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

CURRICULUM FOR PRIMARY EDUCATION
STANDARD I–VII

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List of Abbreviations and Acronyms

AIDS	Acquired Immunodeficiency Syndrome
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
MoEC	Ministry of Education and Culture
MoEST	Ministry of Education, Science and Technology
MoEVT	Ministry of Education and Vocational Training
NSGRP	National Strategy for Growth and Reduction of Poverty
PEDP	Primary Education Development Plan
PO-RALG	President's Office Regional Administration and Local Government
TIE	Tanzania Institute of Education
3Rs	Reading, Writing and Arithmetic

Message from the Director General

Education is a process which provides knowledge, competencies, values, and life skills to the targeted beneficiaries. The process aims at preparing a pupil to survive in his or her environment and to participate fully in community and national development activities. One of the goals of education in Tanzania is to offer quality education that enables graduates to participate fully in enhancing initiatives by the government to boost the national economy aiming at attaining the middle income and industrial economy by 2025. This is the goal that the Standard I–VII Curriculum for Primary Education intends to achieve. Moreover, it aims at cultivating broader experience to the pupil and emphasizing learner-centred teaching and learning methods. The methods address the needs of all learners, irrespective of their differences. This curriculum focuses on developing the pupil in all domains of learning: spiritually, ethically, mentally, physically and socially.

This curriculum has been prepared to meet the requirements for the pupil to acquire the necessary competencies at primary education level. Therefore, it is in line with the Education Act No.25 of 1978 as well as the national and international declarations. I hope that the contents of this curriculum will guide implementers through utilizing the opportunity to enable the pupil to acquire the necessary competencies for survival in their environment. Success in learning will be assessed by considering the pupil's ability to perform a task and do self-assessment.

We live in the society whose needs are constantly changing due to changes in science, technology and economy. Thus, the curriculum will be constantly improved to keep pace with the changes that occur after the completion of one cycle of schooling; that is, seven years. The Tanzania Institute of Education (TIE), on behalf of the Ministry of Education, Science and Technology (MoEST), will be glad to receive comments from teachers and other education stakeholders on how to improve this curriculum. All comments should be directed to the Director General of the Tanzania Institute of Education.

Finally, I wish to extend my appreciation to all education stakeholders from various governmental and non-governmental institutions who participated in preparing this curriculum.

Dr Aneth A. Komba
Director General
Tanzania Institute of Education

Preface

Quality education is the basic right to every Tanzanian. The Curriculum for Primary Education is prepared by considering that education equips the pupil to acquire necessary competencies for survival and adaptation in the fast-changing world. This curriculum document elaborates the provision of primary education as stipulated in the Education Act of 1978 and the guiding philosophy of education. In this document, educational goals, learning areas, and the competencies expected to be acquired by the pupil in each learning area are explained. Further, the document explains the implementation of the primary education curriculum nationally, the distribution of teaching and learning time, teaching and learning arrangements, and the resources required in the implementation of this curriculum. Besides, the curriculum provides guidelines on the assessment of the pupil's learning, curriculum supervision, assessment criteria, and performance indicators.

This curriculum will be implemented for seven years. Its implementation is divided into two major sections. The first section involves the first two years of primary education, which are Standard I and II. In these years, the curriculum focuses on developing competencies in Reading, Writing and Arithmetics (the 3Rs) among pupils. This section is prepared considering that the early years of learning are very crucial for the mental, physical, and social development of a child.

The second section is for Standard III−VII. This section focuses on developing competencies in the following eight subjects: Kiswahili, English, Mathematics, Civic and Moral Education, Science and Technology, Social Studies, Vocational Skills and optional subjects (French and Arabic). At this stage, competencies in the 3Rs will still be emphasized in all subjects. This is indisputable because such competencies are a foundation for successful further learning.

This curriculum is translated into various guidelines which describe the intended proper ways of implementing it. The main guideline in implementing each competency is the syllabus, which is used by the teacher in teaching and learning. The teacher should review the syllabus carefully to gain a broader perspective of what he or she is supposed to teach. It is my sincere hope that the syllabus will help the teacher to execute his or her teaching roles more effectively.

Equally important, other education stakeholders should use this curriculum in implementing and following up teaching and learning by considering the competencies for Standard I and II as well as for Standard III–VII subject.

Dr Lyabwene M. Mtahabwa
Commissioner for Education
Ministry of Education, Science and Technology

Introduction

1.1 Background Information

The Curriculum for Primary Education was reviewed in 2015 to meet the requirements of the Education Act of 1978 as amended in 2002, the Education and Training Policy of 1995 and its revised version of 2014, the Education Sector Development Programme (1999-2009), and the Tanzania's Development Vision 2025. Similarly, the curriculum review considered the Primary Education Development Programme (PEDP) of 2000-2006 and the National Strategy for Growth and Reduction of Poverty (NSGRP).

Recommendations from various research reports and education stakeholders have also significantly influenced the development of this curriculum. It should be noted that the 1997 curriculum for primary education emphasized subject content, while its review of 2005 emphasized competencies. Research, however, suggests that, despite such revisions, the curriculum is still more content-based than competency-based.

In 2013, a nationwide study was conducted to make a follow-up on the implementation of the 2005 curriculum. The results of that study indicated that some pupils were experiencing problems related to the 3Rs. Further, the findings indicated that the curriculum for Standard I and II had too many subjects; therefore, the teachers concentrated on the curriculum for teaching the content instead of the 3Rs, which are highly needed at this level. Such weaknesses prompted the Ministry of Education to prepare a curriculum which focuses more on the acquisition of the 3Rs. The task began in 2015 by putting more emphasis on developing competencies in the 3Rs among Standard I – II pupils.

The second phase of the curriculum review was in 2016, it included the curriculum for Standard III –VII. This review involved merging some subjects such as Geography and History into Social Studies. The third phase was carried out in 2019. It led to more improvement on the curriculum and helped in preparing Standard III –VII syllabi.

This phase involved further integration into the curriculum for Standard I –VII with a logical progression. These improvements have considered the needs of the society, the development of science and technology, and the enhancement of learner-centred teaching and learning.

1.2 Context of the Curriculum for Standard I−VII

This curriculum has been developed in the context of ensuring the provision of education that meets the current needs of a Tanzanian and that provides equal learning opportunities to all pupils. The curriculum has considered various aspects such as the 21st century skills; development of Science, Information and Communication Technology (ICT); and globalization. It aims to ensure the provision of quality education and the production of patriotic and self-reliant graduates who can speak more than one language. The primary education also aims to produce graduates with various knowledge and skills that will enable them to play a significant role in the development of Tanzania to achieve an industrial economy.

The curriculum also emphasizes the provision of inclusive education. This education values and aspires ability, needs and gender. It also recognises that all pupils can learn and succeed. It also aspires to meet national, regional and international needs and prepare Tanzanian pupils to live in a competitive world.

This curriculum is divided into two main parts. The first part covers Standard I–II; its main goal is to develop competencies in the 3Rs. The second part covers Standard III–VII; its main goal is to enable pupils to develop skills in 3Rs together with other life skills through the following subjects: Social Studies, Vocational Skills, Kiswahili, Mathematics, Science and Technology, Civic and Moral Education, English and optional subjects (French and Arabic). We expect that this curriculum will be implemented by the government in collaboration with the public and private sectors.

Issues Considered in Preparing the Curriculum

2.1 Introduction

This curriculum is based on seven years of primary education. It has been prepared in a spiraling style, from Standard I–II and III-VII. Additionally, it intends to maintain the developed competencies of the pupils from one class to another. Therefore, in each class, there shall be reinforcement of knowledge and skills from what the pupils shall have already learnt. More importantly, there shall be close follow-ups on every pupil's performance to develop the intended competencies. This curriculum development has also considered education acts, policy statements, national and international strategies, and the National Curriculum Framework for Basic and Teacher Education of 2019.

2.2 Education Act No. 25

This curriculum has followed the requirements of the Education Act No.25 of 1978 with its amendment of cap.353 in 2002. This Act declares that primary education shall be provided for seven years, and it is a basic right for every child. This Act further declares that every school-age child must be enrolled, and he or she has to attend school throughout the seven years.

2.3 Policy Declarations

This curriculum has been prepared to reflect the Education and Training Policy of 1995 and 2014. The Education and Training Policy of 1995 encourages the private sector to participate in providing of education, including making follow-ups and assessment on primary education. More specifically, the Education and Training policy of 2014 emphasizes the following:

a) Application of science and technology in providing education and training at all levels. The goal is to attain an adequate number of literate citizens in science and technology to meet national development targets. Thus, this curriculum puts more emphasis on the application of science and technology in teaching and learning.

b) Improving the teaching and learning environment by ensuring the availability of adequate and relevant infrastructure for the educational needs of all categories of learners at all levels of education.

This includes a safe environment and services at school to contribute to teachers and learners' participation in acquiring quality education.

2.4 National and International Strategies

These statements are relevant to the preparation and provision of education at the national level. Their relevance includes implementing various agreements that Tanzania has signed with other nations to provide primary education as a basic need for every child.

2.4.1 National strategies

The Primary Education Curriculum has adhered to various national statements. Some of these statements include the following:

a) ***National Strategy for Economic Growth and Poverty Reduction (2010)***

The objectives set in the National Strategy for Economic Growth and Poverty Reduction have been taken into consideration in developing this curriculum. They aim to provide education that will give pupils knowledge, skills and positive attitude to participate actively in their development process to reduce poverty.

b) ***Tanzania Development Vision 2025***

Tanzania's Development Vision 2025 emphasizes the provision of quality education that will enable pupils to be innovative, inventive, and skillful in different fields. It also aims at producing knowledgeable people who can solve social problems using science and technology.

2.4.2 International instruments

a) *Millennium Development Goals (MDGs)*

This curriculum has also addressed the 17 MDGs that stress on sustainable development which seeks to provide inclusive and equitable quality education at all levels. Out of the 17 MDGs, the first goal is dealing directly with education as indicated below. Furthermore, the 17 goals are summarized in the following seven goals:

(i) ensuring that quality education is provided for all;

(ii) eradicating poverty and improving food security, nutrition, and agriculture;

(iii) sustaining healthy lifestyles and promoting people's well-being at all ages;

(iv) sustaining equity within the country and among countries and promoting human settlements that are safe, peaceful, and inclusive with just systems;

(v) ensuring the availability of safe energy, clean water, and sanitary environments for all;

(vi) promoting economic growth, industrialization, innovation, employment, the balance between consumption and production, and infrastructural development; and

(vii) combating climate change, conserving the environment, managing the use of marine resources as well as terrestrial ecosystems, and preserving biodiversity.

b) *The United Nations Convention on the Rights of the Child (1989)*

The development of this curriculum was pivoted on the United Nations Convention on the Rights of the Child (UNCRC) of 1989. This convention emphasizes all nations to provide education for all. The curriculum has reflected many other international declarations such as the Sustainable Development Goals (SDGs) of 2015, especially items 2 and 3 of the goals, which provide the right to education for all children and emphasize economic production and development that focus on gender equity.

Additionally, this curriculum has put special emphasis on applying Information and Technology (IT) in providing of education.

2.5 The National Curriculum Framework for Basic and Teacher Education (2019)

The development of the primary education curriculum has been guided by the National Curriculum Framework for Basic and Teacher Education of 2019. Firstly, this framework explicitly presents the education vision which underscores the need for having an educated Tanzanian who possesses knowledge, skills and positive perceptions in contributing to national development. Secondly, the framework considers the educational mission that empowers Tanzanians to contribute in achieving national development. Thirdly, the framework has identified competencies, content coverage areas, assessment, and evaluation in education.

2.6 Curriculum Perspectives

Curriculum development is based on different perspectives such as the philosophy of education, culture, language, science and technology, as well as inclusive education.

2.6.1 The philosophy of education

The Primary Education Curriculum is based on the philosophy of Education for Self-Reliance. This philosophy has been the foundation for education in Tanzania since 1967. Education for Self-Reliance emphasizes on the following aspects:

a) the balance between education and the needs of the community or target groups;

b) developing critical thinking and inquiry mind;

c) learning both theoretically and practically;

d) developing self-confidence, decision making, and respect for human values; and

e) participating in economic activities.

2.6.2 Culture

The curriculum for primary education considers culture as a national identity for Tanzanians. It involves the process of teaching and learning which fits well with traditional, values, customs, and taboos. Besides, the curriculum aims at enabling the learner to recognise and appreciate various aspects of his or her own culture and that of other communities.

2.6.3 Language

Language has been given priority in the provision of education in Tanzania at various levels of education. The Education and Training Policy (2014) recognises the use of Kiswahili, English, Sign language and other foreign languages in education and training. This curriculum will be implemented in English for schools that use English as the medium of instruction, and for the schools that use Kiswahili as the medium of instruction, the curriculum will be implemented in Kiswahili. Furthermore, Kiswahili, English, French and Arabic subjects will be taught in their respective languages.

2.6.4 Science, Information and Communication Technology

The application of science and ICT has been given high priority in teaching and learning. The curriculum will help pupils to acquire knowledge and skills which will enable them to apply science and technology in solving daily problems. The curriculum emphasizes the use of ICT to enrich teaching and learning process. Pupils have the opportunity to use technology in learning all subjects so as to develop skills in practising and using different technological devices.

2.6.5 Inclusive and competency-based curriculum

The curriculum is based on building competencies which include knowledge, skills and attitude. The competencies in each class have been defined to meet the educational needs of the growing child. The pupil is the focal point of learning. Therefore, the emphasis has been directed at enabling the pupil to learn how to study and build the habit of learning throughout his or her life.

Talented pupils who will have shown special creative abilities will be allowed to develop them further. Those with disabilities will be given special assistance. Moreover, this curriculum enables pupils to learn by participating in different activities out of the classroom such as games, creative arts, subject clubs and income generation.

Curriculum Development Process

3.1 Introduction

The process of curriculum development undergoes various procedural steps to obtain a curriculum that addresses the needs of the beneficiaries. In developing this curriculum for primary education, the following procedures were followed.

3.2 Curriculum Development Processes

3.2.1 Needs assessment

This stage involved researching to gather opinions and views about the implementation of the 2005 primary education curriculum and the required improvements to the new curriculum. The participants in this research were 300 teachers from 24 regions of Mainland Tanzania. The participants included regional and district education officers, school quality assurance officers, policy makers, and senior leaders from the ministries. Besides, there were officers from various governmental and non-governmental organizations, parents, pupils, and the community at large. This stage also involved reviewing various documents. Some of these documents included reports from subject panel meetings, a report on the assessment of the implementation of the 2005 curriculum, reports of various studies on the implementation of the 2005 curriculum, curricula from various countries within and outside Africa and the National Curriculum Framework for Basic and Teacher Education 2019.

3.2.2 Curriculum coordinators' meeting

This stage involved the meeting of TIE curriculum coordinators who reviewed and analysed research findings on the needs assessment. The findings were used to prepare the first curriculum draft which was presented to various educational stakeholders for more inputs. The inputs were taken into consideration to improve the curriculum draft.

3.2.3 Subject panels' meetings

This stage involved the subject panels and curriculum coordinators who reviewed the improved curriculum draft. Feedback from the panels was used to improve different areas of the curriculum. After incorporating the panels' recommendations, the approval process started. It involved the TIE Academic Committee, the Council of the Tanzania Institute of Education, and the panel of the Commissioner for Education.

Education Stakeholders Participation in Curriculum Development

4.1 Introduction

The success of this curriculum development depends on the participation of different stakeholders including parents, the society, as well as public and private sectors. The participation of these stakeholders is detailed as follows:

4.2 Parents and Community Participation

The upbringing and the development of a child begin at family level and in the surrounding community. Therefore, the parents' and the community participation in improving education is crucial for proper pupils' upbringing. This enables the parents and communities to monitor the pupils' academic development and attitude so as to assist them in the learning process. Also, their participation is important because it provides strategies for improving the school's infrastructure.

4.3 Public-Private Partnership (PPP)

The education sector is an essential area of investment that is achieved through partnership between the public and private sectors. The main objective of PPP is to enhance the capacity of the sector in developing and enhancing supportive infrastructure, academic activities, expertise and various services at all levels of education and training. The government has set regulations in the provision of primary education. The participation of the private sector in education development will involve several factors including the following:

a) enabling the Ministry of Education, Science and Technology to provide education to Tanzanian children through construction of school buildings that conform to the government's intention of providing quality education;

b) providing teaching and learning materials;

c) constructing infrastructures including classrooms, laboratories, libraries and toilets; and

d) financing training costs for private school teachers during induction training.

Objectives and Competencies for Primary Education

5.1 Introduction

This curriculum abides by the objectives stated in the National Curriculum Framework for Basic and Teacher Education (2019). Competencies in Primary Education have been taken into consideration for Standard I–II and III–VII levels. Such considerations have been explained in the following sections.

5.2 Objectives of Primary Education

The following are the objectives of primary education:

a) Objectives of primary education for Standard I–II

This curriculum is intended to help the pupil to do the following:

(i) develop ability in reading, writing and arithmetic skills;

(ii) practise simple communication;

(iii) maintain health and hygiene;

(iv) build physical fitness and cooperate with others;

(v) have positive attitude towards learning;

(vi) care for the environment;

(vii) have self-awareness and develop talents;

(viii) grow morally; and

(ix) grow spirituality according to his or her religious affiliation.

b) **Objectives of primary education for Standard III–VII**

This curriculum is intended to enable the Standard III–VII pupil to do the following:

(i) develop skills in reading, writing, arithmetic and communication;

(ii) appreciate and use the Kiswahili language;

(iii) observe and practise the principles of the rule of law;

(iv) appreciate the culture of Tanzania and those of other countries;

(v) develop critical thinking, creativity and problem solving skills;

(vi) recognise the importance of ethics, integrity and accountability as the foundation of a good citizen;

(vii) participate in games, sports and arts activities;

(viii) develop his or her talents and abilities;

(ix) appreciate and value work;

(x) identify, appreciate and make use of science and technology; and

(xi) develop readiness for continuing education and lifelong learning.

5.3 Competencies in Primary Education

The competencies concur with the objectives of primary education as shown in the following sections:

a) **Competencies in Standard I–II**

The Standard I–II curriculum focuses on the competencies which will enable the Standard I–II pupil to:

(i) read;

(ii) write;

(iii) do arithmetics;

(iv) maintain personal hygiene and care for the environment; and

(v) participate in games, sports and arts activities.

b) Competencies in Standard III–VII

The Standard III–VII curriculum focuses on the competencies which will enable the Standard III–VII pupil to:

(i) communicate correctly in Kiswahili and English both orally and in writing;

(ii) read confidently.

(iii) use mathematical concepts and principles in daily life situations;

(iv) use scientific, technological and technical skills in real-life situations;

(v) use appropriately ones' culture and that of other communities in daily life;

(vi) respect the diverse religious beliefs and ideological differences in the community;

(vii) participate in games and sports and artistic activities;

(viii) respect oneself and others;

(ix) be patriotic in carrying out ones' activities;

(x) participate in different activities which are in line with his or her age;

(xi) participate in activities that enhance logical and analytical thinking; and

(xii) collaborate with others in performing acceptable communal activities.

5.4 Target Group for the Curriculum

The curriculum for primary education has identified three groups of pupils who should get education as their basic right. The first group comprises regular pupils. The second group comprises pupils with special needs. The third group comprises those with special needs who, after screening and diagnostic testing, are found to require special treatment to benefit from education. Therefore, the learning system for this group will be that of special classes or groups.

Competency Areas for Standard I–II

6.1 Introduction

The curriculum for Primary education focuses on main competency areas of learning, namely the 3Rs and supportive skills. The 3Rs skills form the foundation at this level and aim at enabling Standard I and II pupils to read, write and do arithmetics. The area of supportive skills focuses on other skills which, when fully developed, will help the pupils improve their learning for reading, writing and arithmetic as well as sustaining their daily-life. Therefore, these learning areas will develop the pupil physically, psychologically, morally, and socially by participating in games and sports, visual arts, music, drama and religious studies.

6.2 Competencies in Reading, Writing and Arithmetic

The focus of this section is to enable a pupil to build competency in reading, writing and arithmetic. Tables 1 and 2 show the specific competencies to be acquired by Standard I and II pupils.

Table 1: 3Rs Competencies for Standard I

Reading	Writing	Arithmetic
spoken language	the basic writing principles	recognizing numbers
sound identification	forming the letters of the alphabet	using number operations
phonemic awareness (sound recognition)	using principles of writing	recognizing the relationship between the number of items and using number operations
reading correctly	writing with accuracy and coherence	recognizing measurements
reading and listening for comprehension	writing in the correct sequence	recognizing shapes
using vocabulary	writing in print style	listing and collecting objects

Table 2: 3Rs Competencies for Standard II

Reading	Writing	Arithmetic
conversational language	forming letters	recognizing numbers
sound recognition	forming words	recognizing the relationship between the number of items
letter recognition	writing in the correct sequence of events	using number operations
using vocabulary	the use of writing principles	recognizing measurements
reading and listening for comprehension	writing with accuracy and coherence	recognizing shapes
reading accurately		collecting and listing objects

6.3 Competencies in Supportive Skills

Supportive skills focus on enabling pupils to become competent in the 3Rs. Table 3 shows the performance ability that the pupil is expected to develop in Standard I and II.

Table 3: Competency in supportive skills for Standard I−II

Caring for health and environment	Developing sports and arts
recognizing parts of the human body	playing familiar games
recognizing ways to protect oneself against diseases	demonstrating ethical conduct in sports
cleaning and caring for the environment	abiding by the principles of games and arts
providing first aid	communicating through arts
recognizing living things found in the environment	innovating and strengthening sports and art skills

6.4   Time Allocation and Number of Periods for Standard I−II

There will be 194 school days each year for Standard I−II, which is equivalent to 39 weeks. The year is divided into two terms; therefore, there will be two study terms. Two weeks in each term will be used for assessments.

To achieve the objectives of this curriculum and the expected learning outcomes, Standard I and II pupils will learn six subjects. These are Reading, Writing, Arithmetic, Healthcare and Environments, Developing Sports and Arts and Religious studies. There will be 15 hours of teaching time per week, and six (6) periods per day. The duration of each period will be 30 minutes. Therefore, the instructional time will be 3 hours per day. The time allocated shows that skills in Reading, Writing and Arithmetic cover 80%. By contrast, supportive skills cover 13% and Religious education covers 7% of the total learning time. Table 4 shows the time allocated for each subject.

Table 4: Allocation of time and periods for Standard I−II

Subject	Number of hours per week	Number of periods per week
Reading	5	10
Writing	3	6
Arithmetic	4	8
Healthcare and environment	1	2
Developing sports and arts	1	2
Religious studies	1	2
Total	**15**	**30**

Content Areas for Standard III−VII

7.1   Introduction

This section comprises six major content areas and their relevance to Standard III−VII pupils. The areas include language, social studies, science and technology, mathematics, sports, and spiritual matters.

7.2 Major Content Areas

7.2.1 Language

Language is important for human development, and it is an expression of culture. It enables pupils to communicate in their daily activities in different situations and environments. Competency in language enables pupils to learn more successfully. The emphasis on language as a content area is meant to enable pupils to listen, read, speak and write well in Kiswahili and English. The pupils will be expected to have the general knowledge of expressing themselves in the language, including using communicative signs. They can also choose to learn French or Arabic because these languages are important in business, tourism and relationships in general.

7.2.2 Social Science

Social Science includes Social Studies and Civic and Moral Education. Social Science aims at enabling the pupil to acquire knowledge, skills and attitudes that enable them to take responsibility in society and contribute to development. This enhances the pupil's ability to understand and appreciate human rights and their importance, know the history of the society in which he or she lives and fulfill his or her obligations in the society. Social Science enables the pupil to understand, appreciate and promote appropriate culture in his or her society and those of others. It also helps them to know things in the environment in which they live, to care and conserve them, and to use them appropriately. Additionally, it enables the pupil to realize and participate in bringing about economic, social and political changes.

7.2.3 Science and Technology

Science and Technology is concerned with scientific knowledge and skills that enable the pupil to appreciate and apply scientific and technological literacy skills to their daily lives. Science and technology also empowers the pupil to think logically to manage his or her daily life. Through science, the pupil will acquire skills that will help him or her to find solutions to problems arising from different situations.

7.2.4   Mathematics

Mathematics is an important tool in developing logical, critical, theoretical, and abstract thinking. Through mathematics, the pupil will develop the ability to solve daily life problems. All these are done in all aspects of human life and development. Through mathematics, the pupil acquires skills which can be transferred to other subjects.

7.2.5   Sports and Arts

Sports and arts target an important area of competencies in human's daily life. The subjects in this category aim at enabling the pupil to love and engage in motor activities. These subjects will develop basic skills for doing work. Participation in sports and arts enables the pupil to build a healthy body given the fact that, in modern lifestyles, most people are rarely doing physical exercises. Besides, these subjects improve skills in creativity, cooperation, problem solving and talent development. Practical subjects include vocational skills, sports, games and arts.

7.2.6   Religious Education

Religious education enables the pupil to cultivate ethical behaviour and respect religious and ideological differences. Through religious education, the pupil grows up in an acceptable manner to the community. It also strengthens the pupil's abilities to think logically and solve problems based on his or her religious principles.

7.3   Distribution of Subjects

Standard III and IV pupils will study seven subjects, while Standard V to VII pupils will study eight subjects as shown in Table 5.

Table 5: The distribution of subjects for Standard III−VII

SN	Subjects for Standard III−IV	S/N	Subjects for Standard V−VII
1	Kiswahili	1	Kiswahili
2	English	2	English
3	Mathematics	3	Mathematics

SN	Subjects for Standard III−IV	S/N	Subjects for Standard V−VII
4	Science and Technology	4	Science and technology
5	Social Studies	5	Social Studies
6	Civic and Moral Education	6	Civic and Moral Education
7	Religious Education	7	Vocational Skills
		8	Religious education

There will be optional subjects and extra-curricular activities. French and Arabic will be optionally taught in schools which have resources and the ability to teach them. Extra-curricular activities will involve forming subject clubs and other learning areas like arts, sports and games, economic activities, and recreational events. The optional subjects and extra-curricular activities for Standard III−VII are indicated in Table 6.

Table 6: Optional Subjects and Extra-curricular Activities for Standard III−VII

SN	Optional subjects	SN	Extra-curricular activities
1	Arabic	1	Subject clubs and other learning areas
2	French	2	Sports, games and arts
		3	Income generating activities
		4	Self-study/library and entertainment

7.4 Subject Competencies

The Primary education curriculum has considered main and specific competencies in each subject. Each main competency is divided into specific competencies for Standard III−IV and V−VII.

7.4.1 Kiswahili

Competencies in Kiswahili subject have been divided according to classes. The specification of the main and specific competencies for Standard III−IV is the continuation of the main and specific competencies derived from Standard I−II in reading and writing skills. Table 7 shows the main and specific competencies which will be developed in Kiswahili for Standard III−VII.

Table 7: The distribution of competencies in Kiswahili Subject

Umahiri mkuu	Umahiri mahususi kwa madarasa ya III−IV	Umahiri mahususi kwa madarasa ya V−VII
1. Kuwasiliana katika miktadha mbalimbali	1.1 Kutambua sauti mbalimbali katika matamshi ya silabi, maneno, sentensi na habari 1.2 Kutumia matamshi sahihi katika kutamka maneno mbalimbali 1.3 Kuanzisha mazungumzo katika miktadha mbalimbali 1.4 Kutumia msamiati katika kuanzisha na kuendeleza mazungumzo katika miktadha mbalimbali 1.5 Kutumia maandishi katika mawasilino kulingana na miktadha mbalimbali 1.6 Kutumia msamiati katika uandishi wa matini mbalimbali	1.1 Kuendeleza mazungumo katika miktadha mbalimbali 1.2 Kutumia maandishi katika mawasiliano kulingana na miktadha mbalimbali 1.3 Kutumia msamiati katika kuzungumza kwa kuwasilisha hoja kulingana na miktadha mbalimbali 1.4 Kutumia msamiati katika uandaaji na uandishi wa matini mbalimbali.

Umahiri mkuu	Umahiri mahususi kwa madarasa ya III−IV		Umahiri mahususi kwa madarasa ya V−VII	
2. Kuonesha uelewa wa jambo alilolisikiliza au kulisoma	2.1	Kuonesha uelewa wa jambo alilolisikiliza	2.1	Kuonesha uelewa wa jambo alilolisikiliza
	2.2	Kusoma kwa ufasaha na kuonesha uelewa wa matini aliyosoma	2.2	Kusoma kwa ufasaha na kuonesha uelewa wa matini aliyoisoma
	2.3	Kutumia msamiati aliousoma ili kuchanganua mawazo yaliyowasilishwa katika miktadha mbalimbali	2.3	Kutumia msamiati aliousoma katika kuchanganua mawazo yaliyowasilishwa katika matini mbalimbali
3. Kutumia msamiati katika miktadha mbalimbali	3.1	Kuzungumza kwa kuwasilisha hoja kulingana na miktadha mbalimbali	3.1	Kuzungumza kwa kuwasilisha hoja kulingana na miktadha mbalimbali
	3.2	Kutumia maandishi katika kuandaa matini mbalimbali	3.2	Kutumia maandishi katika kuandaa matini mbalimbali
	3.3	Kuchanganua mawazo yaliyowasilishwa katika matini mbalimbali	3.3	Kuchanganua mawazo yaliyowasilishwa katika matini mbalimbali

7.4.2   English

Competencies in English have been divided according to class levels as shown in Table 8.

Table 8: The distribution of competencies in English Subject

Main competencies	Specific competencies standard III−IV	Specific competencies standard V−VII
1.0 Comprehending oral and written information	1.1 Listening and comprehending information presented orally 1.2 Listening and comprehending phonemic symbols 1.3 Listening, pronouncing and reading phonemic symbols	1.1 Listening and comprehending information presented orally 1.2 Reading and comprehending written information
2.0 Communicating in speech and through writing	2.1 Communicating simple ideas through speech 2.2 Communicating simple ideas in writing	2.1 Communicating simple ideas through speech 2.2 Communicate simple ideas in writing
3.0 Acquiring and using appropriate vocabulary through the four language skills (listening, speaking, reading and writing)	3.1 Developing and using appropriate vocabulary through listening and speaking 3.2 Developing and using vocabulary through reading 3.3 Using appropriate vocabulary when writing	3.1 Developing and using appropriate vocabulary through listening and speaking 3.2 Developing vocabulary through reading 3.3 Using appropriate vocabulary when writing

7.4.3 Mathematics

Competencies in Mathematics have been divided according to class levels as shown in Table 9.

Table 9: The distribution of competencies in Mathematics

Main competencies	Specific competencies standard III−IV		Specific competencies standard V−VII	
1.0 Using mathematical language to present ideas to solve real life problems	1.1	Using the concept of numbers to communicate in different contexts	1.1	Using the concept of numbers to communicate in different contexts
	1.2	Applying statistical skills to present different information	1.2	Applying statistics skills to present different information
			1.3	Applying algebra skills to solve problems in everyday life
2.0 Thinking and conceptualizing ideas in everyday life	2.1	Applying measurements skills in different life contexts.	2.1	Applying measurement skills in different life contexts
	2.2	Applying the skills of shapes and figures to solve different problems	2.2	Applying the skills of shapes and figures to solve different problems
	2.3	Applying skills in patterns to solve everyday life word problems	2.3	Applying the concepts of patterns to solve word problems in everyday life
3.0 Using mathematics in solving problems in different contexts	3.1	Applying mathematical operations to solve problems	3.1	Applying mathematical operations to solve problems
	3.2	Applying number relations skills to solve problems in different contexts	3.2	Applying number relations skills to solve problems in different contexts

7.4.4   Science and Technology

Competencies in Science and Technology have been divided according to class levels as shown in Tables 10.

Table 10: The distribution of competencies in Science and Technology

Main competencies	Specific competencies standard III−IV	Specific competencies standard V−VII
1.0 Performing investigation and discoveries in Science and Technology	1.1 Investigating various things found in the environment 1.2 Identifying various types of energy and their uses 1.3 Identifying scientific and technological theories	1.1 Investigating various things in the environment 1.2 Identifying various types of energy and their uses. 1.3 Identifying scientific and technological theories
2.0 Understanding the fundamentals of science and technology	2.1 Using Information and Communication Technology (ICT) 2.2 Mastering scientific skills 2.3 Performing scientific experiments correctly	2.1 Using Information and Communication Technology (ICT) 2.2 Mastering scientific skills 2.3 Performing scientific experiments correctly
3.0 Maintaining health and the environment	3.1 Applying principles of hygiene for good health and environment 3.2 Applying principles of good health 3.3 Identifying various systems of the human body	3.1 Applying principles of hygiene for good health and environment 3.2 Applying principles of good health 3.3 Identifying various systems of the human body

7.4.5   Competencies in Social Studies

Competencies in Social Studies have been divided according to class levels as shown in Table 11.

Table 11: The distribution of competencies in Social Studies

Main competencies	Specific competencies standard III−IV	Specific competencies standard V−VII
1.0 Identifying different events occurring in his or her environment	1.1 Conserving the environment surrounding society 1.2 Keeping records of historical events	1.1 Conserving the environment surrounding society 1.2 Keeping records of historical events 1.3 Using knowledge of weather conditions in everyday activities
2.0 Identifying the principles of patriotism in the society	2.1 Maintaining the Tanzanian culture 2.2 Building good relationships with the surrounding society members 2.3 Honouring our heroes	2.1 Maintaining the Tanzanian culture 2.2 Building good relationships with the surrounding society members 2.3 Honouring our heroes
3.0 Using the knowledge of maps and astronomy in daily life	3.1 Using maps in different kinds of environment 3.2 Describing the solar system	3.1 Using maps in different kinds of environment 3.2 Describing the solar system

Main competencies	Specific competencies standard III−IV	Specific competencies standard V−VII
4.0 Applying economic principles in income generating activities	4.1 Using economic principles to preserve national resources 4.2 Identifying production activities in the society 4.3 Using entrepreneurial skills in doing daily activities	4.1 Using economic principles to preserve national resources 4.2 Identifying production activities in the society 4.3 Using entrepreneurial skills in doing daily activities

7.4.6 Competencies in Vocational Skills

Competencies in Vocational Skills have been divided according to class levels as shown in Table 12.

Table 12: The distribution of competencies in Vocational Skills

Main competencies	Specific competencies
1.0 Applying good grooming practices	1.1 Developing personal hygienic habits 1.2 Caring for clothes and maintaining cleanliness 1.3 Caring for the environment and maintaining sanitation in school and home environments
2.0 Mastering cooking a variety of foods	2.1 Recognizing rules required for cooking different types of foods 2.2 Preparing different types of food 2.3 Making different beverages

Main competencies	Specific competencies
3.0 Creating works of art	3.1 Mastering the basics of singing and acting 3.2 Making different pictures which portray social messages 3.3 Designing different printable art works 3.4 Modelling a variety of clay shapes 3.5 Improvising models using locally available resources in the environment
4.0 Applying entrepreneurial skills	4.1 Developing readiness for learning 4.2 Finding markets for small-scale businesses 4.3 Using the principles of financial management

7.4.7 Competencies in Civic and Moral Education

Competencies in Civic and Moral Education have been divided according to class levels as shown in Table 13.

Table 13: The distribution of competencies in Civic and Moral Education

Main competencies	Specific competencies standard III−IV	Specific competencies standard V−VII
1.0 Respecting the community	1.1 Loving oneself and others 1.2 Being proud of his or her school 1.3 Loving Tanzania by cherishing her values, symbols, and origins	1.1 Loving oneself and others 1.2 Being proud of his or her school 1.3 Loving Tanzania by cherishing her values, symbols and origins

Main competencies	**Specific competencies standard III−IV**	**Specific competencies standard V−VII**
2.0 Valuing the community	2.1 Taking care of oneself and others 2.2 Protecting the environment 2.3 Building good relationships with others in the community	2.1 Taking care of oneself and others 2.2 Protecting the environment 2.3 Building good relationships with others in the community
3.0 Being responsible	3.1 Protecting resources and interests of the country 3.2 Managing his or her school and household tasks 3.3 Obeying rules and regulations in doing his or her daily activities 3.4 Being self-disciplined 3.5 Co-operating in performing household and school tasks	3.1 Protecting resources and interests of the country 3.2 Managing his or her school and household tasks 3.3 Obeying rules and regulations in doing his or her daily activities 3.4 Being self-disciplined 3.5 Co-operating in performing household and school tasks
4.0 Being a perseverant	4.1 Handling challenges in daily life 4.2 Being optimistic towards achieving the set objectives 4.3 Learning by analysing issues critically	4.1 Handling challenges in daily life 4.2 Being optimistic towards achieving the set objectives 4.3 Learning by analysing issues critically

Main competencies	Specific competencies standard III−IV	Specific competencies standard V−VII
5.0 Being a person of integrity	5.1 Being trusted in society 5.2 Fulfilling responsibilities with transparency and honesty 5.3 Standing up for peoples' rights	5.1 Being trusted in society 5.2 Fulfilling responsibilities with transparency and honesty 5.3 Standing up for people's rights
6.0 Promoting peace and harmony	6.1 Interacting with people of different cultures and backgrounds 6.2 Identifying cultural differences and ideologies among people of different races 6.3 Building good relations with other nations	6.1 Interacting with people of different cultures and backgrounds 6.2 Identifying cultural differences and ideologies among people of different races 6.3 Building good relations with other nations

7.4.8 Competencies in Religious Education

Competencies in Religious Education will be determined by the respective religious denomination per pupils' learning needs and class level. The competencies will be used in developing a Religious Education syllabus for the respective religious denomination in collaboration with the Tanzania Institute of Education.

7.4.9 French

Les compétences pour le Français Langue Étrangère (FLE) sont catégorisées en niveau présentés dans le tableau 14 ci-dessous.

Table 14: La Répartition des compétences pour le Français Langue étrangère (FLE) IIIè–VIIè

Compétences principales	Compétences spécifiques pour IIIe– IVe classe		Compétences spécifiques pour Ve– VIIe classe	
1.0 Comprendre à l'oral et à l'écrit des informations dans des situations de communication de base.	1.1	Écouter des documents sonores courts sur des situations de communication de base	1.1	Écouter des documents sonores courts sur des situations de communication de base
	1.2	Lire des textes simples écrits (annonces, sms, réseaux sociaux)	1.2	Lire des textes simples écrits (annonces, sms, réseaux sociaux)
2.0 S'exprimer à l'oral et à l'écrit dans des situations de communication de base.	2.1	S'exprimer à l'oral dans des situations de communication de base.	2.1	S'exprimer à l'oral dans des situations diverses de communication de base.
	2.2	Écrire des textes courts (tel que messages, de petites annonces)	2.2	Écrire des textes courts (tel que des messages, de petites annonces)
3.0 Utiliser le vocabulaire acquis dans de différentes situations.	3.1	Produire des textes à l'oral en réutilisant le vocabulaire acquis dans des situations diverses.	3.1	Produire des textes à l'oral en réutilisant le vocabulaire acquis dans des situations diverses.
	3.2	Produire des textes à l'écrit en réutilisant le vocabulaire acquis dans des situations diverses.	3.2	Produire des textes à l'écrit en réutilisant le vocabulaire acquis dans des situations diverses.
	3.3	Réutiliser le vocabulaire acquis pour lire des textes simples (tel que de petits annonces, des messages) avec des mots connus.	3.3	Réutiliser le vocabulaire acquis pour lire des textes simples (tel que de petits annonces, des messages) avec des mots connus.

7.4.10 Arabic

Competencies in the Arabic language has been divided into levels as shown below and translated in Table 15a below.

Table 15a: The distribution of competencies in Arabic

اللغة العربية: 15 a

المهارت في اللغة العربية موزعة على حسب الفصول كما هوموضح في الجدول 15.

الجدول رقم 15: توزيع المهارات في اللغة العربية للصف الثالث إلى السابع الإبتدائي.

المهارات الخاصة للصف الخامس إلى السابع	المهارات الخاصة للصف الثالث إلى رابعة	المهارات الرئيسية	
1 استماع وفهم التعبيرات عن طريق المشافهة. 2 قراءة وفهم المحتوى من نصوص.	1 استماع ونطق الحروف الهجائية عن طريق المشافهة. 2 قيم الحروف الهجائية وتهاتها بأصوات مختلفة. 3 استماع ونطق وقراءة الحروف الهجائية مع تمييز الأصوات المختلفة.	معرفة وفهم الحروف نطقا وكتابة	1.0
1 التواصل بعبارات بسيطة من خلال الكلام 2 التواصل بعبارات بسيطة من خلال الكتابة.	1 التواصل بعبارات بسيطة من خلال الكلام 2 التواصل بعبارات بسيطة من خلال الكتابة.	التواصل مشافهة ومن خلال الكتابة	2.0
1 تنمية المفردات اللغوية واستخدامها من خلال الإستماع والكلام. 2 تنمية المفردات اللغوية واستخدامها من خلال القراءة. 3 استخدام المفردات المناسبة عند الكتابة	1 تنمية المفردات اللغوية واستخدامها من خلال الإستماع والكلام في المقتضيات المختلفة. 2 تنمية المفردات اللغوية واستخدامها من خلال القراءة. 3 استخدام المفردات المناسبة عند الكتابة.	اكتساب واستخدام المصطلحات اللغوية من خلال المهارات اللغوية الأربعة	3.0

Table 15b: English translation of the competencies in Arabic

Main competencies	Specific competencies for standard III−IV	Specific competencies for standard V−VII
1.0 Comprehending oral and written information	1.1 Listening to information presented orally 1.2 Listening to phonemic symbols 1.3 Pronouncing phonemic symbols	1.1 Listening to information presented orally 1.2 Reading written information
2.0 Communicating in speech and writing	2.1 Communicating simple ideas through speech 2.2 Communicating simple ideas through writing	2.1 Communicating simple ideas through speech 2.2 Communicating simple ideas through writing

Main competencies	Specific competencies for standard III−IV	Specific competencies for standard V−VII
3.0 Acquiring and using appropriate vocabulary through the four language skills (listening, speaking, reading and writing)	3.1 Developing and using appropriate vocabulary through listening and speaking 3.2 Developing vocabulary through reading 3.3 Using appropriate vocabulary when writing	3.1 Developing and using appropriate vocabulary through listening and speaking 3.2 Developing language vocabularies through reading 3.3 Using appropriate vocabulary when writing

Cross-cutting Issues

8.1 Introduction

Crosscutting issues are among the aspects considered in the Primary Education Curriculum. These issues have been integrated into various core subjects at different class levels according to the development stages of pupils. They are also integrated into some subjects during teaching and learning. The distribution of crosscutting issues is described in Table 16.

Table 16: The distribution of cross cutting issues according to subjects and class levels

No.	Cross-cutting issue	Subjects	Class level	
			III − IV	V − VII
1.	Human Immunodeficiency Virus (HIV) Acquired Immune Deficiency Syndrome (AIDS)	• Science and Technology • Civic and Moral Education	✔	✔
2.	Road safety	• Civic and Moral Education	✔	✔

No.	Cross-cutting issue	Subjects	Class level	
			III – IV	V – VII
3.	Child rights and responsibilities	• Civic and Moral Education		
4.	Gender	• Civic and Moral Education		
5.	Life skills	• Civic and Moral Education • Vocational Skills • Social Studies		
6.	Reproductive health	• Science and Technology		
7.	Corruption	• Civic and Moral Education		
8.	Entrepreneurship	• Vocational Skills • Social Studies		
9.	Finance	• Vocational Skills • Mathematics		
10.	Drug abuse	• Civic and Moral Education • Science and Technology		
11.	Environment	• Social Studies • Science and Technology • Religious Education		
12.	Peace	• Civic and Moral Education		
13.	Cyber security	• Science and Technology • Civic and Moral education		
14.	Globalisation	• Civic and Moral Education • Social Studies		
15.	Tax	• Civic and Moral Education • Social studies.		

8.2   Integration of Cross-cutting Issues in the Curriculum

Various cross-cutting issues are integrated into core subjects. Table 17 shows different cross-cutting issues with the related competencies to be developed.

Table 17: Cross-cutting issues and class level competencies

Cross-cutting issue	Class level competencies	
	III−IV	**V−VI**
Environment	a) Cleaning the school and home environment b) Conserving the environment of the surrounding community	a) Making the school and home surrounding green b) Conserving the environment c) Protecting the living organisms in the environment
HIV and AIDS	a) Differentiating HIV from AIDS b) Caring for people with HIV/AIDS c) Showing empathy to people with HIV/AIDS	a) Protecting oneself and others from HIV infections b) Caring for people with HIV
Cyber security	Using phones, television, radio and newspapers carefully	Using, computers, e-mail and social media carefully
Globalisation	Utilizing the advantages of globalisation	Utilizing the advantages of globalisation
Drug abuse	Identifying the effects of drug abuse	Co-operating with the community to identify ways of preventing drug abuse
Reproductive health	Caring for body and reproductive organs	a) Identifying the effects of unsafe sex b) Identifying the risks of unsafe sex to avoid diseases and early pregnancies

Cross-cutting issue	Class level competencies	
	III–IV	V–VI
Life skills	a) Attaining self-realization b) Respecting oneself and others	a) Following principles in making informed decisions b) Co-operating with others in various aspects c) Following principles of stress management
Entrepreneurship	a) Using home resources sustainably b) Identifying economic opportunities available in the community	a) Recognising economic opportunities around oneself b) Utilising economic opportunities for self-sustenance
Financial skills	a) Identifying Tanzanian currency structure b) Cultivating the habit of saving money	a) Using money carefully b) Safely saving money through a bank or mobile money services
Peace	a) Defining the concept of peace b) Following principles of avoiding conflicts	a) Maintaining peace b) Identifying the effects of conflicts
Road safety	a) Using roads safely b) Recognising road signs, which help us to use roads safely	a) Recognising road safety signs b) Using the road, means of transport, and road signs
Child rights and responsibilities	a) Analysing fundamental rights of children b) Identifying child responsibilities	a) Identifying the risks of irresponsibility among children b) Following procedures for demanding children rights

Cross-cutting issue	Class level competencies	
	III–IV	V–VI
Gender	a) Identifying one's gender b) Recognising gender differences	a) Analysing gender relations b) Recognising the essence of gender
Education about corruption	Defining the concept of corruption	a) Identifying corrupt practices and their effects b) Demonstrating anti-corruption activities
Tax	Defining the concept of tax	a) Identifying types of taxes b) Identifying the benefits of paying tax c) Demonstrating good attitudes towards taxpaying

Time Allocation for Teaching Subjects in Standard III–VII

9.1 Introduction

Time for teaching and learning has been allocated per the number of terms, weeks, days and periods. The time has been allocated for each respective subject together with extra curricular activities.

9.2 Allocation of Time

A school academic year has 194 days, which are equivalent to 39 weeks for Standard III–VI. Standard VII shall have 34 weeks because of the final examinations that take place in September every year. The year is divided into two terms, with two weeks reserved for examinations in each term.

The allocated time for Standard III–VII is six hours per day. Each period will have 40 minutes. Therefore, the total number of periods will be eight per day for all pupils except Friday on which the total number of periods will be six. This means the pupils will have 38 periods per week.

In schools that offer optional subjects, the pupil will choose one optional subject. Each optional subject will have two periods per week. Therefore, these pupils will be taught 40 lessons per week. Table 18 below presents detailed time allocation for teaching the pupils and the number of lessons per week for all the subjects which will be taught in the classroom and outside the classroom.

Table 18: Learning time and the number of periods per subject per week

No	Subject	Total learning hours and periods per week			
		Standard III−IV		Standard V−VII	
		Time	No. of periods	Time	No. of periods
1.	Kiswahili	3 hrs 20 mins	5	3 hrs 20 mins	5
2.	English	4 hrs 40 mins	7	4 hrs 40 mins	6
3.	Mathematics	4 hrs	6	3 hrs 20 mins	5
4.	Science and Technology	3 hrs 20 mins	5	3 hrs 20 mins	5
5.	Social Studies	2 hrs	3	2 hrs	3
6.	Civic and Moral Education	3 hrs 20 mins	5	3 hrs 20 mins	5
7.	Vocational Skills	-	-	1 hr 20 mins	2
8.	Religious Education	40 mins	1	40 mins	1
Total learning hours and number of periods		**21 hrs 20 mins**	**32**	**21 hrs 20 mins**	**32**
Optional subjects					
9.	French/Arabic	1 hr 20 mins	2	1 hr 20mins	2
Total learning hours and number of periods		**1 hr 20 mins**	**2**	**1 hr 20mins**	**2**
Extra-curricular activities					
10.	Subject clubs and other areas of learning	1 hr 20 mins	2	1 hr 20 mins	2
11.	Sports and Arts Education	1 hr 20 mins	2	1 hr 20 mins	2
12.	Self-reliance activities	40 mins	1	40 mins	2

| No | Subject | Total learning hours and periods per week | | | |
| | | Standard III–IV | | Standard V–VII | |
		Time	No. of periods	Time	No. of periods
13.	Independent learning	40 mins	1	40 mins	1
	Total learning hours.	4 hrs	6	4 hrs	6
Total learning hours and No. of Periods per week		**25 hrs 20 mins**	**38**	**25 hrs 20 mins**	**38**

Learning the Religious Education Subject

10.1 Introduction

The curriculum for Primary Education emphasizes the need for the Religious Education subject. Pupils will learn the religious education subject on any day recommended by the school authority except Friday.

10.2 Days Allocated for Learning the Religious Education Subject

On Friday, lessons will be taught until noon. There should be no lessons taught from 12.00 to 2.00 p.m. for all pupils in all schools. This is done to allow pupils belonging to different denominations that worship on Friday to go to their respective places of worship. The pupils who will not participate in Friday's prayers will be required to do independent studies. They can also participate in other learning activities planned by the school until the end of the session.

Teaching and Learning

11.1 Introduction

The Primary Education curriculum emphasizes the learner-centred approach in which the pupil is the focus of learning. In this context, the role of the teacher is to facilitate the pupil to learn. Every pupil can learn independently until he or she reaches the level that she/he will need the teacher's assistance for more learning. This curriculum emphasizes the participatory method of teaching and learning during its implementation. In teaching and learning using the participatory approach, the teacher gets an opportunity to allow equal participation by all pupils regardless of their differences. This view of teaching and learning is based on the philosophy of education for self-reliance.

11.2 Inclusive and Special Classes

The government emphasizes on providing quality education for all Tanzanian pupils through inclusive education. This type of education acknowledges that every pupil can learn and succeed. This curriculum indicates the important aspect of shifting from normal classes to inclusive and special classes as detailed in Table 19.

Table 19: Teaching and learning in inclusive and special education classes

Issues for consideration	Inclusive classes	Special classes
Total number of pupils' activities	The total number of pupils' activities should be according to their abilities. However, activities for pupils with disabilities should be reduced according to their respective types of disabilities	The total number of pupils' activities will depend on the approach and methods used in the classes

Issues for consideration	Inclusive classes	Special classes
Time for learning	Time for learning and answering questions for assessment should follow the one recommended in the curriculum of regular pupils However, for pupils with special needs, the time should be increased depending on the need and ability Time for answering test questions in the classroom for pupils with special needs should be increased Time for finishing and entering another level should be increased depending on the needs and abilities of the pupils concerned	Time for learning activities for pupils with special needs will be increased depending on special needs and the ability of the pupil concerned Time for answering test questions in the classroom for pupils with disabilities should be increased depending on the needs and abilities of the pupils Time for the completion of learning at one level to proceed to the next level should be increased depending on the special need and abilities of the pupils concerned Time for learning and answering assessment questions should depend on the approach and method used in their classroom
The level of assisting the pupil in learning	Every pupil should be assisted according to his or her needs, for the case of a pupil with disabilities, the level of assistance should be increased depending on his or her needs	The level of assisting the pupil should be increased according to her or his needs

Issues for consideration	Inclusive classes	Special classes
Teaching and learning aids, materials and methods	Various materials that enhance feeling, seeing, locomotion and hearing should be used depending on pupils' ability and disabilities Different participatory methods of teaching and learning should be used according to pupils' abilities, and, for pupils with disabilities, individual programmes should be used depending on the level of pupils' disabilities	Various materials that enhance feeling, seeing, locomotion and hearing should be used depending on pupils' disabilities Different participatory methods of teaching and learning should be used depending on pupils' disabilities There should be various participatory methods in teaching and learning per the individual pupil's class level and his or her special needs
Participation of the learner in the learning process	Every individual pupil should participate in the learning process. The pupil with special needs should participate in the learning process depending on abilities or disabilities	The pupil with special needs should participate in the learning process as much as he or she can
Solving learning problems	To solve learning problems, the pupil must follow the learning rules, but, for the case of pupils with special needs, the learning rules can be changed depending on the needs	Learning rules can be changed for the pupil to solve the problems depending on his or her needs

Issues for consideration	Inclusive classes	Special classes
Expectations in learning	Expectations should be emphasised to all pupils, but, for the case of pupils with special needs, alternative expectations should be set	Alternative expectations should be set for a pupil with special needs
The way of getting learning feedback	The regular pupil should refer back to what he or she was taught using a given method, but, for the case of pupils with special needs, a way of referring to feedback should be changed in line with his or her abilities	The feedback from the special need pupil should be changed in line with his or her abilities
Competency selection	The pupil should learn what is instructed, but, for the case of a pupil with special needs, the subject content should be changed depending on his or her abilities	The subject content should be changed depending on the abilities of the pupil with special needs
Language	Simple language should be used for the normal pupil, and appropriate instruction should be used depending on the need and ability of the pupil with special needs (for example, using sign language for pupils with hearing impairment)	Proper instruction should be used depending on the type and the ability of pupil with special needs (for example the use of sign language for pupils with hearing impairment)

Issues for consideration	Inclusive classes	Special classes
Classroom seating plan	The classroom seating plan for regular pupils should allow learning to take place without obstacle whereby the plan for the special need pupils should consider the kind of disabilities they have in learning	The classroom seating plan for the pupil with special needs should consider the kind of devices one needs and his or her abilities to learn
Safety	Safety of each pupil, especially those with albinism, should be ensured	The safety of each pupil should be ensured depending on the kind of special need one has

11.3 Extra-curricular Activities

Extra-curricular activities aim at improving what the pupil has to learn in class. They allow the pupil to interact with other pupils in different environments and reinforce what he or she has learnt in the class. Participating in subject clubs, games and sports, economic, cultural and counseling activities, for example, gives pupils an in-depth knowledge about the things they have learnt. The following is a description of extra-curricular activities.

a) **Participating in subject clubs**

Subject clubs are related to various subjects. For instance, they may focus on cross-cutting issues such as environment, HIV/AIDS, children rights, life skills, prevention of corruption, health, peer education, business, and road safety.

b) **Sports, games and arts**

These activities will help pupils to discover their talents and abilities that should be nurtured. Sports and games will be performed by all pupils according to the school timetable. Other activities include theatre arts, singing, field events, football, handball, basketball, netball, table tennis, *bao* and so on. Competencies in sports, games and arts are divided according to class levels as shown in Table 20.

Table 20: Competencies in sports, games and arts for Standard III−VII

Main competencies		Specific competencies	
1.0	Developing resilience by participating in various sports	1.1	Building a strong body through participation in various sports
		1.2	Building muscle endurance through participation in sports and arts
		1.3	Promoting body metabolism through participation in sports and arts
		1.4	Promoting thinking ability and decision making through various sports
2.0	Playing games and performing arts skilfully	2.1	Developing competitiveness in sports and arts
		2.2	Promoting creativity in performing sports and arts
		2.3	Using various sports skills to entertain

c)   Economic activities

Pupils will have to perform various economic activities at school to increase income and develop their entrepreneurial skills. Such activities include running a school shop, gardening and horticulture. Furthermore, the pupils can engage in animal keeping, agriculture, weaving, sculpture, drawing, and pottery businesses. Similarly, they will be encouraged to create school investments.

d)   Entertainment

Entertainment is an activity a pupil can do for enjoyment, amusement, and/or relaxation. These activities can be held once in a term. Each school is supposed to have a programme of activities that will involve all pupils including those with special needs to promote equality. Prizes will be given to pupils who excel to motivate them to improve their talents. This curriculum aims at the following:

(i)   enhancing talents and innovations among pupils;

(ii) developing the pupils' talents such as theatre arts, dance, singing, games and sports and various craftsmanship;

(iii) entertaining the pupils for their mental and body health;

(iv) enabling the pupils to learn by doing;

(v) promoting the desire to learn and like other subjects; and

(vi) encouraging teachers' collaboration with capable pupils and other experts on monitoring entertainment activities at school.

Resources Needed in the Implementation of the Primary Education Curriculum

12.1 Introduction

The amount of resources required for the implementation of the curriculum is divided into four main groups: people, physical resources, time and financial resources.

12.2 Human Resource

Human resource is an important requirement in the implementation of the curriculum, especially in teaching and learning. The human resource includes a competent teacher.

A competent teacher in primary education is the one who attended teaching training at an accredited college. The qualifications of a teacher for primary education have been described in the National Competencies Framework for a teacher. The main qualification of a teacher is being competent in teaching, assessment and evaluation. These qualifications are elaborated further as follows.

12.2.1 Teaching

A competent teacher needs to plan and teach the subject to enable pupils to build competencies in different areas (domains). The teacher should be able to do the following:

a) prepare pupils to learn reading, writing and arithmetic (3Rs);

b) interrelate reading, writing and arithmetic skills;

c) prepare and improvise teaching and learning materials in various skills;

d) interrelate different skills with the teaching and learning context;

e) teach pupils of different abilities;

f) apply ICT knowledge in the process of teaching;

g) prepare a scheme of work and a lesson plan for the subject to be taught;

h) use proper approach and methods that allow pupils' participation in learning; and

i) provide feedback to pupils and parents to improve teaching and learning.

12.2.2 **Assessment and evaluation of pupils**

A competent teacher shows knowledge and skills through assessing and evaluating the progress of his or her pupil. Thus, the teacher will be able to do the following:

a) Prepare relevant tools that will be used to assess the pupils' learning of each competencies;

b) apply appropriate assessment tools to every competency in assessing pupils;

c) keep pupils' progress report on every competency;

d) use assessment and evaluation results to improve teaching and learning; and

e) provide feedback to the pupils and parents for the improvement of teaching and learning.

12.3 Physical Resources

Physical resources include different items that can help in the implementation of the curriculum. Physical resources include the following:

12.3.1 **Teaching and learning resources**

Teaching and learning resources are important in the implementation of the curriculum. These resources include a kit for learning the 3Rs and supplementary resources, which are elaborated as follows:

a) **The 3Rs learning kit**

Standard I and II will use the kit which contains items for teaching and learning the 3Rs skills.

This kit has been prepared following the guidelines of the MoEST. This kit will contain a chart of numbers, words, letters and a chart of the human body. Besides, the kit will contain a card of numbers and letters proportional to the number of pupils in the respective class.

b) Curriculum resources

The syllabus, the teacher' guide, books and teaching and learning materials are important items of the curriculum. These items help to achieve the desired goal in implementing the primary education curriculum.

The textbooks that will be used are the ones recommended by the MoEST. The syllabi and subject guides to be used are the ones prepared by TIE and approved by MoEST.

Teaching and learning can be successful with the use of science and ICT devices when they are available and appropriately used in schools. These devices include models, CDs, DVDs and computer sets. Each school is also required to have sports facilities and equipment, arts and other activities.

c) Supplementary books

Educational stakeholders will be required to prepare supplementary books. TIE shall evaluate the books by considering the guidelines and the needs of the primary education curriculum. The MoEST shall approve the books and authorize them to be used in schools.

d) Assistive devices for pupils with special needs

Assistive devices for vision, hearing, locomotion and feeling should be used in learning depending on the special needs of the pupil. These devices include braille machines, clutches, sound equipment, audio books, as well as sound and letter magnifiers for pupils with visual and hearing impairment.

12.3.2 Furniture and buildings

Furniture and buildings should be user-friendly to all pupils. Furniture and buildings for Standard I–II pupils should be designed by considering their age and special learning needs.

Furniture and buildings for Standard III–VII have to be prepared by considering the guidelines set by the MoEST. For instance, classroom and learning corners for Standard I-II should have the features mentioned below.

a) **Classroom**

A classroom should consider the following:

(i)   class size should not be less than 6 metres wide and 8 metres long;

(ii)   one class should contain no more than 45 pupils;

(iii)   one desk should be used by two pupils;

(iv)   the space between desks should be one metre;

(v)   conducive environment for pupils with special needs;

(vi)   availability of a chair and a table for the teacher and his or her assistant;

(vii) availability of a cupboard and/or a shelf for keeping books and other teaching and learning materials;

(viii) availability of one chalkboard for writing whose dimension is 1.2 metres wide and 3 metres long: There should be another board for placing various teaching aids whose size is 1.2 metres wide and 2.4 metres long; and

(ix)   writing slates in three corners of the classroom for pupils' writing practices.

b) **The learning corners**

Each classroom should have a learning corner with the following features:

(i)   a shelf, books and various cards for reading;

(ii)   chairs, tables, benches or mats; and

(iii)   devices, such as audio-visual books, CDs, and DVDs, for pupils with special needs.

12.3.3   Playgrounds

Schools need to have large and enough areas for sports and games. All grounds should be prepared by taking into consideration the needs of all pupils. The grounds should be free from dangerous objects for the pupils.

12.4 Time

The time allocated for the implementation of the primary education curriculum is seven years. Every pupil is supposed to learn for 268 weeks, which are equivalent to 1334 days per seven years. This amount of time will be used to accomplish the competencies required.

12.5 Financial Resources

The implementation of the primary education curriculum depends on the mobilization of funds and materials from different stakeholders. The government, in collaboration with the private sector and education development partners, is expected to make sure that quality education is provided in the country.

Assessing Learning

13.1 Introduction

Assessment is an important aspect of the teaching and learning process. Assessment will enable the teacher to identify the level of competencies developed by the pupil. It will be done using various methods, including examinations, observation, interviews, questionnaires, portfolios, project works, and performance charts. The assessment of pupils' performance will involve initial continuous assessment, diagnostic testing, screening, and summative assessment. Continuous assessment will provide feedback to the teacher and the pupil to improve teaching and learning. Summative assessment will involve national examinations that will be conducted among Standard II, IV and VII pupil's.

13.2 Initial Assessment

Initial Assessment is done before beginning the course to determine pupils' prior knowledge and competencies before they are enrolled on a course. The assessment aims at enabling the teacher to identify the pupils' individual needs. Knowing the pupils' needs helps the teacher in the planning process to achieve the intended goals. Similarly, this assessment can be used for assessing pupils before enrolling them for Standard I.

13.3 Diagnostic Assessment/Screening Testing

Diagnostic assessment is done to gather information about the pupil's mastery of different skills. Such information should be used to give relevant support and advice to the pupil. Sometimes, advice from a medical expert may be important, especially to pupils with disabilities. Besides diagnostic assessment, screening tests or examinations will be used to identify pupils with serious challenges in learning and, therefore, to plan for remedial intervention. Sometimes, a health specialist's advice may be required for pupils with special needs. This kind of assessment can be done after the pupils have learn for three or more months.

Screening tests and examinations, which are prepared for research purpose, can also be used. Diagnostic assessment refers to written examinations, oral questions, and effective investigation made by school teachers. The diagnostic assessment aims to identify pupils with difficulties to plan strategies for learning. Besides, there will be national examinations for Standard II, IV and VII, which will be administered for the same reasons.

13.4 Continuous Assessment

This type of assessment is continuously done during the entire period of teaching and learning to provide feedback to the teacher and the pupil. The feedback will help the teacher to understand the areas of weakness, which need improvement. This assessment will use methods such as observation, interviews, assignments, oral questions, portfolios, and examinations. Moreover, this assessment will be used to identify various talents among pupils. Examples of such talents include creativity, drawing, arts and sports. The assessment will also involve terminal examinations, which will focus on identifying learners' ability in different areas.

13.5 Summative Assessment

This type of assessment will consist of examinations that will take place at the end of each month or term. This summative assessment will be used to determine whether the pupil can progress from one class level to another. It will consist of written examinations, oral questions, and critical observation.

13.6 National Assessment

There will be national assessments for Standard II, IV, and VII. These assessments will be prepared by the National Examinations Council of Tanzania (NECTA), and their timetables will be the same throughout the country. The National Examinations Council of Tanzania shall publish assessment results for the whole country for the schools to improve the teaching and learning process. Invigilation and marking will be closely monitored by NECTA officials and officials from other areas related to the supervision of primary education.

The following is a description of the areas of final national assessment for Standard II, IV and VII.

a) Standard II Assessment

The final Standard II assessment aims at improving teaching and learning. In this type of assessment, there will be no screening; instead, it will be used to determine the pupils' level depending on the competencies expected.

The assessment's results will be used to develop a plan for assisting pupils who will be identified as having difficulties in learning and those with special needs. Different methods can be used in the assessment process. These could include written questions, reading and interviews. The guidelines based on this assessment are detailed below.

(i) Assessing the reading competencies

The Standard II pupil is expected to do the following:
- Pronounce the sounds of given letters;
- Read correctly and precisely 50 words per minute;
- Read precisely 40 meaningless words per minute;
- Read a comprehension passage and provide correct answers to the questions asked; and
- Read the vocabulary depending on the respective level of the class.

(ii) Assessing writing competencies

The Standard II pupil is expected to do the following:
- Write words and sentences correctly;
- Use capital and small letters correctly;

- Use punctuation marks (like full stops, commas, question marks, and exclamation marks) correctly; and
- Write short stories or coherent paragraphs with correct spelling, sentence formulation and punctuation.

(iii) Assessing the arithmetic competencies

The Standard II pupil should be able to do the following:
- Add three-digit figures;
- Subtract three-digit figures;
- Complete number series by filling in one missing number in a four-number series;
- Relate drawings which show fractional parts with numerical fractions;
- Draw simple figures and lines;
- Use simple standard and non-standard measurement tools;
- Identify time, volume, weight and length; and
- Interpret simple data that describe familiar objects and activities.

b) Standard IV and VII Assessments

National assessment for Standard IV and VII will be used to determine whether the pupil has developed the intended competencies so that they can progress from one class level to another (that is from Standard IV to V or from Standard VII to Form I).

Standard IV examinations shall not be used for screening. Instead, they will be used to identify the learning weakness of the pupils for further assistance before progressing to Standard V. The assessment shall involve written examinations, oral questions and effective investigation.

Curriculum Supervision
14.1 Introduction

The management and supervision of the curriculum is an important aspect to ensure its effective implementation. The supervision of the curriculum will be carried out from the school level to the Ministry level.

Likewise, it will be carried out concurrently via continuously training implementers, making follow-ups, and assessing the respective curriculum.

14.2 Role of the Central and Local Governments

The supervision of the curriculum will be done from the school level to the Ministry level. The President's Office Regional Administration and Local Government (PO-RALG) plays the main supervisory role on the implementation of this curriculum via the directorate of education. Supervision at the school level is the pillar of the curriculum implementation. The head of school, the school committee, and the Ward Education Officer will be the main supervisors at the school level. They will have to conduct meetings to discuss the progress of curriculum implementation while the Municipal Executive Director and District Executive Director will supervise the curriculum through District Education Officers at the district level. Similarly, Regional Education Officers, with the help of the inspectorate office, have the role of supervising this curriculum at the regional level. Generally, the supervision of this curriculum is consistent with the decentralization of certain educational responsibilities from the central government to local governments.

14.3 Professional Development for Curriculum Implementers

Teachers, supervisors, educational officers, inspectors, school quality assurers and other curriculum stakeholders (including informed parents) will be trained in implementing the curriculum effectively. The Tanzania Institute of Education (TIE) will prepare and run such trainings via face-to-face and distance modes of delivery. Likewise, teachers' colleges and universities that offer diplomas and degrees in education will have the responsibility to train student teachers on this curriculum.

14.4 Monitoring and Evaluation of the Curriculum

Monitoring and evaluation of the curriculum will be carried out in line with the national monitoring and evaluation curriculum guidelines prepared by the MoEST and the PO-RALG.

14.4.1 Monitoring

Monitoring the curriculum implementation aims at collecting information about the success of the curriculum. All main education stakeholders including parents, school committees, teachers, pupils, and school quality assurers will be involved in monitoring the implementation of the curriculum. The monitoring falls into two categories: internal and external. Heads of schools are the first internal monitors of the curriculum implementation. The monitoring guidelines from MoEST spell out the duties of each stakeholder in ensuring that the curriculum is successfully implemented. Monitoring reports will be analysed and submitted to the Tanzania Institute of Education and other main education stakeholders.

14.4.2 Evaluation

Curriculum evaluation aims at identifying areas of the curriculum that need to be improved. The evaluation will focus on all aspects of the content of the curriculum including objectives and competencies, content as well as teaching and learning methods. Moreover, the aspects include the availability of teaching and learning materials to evaluate pupils' progress, the ability of teachers to teach, and the teaching and learning environment. The continuous and summative evaluation of the curriculum will involve various stakeholders led by the Tanzania Institute of Education. The continuous evaluation will be done throughout teaching and learning while the summative evaluation will be done after the completion of the primary education cycle.

Learning and Performance Indicators for Standard III−VII

15.1 Introduction

The success of the implementation of this curriculum will be assessed based on the ability of the pupil to perform various competencies. A description of specific assessment criteria and performance indicators is presented below.

15.2 Criteria and Performance Indicators

Criteria and pupils' performance indicators will be delivered by the Ministries in charge of education.

In this curriculum, criteria and performance indicators will be given according to the subject as illustrated in Table 21.

Table 21: Assessment criteria and performance indicators for Standard III-VII

Subject	Assessment criteria	Performance indicators
Kiswahili	1. Kuwasiliana katika miktadha mbalimbali	Mwanafunzi atapimwa uwezo wake katika 1. kutambua sauti katika matamshi ya silabi, maneno na herufi mwambatano; 2. kutumia lugha ya mazungumzo katika miktadha mbalimbali; na 3. kutumia maandishi katika mawasiliano mbalimbali.
	2. Kuonesha uelewa wa jambo alilolisikiliza au kulisoma	Mwanafunzi atapimwa uwezo wake katika 1. kusikiliza na kumudu mazungumzo na 2. kusoma maandiko mbalimbali kwa ufasaha kwa kuzingatia kanuni za uandishi.
	3. Kutumia msamiati katika miktadha mbalimbali	Mwanafunzi atapimwa uwezo wake katika 1. kuzungumza kwa kuwasilisha hoja kulingana na hali mbalimbali, 2. kutumia maandishi kuandaa matini mbalimbali, na 3. kusoma na kuchanganua mawazo yaliyowasilishwa kwenye matini mbalimbali.

Subject	Assessment criteria	Performance indicators
English	1. Comprehending oral and written information	A pupil will be assessed on his or her ability to 1. comprehend information presented orally and 2. listen, pronounce, and read phonemic symbols.
	2. Communicating in speaking and writing	The pupil will be assessed on his or her ability to communicate simple ideas in speaking and writing.
	3. Using vocabulary in the four language skills (listening, speaking, reading and writing)	The pupil will be assessed on his or her ability to develop and use vocabulary in listening, speaking, reading, and writing.
Mathematics	1. Developing confidence and thinking skills in everyday life	The pupil will be assessed on his or her ability to use measurement skills, shapes and puzzles in different contexts.
	2. Applying mathematical expressions to solve different problems in different environments	The pupil's ability will be assessed on mathematical operations, the relationship between one number and objects to solve problems in different contexts.
	3. Using mathematical language to present ideas and arguments in everyday life	A pupil's ability will be assessed on using concepts of numbers, statistics and algebra to present ideas in different contexts.
Science and Technology	1. Applying scientific and technological investigation to everyday life	A pupil's ability will be assessed on the ability to apply scientific and technological theories, to develop research skills, and use them in his or her environment.

Subject	Assessment criteria	Performance indicators
	2. Using the knowledge of science and technology in everyday life	A pupil's ability will be assessed on his or her ability to use scientific and technological knowledge in solving different problems.
	3. Applying the knowledge about personal hygiene skills, body cleanliness and environmental care	A pupil will be assessed on his or her ability to apply health and environmental care principles in daily life.
Social Studies	1. Inculcating the sense of patriotism in society	A pupil will be assessed on his or her ability to do the following: 1. demonstrate good cooperation in the community, 2. use correctly his or her culture in different contexts, and 3. honour Tanzanian and African heroes.
	2. Using maps and astrological studies in daily life	A pupil will be assessed on the ability to utilize map-reading skills to describe land features and its natural resources as well as to discover changes that can occur on the earth's surface using the knowledge of the solar system.
	3. Using principles in managing different economic activities in the community and the nation at large	A pupil will be assessed on his or her ability to identify economic activities, apply entrepreneurial skills, and use principles to protect natural resources for national development.
	4. Assessing events and taking precautions.	A pupil will be assessed in his or her ability to keep records, conserve the environment, and plan different activities according to the weather conditions.

Subject	Assessment criteria	Performance indicators
Civic and Moral Education	1. Abiding by the principles of respect in the community	A pupil will be assessed on his or her ability to care for him/herself, to love others, to love and feel proud of his or her school as well as to love the country, its values and history.
	2. Abide by principles of valuing the community	A pupil will be assessed on his ability to care for oneself, others, and the environment as well as to build good relationships with other people.
	3. Abiding by principles of responsibility	A pupil will be assessed on his or her ability to protect the country and its resources, supervise responsibilities, obey the law, ensure self-discipline, and build good relationships with other people in performing various activities.
	4. Demonstrating the habit of aspiring to attain goals in life	A pupil will be assessed on his or her capacity to use principles in daily life, attain the set objectives by having a positive attitude, and learn to analyse situations critically.
	5. Using principles of integrity	A pupil will be assessed on his or her ability to show trustworthiness in the community, defend justice, and fulfil his or her duties truthfully and transparently.
	6. Using principles of peace	A pupil will be assessed on his or her ability to interact with people from different origins, identify cultural differences and points of view in the society, and create relationships with other nationals.

Subject	Assessment criteria	Performance indicators
French	1. Comprendre des informations orales et écrites dans des situations de communications diverses.	L'apprenant sera évalué en fonction de sa comprehension des diverses documents sonores et écrits.
	2. S'exprimer à l'oral et à lécrit dans des situations diverses.	L'apprenant sera évalué en fonction de son expression orale et écrite dans des situations diverses.
	3. Produire des textes oraux et écrits en utilisant le vocabulaire acquis dans des situations différentes.	L'apprenant sera évalué en fonction de sa production des textes oraux et écrits en utilisant le vocabulaire acquis dans des situations différentes.

Table 22a: Arabic Assessment Criteria and Performance Indicators for Standard III-VII

تقويم الأداء	معايير التقويم	المادة
1 يقوم التلميذ قدرته على فهم التعبيرات مشافهة. 2 يقوم التلميذ قدرته على إستماع وتطق وقراءة الحروف الهجائية وتمييز أصواتها.	معرفة وفهم الحروف نطقا وكتابة	اللغة العربية
يقوم التلميذ قدرته على التواصل بعبارات بسيطة من خلال الكلام والكتابة.	التواصل مشافهة ومن خلال الكتابة	
يقوم التلميذ قدرته على تنمية واستخدام المهارات اللغوية الأربعة.	اكتساب واستخدام المصطلحات اللغوية من خلال المهارات اللغوية الأربعة	

Table 22b: Translation of Arabic Criteria and Performance Indicators for Standard III–VII

Subject	Assessment criteria	Performance indicators
Arabic	Demonstrating the ability to understand spoken sentences and written letters by pronouncing and writing them	A pupil will be assessed on his or her ability to 1. understand spoken sentences in normal conversation. 2. Listen, pronounce, read, and identify Arabic letters with their corresponding sounds.
	Communicate in speaking and writing	A pupil will be assessed on his or her ability to use various sentences in spoken and written forms.
	Applying vocabulary items using the four language competencies	A pupil will be assessed on his or her ability to develop and use the four language competencies namely reading, writing, speaking and listening.

Table 23: Criteria and performance indicators in extra-curriculum activities

Subject	Assessment criteria	Performance indicators
Sports, games and arts	1. Being physically fit by participating in various games and sports	A pupil will be assessed on his or her ability to participate in playing with others and in making decisions in sports and arts in general.
	2. Participating skilfully in games, sports, and arts	A pupil will be assessed on his or her competitiveness, discipline, collaboration, and daring in sports and games.

Subject	Assessment criteria	Performance indicators
Subject clubs and other areas of learning	Forming subject clubs in different learning areas	A pupil will be assessed in his or her ability to form, guide and lead a particular subject club.
	Participating in subject club activities in different areas of learning	A pupil will be assessed on his or her ability to participate in activities in different subject clubs.
Entrepreneurial activities	Formulating different income-generating activities	A pupil will be assessed on his or her ability to formulate and participate in various production activities at school and at home.
	Using principles of entrepreneurship	A pupil will be assessed on his or her ability to organize sustainable entrepreneurial activities.

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