

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

BASIC EDUCATION SYLLABUS FOR STANDARD I

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TABLE OF CONTENTS

Foreword	iv
1.0 Introduction	1
2.0 Structure of the Syllabus	1
3.0 Objectives	1
4.0 Competences	2
4.1 Reading	2
4.2 Writing	2
4.3 Mathematics	3
4.4 Healthcare and Environment	3
4.5 Developing Sports and Arts	3
5.0 Main Competence: READING	4
6.0 Main Competence: WRITING	12
7.0 Main Competence: MATHEMATICS	20
8.0 Main Competence: HEALTH CARE AND ENVIRONMENT	26
9.0 Main Competence: DEVELOPING SPORTS AND ARTS	31

Foreword

The decision to improve the curriculum for Standard I was a result of the government plan to develop the skills of Reading, Writing and Arithmetic. This plan has taken into account the results of different researches which show that some pupils complete primary school without acquiring Reading, Writing and Arithmetic skills. This syllabus focuses on building the capacity of teachers to help pupils to develop their skills in the Reading, Writing and Arithmetic and it takes into consideration the primary school curriculum for Standard I and II of 2005. The curriculum emphasizes the use of learner-centered teaching and learning approaches together with the phonics approach to learning to read. The content of this syllabus is organised into the competences of Reading, Writing and Arithmetic, Healthcare and the Environment, and Developing Sports and Arts.

This syllabus is intended to be implemented as directed. However, schools have an opportunity to take into account their school context when planning and implementing the syllabus. It is important to ensure that pupils attend the recommended number of lessons for each major skill, as indicated in the syllabus for Standard I and II. Moreover, assessment will be performed with regard to set standards of performance. Therefore, all teachers in schools have a responsibility to ensure that this syllabus is implemented successfully and that all pupils receive equal opportunities in the learning process. It is my expectation that pupils will develop the intended competences.



Prof. Eustella Bhalalusesa

Commissioner for Education

Ministry of Education, Science and Technology

1.0 Introduction

This syllabus is for English medium schools. It is based on the 2015 Primary School Curriculum for Standard I. The main objective of this syllabus is to enable the Standard I pupil to build competences in Reading, Writing and Arithmetic. These skills are an important base for enabling the pupil to learn and cope with different subjects effectively at higher levels. Therefore, the learning of Reading, Writing and Arithmetic aims to provide pupils with strategies for independent learning.

2.0 Structure of the Syllabus

This syllabus, which forms the foundation for literacy and numeracy in Standard I, is focused on activities for the pupils. The organisation of the syllabus includes the introduction, objectives and competences to be developed in Reading, Writing and Arithmetic, Healthcare and the Environment and Developing Sports and Arts. The fourth part of this syllabus consists of a content matrix.

3.0 Objectives

This syllabus has been prepared to enable the Standard I pupil to:

- a) develop skills in Reading, Writing and Arithmetic.
- b) communicate in a simple way.
- c) maintain health, hygiene and the environment.
- d) develop a strong body.
- e) develop a sense of cooperation with others.
- f) adopt a positive attitude towards learning.
- g) appreciate the environment, and
- h) develop self-awareness and talents.

4.0 Competences

This syllabus focuses on five main competences which are developed and achieved through different specific competences, as shown below:

4.1 Reading

- a) Communicating orally.
- b) Phonemic awareness (sound recognition).
- c) Phonics (sound-letter relationship).
- d) Reading fluently.
- e) Reading and listening for comprehension.
- f) Using vocabulary.

4.2 Writing

- a) Using the basics of writing.
- b) Forming alphabetic letters.
- c) Writing with accuracy and coherence.
- d) Writing the correct sequence of events.
- e) Writing in a printing style.

4.3 Mathematics

- a) Recognising numbers.
- b) Using number operations.
- c) Recognising numbers and relationships.
- d) Recognising measurements.
- e) Recognising shapes and figures.
- f) Listing and collecting objects.

4.4 Healthcare and the Environment

- a) Recognising parts of the human body.
- b) Identifying ways to protect against disease.
- c) Recognising living things found in the environment.
- d) Cleaning and caring for the environment.
- e) Identifying different ways of giving first aid

4.5 Developing Sports and Arts

- a) Playing familiar games.
- b) Drawing, decorating and modeling.
- c) Singing and playing simple musical instruments.
- d) Performing arts/role play that promote the skills of Reading, Writing and Arithmetic.

5.0 Main Competence: READING

The main competence of Reading is organised into specific sequenced competences which when completed, will enable the pupil to read according to the objectives of the curriculum. The sequence is shown clearly in the following matrix:

Syllabus Content

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
5.1 Communicating orally.	a) Greet formally (e.g. "Good morning/ afternoon/evening Mr. Kibwana") and informal situations (e.g. 'Hi Jane').	Greet formally and informally in school situations is done correctly.	Greets formally and informally with many errors.	Greets formally and informally with few errors.	Greets appropriately, formally and informally in school situations.	Greets appropriately, formally and informally in classroom and school situations and attempts to use other situations.
	b) Introduce oneself and others using simulations in a variety of real-life situations correctly.	Introduce oneself and others using simulations in a variety of real-life situations is correctly done.	Introduces oneself and others with many errors.	Introduces oneself, but fails to introduce others.	Introduces oneself and others with minor errors.	Introduces oneself and others in a variety of real-life situations correctly.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	c) Bid farewell in various ways (e.g. 'Bye bye', 'See you', 'Have a nice day', 'Good night') using role play.	Bidding farewell, in various ways to different people in different situations is done correctly.	Bids farewell with many errors.	Bids farewell in some ways but fails in other ways with minor errors.	Bids farewell in various ways (e.g. 'Bye bye', 'See you', 'Have a nice day', 'Good night') to different people successfully.	Bids farewell in various ways (e.g. 'Bye Bye', 'See you', 'Have a nice day', 'Good night') in different situations and to different people accurately.
	d) Use polite language to seek permission and to request for different things.	Seeking permission and request different things is done correctly using polite language.	Struggles to use polite language to seek permission and to request different things.	Uses polite language to seek permission in limited issues and to request things with minor errors.	Uses polite language to seek permission and to request different things correctly.	Uses polite language to seek permission and to request different things in a variety of real-life situations.
	e) Use simple language to report events by responding to questions (e.g. 'Why are you late?', 'My mother is sick').	Reporting events by responding to questions using simple language is done correctly.	Uses simple language to report events with many errors.	Uses simple language with few errors to report limited events	Uses simple language to report some events with details.	Uses simple language to report some events with accuracy and attempts to use higher level language to report various events.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
5.2 Phonemic awareness (awareness that spoken language is made up of words and single sounds).	a) Identify different sounds in the learner's environment (e.g. the sounds of animals, hand claps etc.).	Identifying different sounds from different sources in the learner's environment is done correctly.	Identifies different sounds in the environment with much support.	Identifies different sounds in the environment with less support.	Identifies sounds in the environment accurately.	Identifies different sounds in the environment accurately and imitates those sounds.
	b) Imitate the sounds of things presented in pictures.	Imitate the sounds of things presented in pictures is done correctly.	Struggles to imitate the sounds of things presented in pictures.	Imitates the sounds of a few things presented in pictures correctly.	Imitates the sounds of most of the things presented in pictures accurately.	Imitates the sounds of all of the things presented in pictures and adds more sounds.
	c) Identify words with two syllables.	Identifying words with two syllables is done correctly.	Identifies two syllable words with much support.	Identifies two syllable words with less support.	Identifies familiar two syllable words correctly.	Identifies familiar two syllable words and attempts to identify unfamiliar two syllable words (decoding).

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	d) Identify the initial sounds of words.	Identify the initial sounds of words is done correctly.	Identifies the initial sounds of simple words with many errors.	Identifies the initial sounds of a few simple words with few errors.	Identifies the initial sounds of many simple and familiar words accurately.	Identifies the initial sounds of many simple and familiar words and attempts to Identify the initial sounds of new or unfamiliar words.
5.3 Phonics (awareness of the sound letter relationship)	a) Relate sounds to the letters of the English language alphabet.	Relating sounds to the letters of the English language alphabet is done correctly.	Relates sounds to the letters of the English language alphabet with many errors.	Relate sounds to many of the letters of the English language alphabet with few errors.	Relate sounds to most of the letters of the English language alphabet.	Relate sounds to most of the letters of the English language alphabet and attempts to relate sounds with all letters of the English language alphabet.
	b) Identify vowel sounds.	Identifying vowel sounds is done correctly.	Identifies vowel sounds with many errors.	Identifies vowel sounds with few errors.	Identifies vowel sounds without errors.	Identifies vowel sounds and use vowel sounds to decode information at a higher level.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	c) Identify consonant sounds.	Identifying consonant sounds is done correctly.	Identifies consonant sounds with many errors	Identifies consonant sounds with few errors.	Identifies consonant sounds correctly.	Identifies and uses consonant sounds to decode information.
	d) Listen to alphabetic letters to form words which begin with the selected letter.	Words which begin with selected letters are listened to and formed correctly.	Struggles to form words which begin with the selected letters.	Forms words which begin with the selected letters with much support.	Forms words which begin with the selected letters correctly.	Forms words which begin with the selected letters correctly and attempts to use the words in simple sentences.
	e) Form Syllables.	Forming syllables is done correctly.	Forms syllables with many errors.	Forms single and Multi-word syllables that are part of familiar words with fewer errors.	Forms two different syllables that make a familiar word.	Forms single and two word syllables to make familiar words and attempts to form syllables with vowels and consonants to create new words.
	f) Form three letter words.	Form three letter words is done correctly.	Forms three letter words with many errors.	Forms three letter words, with few errors.	Forms a number of familiar three letter words correctly.	Forms a wide range of familiar three letter words.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	g) Combine letters to form different English words.	Combine letters to form words is done correctly.	Combines letters to form different English words.	Combines letters to form a few English words, with non-standard spelling errors.	Combines letters to form a few English words, with standard spelling.	Combines letters to form many different English words, with standard spelling.
	h) Differentiate and reorganise sounds to form new words.	Differentiate and reorganise sounds to form new words is done correctly.	Differentiates and reorganises sounds to form a few new words.	Differentiates and reorganises sounds to form a number of simple new words.	Differentiates and reorganises sounds to form a wide range of simple new words correctly.	Attempts to differentiate and reorganises sounds to form complex words.
	i) Omit and replace letters to form new words.	Omitting and replacing letters to form new words are done correctly.	Omits and replaces letters to form new words with many errors.	Omits and replaces letters to form new simple words with few errors.	Omits and replaces letters to form new simple words correctly.	Attempts to omit and replaces letters to form higher level words correctly
5.4 Reading fluently (with speed, precision and according to punctuation).	a) Read aloud demonstrating appropriate tone for understanding.	Reading with understanding of texts with appropriate pronunciation is done correctly.	Reads aloud with many hesitations.	Reads aloud with few hesitations.	Reads aloud fluently.	Attempts to read aloud more complex texts with appropriate tone.
	b) Read a text at an appropriate level at an appropriate speed.	Read a text at an appropriate level at an appropriate speed is done correctly.	Reads aloud with much hesitation.	Reads aloud slowly with slight hesitation.	Reads aloud at an appropriate speed.	Attempts to read more difficult texts at an appropriate speed.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
5.5 Listening and Reading for comprehension	a) Interpret and describe pictures in a text.	Interpreting and describing one or more pictures in a text are done correctly.	Interprets and describes pictures in a comprehension text with great difficulty.	Interprets and describes a few pictures in a text with some difficulty.	Interprets and describes many pictures in a text correctly.	Attempts to describes more complex pictures.
	b) Predict the content of a story by using pictures, titles and other clues.	Predicting the content of a story using pictures and titles is done relevantly.	Struggles to predict the content of a story by using pictures with less relevance.	Predicts the content of a story using pictures with some relevance.	Predicts the content of a story by using pictures and titles relevantly.	Predicts the content of a story by using pictures and titles relevantly and tries to develop questions about a text prior to reading it.
	c) Listen to texts at an appropriate level in order to comprehend them.	Texts are listened to, at an appropriate level in order to comprehend them	Listens and comprehend the given text with much difficulty.	Listens and comprehend the given text with some difficulty.	Listens and comprehend the given text correctly.	Attempts to work on different texts correctly.
	d) Read silently texts at an appropriate level in order to comprehend them.	Read texts for comprehension is done correctly.	Reads texts at an appropriate level but does not demonstrate comprehension of ideas.	Reads texts silently and demonstrates some comprehension of ideas.	Reads silently and comprehends the main ideas of the text.	Reads silently and comprehends the main ideas and details of the text.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
5.6 Use Vocabulary.	a) Develop a common vocabulary related to at least 50 objects and 20 simple actions.	Developing a common vocabulary using pictures, real objects and actions is done correctly.	Uses poorly common vocabulary related to objects and actions.	Uses common vocabulary related to objects and actions with some errors.	Uses common vocabulary related to objects and actions correctly.	Uses common vocabulary related to objects and actions, develops common vocabulary related to simple actions competently and uses multiple words that describes the same object or action.
	b) Identify words with similar and opposite meanings.	Identifying words with similar and different meanings is done correctly.	Struggles to Identifies simple words with similar and opposite meanings.	Identifies simple words with similar meanings but fails to identify words with opposite meanings.	Identifies simple words with similar and opposite meanings.	Attempts to identify higher level words with similar and opposite meanings.
	c) Develop the meaning of vocabulary during listening and reading comprehension.	Building vocabulary from listening and reading comprehension is done correctly.	Understands the meaning of a small amount of new vocabulary during listening and reading comprehension.	Understands the meaning of a range of new vocabulary during listening and reading comprehension.	Understands the meaning of new vocabulary during listening and reading comprehension correctly.	Uses and understands higher level vocabulary during listening and reading comprehension.

6.0 Main Competence: WRITING

The main competence of writing is organised into specific sequenced competences which, when completed, will enable the pupil to write according to the objectives of the curriculum. The sequence is shown clearly in the following matrix:

Syllabus Content

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
6.1 Using the basics of writing.	a) Make various drawings with fingers and sticks on the ground to get the concept of the signs of writing and skills of forming shapes.	Various drawings are made with fingers and sticks on the ground to get the concept of the signs of writing and skills of forming shapes.	Struggles to draw various shapes with fingers and sticks on the ground to get the concept of the signs of writing and skills of making drawings with the demonstration of few skills.	Draws a few shapes with fingers and sticks on the ground to get the concept of the signs of writing and skills of making drawings with the demonstration of some skills.	Draws various shapes with finger and sticks on the ground to get the concept of the signs of writing and skills of making drawings with the demonstration of full skills.	Attempts to draw standard letters with finger and sticks on the ground.
	b) Create drawings by copying, tracing and creating shapes using a piece of chalk and slate to get better shapes and writing skills.	Creating drawings by copying, tracing and creating shapes using a piece of chalk and slate are done with the demonstration of some skills.	Struggles to create drawings by copying, tracing and creating shapes using a piece of chalk and slate with the demonstration of a few skills.	Creates drawings by copying, tracing and creating a few shapes using a piece of chalk and slate with the demonstration of some skills.	Creates drawings by copying, tracing and creating shapes using a piece of chalk and slate with the demonstration of full skills.	Attempts to draw letters by copying, tracing and creating shapes using a pencil and a piece of paper with the demonstration of full skills.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	c) Create drawings using a pencil to develop the skills of using a pencil and exercise book.	Creating drawings in an exercise book using a pencil to develop the skills of using a pencil is done with the full demonstration of skills.	Creates drawings using a pencil in an exercise book with the demonstration of few skills.	Creates drawings using a pencil in an exercise book with the demonstration of some skills.	Creates drawings using a pencil in an exercise book with the full demonstration of skills.	Attempts to draw and write correct letters in an exercise book using a pencil with the demonstration of full skills.
6.2 Forming alphabetic letters.	a) Write all of the letters of the English alphabet (in both lower case and capitals) in print style.	All the letters of the English alphabet are written (in both lower case and capitals) in print style.	Writes the letters of the English alphabet (in both lower case and capitals) in print style with many errors.	Writes the letters of the English alphabet (in both lower case and capitals) with few errors.	Writes many letters of the English alphabet (in both lower case and capitals) in print style accurately.	Attempts to write correctly words by combining letters.
	b) Combine letters to form meaningful words.	Letters are combined to form meaningful words.	Combines letters to form 3-letter words with many errors.	Writes 3-4-letter words with few errors.	Writes 3-4-letter words accurately.	Writes 3-4-letter words accurately and attempts to write 5-6-letter words.
	c) Create simple drawings and name the drawings.	Drawing and writing the name of the object are done correctly.	Creates drawings and names them with many errors.	Draws and names objects with few errors.	Draws and names an object accurately.	Attempts to create a wide range of drawings and names them correctly.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	d) Write sentences using words containing cluster consonants (sh, st, ch, gl, cl).	Writing sentences using words containing cluster consonants (sh, st, ch, gl, cl) is done correctly.	Writes sentences using words containing cluster consonants (sh, st, ch, gl, cl) with many errors.	Writes sentences using few words containing cluster consonants (sh, st, ch, gl, cl) with few errors.	Writes sentences using words containing cluster consonants (sh, st, ch, gl, cl) correctly.	Writes sentences using words containing cluster consonants (sh, st, ch, gl, cl) correctly and attempts to add more cluster consonants beyond this group.
6.3 Writing with accuracy and coherence.	a) Write by joining two parts of a sentence to create meaningful sentences.	Writing by joining two parts of a sentence to create meaningful sentences is done correctly.	Writes by joining two parts of a sentence with many errors.	Writes by joining two parts of a sentence, with few errors.	Writes by joining two parts of a sentence to create meaningful sentences accurately.	Writes by joining two parts of a sentence to create meaningful sentences accurately and attempts to write long sentences correctly.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	b) Write correct sentences from a group of jumbled words.	Writing correct sentences from a group of jumbled words is done correctly.	Struggles to write sentences from jumbled words.	Writes sentences from a group of jumbled words with some errors	Writes sentences correctly from a group of jumbled words.	Writes correct sentences from a group of jumbled words and attempts to write complex sentences from a group of jumbled words correctly.
	c) Write a short dictation text.	Writing a short dictation text is done correctly.	Writes a short dictation text with many errors.	Writes a short dictation text with few errors.	Writes a short dictation text correctly.	Attempts to write a longer dictation text correctly.
6.4 Writing the correct sequence of events.	a) Write a short story from pictures arranged according to a sequence of events.	Writing short stories using simple class level language from pictures arranged according to a sequence of events is done correctly.	Writes a short story from pictures with a poor connection of events and flow.	Writes a simple short story from pictures with a partially good connection of events and flow.	Writes a simple short story from pictures arranged according to a sequence of events correctly.	Attempts to write a detailed short story from pictures with excellent coherence.
	b) Construct sentences using given words.	Constructing sentences using given words is done correctly.	Constructs sentences from given words with many grammatical errors.	Constructs sentences from given words with some grammatical errors.	Constructs simple sentences from given words correctly.	Attempts to construct complex sentences using given words.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	c) Write a missing word or words in a sentence to complete the meaning.	Writing a missing word or words in a sentence to complete the meaning is done.	Writes a missing word or words in a sentence with many errors.	Writes an incorrect missing word or words in a sentence with few errors.	Writes correctly a missing word or words in a sentence to complete the meaning.	Attempts to write alternative missing words (not given) in a sentence to complete the meaning.
	d) Construct coherent sentences of not more than six words.	Constructing coherent sentences of not more than six words is done correctly.	Constructs coherent sentences with many errors.	Constructs coherent sentences of not more than six words with few errors.	Constructs coherent sentences of not more than six words correctly.	Constructs coherent sentences of not more than six words correctly and attempts to construct complex sentences.
	e) Use basic punctuation marks in a sentence (full stop, question mark and exclamation mark).	Use of basic punctuation marks appropriately done.	Uses basic punctuation marks in sentences (full stop, question mark and exclamation mark) inappropriately.	Uses full stop and question mark at the end of sentences slightly appropriately.	Uses the three basic punctuation marks in sentences (full stop, question mark and exclamation mark) appropriately.	Uses a range of basic punctuation marks in sentences.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	f) Write by arranging jumbled sentences to produce a sequence of events.	Writing by arranging jumbled sentences to produce a sequence of events is done correctly.	Writes sentences to produce a sequence of events with many errors.	Writes by arranging jumbled sentences with few errors.	Writes by arranging jumbled sentences to produce a sequence of events correctly.	Writes by arranging jumbled sentences to obtain a sequence of events correctly and attempts to compose new sentences to describe a sequence of events.
	g) Write simple sentences showing a sequence of daily activities.	Writing simple sentences showing a sequence of daily activities is done with consistency.	Writes simple sentences showing inconsistency in a sequence of daily activities.	Writes simple sentences showing some consistency in a sequence of daily activities.	Writes simple sentences showing a sequence of daily activities with consistency.	Writes simple sentences showing a sequence of daily activities with consistency and attempts to write complex sentences sequentially for daily activities.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	h) Compose stories with a good flow of events.	Composing stories with a good flow of events is done correctly.	Struggles to compose a story with good flow of events.	Composes simple stories with a good flow of events with some errors.	Composes simple stories with a good flow of events correctly.	Composes simple stories with a good flow of events correctly and attempts to compose detailed stories with a correct sequence of events.
6.5 Writing texts in print style	a) Write a text in print style.	Writing a text in print style is done correctly.	Struggles to write a text in print style.	Writes a text in print style with minor errors.	Writes a text in print style correctly.	Writes a text in print style correctly and attempts to write a long text in print style.
	b) Write dictation in print style.	Writing dictation in print style is done correctly.	Writes dictation in print style with many errors.	Writes dictation in print style with a few errors.	Writes dictation in print style correctly.	Writes dictation in print style correctly and attempts to write dictation in cursive style.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	c) Compose and write a short story in print style.	Composing and writing a short story in print style is correctly done.	Composes and write a short story in print style with many errors.	Composes and write a simple short story in print style with few errors.	Composes and write a short story in print style correctly.	Composes and writes a short story in print style correctly and attempts to write it in cursive style.

7.0 Main Competences: MATHEMATICS

The main competence of numeracy consists of specific competences to be accomplished by the learner to acquire appropriate numerical literacy according to the objectives of the curriculum. The details are presented in the matrix below:

Syllabus Content

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
7.1 Recognising numbers	a) Count things or objects from 1-99.	Counting different things or objects 1-99 is performed correctly.	Struggles to count different things or objects 1-99 with multiple errors.	Counts different things or objects 1-99 with minor errors.	Counts different things or objects 1-99 correctly.	Counts objects or things 1-99 and slightly above accurately and attempts to count into the hundreds.
	b) Read numbers 1-99.	Reading numbers 1-99 is done correctly.	Struggles to read numbers 1-99 with multiple errors.	Reads some of the numbers 1-99 with minor errors in pronunciation.	Reads numbers 1-99 correctly.	Reads numbers fluently 1-99 and attempts to read slightly above. 100.
	c) Write numbers 1-99.	Writing numbers 1-99 is done correctly.	Struggles to write numbers 1-99 with errors.	Writes some of the numbers 1-99 with minor errors.	Writes numbers 1-99 correctly.	Writes numbers 1-99 without errors and attempts to go beyond 100.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
7.2 Number Operations	a) Add objects to obtain a total not exceeding 99.	Adding objects to obtain a total not exceeding 99 is performed correctly.	Struggles to add objects to obtain a total not exceeding 99 with errors.	Adds objects to obtain a total not exceeding 99 with minor errors.	Adds objects to obtain a total not exceeding 99 with accuracy.	Adds objects to obtain a total not exceeding 99 correctly and attempts to add slightly above 99 without errors.
	b) Identify and use the addition sign (+).	Identifying and using the addition sign (+) is done correctly.	Struggles to identify the addition sign (+).	Identifies and uses of the addition sign (+) with errors and mistakes in number operations.	Identifies and uses the addition sign (+) to obtain a sum not exceeding 99 with minor errors.	Identifies and uses the addition sign (+) to obtain a sum not exceeding 99 or slightly more without errors.
	c) Subtract a number of objects from a given number of objects.	Subtract a number of objects from a given number of objects is performed correctly.	Struggles to subtract a number of objects from a given number of objects.	Subtracts a number of objects from a given number of objects with multiple errors.	Subtracts a number of objects from a given number of objects to obtain a correct answer with minor errors.	Subtracts a number of objects from a given number of objects without errors.
	d) Identify and use the subtraction sign (-).	Identifying and using the subtraction sign (-) is done correctly.	Struggles to identify the subtraction sign (-).	Identifies and uses the subtraction sign (-) with errors and mistakes in number operations.	Identifies and uses the subtraction sign (-) with minor errors.	Identifies and uses the subtraction sign (-) without errors.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
7.3 Fraction recognition	a) Identify, read and write the half fraction ($\frac{1}{2}$).	Identifying, reading and writing the half fraction ($\frac{1}{2}$) are done correctly.	Struggles to identify the half fraction ($\frac{1}{2}$).	Identifies the half fraction ($\frac{1}{2}$) but unable to read it correctly.	Identifies, reads and writes the half fraction ($\frac{1}{2}$) with minor errors.	Identifies, reads and writes the half fraction ($\frac{1}{2}$) without errors.
	b) Identify, read and write the quarter fraction ($\frac{1}{4}$).	Identifying, reading and writing the quarter fraction ($\frac{1}{4}$) are done correctly.	Struggles to identify the quarter fraction ($\frac{1}{4}$).	Identifies the quarter fraction ($\frac{1}{4}$) but unable to read it correctly.	Identifies, reads and writes the quarter fraction ($\frac{1}{4}$) with minor errors.	Identifies, reads and writes the quarter fraction ($\frac{1}{4}$) without errors.
7.4 Recognising numbers and relationships	a) Identify Tanzanian currency	Identifying Tanzanian currency is done correctly.	Struggles to identify Tanzanian coins and bank notes with multiple errors.	Identifies some Tanzanian coins and bank notes with errors.	Identifies commonly used coins and notes with minor errors.	Identifies commonly used coins and notes accurately and differentiates between coins and bank notes without errors.
	b) Compare the value of Tanzanian coins.	Compare the values of various coins is performed correctly.	Struggles to compare the value of Tanzanian coins with multiple errors.	Compares the value of Tanzanian coins with errors.	Compares the value of Tanzanian coins with minor errors.	Compares the value of Tanzanian coins without errors.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	c) Add Tanzanian shillings to obtain a sum not exceeding 100.	Adding Tanzanian shillings to obtain a sum not exceeding 100 is performed correctly.	Struggles to add Tanzanian shillings to obtain a sum not exceeding 100.	Adds Tanzanian shillings to obtain a sum not exceeding 100.	Adds Tanzanian shillings to obtain a sum not exceeding 100 with minor errors.	Adds Tanzanian shillings to obtain a sum not exceeding 100 without errors.
	d) Subtracting Tanzanian shillings involving numerals less than 100.	Subtract Tanzanian shillings is performed correctly.	Struggles to subtract Tanzanian shillings for numerals not exceeding 100.	Subtracts Tanzanian shillings with errors and mistakes.	Subtracts Tanzanian shillings involving numerals not exceeding 100 with minor errors.	Subtracts Tanzanian shillings involving numerals less than 100 without errors.
7.5 Recognising measurements.	a) Use words that indicate time measurements.	Using words indicating time is correctly done.	Struggles to use words that indicate time.	Uses some words indicating time measurements with errors.	Uses words indicating time measurement with minor errors.	Uses words indicating time measurements without errors.
	b) Compare the weight of objects.	Comparing the weight of objects is done correctly.	Struggles to compare the weights of objects with multiple errors.	Compares the weights of objects with errors.	Compares the weights of objects with minor errors.	Compares the weights of objects accurately.
	c) Compare the volume of things.	Comparing the volume of things is done correctly.	Struggles to compare the volume of things with multiple errors.	Compares the volume of things with errors.	Compares the volume of things with minor errors.	Compares the volume of things accurately.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	d) Compare the length of objects.	Comparing the length of objects is done correctly.	Struggles to compare the length of objects with multiple errors.	Compares the length of objects with few errors.	Compares the length of objects with minor errors.	Compares the length of objects accurately.
	e) To identify correctly various measurement tools used in the local context.	Various measurement tools used in the local context are identified correctly.	Struggles to identify a few measurement tools used in the locality.	Identifies a few measurement tools used within the locality.	Identifies most of measurement tools used in the local context with minor errors.	Identifies various of the measurement tools used in the local context.
7.6 Recognising shapes and figures.	a) Identify two and three dimensional figures.	Identifying two and three dimensional figures is performed correctly.	Struggles to identify two and three dimensional figures with multiple errors.	Identifies two and three dimensional figure with errors.	Identifies two and three dimensional figures errors.	Identifies two and three dimensional figure accurately.
	b) List two and three dimensional figures.	Two and three dimensional figures are listed correctly.	Struggles to list two and three dimensional figures.	Lists two dimensional figures but fails to list three dimensional figures.	Lists two and three dimensional with errors.	List two and three dimensional figures distinctly.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
7.7 Gathering data.	a) Collect and sort real objects from the environment.	Collecting and sorting real objects from the environment is done correctly.	Struggles to collect and sort real objects into groups.	Collects real objects but unable to sort them into groups.	Collects and sort real objects into groups with minor mistakes.	Collects, sorts and classifies objects into several different groups accurately.
	b) Represent quantities of real objects using drawings.	Representing quantities of real objects using drawings is done correctly.	Struggles to represent quantities of real objects using drawings.	Represents quantities of real objects using drawings with multiple errors.	Represents quantities of real objects using drawings with minor errors.	Represents quantities of real objects using drawings and interprets them accurately.

8.0 Main Competence: HEALTHCARE AND THE ENVIRONMENT

The main competence is to maintain healthcare and environment. It is divided into specific competences where by their successful attainment will enable pupils to maintain personal health, hygiene and the environment according to the objectives of the curriculum. The organisation of the specific competences is shown in the following matrix

Syllabus content

Specific Competences	Pupil's Activities	Assessment criteria	Benchmarking			
			Beginning	Average	Good	Very Good
8.1 Recognising parts of the human body.	a) Identify external parts of the human body and explain the functions of the eyes, nose, ears, mouth, legs and hands.	External parts of the human body are identified and the functions of the eyes, nose, ears, mouth, legs and hand are explained	Identifies some external parts of the human body with errors.	Identifies some external parts of the human body and provides a limited explanation on the functions of the eyes, nose, ears, mouth, legs and hands with minor errors.	Identifies external parts of the human body and explains the functions of the eyes, nose, ears, mouth, legs and hands correctly.	Identifies external parts of the human body and explains the functions of the eyes, nose, ears, mouth, legs and hands correctly and describes many external parts of the human body stating their functions.

Specific Competences	Pupil's Activities	Assessment criteria	Benchmarking			
			Beginning	Average	Good	Very Good
8.2 Recognising ways of protecting against disease.	a) Cleanliness of the body.	Clean the body (e.g. face, mouth, hair, finger, and whole body) is done correctly	Cleans of the body (e.g. face, mouth, hair, finger, and whole body) with errors.	Cleans some parts of the body (face, mouth, hair and whole body) with minor errors	Cleans parts of the body correctly (i.e. face, mouth, hair, finger, and whole body).	Cleans parts of the body correctly (i.e. face, mouth, hair, finger) and advises others on how to clean their body properly.
	b) Describe the characteristics of safe and clean water.	Describe the characteristics of safe and clean water is done correctly.	Describes some characteristics of safe and clean water with errors.	Describes the major characteristics of safe and clean water with minor errors.	Describes the major characteristics of safe and clean water correctly.	Describes the major characteristics of safe and clean water correctly and advises others to guard water sources.
	c) Describe the use of clean and safe water.	Describe the use of clean and safe water is done properly.	Describes some uses of clean and safe water with an unclear explanation.	Describes some uses of clean and safe water with a limited explanation.	Describes the main uses of clean and safe water properly.	Describes many uses of clean and safe water and advises others to use clean and safe water.
	d) Identify things which cause HIV/AIDS infection.	Identify things which cause HIV/AIDS is done correctly.	Identifies two things which cause HIV/AIDS infection correctly.	Identifies three things which cause HIV/AIDS infection correctly.	Identifies four things which cause HIV/AIDS infection correctly.	Identifies five things which cause HIV/AIDS infection correctly.

Specific Competences	Pupil's Activities	Assessment criteria	Benchmarking			
			Beginning	Average	Good	Very Good
8.3 Recognise living things found in the environment.	a) Identify domestic animals found in their environment.	Identifying domestic animals found in their environment is done correctly.	Identifies domestic animals found in their environment with errors.	Identifies a few common domestic animals in their environment.	Identifies several common domestic animals found in their environment.	Identifies and describes various common domestic animals found in their environment.
	b) Describe the benefits of domestic animals.	Describing the benefits of domestic animals is done correctly.	States some of the benefits of domestic animals with unclear explanations.	Explains some of the domestic animals	Explains many of the benefits of domestic animals correctly.	Describes, with examples, many of the benefits of domestic animals.
	c) Identify various plants found in the environment.	Identifying various plants found in the environment is done correctly.	Identifies various plants found in the environment with errors.	Identifies a few common plants found in the environment.	Identifies various common plants found in the environment.	Identifies and describes various plants found in the environment and their benefits
8.4 Cleaning and caring for the environment.	a) Identify and use various types of equipment to clean the environment.	Identifying and using various types of equipment to clean are done correctly.	Identifies various types of equipment used to clean the environment with errors.	Identifies various types of equipment used to clean the environment with minor errors.	Identifies and uses various type of equipment used to clean the environment correctly.	Identifies, describes and uses various types of equipment used to clean the environment correctly.

Specific Competences	Pupil's Activities	Assessment criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	b) Identify dangerous environments at school and at home.	Identifying dangerous environments at school and at home is done correctly.	Identifies dangerous environments at school and at home with errors.	Identifies some common dangerous environments at school and at home with minor errors.	Identifies dangerous environments at school and at home correctly.	Identifies, with examples, dangerous environments at school and at home correctly.
	c) Explain risky behaviour in the environment.	Explaining risky behaviour in the environment is done correctly.	Identifies risky behaviour in the environment with errors.	Explains some of the common types of risky behaviour in the environment with minor errors.	Explains various types of common risky behaviour in the environment correctly.	Explains various types of common risky behaviour in the environment and attempts to suggest their prevention.
	d) Describe harmful objects in the environment.	Describing harmful objects in the environment is done correctly.	Identifies some harmful objects in the environment with errors.	Identifies and explains some harmful objects in the environment with minor errors.	Identifies and describes common harmful objects in the environment correctly.	Identifies and describes, with examples, various harmful objects in the environment correctly.

Specific Competences	Pupil's Activities	Assessment criteria	Benchmarking			
			Beginning	Average	Good	Very Good
8.5 Identify different ways of providing first aid.	a) Identify situations and accidents that require first aid (at school and at home).	Identifies situations and accidents that require first aid (at school and at home) is done correctly.	Identifies and describes accidents that require first aid (at school and at home) with many errors.	Identifies some major situations and accidents that require first aid (at school and at home) with minor errors.	Identifies various major situations and accidents that require first aid (at school and at home) correctly.	Identifies various situations and accidents that require first aid (at school and at home) correctly and suggests ways of prevention.
	b) Describe things used in the provision of first aid (first aid kit).	Describing things used in the provision of first aid (first aid kit) is done correctly.	Identifies things used in the provision of first aid (first aid kit) with errors.	Identifies and explains some of the things used in the provision of first aid (first aid kit) with minor errors.	Identifies and describes various things used in the provision of first aid (first aid kit) correctly.	Identifies and describes various things used in the provision of first aid (first aid kit) correctly and attempts to explain how to handle them.
	c) Report an accident that occurred (at school or at home).	Reporting an accident that has occurred (at school or at home) is correctly done.	Reports an accident that occurred (at school or at home) with unclear explanation.	Reports an accident that occurred (at school or at home) with clear information.	Reports clearly an accident that occurred (at school or at home) with clear information.	Reports and explains with clear information an accident that occurred (at school or at home).

9.0 Main Competence: DEVELOPING SPORTS AND ARTS

The main competence of developing sports and arts is divided into specific competences whereby their successful attainment will enable pupils to engage in sports and games and perform arts according to the objectives of the curriculum. The organisation of the specific competences is shown in the following matrix:

Syllabus Content

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
9.1 Playing familiar games.	a) Play local familiar games competently.	Playing local familiar games competently is done successfully.	Plays local familiar games with errors.	Plays local familiar games with minor errors regarding the rules and procedures.	Plays local familiar games competently.	Plays local familiar games competently and teaches others the rules and procedures.
	b) Perform physical exercises.	Performing physical exercises is done successfully	Performs physical exercises with errors.	Performs physical exercises, with minor errors.	Performs physical exercises successfully.	Performs physical exercises with high dexterity and be able to teach others.
	c) Play ball games according to the rules.	Playing ball games according to the rules is done successfully.	Plays ball games with errors regarding the rules.	Plays ball games with minor errors regarding the rules.	Plays ball games correctly, adhering to rules.	Plays ball games according to the rules and teaches others to play and observe the rules.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	d) Play various athletic games.	Playing athletic games according to the rules is done competently.	Plays athletic games with errors.	Plays some athletic games with minor errors regarding the rules.	Plays various athletic games according to the rules.	Plays various athletic games according to the rules and be able to teach others how to play and observe the rules.
9.2 Creating various artistic works.	a) Draw Arabic numeral shapes artistically.	Drawing Arabic numeral shapes artistically and done correctly.	Draws Arabic numeral shapes artistically with errors.	Draws a few Arabic numeral shapes artistically with minor errors.	Draws all given Arabic numeral shapes artistically and correctly.	Draws and shades all given Arabic numeral shapes artistically and correctly.
	b) Draw English alphabet letter shapes.	Drawing English alphabet shapes artistically is done correctly.	Draws alphabet shapes with errors.	Draws some alphabet shapes artistically with minor errors.	Draws all given alphabet shapes artistically and correctly.	Draws all given alphabet shapes artistically and correctly and shades them.
	c) Colour in Arabic letter and numeral shapes.	Colouring in Arabic alphabet and numeral shapes artistically is done correctly.	Colours in Arabic alphabet and numeral shapes with errors.	Colours in some Arabic alphabet and numeral shapes with a single colour with minor errors.	Colours in all given Arabic alphabet and numeral shapes correctly.	Colours in all given Arabic alphabet and numeral shapes artistically and correctly uses different colours.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	d) Model familiar things.	Model clay figures is done correctly.	Models clay figures with errors.	Models clay figures with minor errors.	Models clay figures correctly.	Model clay figures correctly and decorates them.
	e) Print texture by rubbing and pressing methods.	Print texture by rubbing and pressing methods is done correctly.	Prints textures by rubbing and pressing methods with multiple errors.	Prints textures by rubbing and pressing methods with minor errors.	Prints textures by rubbing and pressing methods correctly.	Prints textures by rubbing and pressing methods correctly and attempts to find and select textures of using in successful rubbing and pressing.
9.3 Singing simple songs.	a) Sing simple songs.	Sing simple songs is done correctly.	Sings simple songs with errors.	Sings a few simple songs correctly.	Sings several simple songs correctly.	Sings many common songs correctly, attempts to sing more complicated songs and be able to teach others.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	b) Play simple musical instruments.	Playing simple musical instruments is done well.	Plays simple musical instruments with errors.	Plays a few simple musical instruments correctly.	Plays various simple musical instruments correctly.	Plays various simple musical instruments correctly and attempts to create own rhythm on a simple musical instrument.
9.4 Performing plays/ drama	a) Watch drama and respond to simple questions.	Answer questions about plays and role play is done correctly.	Responds to simple questions after watching plays and role play with many errors.	Responds to simple questions, with few errors after watching plays and role play.	Responds correctly to simple questions after watching plays and role play.	Responds correctly to simple questions after watching plays and role play and poses questions about them.
	b) Act in a play/ drama based on their own experience.	Acting in a play/ drama based on their own experience is done correctly.	Performs plays/drama with many errors.	Performs plays/ drama with minor errors.	Performs plays/ drama correctly.	Performs all given plays/ drama competently with additional improvisation.
	c) Tell a simple thematic story.	Telling a simple thematic story is done correctly.	Narrates a story with multiple errors.	Narrates a story with minor errors.	Narrates a story correctly.	Narrates a story correctly with additional creations.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	d) Tell jokes.	Telling jokes is done successfully.	Tells jokes with many errors.	Tells jokes with minor errors.	Tells jokes successfully.	Tells jokes successfully and teaches others jokes and what they mean.