patterns. writes/brailles the target letter. writes/brailles own name. writes/brailles key words related to fish farming/ pasture management . 		<ul style="list-style-type: none"> uses place value to write numbers in words. Operations The learner: <ul style="list-style-type: none"> adds numbers. Subtracts. Numbers. multiplies numbers. 			
1.2.2 Ways of saving our resources (water,	The learner: <ul style="list-style-type: none"> Discusses ways of 	Listening and speaking <ul style="list-style-type: none"> describes picture stories. 	The learner; <ul style="list-style-type: none"> pronounces words correctly. 	Money The learner: <ul style="list-style-type: none"> identifies paper money. 	Creative dance The learner;	The learner: <ul style="list-style-type: none"> weaves mats for drying grains. 	<ul style="list-style-type: none"> Decision making Assertiveness Self-awareness

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Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
food, money, time, fuel) <ul style="list-style-type: none"> • Food <ul style="list-style-type: none"> - Storing/granaries - Preserving food - Preparing adequate food for meal - Avoid wastage of food during the season of fruits (mangoes, jackfruit, pineapples) • Water rain - Harvest water - Safe ways of water storage - Proper use of water • Money 	saving resources	<ul style="list-style-type: none"> • narrates a familiar traditional story related to resources in the environment. • retells a story. • describes particular procedure. • discusses various ways of saving resources. Pre-reading and reading/tactile <ul style="list-style-type: none"> • compares objects by size and shape. • fits jig-saws. • builds syllables. • builds words related to 	<ul style="list-style-type: none"> • reads/signs words correctly. • spells words correctly. • constructs sentences correctly. • reads/signs sentences correctly. • writing sentences correctly. 	<ul style="list-style-type: none"> • budgets money. • role plays saving of money. • role plays banking money. • calculates interest. Time The learner: <ul style="list-style-type: none"> • budgets time. • identifies time for different activities. Capacity The learner: <ul style="list-style-type: none"> • calculates capacity. • compares capacity. 	<ul style="list-style-type: none"> • tells stories of proper and wrongful deeds as regards saving resources. • dramatises the stories using body movements. • plays musical instruments to accompany the dramatic body movements. • performs the stories using body movements and motifs. 	<ul style="list-style-type: none"> • Creative thinking • Making choices • Expressing one's point of view • Initiating new ideas • Self-reliance
					<ul style="list-style-type: none"> • weaves granaries. • weaves baskets. 	
					<ul style="list-style-type: none"> • models pots for storing water. • dries pots. • fires pots. 	

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
<ul style="list-style-type: none"> - Keeping money in banks - Using wooden/metallic boxes - Investing in assets e.g. animals, land - Planning before you spend • Time - Plan and manage time for every activity - Avoid time wasting activities - Avoid unnecessary visits • Fuel (paraffin, electricity, solar) - Switching off power when not in use - Buy energy savers 		saving resources. • reads/signs target word(s). • interprets picture stories. Pre-writing and writing/brailing • draws pictures of various resources in the environment. • writes/brailles patterns. • writes/brailles target letter(s). • writes/brailles key words. • writes/brailles own name.				<ul style="list-style-type: none"> • making candles out of bee's wax. • models cooking stoves, energy saving stoves. • makes briquette moulds. • makes briquettes. • makes mock money.

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Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts
<ul style="list-style-type: none"> - Light candles when it is dark • Firewood/wood fuel - Use energy saving stoves - Harvest branches of mature trees - Planting trees at home and in the gardens 						
1.2.3. Importance of recreation <ul style="list-style-type: none"> - Learning new skills and knowledge - Amusement - Enjoyment and fun - Exercises the body for fitness - Rest 	The learner; <ul style="list-style-type: none"> • Discusses the importance of creation 	Listening /speaking <ul style="list-style-type: none"> • tells and retells stories related to recreation. • listens to texts being read and answers comprehension questions. • names various benefits of 	The learner; <ul style="list-style-type: none"> • pronounces words correctly. • reads/signs words correctly. • spells words correctly. 	Graphs The learner: <ul style="list-style-type: none"> • records entertaining centres. • draws bar graphs. • interprets bar graphs. • works out word 	Singing The learner; <ul style="list-style-type: none"> • sings the first stanza of the Uganda Schools Anthem. • Performs theme-based song 	The learner makes recreational items; balls, merry go rounds, car models, boat models
						<ul style="list-style-type: none"> • Assertiveness • Friendship formation • Self esteem • Interpersonal relationship • Expressing one's point of view

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
<ul style="list-style-type: none"> - Entertainment and sports - Manage stress – relax - Improving the quality of life - Mental health improvement - Build family unity - Promote cultural diversity - Eliminates loneliness and boredom - Generate income - Meet friends - Increase tourism. 		recreation activities. <ul style="list-style-type: none"> • recites oral texts related to recreation activities. Pre-reading and reading/tactile <ul style="list-style-type: none"> • reads/signs sentences. • interprets pictures. • reads/signs poems, rhymes and tongue twisters. • reads texts of various length. • responds to questions. Pre-writing and writing/brailing <ul style="list-style-type: none"> • writes/brailles words. 	<ul style="list-style-type: none"> • constructs sentences correctly. • reads/signs sentences correctly. • writes/brailles sentences correctly. 	problems involving graphs. Algebra The learner: <ul style="list-style-type: none"> • finds missing numbers. • solves for the unknown. 	items that are based on health living.	<ul style="list-style-type: none"> • Working in groups • Self-appreciation • Interacting freely with others • Respect • concern

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Subtheme / Content	Competences						Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts	
		<ul style="list-style-type: none"> writing sentences. drawing and labelling pictures/posters. re-orders sentences to convey meaning. 					
1.2.4. Basic needs (examples of basic needs and people who provide the services) <ul style="list-style-type: none"> Difference between needs and wants Example of basic needs (food, shelter, safety and security, health, clothing, education) Providers of basic needs; ourselves 	The learner: <ul style="list-style-type: none"> Distinguishes between needs and wants Mentions examples of needs of a person Identifies the providers of needs in the family and society Role plays aspects of 	Listening /speaking The learner: <ul style="list-style-type: none"> lists the basic needs tells the differences between needs and wants identifies the needs with the help of a poster mentions people who provide services 	The learner; <ul style="list-style-type: none"> pronounces words correctly spells words correctly reads/signs words correctly constructs sentences correctly writes/brailles sentences correctly 	Numbers The learner: <ul style="list-style-type: none"> write number symbols. writes/brailles number symbols in words write numbers in expanded form Operations The learner:	Singing The learner; <ul style="list-style-type: none"> sings the first stanza of the Uganda national Anthem (Kiswahili version). Performs theme-based song items related 	Designing and decorating fabric (Tie and dye) for health living The learner; <ul style="list-style-type: none"> identifies fabrics that can be dyed. prepares local dyes for dyeing fabrics. dyes fabric materials using various methods. displays work. 	<ul style="list-style-type: none"> Effective communication. Creative thinking. Problem solving. Appreciation. Care. Love. Cooperation. Sharing.

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
/(the individual, government, parents, health workers, NGOs and development partners, security personnel, teachers, health workers	provision of basic needs at home and in communities	<ul style="list-style-type: none"> • narrates a logical story related to basic needs. • mentions people who provide basic needs. 	<ul style="list-style-type: none"> • reads/signs sentences correctly 	<ul style="list-style-type: none"> • multiplies numbers. • divides number. 	to basic needs.	
		<p>Pre-reading and reading/tactile</p> <ul style="list-style-type: none"> • reads/signs the needs from a chart. • reads/signs the names of people who provide others with services • interprets posters related to provision of basic needs • interprets picture stories 				

Subtheme / Content	Competences						Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts	
		related to basic needs Pre-writing and writing/brailing • writes/brailles words related to basic needs • writes/brailles sentences • draws and labels the people who provide service					
1.2.5. Leaders in our community (the village, local committee, composition and functions) Composition of the village local committee - Chairperson	The learner; • Describes a composition of village local communities. • Identifies leaders on the village local committee	Listening /Speaking • sings a song related to leadership at home and the community. • describes pictures • narrates an event involving	The learner; • pronounces words correctly. • spells words correctly. • reads/signs words correctly.	Numbers The learner; • counts number of people (items) between 100 and 50000. • finds missing values. Graphs	Traditional Folk dancing The learner; • identifies traditional folk dances from the community. • performs basic dance motifs of the	The learner makes items that support local communities e.g. carving / making stools. • Learners draw simple stories (imaginative composition) about leaders/leadership.	<ul style="list-style-type: none"> Assertiveness Self esteem Interpersonal relationships Friendship formation Being open

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
<ul style="list-style-type: none"> - Vice Chairperson - The General Secretary - The Secretaries • Roles of local Village Committees - To settle quarrels and disputes - To protect people and their property - To sensitise people on government policies and programs. - To mobilise people. - Guiding and counselling people 	<ul style="list-style-type: none"> • Discuss the roles of the village local committee 	<ul style="list-style-type: none"> family/community leadership logically • describes people by title • role plays a home/community situation • discusses various roles of leaders. Pre-reading and reading/tactile • interprets picture stories. • builds words from syllables. • reads/signs 2-3 syllable words related to leadership. • builds sentences. Pre-writing and writing/brailing 	<ul style="list-style-type: none"> • constructs sentences correctly • writes/braille s sentences correctly. • reads/signs sentences correctly. 	<p>The learner;</p> <ul style="list-style-type: none"> • records different categories of people in a table • puts information on a bar graph. • draws a bar graph. • interprets a bar graph. <p>Operations</p> <p>The learner;</p> <ul style="list-style-type: none"> • adds numbers 35000 to 45000. • subtracts numbers between 30,000 and 50,000. 	<p>dances identified.</p> <ul style="list-style-type: none"> • sings traditional songs that accompany the traditional folk dance. • plays musical instruments to accompany the dance. • identifies costumes recommended for the traditional folk dance. • dresses in the costumes and performs the traditional folk dance movements.. 	<ul style="list-style-type: none"> • Expressing likes and dislikes • Caring for others • Audibility • Use of polite language • Responsibility respect

Subtheme / Content	Competences						Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts	
		<ul style="list-style-type: none"> draws pictures related to people at home. labels pictures using words. writes/brailles target letter(s) clearly. writes/brailles target word(s) legibly. writes/brailles own name clearly and boldly. 		<ul style="list-style-type: none"> multiplies numbers 100-500 using single digit. divides simple numbers from 2-100 without remainder. 			
1.2.6. Non-living components of the environment and Physical features <ul style="list-style-type: none"> Non-living the components of the Environment "Soil/rocks, air, water 	<p>The learner:</p> <ul style="list-style-type: none"> Defines the environment. Differentiates between the two components of the environment 	<p>Listening /speaking</p> <p>The learner:</p> <ul style="list-style-type: none"> recites an oral text related to non-living components of the environment. describes pictures. 	<p>The learner;</p> <ul style="list-style-type: none"> pronounces words correctly. writes/braille s words correctly. spells words correctly. 	<p>Sets</p> <p>The learner:</p> <ul style="list-style-type: none"> draws sets using Venn-diagrams. finds the unknown. <p>Perimeter and area</p>	<p>Performing the Arts</p> <p>The learner;</p> <ul style="list-style-type: none"> identifies various situations and occasions where MDD is used for entertainment. 	<p>The learner uses non-living components of the environment to make utilitarian and decorative items: flower vases/pots, mosaics and collages from shells, stones and fossils.</p>	<ul style="list-style-type: none"> Critical thinking. Decision making. Effective communication. Problem solving. Self-awareness Logical thinking

Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
<ul style="list-style-type: none"> Physical features e.g. mountains, lakes, rivers, valleys and plains (importance, challenges and care) What non-living components of the environment are Examples of non-living components of the environment (rocks, soil, water bodies, air) Relationship between non-living components of the environment and physical features (physical features support life in different ways) Examples of physical features (rift valleys, 	<ul style="list-style-type: none"> Demonstrate sustainable utilisation of non-living resources in the environment. 	<ul style="list-style-type: none"> breaks words into syllables. interprets pictures. telling/re-telling stories related to the environment. <p>Pre-reading and reading/tactile</p> <ul style="list-style-type: none"> builds words from syllables. reads/signs sentences and short texts related to non-living components of the environment. answers comprehension questions related to texts read 	<ul style="list-style-type: none"> constructs sentences correctly. writes/brailles sentences correctly. reads/signs sentences correctly. 	<p>The learner</p> <ul style="list-style-type: none"> finds perimeter of a circle. finds area of a circle. <p>Construction</p> <p>The learner uses ropes, sticks and nails to construct</p>	<ul style="list-style-type: none"> plans how to organise the different occasions. sings various songs for entertainment, welcome, farewell, etc. plays instruments to accompany the songs. performs dances to entertain the audience. 	<ul style="list-style-type: none"> Care. Confidence. Concern. Responsibility. Making choices. <p>Making decisions.</p>

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Subtheme / Content	Competences					Indicators of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts
mountains, rivers, lakes, swamps, plateaus, plains) <ul style="list-style-type: none"> • Uses of the non-living components of the environment; homes for living things, for breathing, industrial use, for construction, tourist attraction, educational purposes, farming. • Management of non-living components of the environment/physical features. • Challenges in the management of non-living components of the environment/physical features 		Pre-writing and writing/brailing <ul style="list-style-type: none"> • write words legibly • draws pictures and labels them clearly using words and short sentences. • writes/brailles short sentences related to non-living components of the environment. • represents information using charts, maps and diagrams. 				

Level One: Session Three

Subtheme / Content	Competences					Indicators Of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts
1.3. 1. Agro-forestry and growing fruits trees (teak, pine, Eucalyptus, live fence plants, umbrella tree, ornamental plants) - The concept of agro-forestry - Common tree species grown in Uganda - Setting up a tree nursery bed - Land preparation for tree growing; size of holes, spacing, manuring - Caring for trees	The learner: • Explains the concept of agroforestry • Names common trees grown in agroforestry • prepares seedlings for transplantation. • demonstrates how to prepare land for agro-forestry. • sets up a demonstration. • grafts tree varieties.	Listening / speaking The learner: • recites oral texts related to agro-forestry. • listens to texts being read. • names and identifies common trees in the locality. • answers comprehension questions orally. • identifies similarities and differences between pictures. • tells a logical story related to the theme. Pre-reading and reading/tactile • compares different pictures and objects by colour, size and shape. • matches pictures to pictures.	The learner; • pronounces words correctly. • writes/brailles words correctly. • spells words correctly. • constructs sentences correctly. • writes/brailles sentences correctly. reads/signs sentences correctly.	Sets The learner: • sorts and groups trees. • uses Venn diagrams to know how many belong to a given group. • interprets Venn diagrams. Measurements The learner: • finds the area of land. • perimeter of land.	Singing The learner; Sings the traditional Anthem or the local songs about their community institution. 2) Performs theme-based song items related to agro-forestry.	The learner draws/paints different plants, trees, shrubs and flowers.
						• Critical thinking • Decision making • Problem solving • Empathy • Effective communication Concern • Self-awareness • Sharing • Care • Responsibility • fluency • Appreciation • Care

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Subtheme / Content	Competences						Indicators Of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts	
<ul style="list-style-type: none"> - Harvesting trees - Processing and use of tree products - Starting up an agro-forestry unit 		<ul style="list-style-type: none"> • identifies the target letter(s). • builds syllables using a target letter(s). • builds key words. Pre-writing and writing/braille <ul style="list-style-type: none"> • draws different pictures. • matches pictures to word. • writes/brailles target letter(s) pattern. • writes/brailles own name. 		<ul style="list-style-type: none"> • finds how many trees can be planted on a given area of land. Fractions <p>The learner:</p> <ul style="list-style-type: none"> • divides land using ratios. • compares fractions. • divides fractions. • multiplies fractions. 			
1.3.1. b. Poultry (chicken, ducks, turkeys) <ul style="list-style-type: none"> - The concept of poultry keeping 	<p>The learner;</p> <ul style="list-style-type: none"> • Explains the term poultry • Names common 	Listening /speaking <p>The learner:</p> <ul style="list-style-type: none"> • mentions names of common domestic birds. • identifies poultry birds from pictures. 	<p>The learner;</p> <ul style="list-style-type: none"> • pronounces words correctly. 	Operations <p>The learner:</p> <ul style="list-style-type: none"> • adds number of birds. • subtracts numbers. 	Singing <p>The learner;</p> <ul style="list-style-type: none"> • Sings and performs various theme- 	<p>The learner;</p> <ul style="list-style-type: none"> • draws different poultry 	<ul style="list-style-type: none"> • Effective communication • Critical thinking • Creative thinking • Problem solving

Subtheme / Content	Competences					Indicators Of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
<ul style="list-style-type: none"> - Importance of poultry keeping - Examples of birds kept at home (chicken, ducks, turkeys) - Types of poultry/ (layers, broilers and dual purpose) - Brooding and caring for the young of poultry - Systems of poultry keeping (free range, battery system, fold units, deep litter) - Poultry pests and diseases: examples, cause, vectors, signs and symptoms, control and 	<ul style="list-style-type: none"> birds kept at home. Distinguishes between the different types of poultry demonstrates best practices in poultry keeping. makes local materials used in poultry keeping. Describes the different signs and symptoms of poultry diseases. 	<ul style="list-style-type: none"> tells connected text from memory. names common poultry pests. names common poultry diseases. names different types of poultry. names young ones of poultry bids. <p>Pre-reading, and reading/tactile</p> <ul style="list-style-type: none"> interprets pictures related to poultry keeping. reads/signs syllables and makes words. reads/signs key words related to names of poultry birds. builds words from syllables. matches words related to poultry with pictures. 	<ul style="list-style-type: none"> writes/brailles words correctly. spells words correctly. constructs sentences correctly. writes/brailles sentences correctly. reads/signs sentences correctly 	<ul style="list-style-type: none"> multiplies numbers. divides numbers. uses commutative property. 	<ul style="list-style-type: none"> based songs about poultry and poultry keeping. Dramatises situations about poultry keeping 	<ul style="list-style-type: none"> models different birds constructs simple houses for birds. <ul style="list-style-type: none"> Fluency Love Patience Care Appreciation Concern

Subtheme / Content	Competences					Indicators Of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts
prevention/treatm ent (coccidiosis, fowl typhoid, new castle, fowl pox) - Poultry vices - Starting up a poultry farm.		Pre-writing and writing/brailing <ul style="list-style-type: none"> draws pictures of domestic birds and labels them legibly Draws common bird pests Writes/brailles key words related to poultry keeping. writes/brailles letters pattern. draws picture stories. writes/brailles own name. 				
1.3.2. Proper use of other resources. Plastic bottles, polythene, paper, sand (reusing, recycling. Return, refuse/reject, reduce) <ul style="list-style-type: none"> Managing resources through recycling, reusing, reducing and refusing 	The learner: <ul style="list-style-type: none"> demonstrates the proper use of other resources. 	Listening /speaking The learner: <ul style="list-style-type: none"> listens to and retells a story. composes/recites an oral text e.g. poems/rhyme/tongue twister related to non-decomposable resources in the environment. interprets picture stories. listens to a story and answers questions about it orally. 	The learner; <ul style="list-style-type: none"> pronounces words correctly. writes/brailles words correctly. spells words correctly. 	Operations The learner: <ul style="list-style-type: none"> adds numbers. subtracts numbers. divides numbers. Money The learner: <ul style="list-style-type: none"> calculates capital. 	Drama The learner; <ul style="list-style-type: none"> Tells stories regarding the proper use of resources in the community. Tells stories of poor use of resources 	The learners; <ul style="list-style-type: none"> Recycles plastics and refuse into utilisable items like mats, bags, toys, dolls, puppets, marionettes
						<ul style="list-style-type: none"> Creative thinking Coping with emotions Problem solving Initiating new ideas Analysing statements Evaluating facts

Subtheme / Content	Competences					Indicators Of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
<ul style="list-style-type: none">● Recycling: glass, paper, cardboard, metal, plastics, tyres, textiles materials● Re-using glass jars, containers/cans, gallons, plastic bottles, straws, newspapers, magazines, paper bags, clothes, buy durable goods● Refusing: avoid products wrapped in plastics, use your own reusable bags, avoid using disposable materials, and learn to repair rather than discard.	<p>Pre-reading and reading/tactile</p> <ul style="list-style-type: none">● recognises missing parts of the picture.● builds words from syllables.● reads/signs key words related to resources.● matches pictures to words.● reads/signs a short texts related proper use and disposal of resources.● matches pictures to words. <p>Pre-writing and writing/brailing</p> <ul style="list-style-type: none">● makes letter patterns.● writes/brailles target letter(s) correctly.● labels pictures using words.● writes/brailles own name.● matches words to pictures.	<ul style="list-style-type: none">● constructs sentences correctly.● writes/brailles sentences correctly. <p>reads/signs sentences correctly</p>	<ul style="list-style-type: none">● calculates discount.● calculates profit.● calculates loss.	<p>in their community.</p> <ul style="list-style-type: none">● Dramatises situations of proper and poor use of resources in their communities.	<ul style="list-style-type: none">● Endurance● Tolerance	

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Subtheme / Content	Competences						Indicators Of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts	
<ul style="list-style-type: none"> Reducing: Buy only what you will use, remember your grocery bags, buy goods packaged with less waste 		<ul style="list-style-type: none"> draws pictures related to managing resources and labels them. 					
1.3.3. Cultural Festivals a) Cultural festivals - Naming according to circumstance e.g. twins, gods, clan, seasons, seasonal activities, sex b) Initiation practices - Circumcision - Detoothing - Tattooing	The learner: <ul style="list-style-type: none"> identifies cultural festivals in our community. 	Listening /speaking The learner: <ul style="list-style-type: none"> narrates experiences related to cultural festivals logically. role plays a cultural event. listens to texts and retelling the main ideas. performs a traditional performance related to cultural festivals. Pre-reading and reading/tactile <ul style="list-style-type: none"> interprets pictures/ stories sequences. 	The learner; <ul style="list-style-type: none"> pronounces words correctly. writes/brailles words correctly. spells words correctly. constructs sentences correctly. 	Graphs The learner: <ul style="list-style-type: none"> records cultural festivals in the area. sequencing occurrences in ascending order and descending order. draws graphs. Operations	<ul style="list-style-type: none"> Traditional folk singing The learner: <ul style="list-style-type: none"> Identifies ceremonial activities in their community. Performs ceremonial traditional folk songs from their community Plays traditional 	The learner; <ul style="list-style-type: none"> Identifies plaited articles Identifies materials and tools Prepares the materials Plaits a binding strip 	<ul style="list-style-type: none"> Friendship formation Assertiveness Self-awareness Negotiation Use of polite language Talking about one's culture Appreciation

Subtheme / Content	Competences					Indicators Of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts
c) Importance of initiation - Identify/belonging - Recognition - Transition from child hood to adulthood		<ul style="list-style-type: none"> reads/signs words and sentences. reads/signs texts, poems and stories related cultural festivals. sequences sentences to form a logical story. <p>Pre-writing and writing/brailing</p> <ul style="list-style-type: none"> draws pictures related to cultural festivals. writes/brailles words and sentences. writes/brailles short texts related to cultural festivals. draws, colours and labels pictures related to cultural festivals. 	<ul style="list-style-type: none"> writes/brailles sentences correctly. reads/signs sentences correctly 	<ul style="list-style-type: none"> adds numbers. subtracts numbers. multiplies numbers. divides numbers. numbers. Calendar. identifies time for different occurrences. calculates duration. 	<ul style="list-style-type: none"> music instruments to accompany the songs. Performs body movements to accompany the songs. • 	<ul style="list-style-type: none"> Prepares the binding strip Joins the strip Makes the mat Stitches the strip around the mat Finishes the mat Displays the work done <p>The learner;</p> <ul style="list-style-type: none"> Makes different costumes worn at different ceremonie s.

NOMADS AND FISHING
COMMUNITIES

Subtheme / Content	Competences					Indicators Of Life Skills and Values	
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts		Art And Crafts
1. 3. 4. Hygiene and Sanitation	The learner: <ul style="list-style-type: none">• Distinguishes between hygiene and sanitation• Identifies essential materials for maintaining hygiene and sanitation• demonstrates basic hygienic and sanitation practices for health.• makes basic sanitary materials.	<u>Listening /Speaking</u> The learner: <ul style="list-style-type: none">• mentions the activities that help to keep the environment clean.• mentions the tools used to clean our environment.• lists the activities involved in personal hygiene.• discuss how to prevent common diseases.• demonstrates different various activities done to keep clean at school and home. Pre-reading and reading/tactile <ul style="list-style-type: none">• reads/signs names of tools, used to keep the environment clean.• reads/signs sentences on personal hygiene.• read sentences on prevention of diseases.	The learner; <ul style="list-style-type: none">• pronounces words correctly.• writes/brailles words correctly.• spells words correctly.• constructs sentences correctly.• writes/brailles sentences correctly.• reads/signs sentences correctly	Numbers The learner: <ul style="list-style-type: none">• counts numbers.• uses greater than and less than.• uses place value of 100, 1000, 10,000 and 100,000 to write numbers. Operations The learner: <ul style="list-style-type: none">• adds numbers.• subtracts numbers.• multiplies numbers.• divides numbers.	Singing The learner; <ul style="list-style-type: none">• Performs theme-based songs related to hygiene and sanitation• Plays musical instruments to accompany the songs.• Performs body movements in response to the music played. Drama	The learner makes; <ul style="list-style-type: none">• Simple tools and equipment to keep hygiene and sanitation e.g. local brooms from local available materials.• toilet covers, sanitary pads, rubbish bins, drying racks, cloth lines, tippy taps	<ul style="list-style-type: none">• Decision making• Assertiveness• Negotiation• Self-awareness• Knowing consequences of one's decision• Making choices• Volunteering• Standing up for one's rights• Requesting• Patience• Responsibility

Subtheme / Content	Competences					Indicators Of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
proper rubbish disposal, proper waste management, cleaning and maintaining water sources, water purification, proper food handling practices, drying clothes and utensils. - Why practise good sanitation and hygiene (disease prevention, comfort, beauty, destroying pests and vectors, improved life quality and expectancy	<ul style="list-style-type: none">interprets pictures related to hygiene and sanitation. Pre-writing and writing/brailing <ul style="list-style-type: none">writes/brailles names of tools used to keep clean.writes activities done to keep personal hygiene.draws pictures to illustrate activities geared towards keeping the environment clean.labels pictures using words and short sentences.composes a picture story related to keeping the environment clean.		Patterns and sequences The learner: <ul style="list-style-type: none">makes patterns using numbers (square numbers, even and odd).applies patterns to different designs. Fractions The learner: <ul style="list-style-type: none">adds fractionssubtracts fractions.	The learner; <ul style="list-style-type: none">Tells stories of improper hygiene situations in the community.Dramatise s situation of improper hygiene in the community in which a solution is clearly given.		

Subtheme / Content	Competences					Indicators Of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts
				<ul style="list-style-type: none"> applies fractions in daily lives. 		
1.3.5. Peace and security Factors that promote peace and Security - Good relations, helping - Caring for one another - Observing rights and responsibilities - Forgiving, praying, guiding others, love, obedience, respect	The learner: <ul style="list-style-type: none"> identifies factors that promote peace and security. identifies people who keep peace and security and their roles. discusses the importance of polluting peace and security. identifying the causes of insecurity. 	Listening and speaking <ul style="list-style-type: none"> names people who keep peace. describes picture stories. discusses factors that affect peace and security in the community. recites rhymes/poems/tongue twisters related to peace and security. tells stories related to peace and security logically. recognises similarities and differences in pictures related to peace and security. mentions basic rights of people. 	The learner; <ul style="list-style-type: none"> pronounces words correctly. writes/brailles words correctly. spells words correctly. constructs sentences correctly. writes/brailles sentences correctly. 	Numbers The learner: <ul style="list-style-type: none"> counts number of security organs in the area. writes/brailles numbers in words. Operations The learner: <ul style="list-style-type: none"> multiplies numbers. divides numbers. 	Traditional folk singing The learner; <ul style="list-style-type: none"> Identifies traditional folk songs regarding peace and security for example war songs. Sings traditional folk songs about peace and security. 	<ul style="list-style-type: none"> Non-violent conflict resolution Coping with stress Coping with emotions Peer resistance Resolving issues peacefully Knowing when to give in Forgiving others Being sensitive to other people's feelings

Subtheme / Content	Competences					Indicators Of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
<p>- Practicing religious societal norms</p> <p>People who keep peace and Security</p> <p>- The Police: Keep law and order, guidance and counselling, protect people and their property, enforce discipline/sensitisation programmes</p> <p>Religious leaders</p> <ul style="list-style-type: none"> o Guide and counselling o Enforce societal norms o Teach the word of God - Parents 	<ul style="list-style-type: none"> • identifies effects of insecurity. 	<p>Pre-reading and reading/tactile</p> <ul style="list-style-type: none"> • matches pictures to words. • builds words related to peace and security. • reads/signs short sentences related to peace and security. • matches words to pictures. • draws pictures and labels them using words and short sentences. • write 2-3 word sentences related to peace and security. <p>Pre-writing and writing/brailing</p> <ul style="list-style-type: none"> • writes/brailles letters correctly. • builds words and sentences related to peace and security. • matches words with pictures. 	reads/signs sentences correctly	<p>Fractions</p> <p>The learner:</p> <ul style="list-style-type: none"> • adds fractions. • subtracts fractions. • applies fractions to solve daily lives. <p>Algebra</p> <p>The learner:</p> <ul style="list-style-type: none"> • applies algebra to solve daily problems. <p>Graphs</p> <p>The learner:</p> <ul style="list-style-type: none"> • draws line graphs. • interprets line graphs. 	<ul style="list-style-type: none"> • Plays musical instruments to accompany the singing. • Performs body movements that demonstrate the concept being sung about. 	<ul style="list-style-type: none"> • Defending one's decision • Endurance • Appreciation

NOMADS AND FISHING COMMUNITIES

Subtheme / Content	Competences						Indicators Of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts	
<ul style="list-style-type: none"> ○ Guidance and counselling ○ Enforce discipline ○ Provide family basic needs. - Facilitators ○ Provide and enforce rules and regulations ○ Enforce discipline ○ Provide guidance and counselling - LC's ○ Guidance and counselling ○ Keeping law and order ○ Protecting people and their property - Elders ○ Guidance and counselling ○ Enforce discipline ○ Enforcing societal norms 		<ul style="list-style-type: none"> ● draws pictures and labels them using words and short sentences. ● write 2-3 word sentences. 					

Subtheme / Content	Competences						Indicators Of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts	
<ul style="list-style-type: none"> - Army, LDU's and Youth Importance of peace and Security - Harmony - Safety - Love - Care - Respect - Unity - Free movement of people, goods and services Causes of insecurity - Taking other people's property - Beating others 							

NOMADS AND FISHING COMMUNITIES

Subtheme / Content	Competences					Indicators Of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts
<ul style="list-style-type: none"> - Not observing rules, law and order - Failure to show respect - Use of abusive language - Non – respect for people differences - Defilement - Drug abuse - Child/self-neglect - Diseases - Lack of food, poverty - Poor relationship in homes Effects of insecurity - Death - Hunger/famine 						

Subtheme / Content	Competences					Indicators Of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts
<ul style="list-style-type: none"> - Fear - Divorce - Domestic violence - Child abuse - Dropping out of school - Loss of property/jobs - Homelessness. /displacement 						
1. 3. 6. Climate/Weather; definition, elements, Changes in the Weather, seasons and activities, effects of changes, managing changes, Disaster Risk Reduction (DRR)	The learner: <ul style="list-style-type: none"> • Explains the relationship between weather and climate • Explains the dangers and usefulness of the different 	<u>Listening /Speaking</u> The learner: <ul style="list-style-type: none"> • listens to recorded texts and summarises them. • retells stories logically. • describes weather conditions of a particular day. • names different weather conditions. • names different seasons experiences in the locality. 	The learner; <ul style="list-style-type: none"> • pronounces words correctly. • writes/brailles words correctly. • spells words correctly. 	Time The learner: <ul style="list-style-type: none"> • identifies different seasons of growing, and harvesting food. Graphs	Performing the Arts The learner; <ul style="list-style-type: none"> • Identifies various situations and occasions where MDD is used for 	<ul style="list-style-type: none"> • Effective communication • Problem solving • Decision making • Critical thinking • Self-awareness • Empathy

Subtheme / Content	Competences						Indicators Of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	Art And Crafts	
<ul style="list-style-type: none"> The concept of weather and climate Elements of weather (wind, rainfall, cloud, sun) Seasons: what they are, the different seasons (rainy season and dry season), activities one during different seasons (planting, weeding, harvesting, constructions etc.) Climate related disaster (drought, flooding, lightning/ 	<ul style="list-style-type: none"> elements of weather. measures elements of weather. designs disaster and risk reduction methods and strategies. 	<ul style="list-style-type: none"> names activities carried out in different seasons. Pre-reading and reading/tactile builds words and sentences related to weather. reads/signs sentences related to weather. interprets pictures related to weather. interprets weather charts. Pre-writing and writing/brailing writes/brailles words and sentences. draws pictures related to weather. labels pictures using sentences and words. records weather conditions of the day. 	<ul style="list-style-type: none"> constructs sentences correctly. writes/brailles sentences correctly. reads/signs sentences correctly 	<p>The learner:</p> <ul style="list-style-type: none"> draws weather charts. draws line graphs to show the amount of rainfall in the area. records seasons. <p>Algebra</p> <p>The learner:</p> <ul style="list-style-type: none"> writes/brailles equations. solves equations. 	<ul style="list-style-type: none"> entertain ment Plans how to organise the different occasions Sings various songs for entertain ment. Plays instrumen ts to accompan y the songs Performs dances to entertain the audience. 		<ul style="list-style-type: none"> Appreciation Making decisions Care Responsibilitie s Patience Sharing Cooperation empathy

Subtheme / Content	Competences					Indicators Of Life Skills and Values
	Livelihood Skills	Literacy	English	Numeracy	Performing Arts	
thunder, land/mud slides, storms etc.)		<ul style="list-style-type: none">• represents information using diagrams and pictures.• writes/brailles short texts related to weather.				

Scope and Sequence for Christian Religious Education Section

Level One: Session One

Theme	Sub Theme	Learning Area Competences	Suggested Activities
CREATION	Order of Creation <i>Gen 1: 1-30</i> <ul style="list-style-type: none"> The order of Creation Things God created Things made by man 	The learner; <ul style="list-style-type: none"> identifies things created by God. names things made by man. thanks God for the creation. 	<ul style="list-style-type: none"> Identifying things God created Discussing things made by man Saying a prayer of thanks giving for His creation Drawing things created by God
	I am part of God's creation <i>Gen 1: 26-30</i> <ul style="list-style-type: none"> The Creation of man. The first people God created <p>The uniqueness of man in God's creation</p>	<ul style="list-style-type: none"> names the first people God created. describes his/her position in the order of creation. explains his/her uniqueness as part of God's creation. thanks God for creating him/her. 	<ul style="list-style-type: none"> Naming the first people God created Describing his position in the order of creation. Telling and retelling the story about the creation of man Saying a prayer Singing a song thanking God for creating him/her Role playing the position of Adam and Eve in the order of creation
	Caring for myself as part of God's creation <ul style="list-style-type: none"> <i>Caring for God's creation Gen 1: 26-27</i> Ways of caring for self 	<ul style="list-style-type: none"> explains how he/she cares for him/herself. Thanks God for creating him/her. cares for self. 	<ul style="list-style-type: none"> Explaining how he/she cares for him/herself Reciting a prayer thanking God for creating him/her. Demonstrating care for self

Theme	Sub Theme	Learning Area Competences	Suggested Activities
	Caring for God's creation <ul style="list-style-type: none"> • Gen 1: 26-31 • practical ways of caring for; <ul style="list-style-type: none"> - plants - animals - birds - water i.e. boreholes, lakes and rivers • Names things he/she uses to care for God's creation 	<ul style="list-style-type: none"> • mentions practical ways of caring for God's creation. • describes how /she cares for God's creation. • cares for God's creation. • uses God's creation well. • says a prayer thanking God for His creation. 	<ul style="list-style-type: none"> • Naming things he/she uses to care for God's creation • Describing how he/she cares for God's creation. • Saying a prayer asking God to enable him/her take care of His creation • Praying and thanking God for His creation • Demonstrating caring for God's creation
Prayer and Faith	The Lord's prayer <ul style="list-style-type: none"> • The Lord's prayer Mathew 6: 9-15 	The learner; <ul style="list-style-type: none"> • reads/signs the Lord's prayer. • recites the Lord's prayer. 	<ul style="list-style-type: none"> • Reading the Lord's Prayer • Practicing reciting the Lord's prayer
	Jesus teaching on prayer <ul style="list-style-type: none"> • Bible teaching about faith and prayer Mathew 26: 40-41, 15:28-33 • Importance of prayer 	<ul style="list-style-type: none"> • explains the importance of prayer. • describes Jesus teaching on prayer. 	<ul style="list-style-type: none"> • explaining the Bible teaching about prayer • listening to the Bible text related to prayer • Discussing the importance of prayer
	Types of prayer <ul style="list-style-type: none"> • Confession prayer • Petition prayer • Thanks giving prayers 	<ul style="list-style-type: none"> • identifies different types of prayer. • uses different types of prayer to pray. 	<ul style="list-style-type: none"> • Identifying different types of prayers • Saying prayers
Meeting people's needs	Categories of people in need in community	<ul style="list-style-type: none"> • identifies categories of people in need from the community. 	<ul style="list-style-type: none"> • Identifying categories of people • Identifying the needs of different people

NOMADS AND FISHING COMMUNITIES

Theme	Sub Theme	Learning Area Competences	Suggested Activities
	<ul style="list-style-type: none"> The sick, aged, hungry, lame, blind, deaf, refugees, orphans, widows, street children. <p><i>Luke 4: 38-39, Mathew 20: 29-34</i></p> <ul style="list-style-type: none"> Types of needs: <ul style="list-style-type: none"> materials needed: food, clothing, shelter Intellectual needs: education Spiritual needs: prayer, religion 	<ul style="list-style-type: none"> identifies the types of needs for different people. thanks God for the different categories of people in need. cares for the different categories of people in the community. 	<ul style="list-style-type: none"> Listening to the Bible teaching about caring for others Caring for the different categories of people
	<p>Categories of people in need in the Bible</p> <ul style="list-style-type: none"> Different categories of people who were according to the Bible Ways Jesus met people's needs <p>Mark 1: 29-45, Luke 6: 27-35, caring for the needy as Jesus did</p>	<ul style="list-style-type: none"> identifies categories of people in need from the Bible. describes different ways Jesus met people's needs. 	<ul style="list-style-type: none"> Identifying from the Bible the different categories of people who were in need Caring for the needy as Jesus did praying for the needy people

Theme	Sub Theme	Learning Area Competences	Suggested Activities
	Ways of meeting people's needs in the community <ul style="list-style-type: none"> - physical, intellectual, spiritual and emotional needs • caring for the different categories of people's needs 	<ul style="list-style-type: none"> • identifies different ways of meeting people's needs. • prays for God's guidance to meet people's needs. • meets people's needs. 	<ul style="list-style-type: none"> • praying to God for guidance to meet people's needs • demonstrating meeting people's needs in the community • providing for people's needs • Praying for people in need • Singing praising songs appreciating the needy • Reciting poems appreciating the needy people
	Importance of meeting people's needs <ul style="list-style-type: none"> • Luke 6: 27-35 	The learner identifies the value of meeting people's needs.	<ul style="list-style-type: none"> • Identifying the value of meeting people's needs.
	<ul style="list-style-type: none"> • Practical ways of meeting people's needs such as; <ul style="list-style-type: none"> - The Sick - The Blind - The Aged - Orphans - The Deaf - The Hungry 	<ul style="list-style-type: none"> • demonstrates practical ways of meeting people's needs. • prays for the people in need. 	<ul style="list-style-type: none"> • Demonstrating how to meet people's needs • Praying for the people in need

Level One: Session Two

Theme	Sub Theme/Content	Learning Area Competences	Suggested Activities
Community Service	Service at home <ul style="list-style-type: none"> Roles and responsibilities of people at home Type of service to be offered at home. John 13: 34-35, Ephesians 4: 1-6 	The learner; <ul style="list-style-type: none"> identifies activities carried out at home. identifies the roles and responsibilities of people at home. offers services at home. 	<ul style="list-style-type: none"> Discussing activities carried out at home Identifying roles and responsibilities of different people at home, Role playing service at home Carrying out different activities at home
	Service at school <ul style="list-style-type: none"> Roles and responsibilities of people at school Type of service offered at school 	<ul style="list-style-type: none"> identifies activities carried out at the school. identifies roles and responsibilities of people at school. offers services at school. 	<ul style="list-style-type: none"> Identifying roles and responsibilities of different people at school Discussing activities carried out at school Carrying out activities in form of service at school Praying for the school community
	Service at Health Centre or Hospital <ul style="list-style-type: none"> Roles and responsibilities of people at the health centre kind of service to be offered at the health centre Mark 1: 29-34 	<ul style="list-style-type: none"> identifies activities carried out at the health centre. identifies roles and responsibilities of people at a health centre. offers services at a health centre. prays for people at the health Centre (patients and medical personnel). 	<ul style="list-style-type: none"> identifying the kind of service to be offered at the health Centre identifying roles and responsibilities of people at the health centre offering services at health Centre praying for people at the health Centre
	Service at church Roles and	<ul style="list-style-type: none"> names roles and responsibilities of people in church. 	<ul style="list-style-type: none"> Identifying the kind of service to be offered at Church

Theme	Sub Theme/Content	Learning Area Competences	Suggested Activities
	responsibilities of people in my church <ul style="list-style-type: none"> Activities carried out at the church Type of service to be offered at the church John 6: 5-11	<ul style="list-style-type: none"> identifies activities carried out in the church. offers services at the church. 	<ul style="list-style-type: none"> Discussing roles and responsibilities of different members of the church Offering services at Church
	<ul style="list-style-type: none"> Service in the community Roles and responsibilities of people in the community Type of service to be offered in the community Jesus' example of selfless service Mark 1:29-34, Mark 6: 31-44	<ul style="list-style-type: none"> identifies roles and responsibilities in the community. identifies type of services he/she can offer to the community. offers selfless service to the community. 	<ul style="list-style-type: none"> Discussing activities carried out in the community Discussing roles and responsibilities of different members of the community Participating in community service Praying for people in the community Offering selfless service

Level One: Session Three

Theme	Sub-theme /Content	Learning Area Competences	Suggested Activities
Community Service	Benefits of community service <ul style="list-style-type: none"> Benefits of unselfishness community service at home, school, health Centre, church and community. Galations3: 26-28, Mathew 19: 16-30 John 4: 1-12 Challenges faced in doing community services 	The learner: <ul style="list-style-type: none"> explains the benefits of community service. describes the challenges faced when offering community services. 	<ul style="list-style-type: none"> Explaining the benefits of unselfishness community service. Describing the challenges faced when offering community service
Community Service	<ul style="list-style-type: none"> Voluntary service projects in the community Voluntary service projects Ways of working with other during the voluntary service project 	<ul style="list-style-type: none"> identifies voluntary service projects. cooperates with others when working on a voluntary service project. 	<ul style="list-style-type: none"> Choosing a voluntary service project Working with others on a selected voluntary service project
	Causes and consequences of selfishness <ul style="list-style-type: none"> causes and consequences of selfish service Mathew 19: 66-30 	<ul style="list-style-type: none"> identifies causes and consequences of selfishness. prays to God to overcome selfishness. 	<ul style="list-style-type: none"> Identifying causes and consequences of selfishness praying for God's help to overcome selfish service
Living in Peace With Others	Ways of living in peace <ul style="list-style-type: none"> Ways of living in peace Fair and unfair behaviour Genesis 4: 1-10 	The learner; <ul style="list-style-type: none"> identifies ways of living in peace. fair and unfair behavior. 	<ul style="list-style-type: none"> Bible reading Discussing fair and unfair behaviour

Theme	Sub-theme /Content	Learning Area Competences	Suggested Activities
	<ul style="list-style-type: none"> Importance of fair behaviour Mathew 5:1-10 Consequences of unfair behaviour Genesis 4: 10-12 Prays for peace in the community, country 	<ul style="list-style-type: none"> consequences of unfair behavior. promotes peace in the community. lives in peace with others. 	<ul style="list-style-type: none"> Participating in activities that promote peace Praying for peace in the community and the country
	<ul style="list-style-type: none"> The Ten Commandments The Ten Commandments Exodus 20:1-17 The two greatest commandments Mathew 22: 34-40 	<ul style="list-style-type: none"> reads/signs the Ten Commandments. keeps the Ten Commandments. explains the two greatest commandments. lives according to the two greatest commandments. 	<ul style="list-style-type: none"> Reading the ten commandments Demonstrating keeping the ten commandments demonstrating ways of living according to the two greatest commandments thanks God for the commandment
Leadership And Democracy	Characteristics of Leaders <ul style="list-style-type: none"> Different characteristics of leaders Jesus as a leaders Mark 1:11-35,40-43 Not self-promoting, obedient to holy spirit, attended to crisis, Team-builder, relationship builder, practised daily prayer, empowered others and expressed control and authority 	<ul style="list-style-type: none"> mentions the characteristics of leaders. identifies characteristics of Jesus as a leader. 	<ul style="list-style-type: none"> Identifying the different characteristics of different leaders Sharing characteristics of Jesus as a leader Praying for the leaders
	Leadership at home <ul style="list-style-type: none"> Parents and their roles as leaders at home Other leaders at home 	<ul style="list-style-type: none"> describes the role of parents as leaders. names other leaders at home. 	<ul style="list-style-type: none"> Role playing different leaders and their roles at home

NOMADS AND FISHING COMMUNITIES

Theme	Sub-theme /Content	Learning Area Competences	Suggested Activities
	<ul style="list-style-type: none"> Importance of leaders at home 	<ul style="list-style-type: none"> prays for the parents and other leaders at home. mentions the importance of leaders at home. 	<ul style="list-style-type: none"> Mentioning the importance of leaders in a home Praying for parents and other leaders at home
	Leadership at school <ul style="list-style-type: none"> Different leaders at school and their roles Importance of leaders at school 	<ul style="list-style-type: none"> identifies different leaders at school. describes the roles of leaders at school. prays for leaders at school. 	<ul style="list-style-type: none"> Identifying different leaders at school and their roles Mentions the importance of leaders in the school praying for leaders at school
	Leadership in church <ul style="list-style-type: none"> Leaders at church and their roles Importance of leaders in church 	<ul style="list-style-type: none"> identifies different leaders in church. describes the roles of leaders in the church. prays for church leaders. 	<ul style="list-style-type: none"> Identifying different leaders at church and their roles Giving the importance of leaders in the church praying for leaders at church
	Leadership in community <ul style="list-style-type: none"> Different leaders in the community and their roles Importance of leaders in the community 	<ul style="list-style-type: none"> identifies different leaders in the community. tells the roles of community leaders. prays for community leaders. 	<ul style="list-style-type: none"> Identifying different community leaders i.e. LC1,2,3 Giving the importance of leaders in the community Praying for different leaders
	Benefits of choosing good leaders at school, church, community and in the country <ul style="list-style-type: none"> ways of choosing good leaders 	<ul style="list-style-type: none"> gives ways of choosing good leaders. identifies the benefits of choosing good leaders. 	<ul style="list-style-type: none"> Giving the benefits of choosing good leaders. Praying for the leaders

Theme	Sub-theme /Content	Learning Area Competences	Suggested Activities
	<ul style="list-style-type: none">• importance of choosing good leaders	<ul style="list-style-type: none">• thanking God for the good leaders.• prays to have good leaders in the community, church and country.	

Scope and Sequence for Islamic Religious Education Section

Level One: Session One

Theme	Topic/Content	Learning Area Competences	Suggested Activities
Theme 1 Reading from the Qur'an	<ul style="list-style-type: none"> • Surat Al-Fatiha, Chapter 1 Concept of Salaam • Importance of Salaam • Rules governing Salaam 	The learner: <ul style="list-style-type: none"> • says salaam. • explains of salaam. • gives the importance of salaam. 	<ul style="list-style-type: none"> • Saying Salaam • Giving the meaning of Salaam. • Giving the importance of Salaam • Giving rules governing Salaam
	Surat Al-Fatiha, Chapter 1-Meaning <ul style="list-style-type: none"> • Surat Al-Fatiha • Meaning of Surat Al-Fatiha <ul style="list-style-type: none"> - <i>In the name of Allah, the most merciful, the most beneficial</i> - <i>All praise and thanks are due to Him.</i> - <i>He, alone is the owner of the day of judgement</i> - <i>He alone is to be worshipped and He, alone we seek for help.</i> - <i>He alone we seek for guidance</i> 	<ul style="list-style-type: none"> • recites Surat Al-Fatiha. • gives the meaning of Surat Al-Fatiha. 	<ul style="list-style-type: none"> • Reciting Surat Al-Fatiha • Practical demonstration of saying Salaam in groups, class and individuals • Practicing demonstrating rules governing Salaam. • Giving the meaning of Surat Al-Fatiha.

Theme	Topic/Content	Learning Area Competences	Suggested Activities
	<ul style="list-style-type: none"> • Surat Al-Fatiha, Chapter 1-Importance Importance of Surat Al-Fatiha - <i>Helps us to worship only Him.</i> - <i>Helps us to walk in the straight path</i> - <i>We get guidance from him.</i> <p>Using Surat Al-Fatiha in prayer</p>	<ul style="list-style-type: none"> • gives the importance of Surat Al-Fatiha. • recites Surat Al-Fatiha in prayer. 	<ul style="list-style-type: none"> • Practical demonstration of reciting Surat Al-Fatiha in prayer
Theme 2, Hadith: Traditions of the Prophet (PBUH)	<ul style="list-style-type: none"> • Moral and Spiritual teaching dua before bed: <i>Bismilahi rahmani Rahim, Bi-ismika amuutu wa ahya</i> • Dua before meals: <i>Bismillah wa alaa Barakaati Allahi</i> • Dua after meals: <i>Alhamudu lillahi Aladhi Adwiamam wathakaan waj-alani minal muslim een.</i> 	<ul style="list-style-type: none"> • says the dua before bed. • says the dua before and after meals. 	<ul style="list-style-type: none"> • Saying the different Dua they know. • Saying Dua before bed. • Saying Dua before and after meals.
	<p>Moral and Spiritual teaching Dua for parents: <i>Rabbi-igifilii war' ham huma kama Rabbayan Swaghire</i></p>	<ul style="list-style-type: none"> • says dua for parents. • gives the meaning of the different dua. • gives the importance of the different dua in daily life. 	<ul style="list-style-type: none"> • Saying dua for parents. • Forming different groups and recite the different dua.
Theme 3:	<p>Faith</p> <ul style="list-style-type: none"> • My relationship with Allah 	The learner;	

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Theme	Topic/Content	Learning Area Competences	Suggested Activities
Tawhiid (Faith)	<ul style="list-style-type: none"> Oneness of Allah 	<ul style="list-style-type: none"> tells his/her relationship with Allah (Creator). appreciates his/her relationship with Allah. appreciates the oneness of Allah. 	<ul style="list-style-type: none"> Stating their relationship with Allah.
	<ul style="list-style-type: none"> Faith Worshipping Allah Importance of worshipping Allah <ul style="list-style-type: none"> <i>We are Allah's creatures and he is our creator</i> <i>Allah is one and only one</i> <i>He is the only one to be worshipped</i> <i>Worshipping Allah brings us nearer to Him.</i> 	<ul style="list-style-type: none"> appreciates worshipping Allah alone. gives the importance of worshipping Allah. 	<ul style="list-style-type: none"> Appreciating the fact that Allah is the only creator, He is one. Giving the different ways of worshipping Allah. Giving the importance of worshipping Allah in daily life. Practically demonstrate, role play how people can worship Allah.
Theme 4, Fiqh (Practice)	<ul style="list-style-type: none"> Ablution Meaning of ablution <i>Ablution is cleaning and washing of the body.</i> <i>It is done in preparation for prayer and washing of the dead body</i> 	<p>The learner;</p> <ul style="list-style-type: none"> explains the meaning of ablution. gives the different types of ablution identifies things which spoil ablution. 	<ul style="list-style-type: none"> Explaining the meaning of ablution Giving the different types of ablution Discussing things that spoil ablution Performing ablution before prayer Demonstrating how ablution is carried out i.e. using sand

Theme	Topic/Content	Learning Area Competences	Suggested Activities
	<ul style="list-style-type: none"> Types of ablution <p><i>Two types of ablution: dry ablution (use of sand), ablution using water</i></p> <ul style="list-style-type: none"> Things which spoil ablution i.e. passing of air, urinating, vomiting etc. Practical taking of ablution 	<ul style="list-style-type: none"> takes ablution daily when needed before prayer. 	<p>or clean soil and using water.</p>
	<p>Ghusul</p> <ul style="list-style-type: none"> Practical taking of ablution Meaning of Ghusul <p><i>washing the whole body</i></p> <ul style="list-style-type: none"> Ghusul-Conditions for Ghusul 	<ul style="list-style-type: none"> gives the meaning of Ghusul. identifies the conditions for Ghusul. performs ghusul practically. 	<ul style="list-style-type: none"> Demonstrating how ghusul is carried out. Discussing conditions that necessitates ghusul (washing of the whole body)
<p>Theme</p> <p>History of Islam</p>	<p>Life of Prophet Muhammad (PBUH)</p> <ul style="list-style-type: none"> Prophet Muhammad (PBUH)'s clan <p><i>His clan Banu Hashim</i></p> <ul style="list-style-type: none"> Prophet Muhammad's tribe 	<p>The learner;</p> <ul style="list-style-type: none"> names his/her clan. names the clan of Prophet Muhammad (PBUH). our tribes. names the tribe of Prophet Muhammad (PBUH). 	<ul style="list-style-type: none"> Naming the clan of Prophet Muhammad (PBUH). Naming the tribe of Prophet Muhammad (PBUH)
	<p>Life of Prophet Muhammad (PBUH)-work</p> <ul style="list-style-type: none"> Prophet Muhammad's works 	<p>The learner;</p> <ul style="list-style-type: none"> gives some of the work that was done by Prophet Muhammad (PBUH). 	<ul style="list-style-type: none"> Discussing some of the work done by Prophet Muhammad (PBUH)

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Theme	Topic/Content	Learning Area Competences	Suggested Activities
	<ul style="list-style-type: none"> • <i>His works:</i> <ul style="list-style-type: none"> - <i>Prophet</i> - <i>Merchant</i> - <i>Shepherd</i> 		
	<p>Life of Prophet Muhammad (PBUH)-characters</p> <p>Prophet Muhammad's character</p> <ul style="list-style-type: none"> • <i>His character</i> <ul style="list-style-type: none"> - <i>brave</i> - <i>loyal</i> - <i>obedient</i> - <i>tolerant</i> - <i>kind</i> 	<ul style="list-style-type: none"> • identifies Prophet Muhammad's character. • appreciates the life and character of Prophet Muhammad (PBUH) • applies the character of Prophet Muhammad (PBUH) in daily life. • emulates the character of Prophet Muhammad (PBUH). • names the work done by parents/community. 	<ul style="list-style-type: none"> • Gives Prophet Muhammad's character. • Appreciating the life and character of Prophet Muhammad (PBUH) • Emulating the character of Prophet Muhammad (PBUH) in daily life • Sharing lessons learnt • Mentioning the work done by parents/community. • Identify the character of people in community.

Level One: Session Two

Theme	Topic/ Content	Learning Area Competences	Suggested Activities
1. Reading from the QUR'AN	<ul style="list-style-type: none"> • Surat Al-Falaq Writing Surat-Al-Falaq • Reciting Surat-Al-Falaq 	The learner; <ul style="list-style-type: none"> • recites Surat-Al-Falaq. • recites Surat-Al-Falaq. 	<ul style="list-style-type: none"> • Writing Surat-Al-Falaq • Reciting Surat-Al-Falaq
	<ul style="list-style-type: none"> • Surat Al-Falaq-meaning of Al-Falaq • Application of Surat-Al-Falaqin in real life 	<ul style="list-style-type: none"> • gives the meaning of Surat-Al-Falaq. 	<ul style="list-style-type: none"> • Explain the meaning of Surat-Al-Falaq • Applying Surat-Al-Falaqin real life
	<ul style="list-style-type: none"> • Surat Al-Falaq-importance Importance of Surat-Al-Falaq • Using Surat-Al-Falaq in daily life 	<ul style="list-style-type: none"> • gives the importance of Surat-Al-Falaq. • uses Surat-Al-Falaq in daily prayer. 	<ul style="list-style-type: none"> • Mentioning the importance of Surat-Al-Falaq
2. HADITH (Traditions of the Prophet (PBUH))	Moral and Spiritual / teaching <ul style="list-style-type: none"> • Respect for parents, teachers, leaders and elders • Different ways of showing respect 	The learner; <ul style="list-style-type: none"> • identifies people who should be given respect. • identifies the different ways of respecting parents, teachers, leaders, and elders. 	<ul style="list-style-type: none"> • Identifying people who should be respected
	<ul style="list-style-type: none"> • Moral and Spiritual / teaching Hadith concerning respect for parents 	<ul style="list-style-type: none"> • recites hadith concerning respect for parents. 	<ul style="list-style-type: none"> • Mention the different ways of respecting parents, teachers, leaders, and leaders

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Theme	Topic/ Content	Learning Area Competences	Suggested Activities
	Moral and Spiritual / teaching <ul style="list-style-type: none"> • Hadith concerning respect for leaders 	<ul style="list-style-type: none"> • gives the importance of hadith concerning respect for leaders. • shows respect for parents, teachers, leaders and elders. 	<ul style="list-style-type: none"> • Stating the importance of hadith concerning respect. • Practical recitation of Hadith in groups. • Practically demonstrates / role play activities that give respect to others.
3. TAWHIID (Faith)	<ul style="list-style-type: none"> • Angels What Angels are: <ul style="list-style-type: none"> - These are spiritual beings who carry functions of Allah • Names of Angels: • Gibril, Michael, Mukarabin, Atiidu, Rakhib, Israel, etc • Functions of the Angels: <ul style="list-style-type: none"> - Gibril: <i>carried messages from Allah to Prophets.</i> - Mukarabin: <i>stays nearest to Allah</i> - Atiidu: <i>records good deeds</i> - Rakhib: <i>records wrong deeds</i> 	The learner; <ul style="list-style-type: none"> • names the different Angels of Allah. • gives the different functions of the angels. 	<ul style="list-style-type: none"> • Naming the different Angels. • Mentioning the different functions of the Angels.
	Angels – importance <ul style="list-style-type: none"> • Importance of Angels: 	<ul style="list-style-type: none"> • gives the importance of angels in Islam. • appreciates Allah for creating angels. 	<ul style="list-style-type: none"> • Discussing the importance of Angels in Islam. • Saying prayer thanking Allah for creating the Angels.

Theme	Topic/ Content	Learning Area Competences	Suggested Activities
	<ul style="list-style-type: none"> - Messages of Allah reach us. - They draw us nearer to Allah - They remind us of doing good deeds. - They give us guidance • Israel • Responsible for death 		
4. FIGH (practice)	<p>Prayers (Salat)</p> <ul style="list-style-type: none"> • What Salat is in Islam. - Is one of the pillars of Islam - It is a form of worship - It is a way of communicating with Allah. - Types of obligatory prayers - Al-Fajir (subuhi) - Al-Dhuhur, Al-Assr, Al-manghrib, al-Ishai • Times for obligatory prayers - Al-Fajir (Early morning before sunrise (at dawn) - Al-Dhuhur (immediately <i>after</i> midday) 	<p>The learner;</p> <ul style="list-style-type: none"> • explains what Salat is. • names the different types of obligatory prayers. • gives the times for obligatory prayers. 	<ul style="list-style-type: none"> • Mentioning the different types of obligatory prayers • Telling the times for obligatory prayers

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Theme	Topic/ Content	Learning Area Competences	Suggested Activities
	<ul style="list-style-type: none"> - Al-Assr (between Dhurhur and Manghrib) - Al-Manghrib (immediately after sun set) - Al-Ishai (between Manghrib and Al-fajir) 		
	<p>• Prayers (Salat) Adhan (call for prayers)</p> <ul style="list-style-type: none"> - Allahu Akbar, Allahu Akbar x2 - Haya alal saha x2 - Haya alal fala x2 - Allahu Akbar Alahu Akbar - Laah ilaha, ilaa laah - Allah is great x2 - I testify that no one to be worshipped except Allah x2 - I testify that Muhammad is His Prophet/Messenger x2 - Come for prayers x2 - Come for Salvation x2 - Allah is great x2 <p><i>No one to be worshipped but Allah</i></p>	<ul style="list-style-type: none"> • practises call for prayers. • performs daily prayers (demonstrates). • develops love for routine obligatory prayers. 	<ul style="list-style-type: none"> • practicing call for prayers • Performing daily prayers. • Appreciating routine obligatory prayers. <p><i>Allah Akbar x2</i> <i>Asrihadu Allah Llaah Illa Allah x2</i> <i>Asrihadu Anna Muhammad</i> <i>Rasoul ilah x2</i> <i>Haya alaa Sarat x2</i> <i>Haya alal fala x2</i> <i>Allah akbar x2</i> <i>Laah ilaha illa ilah</i></p>

Theme	Topic/ Content	Learning Area Competences	Suggested Activities
5. OF ISLAM	Revelation to Prophet Muhammad (PBUH) <ul style="list-style-type: none"> • Revelation received by Prophet Muhammad (PBUH) • Received the message of Islam in a book called Qur'an. • The place for the revelation (in a cave at Mountain Hira) • The Angel that brought the revelation <ul style="list-style-type: none"> - Angel Gibril • Reactions of Prophet Muhammad (PBUH) • First He was afraid • gained courage and received the revelation • He became brave and took the message to Hadijah 	The learner; <ul style="list-style-type: none"> • mentions what was revealed to Prophet Muhammad (PBUH). • names where Prophet Muhammad (PBUH) received the first revelation. • names the Angel that brought the revelation. • explains how the Prophet reacted to Gibril (Gabriel). 	<ul style="list-style-type: none"> • Mentioning the revelation received. • Naming the Prophet who received the revelation. • Naming the Angel that brought the revelation. • Mentions the reactions of Prophet Muhammad (PBUH) to Gibril
	Revelation to Prophet Muhammad (PBUH) <ul style="list-style-type: none"> • The content of the first five versus of Surat Iqra/Alaq. 	<ul style="list-style-type: none"> • appreciates the revelation sent to Prophet Muhammad (PBUH). 	<ul style="list-style-type: none"> • Appreciate the revelation • Telling and re-telling stories

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Theme	Topic/ Content	Learning Area Competences	Suggested Activities
	<ul style="list-style-type: none"> - Real in the ... of Allah who created. - Created man from a clot - Read and your lord is the most generous - Who has taught by the pen - Taught man which he did not know. 	<ul style="list-style-type: none"> • uses the revelation to live a meaningful life. • recites the versus that were revealed to the prophet in the care of Mt. Hira. 	<ul style="list-style-type: none"> • Saying a prayer thanking Allah for the revelation

Level One: Session Three

Theme	Topic/Content	Learning Area Competences	Suggested Activities
1. Reading from the QUR'AN	<ul style="list-style-type: none"> • Surat Al-Iklas (112) Surat Al-Iklas (112) - <i>Qul Huwal-lahi Ahad, Allahus – samad, lam yalid, wa lam yoolad, walam yakul-laho kufuwan ahad.</i> • Meaning of Surat al-Iklas <i>He is Allah, the only one, the self-sufficient, He neither eats nor drinks, He begets not, nor was He begotten and there is non-equal or comparable to Him</i> 	The learner: <ul style="list-style-type: none"> • says Surat Al-Iklas. • gives the meaning of Surat Al-Iklas. 	<ul style="list-style-type: none"> • Writing Surat Al-Iklas • Giving the meaning of Surat Al-Iklas.
	Surat Al-Iklas (112) <ul style="list-style-type: none"> • Recitation of Surat Al-Iklas. 	<ul style="list-style-type: none"> • recites Surat Al-Iklas. 	<ul style="list-style-type: none"> • Reciting Surat Al-Iklas
	Surat Al-Iklas (112)-importance <ul style="list-style-type: none"> • Importance of Surat Al-Iklas - makes one believe in only Allah - one is not afraid of anything apart from Allah - it builds confidence in an individual • Using Surat Al-Iklas in prayers 	<ul style="list-style-type: none"> • gives the importance of Surat Al-Iklas. • uses Surat Al-Iklas in daily prayers. 	<ul style="list-style-type: none"> • mentioning the importance of Surat Al-Iklas • Using Surat Al-Iklas in daily prayer • Reciting Surat Al-Iklas

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Theme	Topic/Content	Learning Area Competences	Suggested Activities
2. Hadith (Traditions of the Prophet (PBUH)) WEEKS 4-5	Moral and Spiritual teaching <ul style="list-style-type: none"> • Good practices in the society: • sharing – politeness – truthfulness – kindness – honesty, etc. • Examples of people who are considered morally upright <ul style="list-style-type: none"> - Teachers, parents - Religious leaders - Community leaders • Hadith concerning sharing 	The learner; <ul style="list-style-type: none"> • identifies some good practices in the society which are morally accepted. • gives examples of people who are morally upright. • names hadith concerning sharing. 	<ul style="list-style-type: none"> • Mentioning good practices in the society. • Giving examples of people who are considered morally upright. • Giving the Hadith concerning sharing and kindness.
	Moral and Spiritual teaching <ul style="list-style-type: none"> • Hadith concerning truthfulness and kindness 	<ul style="list-style-type: none"> • gives hadith concerning kindness. • shows kindness to others in the community. • appreciates being truthful. 	<ul style="list-style-type: none"> • Mentioning good practices in the society. • Giving examples of people who are considered morally upright. • Giving the hadith concerning sharing, truthfulness and kindness • Appreciating the need to show kindness • Practicing showing kindness to others
3. Tawhiid (Faith)	Four Books of Islam	The learner;	<ul style="list-style-type: none"> • Naming the four books

Theme	Topic/Content	Learning Area Competences	Suggested Activities
	<ul style="list-style-type: none"> Tawrat, Zabur, Injil, Qur'an Tawrat (Musa) Zabur (Daud) Inkil (Issa AS Jesus) Fur-gan (Muhammad (PBUH)) Order of revelation of the four books: <ul style="list-style-type: none"> 1st Revelation: Tawrat 2nd Revelation: Zabur 3rd Revelation: Injil 4th Revelation: fur-gan 	<ul style="list-style-type: none"> names the four books of Islam. names the Prophet to whom the different books were given. 	<ul style="list-style-type: none"> Naming the Prophet to whom the different books were given.
	<p>The revelation of the four books</p> <ul style="list-style-type: none"> The order of the revelation of the four books Uniqueness of the Qur'an <ul style="list-style-type: none"> contains words of Allah revealed in its original text words cannot be changed 	<p>The learner;</p> <ul style="list-style-type: none"> identifies the order of revelation of the four books. explains the uniqueness of the Qur'an. 	<ul style="list-style-type: none"> Identifying the order of revelation of the four books. Explaining the uniqueness of the Qur'an
	<ul style="list-style-type: none"> The revelation of the four books Cares for the Qur'an <ul style="list-style-type: none"> should be handled when one has wudhu no other books should be placed on top Importance of the four books 	<ul style="list-style-type: none"> cares for the Qur'an well. gives the importance of having the four books. 	<ul style="list-style-type: none"> Identifying ways of caring for the Qur'an Saying a prayer thanking Allah for the Qur'an. Practically demonstrating how to care for the Quran.
4.Figh (Practice)	<p>Prayers (Salat)</p> <ul style="list-style-type: none"> Stages of performing Salat. 	<p>The learner;</p> <ul style="list-style-type: none"> identifies stages of performing 	<ul style="list-style-type: none"> Explaining what salat is in Islam

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Theme	Topic/Content	Learning Area Competences	Suggested Activities
	<ul style="list-style-type: none"> 1st Stage: Standing position 2nd Stage: Ruku (Bowing position) 3rd Stage: Sijadah (Bowing while fore head touching the ground) 4th Stage: Kneeling position while sitting on the two legs. 	<ul style="list-style-type: none"> mentions the importance of performing salat 	<ul style="list-style-type: none"> Mentioning the different obligatory prayers Telling the times for obligatory prayers. Practising call for prayer
	<ul style="list-style-type: none"> Prayers (Salat) Importance of performing Salat One comes nearer to Allah One's sin is forgiven Build good relationship between individuals One forgets about problems Nullifiers of Salat. These are things that spoil salat Examples of nullifiers of Salat: Failure to take wudhu Passing out unwanted gas failure to observe the correct order of prayers 	<ul style="list-style-type: none"> identifies the nullifiers of salat practises performing salat in groups observes the correct order of prayer 	<ul style="list-style-type: none"> Performing prayer.
5. History of Islam	Revelation to Prophet Muhammad (PBUH) <ul style="list-style-type: none"> The content of the 1st Revelation Muhammad's age at the time of revelation <ul style="list-style-type: none"> - He was 40 years old 	The learner; <ul style="list-style-type: none"> identifies the content of the first revelation. mentions Muhammad's age at the time of revelation. 	<ul style="list-style-type: none"> Giving the content of the first revelation. Mentioning the age of prophet Muhammad (PBUH) at the time of the first revelation

Theme	Topic/Content	Learning Area Competences	Suggested Activities
	<ul style="list-style-type: none"> Muhammad's age at the time of revelation. <ul style="list-style-type: none"> - He was afraid because he could not read and write 	<ul style="list-style-type: none"> explains Muhammad's behaviour during revelation. 	<ul style="list-style-type: none"> Describing Muhammad's behaviour during revelations.
6.	<ul style="list-style-type: none"> Revelation to Prophet Muhammad (PBUH) Reactions of Khadija after revelation. She welcomed the revelation and immediately converted to Islam. 	<ul style="list-style-type: none"> explains how Khadija, the wife of the Prophet reacted after revelation. appreciates the revelation given to Prophet Muhammad (PBUH). uses the revelation to help him/her live a meaningful life. 	<ul style="list-style-type: none"> Describing Khadija's reaction after revelation. Saying a prayer thanking Allah for the revelation of Prophet Muhammad

Scope and Sequence for Physical Education

Level One: Session One

Theme	Content	Competences	Suggested Activities
Fitness Program / Aerobics	Physical Fitness <ul style="list-style-type: none"> • Fitness components <ul style="list-style-type: none"> - Muscular strength - Muscular endurance - Flexibility 	The learner; <ul style="list-style-type: none"> • performs cardiovascular activities are alternated with activities for muscular strength, muscular endurance, and flexibility. 	<ul style="list-style-type: none"> • Walking • Loco motor activities • Push ups • Jogging • Sit ups • Roll over, backward/ forward
Gymnastics	Space Awareness <ul style="list-style-type: none"> • Changing space following instructions <ul style="list-style-type: none"> 1 Locomotor skills 2 Non locomotor skills 3 Manipulative skills (• Use of fine muscles) 	The learner; <ul style="list-style-type: none"> • demonstrates skills of; <ul style="list-style-type: none"> - locating personal space using different body parts given. - signals, beats of a drum or clapping. - movement in a given path and direction. - movement at different levels of the body. 	Loco motor skills <ul style="list-style-type: none"> • Following your pathway map (dodging, chasing,) • Travel the straight path (hoping, walking, running) • Travel with body parts of different levels: <ul style="list-style-type: none"> - elbows, high - hips low - hands low Non loco motor skills <ul style="list-style-type: none"> - change body shapes - Use any other apparatus in the area to balance. Manipulative skills <ul style="list-style-type: none"> - Throwing - Catching - Gripping - Balancing on fingers

Theme	Content	Competences	Suggested Activities
Traditional Games	Traditional games in own area and other areas <ul style="list-style-type: none"> • Tag of war • Other games from own areas • From other people's traditions. • Dances aimed at developing skills and techniques of; <ul style="list-style-type: none"> - jumping, - running, - climbing - dancing, - throwing and - movement styles 	The learner; <ul style="list-style-type: none"> • performs game activities of his/her own tradition. • performs game activities. • demonstrates correct skills and techniques while playing traditional games from own, or other people's origin. 	<ul style="list-style-type: none"> • Throwing • Aiming/Scoring • Running • Walking • Hopping • Pulling • Jumping • Dancing • Putting much emphasis on fitness components – coordination, speed, flexibility, strength, endurance of the different body parts).
	Wrestling <ul style="list-style-type: none"> • Joint locks and pins • Folk style wrestling (grappling hold techniques application) 	The learner; <ul style="list-style-type: none"> • performs clinch fighting. • throws and takes down the opponent. 	<ul style="list-style-type: none"> • Play following the rules of the game <ul style="list-style-type: none"> - Throwing down and pinning the opponent for a win
Athletics	Background information on Athletics <ul style="list-style-type: none"> • What is Athletics? 	The learner; <ul style="list-style-type: none"> • explains what athletics activities involve. 	<ul style="list-style-type: none"> • Sporting activities / events that involve competition – running, jumping, throwing and walking

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Theme	Content	Competences	Suggested Activities
	<ul style="list-style-type: none"> • Common types of Athletics • How it is organised • How the results of racing events are decided • How the jumps and throws are won 	<ul style="list-style-type: none"> • tells / identifies the common athletics events. • determines how racing events are won. • explains how jumps & throws are determined. 	<ul style="list-style-type: none"> • Throwing sticks • Putting shots • Race walking
	<p>Safety measures and care for Sports injuries</p> <ul style="list-style-type: none"> • Safety rules • Progressive warm up • Proper equipment usage • Adherence to weather conditions • Giving ACR and RICE applications 	<p>The learner applies the safety rules during a game situation as well as helping others to appreciate the value for keeping safety precautions in athletics.</p>	<ul style="list-style-type: none"> • Care for Sprains and Strains • Give First Aid for fainting • First Aid for a drowning causality • Improvising First Aid materials

Level One: Session Two

Theme	Topic/ Content	Competences	Suggested Activities
Athletics	Races <ul style="list-style-type: none"> On your Mark <ul style="list-style-type: none"> ensures that five points of the body touch the ground (The five points are the 2 hands, 2 legs. And 1 knee) Flat back Facing the ground Set <ul style="list-style-type: none"> Ensures that four points touch the ground (The four points; 2 hands and the 2 legs) Hips slightly above the chest the hind leg stretched straight Go: Ensures that two points of the body touch the ground (The two points; are the 2 legs) Starts moving forward facing the moving direction Torso finishing <ul style="list-style-type: none"> Ensures that the upper part of the body between the neck and the waist crosses the 	The learner; <ul style="list-style-type: none"> responds to the commands “On your mark, Set, Go”. finishes with the torso. exchanges baton visually and non-visually. follows the rules of the game. 	<ul style="list-style-type: none"> Practise short distance running following the rules required. Practise proper finishing Practise baton exchange visually and non- visually.

NOMADS AND FISHING COMMUNITIES

Theme	Topic/ Content	Competences	Suggested Activities
	<p>finishing line first to determine the winner.</p> <ul style="list-style-type: none"> • Visual baton exchange <p>Usually used during 4x 100m race</p> <p>The baton is received without looking at the one giving it</p> <ul style="list-style-type: none"> • Non-visual baton exchange <p>Usually used during 4 x 400 m race</p> <p>The baton is received while seeing the one giving it</p>		
	<ul style="list-style-type: none"> • Middle distance running (800m, 1500m) 	<p>The learner;</p> <ul style="list-style-type: none"> • runs to a given direction and target. • performs the games involving running as instructed using varied distances. 	<ul style="list-style-type: none"> • Reaction games • Running in pairs to a given position • Running in groups as instructed or on signal
Batting and Fielding	<p>Cricket</p> <ul style="list-style-type: none"> • Introduction to rounder's – teams and players – field of play – equipment – how the game is played – general rules • Skills of the game 	<p>The learner;</p> <ul style="list-style-type: none"> • throws & catches the ball correctly. • bowls the ball to the batsman correctly bats the ball to win a score from the fielding players. 	<ul style="list-style-type: none"> • Throwing small soft balls using over arm and under arm (for distance) • Catching ground and aerial balls in pairs and groups • Bowling with alternate hands

Theme	Topic/ Content	Competences	Suggested Activities
			<ul style="list-style-type: none"> Batting accurately (for distance) Recording of scores
Swimming	Styles/ Strokes of Swimming <ul style="list-style-type: none"> Introduction to swimming a) safety & hygiene in water Water confidence Floating and gliding Rules related to swimming springing and splashing into breast deep water. water games in the knee-deep to breast-deep water 	The learner; <ul style="list-style-type: none"> identifies sections of the pool (shallow and deep end). observes proper pool, personal behaviour and hygiene. observes water safety rules. controls his/her breath while water. 	<ul style="list-style-type: none"> Taking bath using soap before entering a pool. Walking around the pool Submerging the body in water Holding breath briefly while in water Holding the rail and opening eyes to see the bottom of pool Sitting at the edge of the pool and flap the feet to splash Use throwing and catching of balls when in water
	Free style (Front crawl) <ul style="list-style-type: none"> Developing the free style stroke basic kicking actions body position arm action combined leg and arm action co-ordination movement with head under water (holding breath) 	The learner crawls in water forward.	<ul style="list-style-type: none"> Leg kick action drills Arm action drills Combination of arm and leg drills in water Full stroke drills Water treading (in and outside water)

**NOMADS AND FISHING
COMMUNITIES**

Theme	Topic/ Content	Competences	Suggested Activities
	<ul style="list-style-type: none"> - movement with head out of water (keep breathing) - maintaining rhythmic and arm actions 		
	<p>Breast Stroke</p> <ul style="list-style-type: none"> • Developing the breast stroke - arm action - leg action - the trunk posture • Starting during swimming • Mini-swimming competition 	<p>The learner;</p> <ul style="list-style-type: none"> • executes the breast stroke. • demonstrates correct starting techniques. • applies learnt skills in mini-swimming competitions. 	<ul style="list-style-type: none"> • Arm action drills in and out of water • Drills on floating • Leg action drills in water • Mini-swimming competitions

Level One: Session Three

Theme	Topic/ Content	Competences	Suggested Activities
Ball Games	Soccer <ul style="list-style-type: none"> measuring the field listing the materials used in measuring the field maintenance of the field 	The learner; <ul style="list-style-type: none"> measures the field of play. identifies materials used in measuring the field of play. explains the maintenance of the field of play. 	<ul style="list-style-type: none"> measuring the field using the measuring tape/string show the boundaries using ash, oil, lime and sand Slashing the field Plant grass Pick the rubbish
	<ul style="list-style-type: none"> Passes the ball using <ul style="list-style-type: none"> long short loops pass Kicks <ul style="list-style-type: none"> direct free kick indirect free kick corner kicks 	The learner; <ul style="list-style-type: none"> passes the ball correctly. kicks the ball correctly. 	<ul style="list-style-type: none"> Passing the ball using a long pass Passing the ball with a short pass. Passing the ball with a loop pass Kicking the ball on the ground Kicking the ball with different feet. Kicking the ball using direct free kick Kicking the ball using indirect free kick Kicking the ball from the corner kicks.
	<ul style="list-style-type: none"> Mini-game <ul style="list-style-type: none"> passes/kicks 	The learner displays the learnt skills.	<ul style="list-style-type: none"> mini-game competition using the passes/kicks learnt

**NOMADS AND FISHING
COMMUNITIES**

Theme	Topic/ Content	Competences	Suggested Activities
Ball Games	Net ball <ul style="list-style-type: none"> measuring the netball court constructing a netball court 	The learner; <ul style="list-style-type: none"> measures a netball court. constructs a netball court. 	<ul style="list-style-type: none"> Using the tape measure/string, measures the netball court Constructs the netball court Show the boundaries using the ash, oil, lime or soil.
	<ul style="list-style-type: none"> Throwing and catching the ball 	<ul style="list-style-type: none"> performs the skill of throwing and catching the ball. 	<ul style="list-style-type: none"> tossing a ball to self Throwing and catching the ball with partner Catching low, middle and high balls. Catching ball from different directions
	<ul style="list-style-type: none"> Landing/foot work <ul style="list-style-type: none"> stepping pivoting 	<ul style="list-style-type: none"> demonstrates correct landing. 	<ul style="list-style-type: none"> Individually jump and land using both feet Jump sides Jump, catch an imaginary ball and land on both feet. Receive the ball, step and land Catch an imaginary ball and pivot. Catch the ball, pivot and throw.
	Volley Ball <ul style="list-style-type: none"> Measuring the volley ball court Constructing the volley ball court 	The learner; <ul style="list-style-type: none"> measures the volley ball court. constructs the volley ball court. 	<ul style="list-style-type: none"> Measuring the volley ball court using a measuring tape/string.

Theme	Topic/ Content	Competences	Suggested Activities
			<ul style="list-style-type: none"> Constructing the volleyball court Show the boundaries using ash, oil, soil or lime.
	<ul style="list-style-type: none"> Under arm 	<ul style="list-style-type: none"> demonstrates skill of serving. 	<ul style="list-style-type: none"> Practise the under arm pass; <ul style="list-style-type: none"> Individually serve imaginary ball In pairs serve under arm In a game situation practise the skill
	<ul style="list-style-type: none"> Tennis serve <ul style="list-style-type: none"> stationary serve 	<ul style="list-style-type: none"> demonstrates skill of stationary serve in tennis. 	<ul style="list-style-type: none"> Practise the Tennis serve pass <ul style="list-style-type: none"> individually in pairs in groups
	<ul style="list-style-type: none"> Jump serve 	<ul style="list-style-type: none"> demonstrates the skill of jump serve. 	<ul style="list-style-type: none"> Practise the jump serve pass <ul style="list-style-type: none"> jump and serve an imaginary ball in pairs jump and serve the ball in groups
Ball Games	Handball <ul style="list-style-type: none"> Measuring the hand ball court 	The learner; <ul style="list-style-type: none"> measures the handball court. 	<ul style="list-style-type: none"> Measuring the handball court using a measuring tape. Show the boundaries using ash, oil, soil or line
	<ul style="list-style-type: none"> Throw off <ul style="list-style-type: none"> Is when the game of hand ball is to start or restart 	<ul style="list-style-type: none"> executes a throw. 	<ul style="list-style-type: none"> Practicing the start and restart of the game

**NOMADS AND FISHING
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Theme	Topic/ Content	Competences	Suggested Activities
	It is always in the center of the play area and the person to start or restart shall step on the line		
	<ul style="list-style-type: none"> Single and Double hands 	<ul style="list-style-type: none"> demonstrates a single and double hands throw. 	<ul style="list-style-type: none"> Practise the one/ two-handed catching with emphasis on the grip, stance, timing as well as coordination and transfer of weight and follow-through.
	Basketball <ul style="list-style-type: none"> Measuring the basketball court 	The learner; <ul style="list-style-type: none"> measures the basketball court. 	<ul style="list-style-type: none"> Measure the basketball court using a measuring tape. Show the boundaries using ash, oil, soil or lime.
	<ul style="list-style-type: none"> Double handed 	<ul style="list-style-type: none"> passes the ball. 	<ul style="list-style-type: none"> Practise the two double handed pass with emphasis on the grip, stance, timing as well as coordination and transfer of weight and follow-through.
	<ul style="list-style-type: none"> Single handed 	<ul style="list-style-type: none"> demonstrates a single handed pass. 	<ul style="list-style-type: none"> Practise the single handed pass individually In pairs they practise the single handed.
	<ul style="list-style-type: none"> Toss-up 	<ul style="list-style-type: none"> executes a toss-up. 	<ul style="list-style-type: none"> Individually tosses up and catch the ball with single and double handed

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