THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY AND
VOCATIONAL TRAINING

CURRICULUM FOR BASIC EDUCATION
STANDARD I AND II

2016
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## List of Acronyms and Abbreviations

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<th>Acronym</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>3Rs</td>
<td>Reading, Writing and Arithmetic</td>
</tr>
<tr>
<td>CBP</td>
<td>Children’s Book Project</td>
</tr>
<tr>
<td>EQUIP</td>
<td>Education Quality Improvement Programme</td>
</tr>
<tr>
<td>GPE</td>
<td>Global Partnership for Education</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td>LANES</td>
<td>Literacy and Numeracy Education Support</td>
</tr>
<tr>
<td>MoEVT</td>
<td>Ministry of Education and Vocational Training</td>
</tr>
<tr>
<td>NECTA</td>
<td>National Examination Council of Tanzania</td>
</tr>
<tr>
<td>NSGRP</td>
<td>National Strategy for Growth and Reduction of Poverty</td>
</tr>
<tr>
<td>PEDP</td>
<td>Primary Education Development Programme</td>
</tr>
<tr>
<td>PMO-RALG</td>
<td>Prime Minister’s Office Regional Administration and Local Government</td>
</tr>
<tr>
<td>TIE</td>
<td>Tanzania Institute of Education</td>
</tr>
<tr>
<td>TZ21</td>
<td>Tanzania 21st Century Basic Education Programme</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
</tr>
</tbody>
</table>
Acknowledgements

Preparation of a curriculum is an activity that involves a number of stakeholders. The Ministry of Education, Science, Technology and Vocational Training and Tanzania Institute of Education (TIE) would like to thank all stakeholders who participated in the preparation of this curriculum. Special thanks are expressed to the following organisations and individuals: TZ21, EQUIP-T, Children Books Project, curriculum developers, teachers and tutors who participated in the preparation of this Curriculum.
Foreword

The decision to improve the curriculum for standard I and II was a result of government plan to develop the skills of Reading, Writing and Arithmetic (3Rs).

The curriculum has been prepared with consideration of various criteria and guidelines related to the learning of the 3Rs for a Standard I and II pupil. The 2005 curriculum has also been considered for the purpose of identifying other areas of learning for a Standard I and II pupil. The curriculum was prepared with regard to the fact that the early years of learning are very important for a child’s cognitive, physical as well as social development.

The 3Rs are fundamental in enabling the pupil to learn effectively and to cope with higher levels of study with required standards. This curriculum aims at developing the learner in 3Rs through different activities in which he or she will be involved while learning. Therefore, the main role of the teacher is to enable the learner to learn and develop competences in 3Rs. The curriculum is in line with the developmental stages and needs of a Standard I and II pupil.

This curriculum will be interpreted in different guides in order to enable stakeholders implement it as expected. The main curriculum guide is the syllabus, which will be used by the teacher for teaching. Besides, the teachers will be required to read the curriculum in order to have a wider perspective of what they implement in their teaching. It is also important for other education stakeholders to use the curriculum in implementing and monitoring the learning of 3Rs for a Standard I and II pupil. This curriculum will continuously be reviewed and improved; hence, any recommendations should be addressed to the office of Director General, Tanzania Institute of Education.

Prof. Eustellah Bhalalusesa  
Commissioner for Education  
1.0 Introduction
1.1 Background Information
The curriculum for primary education was reviewed in 2005 in order to meet demands of the Education and Training Policy, Educational Sector Development Programme (1999-2009), and the Tanzanian Vision for Development 2025. The review also took into consideration the Primary Education Development Programme (PEDP) 2000-2006, National Strategy for Growth and Reduction of Poverty (NSGRP), recommendations from several education research studies and from education stakeholders. Further, the review reflected needs of society, science and technology as well as a learner-cantered perspective of teaching and learning.

The follow up of the implementation of the 2005 Curriculum showed that there are pupils with problems in reading, writing and arithmetic (3Rs). The 3Rs are fundamental skills in enabling the learner to learn effectively and to cope with the higher levels of study in required standards. So, in 2013, nation-wide research was conducted to assess Standard II pupils’ competence in 3Rs. The intention of the assessment was to determine the pupils’ ability in those basic skills. Results of the study revealed that there was an acutely low level of skills for pupils in the 3Rs. Hence, the government has seen the importance of preparing a revised curriculum for Standard I and II in order to ensure that all pupils learn effectively and develop the 3R skills.

This Curriculum is organised into: introduction; structure of the curriculum; time allocation and number of periods; resources required for the implementation of the curriculum; learning and teaching; management, monitoring and evaluation; learning outcomes; and assessment criteria.

1.2 Rationale for Reviewing the Standard I and II Curriculum
The 2005 primary education curriculum commenced at Standard I and ended at Standard VII. Research studies showed that the curriculum for Standard I and II was overloaded with too many subjects, making teachers to overemphasise the teaching of subject content and putting less emphasis on the development of basic skills and competences in Reading, Writing and Arithmetic, necessary to effectively learn content. The subjects in that curriculum were Kiswahili, Mathematics, English, Science, Vocational Skills, Information and Communication Technology, Personality, Games and Sports.
In order to develop pupil competency in the 3Rs, there is a need to have a separate curriculum for Standard I and II. This curriculum has been designed with consideration of views from various education stakeholders, such as parents, teachers, learners, researchers and others who gave similar recommendations. This curriculum is focused on strengthening pupils’ competences in the 3Rs, and it effectively replaces the 2005 curriculum for Standard I and II.

1.3 The Context of the Curriculum

This Standard I and II Curriculum reflect the social, economic, and political context of 21st Century. The curriculum also takes into consideration development in information and communication technology, which has a great contribution to learning of Reading, Writing and Arithmetic. Due to the increased cooperation among individuals and nations, which is a result of globalisation, the curriculum is prepared to meet both national and international demands.

The new Education and Training Policy of 2014 emphasises that both Kiswahili and English will be developed and used as media of instruction at all levels of education. In this context, English-medium schools will use English for teaching and learning while Kiswahili-medium schools will use Kiswahili. Therefore, the development of competences in 3Rs in English-medium schools in Standards I and II will be done in English. The teaching of other subjects, including Kiswahili will be introduced in Standard III.

1.4 Objectives
This Curriculum is intended to help the learner to:

i) Develop ability in Reading, Writing and doing Arithmetic

ii) Practice simple communication

iii) Maintain health and hygiene

iv) Build body physical fitness and cooperate with others

v) Have positive attitudes towards learning

vi) Care for the environment

vii) Have self-awareness and develop talents

viii) Grow spiritually and morally according to his or her faith
2.0 Structure and Organisation of the Curriculum
This Curriculum focuses on competences and it is organised into two main areas of learning, namely 3Rs and supportive skills. 3Rs constitute the basic part of this curriculum, which aims at enabling Standard I and II pupil to read, write and perform arithmetic operations. And, these skills are usually developed alongside listening and speaking skills. The area of supportive skills focus on other competences which, when developed, will help the learner to learn reading, writing, and arithmetic and to cope with daily-life challenges. Therefore, in this curriculum, the other skills are aimed at developing the learner physically, psychologically, morally and socially by participating in games and sports, visual arts, music, drama, and religious studies, which is important for the learner’s moral and spiritual development. Competences in the 3Rs and supportive skills are shown in the following sections.

2.1 Competences in Reading, Writing and Arithmetic
This curriculum focuses on competences that will enable the pupil to read, write and perform arithmetic operations. Table 1 and 2 illustrate performances the learner is expected to develop in Standard I and II.
Table 1: 3Rs Competences for Standard I

<table>
<thead>
<tr>
<th>SN</th>
<th>READING</th>
<th>WRITING</th>
<th>ARITHMETIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Speech (oral language skills)</td>
<td>Basics of writing</td>
<td>Recognition of the concept of numbers</td>
</tr>
<tr>
<td>2</td>
<td>Sound recognition</td>
<td>Letter modelling</td>
<td>Recognition of relationship of quantity of things and numbers</td>
</tr>
<tr>
<td>3</td>
<td>Phonic (sound-letter relationship)</td>
<td>Use of writing principles</td>
<td>Use of actions and operations with numbers</td>
</tr>
<tr>
<td>4</td>
<td>Vocabulary</td>
<td>Accuracy and coherence</td>
<td>Recognition of figures</td>
</tr>
<tr>
<td>5</td>
<td>Reading and listening</td>
<td>Writing with chronological order of events</td>
<td>Recognition of measurements</td>
</tr>
<tr>
<td></td>
<td>Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reading with fluency</td>
<td>Writing with print writing</td>
<td>Assembling and arranging things</td>
</tr>
</tbody>
</table>

Table 2: 3Rs Competences for Standard II

<table>
<thead>
<tr>
<th>SN</th>
<th>READING</th>
<th>WRITING</th>
<th>ARITHMETIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Speech (oral skills)</td>
<td>Forms of writing</td>
<td>Recognition of the concept of numbers</td>
</tr>
<tr>
<td>2</td>
<td>Sound recognition</td>
<td>Word formation</td>
<td>Recognition of relationship of quantity of things and numbers</td>
</tr>
<tr>
<td>3</td>
<td>Phonic (sound-letter relationship)</td>
<td>Writing with sensation and originality</td>
<td>Use of actions and operations with numbers</td>
</tr>
<tr>
<td>4</td>
<td>Vocabulary</td>
<td>Use of writing principles</td>
<td>Recognition of figures</td>
</tr>
<tr>
<td>5</td>
<td>Reading and listening</td>
<td>Accuracy and coherence</td>
<td>Recognition of measurements</td>
</tr>
<tr>
<td></td>
<td>Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reading with fluency</td>
<td></td>
<td>Assembling and arranging things</td>
</tr>
</tbody>
</table>
2.2 Competences in supportive skills

The supportive skills focuses on competence as it was the case in the 3Rs. Table 3 shows performance ability the learner is expected to develop in Standard I and II.

*Table 3: Competences in Supportive Skills for Standard II*

<table>
<thead>
<tr>
<th>SN</th>
<th>Competences in Health, Hygiene and Environmental Education</th>
<th>Competences in Sports, Games Fine and Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To recognise ways of protection from diseases</td>
<td>To play simple games</td>
</tr>
<tr>
<td>2</td>
<td>Body cleanliness</td>
<td>To demonstrate the right behaviour of a sportsperson</td>
</tr>
<tr>
<td>3</td>
<td>Recognition of living things</td>
<td>To identify principles in Games, Sports, Fine and Performing Arts</td>
</tr>
<tr>
<td>4</td>
<td>First aid</td>
<td>To communicate through Arts</td>
</tr>
<tr>
<td>5</td>
<td>To clean and conserve environment</td>
<td>To develop skills in sports and Arts</td>
</tr>
</tbody>
</table>

3.0 Time allocation and Number of Periods

In order to achieve the objectives of this curriculum and get expected learning outcomes, the Standard I and II pupil will study six subjects, which are Reading, Writing, Arithmetic, Health and Environmental Education, Sports and Games, Fine and Performing Arts and Religion. The teaching time in a week is 15 hours and in a day, there will be six (6) periods, of 30 minutes each. So, in a day, the pupil will be engaged in 3 hours of total instructional time. The time allocation shows that Reading, Writing and Arithmetic cover 80%, while Supportive skills cover 13%, and Religion Education 7% of the total learning time. Table 4 shows the time allocated for each subject.

*Table 4: Time Allocation and Number of Periods*

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. of hours per week</th>
<th>No. of periods per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Writing</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Health and Environment Education</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Games, Sports and Fine and Performing Arts</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
4.0 Resources required for the Implementation of the Curriculum
The resources required for implementing this curriculum are divided into two main
groups, namely (1) human resources, and (2) material resources.

4.1 Human Resource:
A Standard I and II teacher has to be specially trained to teach at the early primary
level. The salient qualifications of the 3Rs teacher are stipulated in the MoEVT
guide on the implementation of the teaching and learning of 3Rs. Together
with those qualifications, any 3Rs teacher is supposed to build and maintain the
following competences:

a) Teaching
A Standard I and II teacher is supposed to have knowledge and skills in:
i) Preparing lessons that aim at developing the pupil’s competences;
ii) Teaching by integrating the 3rs skills;
iii) Teaching 3Rs to learners with diverse language backgrounds and other
learning difficulties;
iv) Using ICT in the teaching of 3Rs;
v) Preparing learners to learn 3Rs;
vii) Effective communication in the teaching of 3Rs; and
vii) Developing and improvising teaching and learning aids for 3Rs.

b) Assessment and Evaluation
A Standard I and II teacher should have knowledge and skills in:
i) Preparing assessment tools for 3Rs;
ii) Using appropriate strategies and tools in assessing the pupils’ learning of
3Rs;
iii) Keeping records of pupils’ progress in the learning of 3Rs; and
iv) Giving feedback to learners and parents in order to improve learning.

4.2 Material Resources
Implementation of this curriculum requires appropriate learning environment and
availability of facilities that meet the requirements of the curriculum. The qualities of
the learning environment and facilities are outlined in Section 4.2.1 and 4.2.2 below.

4.2.1 Qualities of the Teaching Environment for Learning 3Rs
a) Play Grounds
i) An area big enough to meet requirements of all pupils; and
ii) A clean area without things which can harm the pupils.
b) Class and Classroom Particulars:
i) Classroom size should be 6 metres long and 6 metres wide.
ii) Class size should not exceed 45 pupils.
iii) A single desk should be used by only two pupils.
iv) The distance between one desk and another should be 1.0 M
v) Consider requirements of pupils with special needs
vi) A chair and a table for the teacher and assistant of Standard I and II
vii) Shelves for keeping books and teaching and learning materials for Standard I and II.
viii) One (1) board for writing which is 1.2 M wide and 3 M length plus a board for hanging teaching and learning material with 1.2 M width and 2.4 M length.
ix) Small pieces of wood for learning in three corners of the classroom for pupils’ practices

c) Learning Corners
Each class will have a corner for learning that should consist of:
i) Shelves with books and reading cards for self-reading.
ii) Chairs, tables, benches or mats.

4.2.2 Teaching and Learning Materials
Different materials that help in the implementation of the curriculum will be used. Various stakeholders will participate in the preparation of these materials.

a) A tool kit for studying 3Rs
Standard I-II pupils will use a tool kit with materials/aids for learning 3Rs which has been prepared with regard to the MoEVT standards. The toolkit will consist of cards of numbers, for the specified number in respective class, words, letters, and charts for parts of the human body.

b) A textbook and teacher’s guide
TIE in collaboration with different education stakeholders will prepare a teacher’s guide and textbook for the current curriculum. MoEVT will approve the use of the two documents. The Teacher’s guide will be in line with the syllabus of a specific class. During practical implementation, the relationship between the two (documents) will be in consistence with MoEVT guideline.

c) Supplementary books
Different stakeholders in education will prepare the books and TIE will evaluate them with regard to the curriculum. MoEVT will approve the use of the books as well
d) Supportive materials for learners with special needs
Learning materials for learners with special needs such as voice recorders, hearing aids, and Braille machines for learners with hearing and sight impairment will be used.

5.0 The Teaching and Learning Process
There is a myriad of current evidence about how young children learn best, and this curriculum has been designed to adhere to that widely accepted research. This Curriculum has considered the 21st Century research studies, which have shown that every child has a potential to learn, and that learner participation is key in learning process. In this kind of learning, the learner becomes the centre of the learning process, and the teacher assumes the role as a facilitator instead of being the source of knowledge for learners to receive. With this perspective, the teaching approaches and strategies to be used will essentially be participatory.

With this participatory approach, the 3Rs program also emphasizes a phonics-based approach to reading. This approach relates the sounds and letters, hence helping the learner read fast and easily, and recognising spellings of words. It also enables the learner to write words correctly. All languages using the alphabetic system have many similar sounds. With this concern, the phonic approach will help the learner to read easily any similar language.

6.0 Supervision

Effective supervision helps in the implementation of the curriculum. All key stakeholders of the curriculum will participate in monitoring the implementation of the curriculum. The monitoring will begin at the school and continue up to the ministry level. Monitoring at school level is the pillar for the implementation of the curriculum. The head of school, the school committee and the ward education officer will be the main supervisors at school level. Through gathering direct evidence of teacher instruction, and conducting periodic meetings to discuss their findings, they will identify progress of the curriculum implementation and how to support it. In order to emphasize the learning of 3Rs, there will be coordinators for 3Rs in schools. Generally, monitoring of the curriculum will adhere to the Ministry of Education, Science, Technology and Vocational Training guidelines, which stipulate the roles of different stakeholders in monitoring the implementation of the curriculum.
7.0 Monitoring and Evaluation

The main focus of monitoring is collecting data about how the curriculum is doing, which will allow informed decisions to be made to guide future planning. All curriculum stakeholders including School committees of Management, school staff, parents, students and quality assurer shall be involved in monitoring and addressing curriculum issues. The ministry responsible for education provides directives on how monitoring should be from school to ministry level. There shall be a system for internal and external monitoring. Headteachers are primary actors for the internal monitoring. The information resulting from monitoring exercises shall be analysed and submitted to the TIE and other stakeholders. The reports shall be used in setting to improve further implementation of the curriculum.

Curriculum evaluation is a system process of inquiry. The aim of investigation is to determine whether curriculum as designed and implemented has produced or is producing the intended and desired results. Evaluation illuminates on all the areas of the curriculum including: objectives, competences, content, teaching and learning strategies, teaching and learning aids, learning environment and assessment. Continuous and summative evaluation of the curriculum will be done by involving various stakeholders in collaboration with TIE. Summative evaluation will be done after every two years, whereas continuous will be done in the course of teaching and learning. There shall be a system for internal and external evaluation. The former is usually an in-house activity by members of the school while the latter entails engaging people from outside the school to undertake the activity.

8.0 Assessment of Learning

Assessment is an important aspect in teaching and learning process. In this curriculum, assessment is expected to help the learners decide on their learning practices, and plan for objectives that will enable them learn more. There will be three kinds of school-based assessment of learners’ learning: Initial assessment, diagnostic assessment, and continuous assessment. At the end of Standard II, pupils will then take the National Assessment.

8.1 Initial Assessment

Initial assessment will be done in order to determine the learners’ background and knowledge they possess. This will be done immediately when the pupils report in school. This will help the teacher to identify individual learner needs. Teachers will, then, be able to plan for them in order to meet the expected learning goals. This
8.3 Continuous Assessment
This is an assessment process that is done formally and informally during the entire period when the teacher interacts with learners inside and outside the classroom. This assessment will constitute an important part in teacher’s preparation, whereby the teacher will use results of the learners’ daily work and observation of learning processes, inside and outside the classes, to determine their progress in the learning of 3Rs.

8.4 National Assessment for Standard II
At the end of Standard II, all pupils will take a National Assessment. The assessment is designed to assess all critical competences students must master by the end of Std II. The assessment will be designed by the National Examination Council of Tanzania (NECTA) and administered by classroom teachers. The assessment will include a variety of question types and forms. Assessment tools will be distributed to all schools and marking will be done at school level. The result of the assessment will be used as a tool to enhance teaching and learning process in a particular school. Furthermore, the assessment results will be compiled by NECTA to obtain National Assessment results for Std II.

9.0 Learning Outcomes and Assessment Criteria
The success of the implementation of the curriculum will be measured by assessing the performance standards of the pupils’ learning. Following are the Learning Outcomes and Assessment Criteria that must be applied for all assessment purposes.

9.1 Assessment of Reading Activities
The Standard II pupil is expected to:
• Recognise sounds: The Standard II pupil will be evaluated by assessing his or her ability to read English sounds of letters provided. The performance
• Decode Unfamiliar Words: the Standard II pupil will be able to decode new words correctly. The performance criteria will be based on the percentage of words decoded correctly by the learner.
• Vocabulary: The Standard II pupil will read levelled appropriate vocabulary. The standard of performance will be determined by percentage of correct responses given by the learner.
• Read for comprehension: The Standard II pupil will read a text and give correct responses. The standard of performance will be determined by percentage of correct responses given by the learner.
• Read fluently: The Standard II pupil will read at least 50 words per minute fluently.
9.2 Assessment of Writing Activities

Standard II pupil is expected to:

- Write simple words and complex sentences that are coherent. The assessment criteria are obtained by calculating the percentage of correct answers given by the learner.
- Use capital and lower case letters correctly. Assessment criteria will be obtained by calculating the percentage of correct use by the learner.
- Use four punctuation marks correctly (full stop, comma, exclamation mark and question mark). The assessment criteria are obtained by calculating the percentage of correct answers given by the learner.
- Write a simple story that is coherent (paragraph), with standard spelling, sentence structure and punctuation.

9.3 Assessment of Arithmetic Activities

The Standard II pupil is expected to do the following:

- Addition and subtraction: To do some addition and subtraction activities for 3-digit numbers. The standard of performance will be determined by percentage of the correct responses given by the learner.
- Complete Number Patterns: To fill in one missing number in a series of four numbers, one of which is missing. The standard of performance will be determined by percentage of the correct responses given by the learner.
- Fractions: To recognize and relate drawings that show fractional parts with numerical fractions. The standard of performance will be determined by percentage of the correct responses given by the learner.
- Geometry: Recognize, identify and draw basic geometric shapes and lines
- Measurement: Use simple standard and non-standard measures to measure and describe time, volume, weight, length
- Data: Interpret simple data representations that describe familiar things or activities