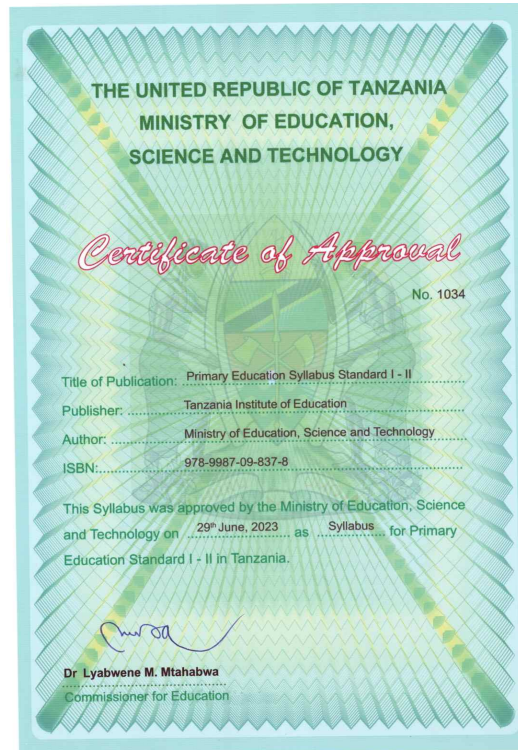


**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**PRIMARY EDUCATION SYLLABUS
STANDARD I – II
2023**

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Abbreviations and Acronyms

3Rs	Reading, Writing, Arithmetic
ICT	Information and Communication Technology
KKK	Kusoma, Kuandika, Kuhesabu
TEHAMA	Teknolojia ya Habari na Mawasiliano
TIE	Tanzania Institute of Education
TSL	Tanzania Sign Language

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1.0 Introduction

This syllabus introduces seven competences which are Listening and Speaking, Reading, Writing, Numeracy, Kumudu Stadi za Awali za Kiswahili, Appreciate culture, arts and sports and Care for health and environment. These competences cover various contents including those which aims at building the pupil's early skills in using computer programmes. These competences are compulsory for the pupils in Standard 1-II who join primary education in schools which use English as a medium of instruction. The main purpose of learning these competences is to build the pupil's competences in Reading, Writing and Arithmetic (3Rs) in both English and Kiswahili. Furthermore, these competences will allow the pupil to acquire early knowledge and skills regarding using computer programmes. Furthermore, the competences are expected to help in building the pupil's positive attitude about culture, art, sports, health and environment, which are crucial in enabling the pupil to learn and cope effectively with different subjects at higher levels and eventually be able to manage his/her life.

The Primary Education Standard I-II Syllabus is designed to guide the teaching and learning of the above mentioned competences in English medium schools. The syllabus interprets the competences indicated in the 2023 Standard I-VI Primary Education Curriculum. It provides information that will enable teachers to plan their teaching and learning processes effectively. It also provides teaching and learning opportunities that help teachers to apply different methods and strategies to promote the pupils' acquisition of the 21st century skills, which include critical thinking, creativity, collaboration, communication and problem solving.

2.0 The Main Objectives of Education in Tanzania

The main objectives of providing education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture; traditions and customs of Tanzania, cultural differences, dignity, human rights, attitudes and inclusive actions;
- (c) Apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her development and the sustainable development of the nation and the world at large;

- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice in accordance with the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Primary Education Standard I-II

The Main Objectives of Primary Education Standard I –II are to enable a pupil to:

- (a) Develop Reading, Writing, and Arithmetic skills (3Rs), including the use of Braille, Tanzanian Sign Language (TSL), and tactile communication;
- (b) Enhance the ability to communicate appropriately, including using ICT and assistive technologies;
- (c) Improve physical fitness, develop talents, collaborate with peers, and have a positive attitude towards learning;
- (d) Develop metacognition and aesthetics as well as love and take care of health, environment, and the available resources;
- (e) Promote ethics and the ability to appreciate and uphold National Values and the culture of his or her community, as well as recognise cultural differences; and
- (f) Develop the ability to interact in an inclusive environments.

4.0 General Competences for Primary Education Syllabus Standard I – II

The General Competences that will be Developed by Standard I – II Pupils are to:

- (a) Use Reading, Writing and Arithmetic (3Rs) skills, including using Braille, Tanzanian Sign Language (TSL) and tactile communication;

- (b) Communicate appropriately, including the use of ICT and other technological devices;
- (c) Participate in building physical strength, develop talents, collaborate with others and have a positive attitude towards learning;
- (d) Show consciousness to beauty, love and care of health, environment and other available resources;
- (e) Develop the moral values, ability to appreciate and maintain the national value as well as the culture of his or her community and recognise the differences among the cultures; and
- (f) Participate in social activities in an inclusive environment.

5.0 Main Competences and Specific Competences

The main and specific competences to be developed are presented in Table 1.

Table 1: *Main and Specific Competences for Standard I - II*

Main Competences	Specific Competences
1.0 Listening and speaking	1.1 Develop listening and speaking skills in different contexts
2.0 Reading	2.1 Recognise letter sounds 2.2 Recognise letter-sound relationships 2.3 Read fluently 2.4 Read for comprehension
3.0 Writing	3.1 Develop pre-writing skills 3.2 Develop basic writing skills 3.3 Apply basic writing skills
4.0 Arithmetic	4.1 Recognise the concept of numbers 4.2 Use mathematical operations 4.3 Use mathematical concepts

Main Competences	Specific Competences
5.0 Kumudu stadi za awali za Kiswahili	5.1 Kumudu stadi za awali za kusikiliza na kuzungumza katika miktadha mbalimbali 5.2 Kumudu stadi za awali za kusoma
6.0 Appreciate culture, arts and sports	6.1 Appreciate one’s culture and that of other people 6.2 Demonstrate religious tolerance 6.3 Demonstrate ethical practices 6.4 Create works of arts 6.5 Participate in various sports
7.0 Care for health and the environment	7.1 Care for one’s health and that of immediate community 7.2 Observe objects found in the environment 7.3 Protect oneself from hazardous environments/situations/substances 7.4 Demonstrate positive attitude towards the environment

6.0 Role of Teachers, Pupils and Parents/Guardians in the Teaching and Learning

A good relationship between a teacher, pupil and parent or guardian is fundamental to ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning process.

6.1 The teacher

The teacher is expected to:

- (a) Help the pupils to learn and acquire the intended competences in 3Rs;
- (b) Use teaching and learning approaches that will allow pupils with different needs and abilities to:
 - (i) Develop the competences needed in the 21st century; and
 - (ii) Actively participate in the teaching and learning process.

- (c) Use pupil centred instructional strategies that make the pupil a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all pupils equally irrespective of their differences;
- (h) Protect the pupil while at school;
- (i) Keep track of the pupil's daily progress;
- (j) Identify the pupil's needs and provide the right intervention;
- (k) Involve parents/guardians and the community at large in the pupil's learning process; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The pupil

The pupil is expected to:

- (a) Develop the intended competences by participating in various learning activities inside and outside the classroom;
- (b) Actively engage in the teaching and learning process; and
- (c) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3 The parent/guardian

The parent/guardian is expected to do the following:

- (a) Monitor the child's academic progress in school;
- (b) Where possible, provide the child with the needed academic support;
- (c) Keep track of the child progress in behaviour;
- (d) Provide the child with a safe and friendly home environment that is conducive for learning;
- (e) Provide the child with any materials required in the learning process; and
- (f) Instil in the child a sense of commitment and positive value towards education.

7.0 Teaching and Learning Methods

The teaching and learning methods are instrumental in developing pupil's competences. This syllabus suggests teaching and learning methods which includes but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of the pupils.

8.0 Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both a teacher and pupil should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and pupil are expected to constantly seek for information from various sources to effectively facilitate teaching and learning process. The list of approved textbooks and references books shall be provided by the TIE.

9.0 Assessment

Assessment of the learning process is important in teaching and learning. It will enable the teacher to determine the pupil's competence in 3Rs. The assessment will also enable the teacher to find out the pupil's ability to develop 3Rs. Therefore, the assessment tools will include exercises, observation, face-to-face interviews, checklist, test terminal and annual examinations.

10.0 Number of Periods

Primary Education Syllabus Standard I-II provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and learning activities. Thirty periods of 30 minutes each have been allocated for all competences per week as indicated in Table 2.

Table 2: *Distribution of Period for Standard I - II*

Main Competences	Number of Periods
Listening and Speaking	3
Reading	7
Writing	5
Arithmetic	7
Kumudu stadi za awali za Kiswahili	4
Appreciate culture, art and sports	2
Care for health and environment	2
Total number of periods per week	30

11.0 Teaching and Learning Contents

The contents of this syllabus are presented in matrix form with six columns which include main competence, specific competence, learning activities, assessment criteria, suggested resources, and number of periods as presented in Table 3 and 4.

Standard I

Table 3: *Detailed Contents for Standard I*

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Listening and speaking	Develop listening and speaking skills in different contexts	(a) Imitate different sounds (e.g. <i>sounds of animals, hands clap</i> etc.)	Different sounds are imitated	Real objects, word lists, wall charts, audial/audio-visual materials, paper and coloured pens/chalks	105
		(b) Relate words with familiar objects found in the environment (e.g. <i>home, school, market, hospital, playgrounds</i>)	Familiar objects found in the environment are related with words		
		(c) Follow the simple instructions given at school and home (e.g. <i>go out, stand up, jump, clap your hands, touch your head and sit down</i>)	Simple instructions given at school and home are followed		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(d) Introduce oneself and others	Introducing oneself and others is done		
		(e) Name parts of the body orally	Parts of the body are named		
		(f) Use common greetings and say goodbye to others	Greetings and saying goodbye are done		
2.0 Reading	2.1 Recognise letter sounds	(a) Pronounce letter sounds a-z	Letter sounds a-z are pronounced	Real objects, pictures, word lists, wall charts, audial/audio-visual materials, paper and coloured pencils/ chalks	92
		(b) Identify individual sounds in simple words (<i>initial, middle, and last sounds</i>)	Individual sounds in simple words are identified		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Identify words with the same last sound (<i>rhyming</i>) and words with the same first sound (<i>alliteration</i>)	Words with the same last sounds and words with the same first sound are identified		
		(d) Blend individual sounds to form simple words	Individual sounds forming simple words are blended		
		(e) Pronounce words with short vowel sounds (<i>e.g. bat, mat, red, hit, hot, cup</i>)	Words with short vowel sounds are pronounced		
	2.2 Recognise letter-sound relationships	(a) Associate letters with sounds	Letters with sounds are associated	Wall charts and simple written texts	92

Main competences	Specific competences	Learning activities	Assessment criteria	Suggestedresources	Number of periods
		(b) Read single syllable words with simple structure (<i>vowel consonant-at, consonant-vowel-consonant -cat</i>)	Single syllable words with simple structure are read		
		(c) Read words with two consonant clusters (<i>e.g. bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, and tw</i>)	Words with two consonant clusters are read		
		(d) Read words with consonant digraphs (<i>e.g. th, ch, sh, ph</i>)	Words with consonant digraphs are read		
		(e) Read words with vowel digraphs (<i>Target: ai, ay, ee, ea, oa and oe</i>)	Words with vowel digraphs are read		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
	2.3 Read fluently	(a) Read short simple sentences	Short simple sentences are read appropriately	Wall charts and simple written texts	61
		(b) Use basic punctuation marks (<i>full stop and question mark</i>)	Basic punctuation marks are recognised		
		(c) Read grade appropriate texts with appropriate pronunciation	Grade appropriate texts are read with appropriate pronunciation		
3.0 Writing	3.1 Develop pre-writing skills	(a) Practise activities that build motor skills (<i>holding a pencil, sitting posture, moulding letter shapes</i>)	Activities that build fine motor skills are practiced well	Real objects, pictures, word lists, wall charts, aural/audio-visual materials	75
		(b) Trace letter shapes	Letter shapes are traced properly		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
	3.2 Develop basic writing skills	(a) Write small and capital letters step-by step	Small and capital letters are written step by step	Wall charts, marker pen/chalks, manila cards and audial/ audio-visual materials	100
		(b) Join letters to form simple words	Letters are joined to form simple words		
		(c) Join words to form simple sentences	Words are joined to form simple sentences		
4.0 Arithmetic	4.1 Recognise the concept of numbers	(a) Master/learn the concept of numbers using object found in the environment	Concept of numbers are mastered	Real objects, number cards and manila cards	100
		(b) Identify numbers in numerals and words (1-100)	Numbers in numerals and words are identified (1-100)		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Trace, copy and write numbers (1-10)	Numbers are traced, copied and written (1-10)		
		(d) Arrange numbers sequentially (1-100)	Numbers are arranged sequentially (1-100)		
	4.2 Use mathematical operations	(a) Identify numbers in tens and ones	Numbers in tens and ones are identified	Real objects, number cards and manila cards	100
		(b) Use real objects/ ICT to understand the concept of addition	Real objects are used properly to understand the concept of addition		
		(c) Add numbers to get a sum not exceeding 99	Numbers are added to get a sum which does not exceed 99		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(d) Use real objects/ICT to understand the concept of subtraction	Objects are taken away from the collection		
		(e) Subtract number in the range of 0-99	Numbers are subtracted in the range of 0-99		
	4.3 Use mathematical concepts	(a) Identify basic shapes	Basic shapes are identified	Pictures, and real objects	45

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
5.0 Kumudu stadi za awali za Kiswahili	5.1 Kumudu stadi za awali za kusoma	(a) Kubaini sauti za irabu (<i>a, e, i, o, u</i>) katika maneno	Sauti za irabu (<i>a, e, i, o, u</i>) katika maneno zimebainishwa	Kadi za herufi, maneno, chati za picha na vitu halisi	105
		(b) Kutambua sauti za konsonanti (<i>b, m, k, d, n</i>); (<i>l, t, p, s, f, j</i>); (<i>g, y, z, h, r, w, v, ch</i>) kwenye maneno	Sauti za konsonanti kwenye maneno zimetambuliwa		
		(c) Kuunganisha sauti za konsonanti na irabu ili kuunda silabi	Sauti za konsonanti na irabu zimeunganishwa ili kuunda silabi		
		(d) Kuunganisha kwa kutamka sauti za konsonanti na irabu zilizounda silabi na silabi zilizounda maneno	Sauti za konsonanti na irabu zilizounda silabi na silabi zilizounda maneno zimeunganishwa		

		(e) Kutambua sauti za herufi mwambatano (<i>sh, th, mb, ny, ng, nd, kw, mw</i>) kwenye maneno	Sauti za herufi mwambatano (<i>sh, th, mb, ny, ng, nd, kw, mw</i>) kwenye maneno zimetambuliwa		
		(f) Kuunganisha sauti za herufi mwambatano (<i>sh, th, mb, ny, ng, nd, kw, mw</i>) na irabu ili kuunda silabi	Sauti za herufi mwambatano (<i>sh, th, mb, ny, ng, nd, kw, mw</i>) na irabu zimeunganishwa ili kuunda silabi		
		(g) Kuunganisha silabi kwa kutamka ili kuunda maneno	Silabi zimeunganishwa kwa kutamka ili kuunda maneno		
		(h) Kuhusianisha sauti na herufi za irabu (<i>a, e, i, o, u</i>) katika matini	Sauti na herufi za irabu zimehusianishwa katika matini		
		(i) Kuhusianisha sauti na herufi za konsonanti (<i>b, m, k, d, n</i>); (<i>l, t, p, s, f, j</i>) (<i>g, y, z, h, r, w, v, ch</i>) katika matini	Sauti na herufi za konsonanti zimehusianishwa katika matini		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(j) Kuhusianisha sauti na herufi za konsonanti mwambatano (<i>sh, th, mb, ny, ng, nd, kw, mw</i>) katika matini	Sauti na herufi za konsonanti mwambatano (<i>sh, th, mb, ny, ng, nd, kw, mw</i>) katika matini zimehusianishwa		
		(k) Kutambua majina ya namba	Majina ya namba yametambuliwa		
		(l) Kuunganisha silabi kusoma maneno	Silabi zimeunganishwa ili kusoma maneno		
6.0 Appreciate culture, arts and sports	6.1 Appreciate one's culture and that of other people	(a) Identify Tanzanian foods	Tanzanian foods are identified	Real objects, models, charts, pictures cards, drums and flutes	18
		(b) Identify various Tanzania clothing	Various Tanzanian cloths are identified		
		(c) Dance and sing traditional songs	Traditional songs are danced and sang		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
	6.2 ^{1***} Demonstrate religious tolerance	(a) Explain beliefs of other people	Other peoples beliefs are explained	Pictures, wall charts, marker pen, real object and audial/ audio-visual materials	14
		(b) Participate in social activities	Participation in social activities is done		
	6.3 Demonstrate ethical practices	(a) Perform action that demonstrate ethics	Action that demonstrate ethics are performed	Picture and audial/ audio-visual materials	10
		(b) Perform activities showing care for others	Activities related to caring for others are demonstrated	Pictures and audial/ audio-visual materials	
	6.4 Create simple works of arts	(a) Use hands to plait, draw and paint	Creative arts involving the use of hands are done	Colour, paint, manila cards, coloured pens/ pencils, songs, poems, and drams	14
		(b) Sing songs and recite poems	Songs are sung and poems are recited well		
		(c) Perform simple dances and plays	Dances and plays are performed well		

1 *** This specific competence will be taught by specific religious leaders in the religion period.

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
	6.5 Participate in various sports	(a) Perform simple body exercises (<i>agility, body balance and coordination</i>)	Simple body activities are performed	Models, charts, pictures and cards	14
7.0 Care for health and environment	7.1 Care for one's health and that of immediate community	(a) Care for one's body	One's body is cared	Real objects for body and clothes cleanliness and pictures	35
		(b) Care for one's clothes	One's clothes are cared		
	7.2 Protect oneself from hazardous environment/ situations/ substances	(a) Avoid hazardous environments/ situations/ substances	Hazardous environments/ situations/ substances are avoided	Road safety signs chart and animal pictures	35
		(b) Identify road signs and other safety signs in the environment	Safety signs in the environment are identified		

Standard II

Table4: *Detailed Contents for Standard II*

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Listening and speaking	Develop listening and speaking skills in different contexts	(a) Use singular and plural forms of names of objects found in the environment	Singular and plural forms of names of objects found in the environment are used	Real objects, word lists, wall charts, audial/audio-visual materials	105
		(b) Express days of the week and months of the year.	Days of the week and months of the year are expressed		
		(c) Listen and respond to simple sentences and stories	Simple sentences and stories are listened and responded to		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(d) Engage in simple conversations (<i>asking and responding to questions, making polite requests, taking turns to talk about simple daily activities etc.</i>)	Simple conversations are engaged		
		(e) Engage in telling grade appropriate stories (<i>Target: tell, role-play</i>)	Grade appropriate stories are told		
		(f) Narrate simple events	Simple events are narrated		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
2.0 Reading	2.1 Recognise letter sounds	(a) Manipulate phonemes (<i>delete, add and substitute sound to form new words</i>)	Phonemes are manipulated	Phonemic chart, list of words and cards	81
		(b) Pronounce words with long vowel sounds (<i>e.g. cake, rain, boat, toad, wild, stake, fume, roll, moth, slow and stay</i>)	Words with long vowel sounds are pronounced		
	2.2 Recognise letter-sound relationships	(a) Read words with three consonant clusters (<i>e.g. str, spr, scr</i>)	Words with three consonant clusters are read		

Main competences	Specific competences	Learning activities	Suggested resources	Suggested resources	Number of periods
		(b) Identify and recite similar and different sounds in words (e.g. <i>bad-bat, sip-zip</i>)	Similar and different sounds in words are identified and recited		
		(c) Read simple words with familiar suffixes (e.g. <i>-s, -es, -ing, -ed</i>)	Simple words with familiar suffixes are read		
		(d) Read multisyllabic words (e.g. <i>watermelon-4, sunflower-3, & oven-2</i>)	Multisyllabic words are read		
	2.3 Read fluently	(a) Read grade appropriate stories with appropriate pronunciation, tone and speed (40 words per minute)	Grade appropriate stories with appropriate pronunciation, tone and speed are read	A variety of texts, stories, and punctuation chart	72

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(b) Read grade appropriate stories and observe basic punctuation marks (<i>target: full stop, comma, exclamation and question marks</i>)	Grade appropriate stories are read appropriately and basic pronunciation marks are observed		
	2.4 Read for comprehension	(a) Read grade appropriate texts for comprehension	Grade appropriate texts are read and comprehended	Simple written texts	20
3.0 Writing	3.1 Develop basic writing skills	(a) Write texts using joined-up hand writing	Texts are written using joined-up hand writing	Pencils, exercise books, marker pen and wall charts	100
	3.2 Apply basic writing skills	(a) Write simple texts and use basic punctuation marks (<i>target: full stops, comma and question marks</i>)	Basic punctuation marks are used	Punctuation charts	75

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
4.0 Arithmetic	4.1 Use mathematical operations	(a) Identify numbers in hundreds	Numbers in hundreds are identified	Number cards, manila cards and real objects	200
		(b) Add numbers to get a sum not exceeding 999	Numbers are added correctly to get a sum not exceeding 999		
		(c) Subtract numbers in the range of 100-999	Numbers in the range of 100-99 are subtracted		
		(d) Arrange real objects in groups of equal numbers to demonstrate the concept of multiplication as repeated addition	Real objects in groups of equal numbers are correctly arranged to demonstrate the concept of multiplication as repeated addition		
		(e) Multiply single digit numbers not exceeding 100	Single digit numbers not exceeding 100 are multiplied		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(f) Arrange real objects in groups of equal numbers to demonstrate the concept of division as repeated subtraction	Real objects in group of equal numbers are arranged to demonstrate the concept of division as repeated subtraction		
		(g) Divide numbers not exceeding 100 without a remainder	Numbers not exceeding 100 are divided		
	4.2 Use mathematical concepts	(a) Recognise the concepts of whole, half, quarter, third and two-thirds using real objects and ICT tools	The concepts are recognised	Real Objects, pictures and number cards	45

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(b) Identify parts of a whole thing using common fraction symbols ($\frac{1}{4}$, $\frac{1}{2}$ ect.)	Common fraction symbols ($\frac{1}{4}$, $\frac{1}{2}$ ect.) are identified		
		(c) Use measurement skills in various contexts	Measurement skills are used correctly in various contexts		
		(d) Use basic shapes to create complex shapes	Complex shapes are created		
5.0 Kumudu stadi za awali za Kiswahili	5.1 Kumudu stadi za awali za kusikiliza na kuzungumza katika miktadha mbalimbali	(a) Kusimulia matukio sahili katika mktadha wa nyumbani na shuleni	Matukio sahili katika mktadha wa nyumbani na shuleni yamesimuliwa	Matini na picha	105
		(b) Kusikiliza hadithi sahili na kujibu maswali	Hadithi sahili zimesikilizwa na maswali yamejibiwa		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Kusimulia hadithi sahili	Hadithi sahili zimesimuliwa		
	5.2 Kumudu stadi za awali za kusoma	(a) Kuunganisha sauti za herufi mwambatano na irabu kusoma silabi (<i>gh, ng', nj, sw, bw, jw, tw, dh, pw, vw, fw, mw, ml, kw, pw, ft, lw</i>)	Sauti za herufi mwambatano na irabu zimeunganishwa na silabi zimesomwa	Vitu halisi, kadi, chati za picha, herufi, silabi na video zinazohusu sauti za herufi mwambatano na irabu kusoma silabi	
		(b) Kutamka maneno yenye silabi mwambatano	Maneno yenye silabi mwambatano yametamkwa		
		(c) Kutambua sauti za herufi zinazounda maneno katika sentensi	Sauti za herufi zinazounda maneno katika sentensi zimetambuliwa		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(d) Kuhusianisha sauti na herufi (<i>sh, th, mb, ny, ng, nd, kw, mw</i>) katika matini	Sauti na herufi (<i>sh, th, mb, ny, ng, nd, kw, mw</i>) zimehusianishwa katika matini		
		(e) Kuunganisha sauti za herufi mwambatano zenye konsonanti mbili na irabu ili kuunda silabi (<i>gh, ng', nz, nj, sw, bw, gw, tw, dh, pw, vy, fy, my, ml, kw, py, ft, lw</i>) na kutambulisha herufi mwambatano zenye maneno ya kukopa (<i>bl, sp, sk, pt, st, ks, kt, pl, al, ar</i>)	Sauti za herufi mwambatano zenye konsonanti mbili na irabu zimeunganishwa ili kusoma silabi na herufi mwambatano zenye maneno ya kukopa zimetambulishwa		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(f) Kuunganisha silabi kusoma maneno yenye konsonanti tatu na irabu (<i>njwa, nywe, shwa, ngwa, mbwe, ndwa, ng'we</i>)	Silabi zimeunganishwa ili kusoma maneno yenye konsonanti tatu na irabu (<i>njwa, nywe, shwa, ngwa, mbwe, ndwa, ng'we</i>)		
		(g) Kutambua majina ya siku za wiki na miezi	Majina ya siku za wiki na miezi yametambuliwa		
		(h) Kuunganisha maneno na kusoma sentensi	Maneno yameunganishwa na sentensi zimesomwa		
		(i) Kusoma kifungu cha habari/ hadithi sahihi (<i>kwa umri sahihi</i>) kwa kuzingatia matamshi sahihi ya maneno	Kifungu cha habari/ hadithi sahihi kimesomwa kwa kuzingatia matamshi sahihi ya maneno		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(j) Kusoma kifungu cha habari/ hadithi linganifu kwa kasi stahiki (<i>maneno 50 kwa dakika</i>)	Kifungu cha habari/ hadithi linganifu kimesomwa kwa kasi stahiki		
		(k) Kusoma kifungu cha habari/ hadithi sahili kwa hisia na kwa kuzingatia alama za uandishi (<i>nukta, mkato, alama ya kuuliza, na alama ya mshangao</i>)	Kifungu cha habari/ hadithi sahili kimesomwa kwa hisia na kwa kuzingatia alama za uandishi		
		(l) Kutafsiri na kuelezea picha	Picha zimetafsiriwa na kuelezewa		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(m) Kubashiri maudhui ya matini kwa usahihi kwa kutumia picha, jina la hadithi na msamiati uliochaguliwa	Maudhui ya matini yamebashiriwa kwa usahihi kwa kutumia picha, jina la hadithi na msamiati uliochaguliwa		
		(n) Kusikiliza habari/hadithi sahili kwa ufahamu	Habari/hadithi sahili zimesikilizwa kwa ufahamu		
		(o) Kusoma kifungu cha habari/hadithi sahihi kwa ufahamu	Kifungu cha habari/hadithi sahihi kimesomwa kwa ufahamu		
		(p) Kusoma kwa sauti hadithi kifungu cha habari	Hadithi/kifungu cha habari kimesomwa kwa sauti		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
6.0 Appreciate culture, arts and sports	6.1 Appreciate one's culture and that of other people	(a) Identify a variety of Tanzanian traditional houses	Variety of Tanzanian traditional houses are identified	Real objects, models, charts, pictures cards, drums and flutes	20
		(b) Identify various Tanzanian socio-cultural activities	Various Tanzanian socio-cultural activities are identified		
	6.2 ² ***Demonstrate religious tolerance	(a) Relate faith and values	Faith and values are related	Pictures and charts	15
		(b) Appreciate actions associated with other people's beliefs	Actions associated with other people's beliefs are appreciated		
	6.3 Create simple works of arts	(a) Use hand to weave, mould, sew and decorate	Creative arts involving the use of hands are done	Real objects, models, charts, picture and cards	25

² *** This specific competence will be taught by specific religious leaders in religion period

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(b) Recite panegyric songs and perform comedy	Panegyric songs and comedy are recited and performed		
		(c) Perform simple dances and plays	Simple dances and plays are performed		
	6.4 Participate in various sports	(a) Play simple games	Simple games are played	Cards, pictures, and real objects	10
7.0 Care for health and environment	7.1 Observe objects found in the environment	(a) Make simple observations of living and non-living things found in the immediate environment	Living and non-living things found in the immediate environment are observed	Real objects and pictures	30
	7.2 Protect oneself from hazardous environment/ situation substances	(a) Observe road signs and other safety signs in the environment	Road signs and other safety signs in the environment are observed	Pictures and manila cards	20
	7.3 Demonstrate positive attitude towards the environment	(a) Participate in environmental activities at school	Participation in environmental activities at school is done	Real objects and audial/audio-visual materials	20

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