



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION



INDIGENOUS LANGUAGES

INFANT (EARLY CHILDHOOD DEVELOPMENT - GRADE 2) SYLLABUS

2015-2022

Curriculum Development Unit
P.O. BOX MP133
Mount Pleasant
Harare

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Indigenous Language

1.0 PREAMBLE

1.1 Introduction

The Zimbabwean Indigenous Languages Primary School syllabus covers Early Childhood Development (ECD), Grade 1 and 2 primary educations. It provides a basic foundation for the development of language skills in everyday life. It is meant to enhance effective communication. The syllabus is progressive in the scope and sequence chart. It intends to develop the four main language skills of listening, speaking, reading and writing as well as other literacy and numeracy skills. The teaching and learning of visual, manual and tactile skills is emphasised in order to accommodate learners with disabilities. This syllabus is intended for use by both formal and non-formal learners in the development of individuals who conform to the norms and values of their culture (*Unhu/Ubuntu/Vumunhu*).

1.2 Rationale

The learning of Indigenous Languages inculcates the values of *Unhu/Ubuntu/Vumunhu*. It promotes and cherishes the Zimbabwean identity. The understanding of Indigenous Languages concepts, literature and ability to apply the concepts in practical situations are valuable attributes in life.

1.3 Summary of Content

The Infant Indigenous Languages syllabus focuses on concepts such as registers, grammar, folktales, stories, news, poetry and comprehension. In the teaching and learning of the Infant Indigenous Languages, learners should be continuously assessed throughout the learning of the four main language skills including visual, manual and tactile.

1.4 Assumptions

It is assumed that learners:

- are able to speak an indigenous language
- are motivated to learn the Indigenous languages
- learn better in their indigenous language
- have knowledge of ICT

1.5 Cross Cutting Themes

Through the teaching and learning of Indigenous languages in ECD, Grade 1 and 2, the following cross-cutting themes have to be taken into consideration to foster competency development for further studies and life:

1. Gender
2. Children's rights and responsibilities
3. Disaster risk management
4. Sexuality, HIV and AIDS Education
5. Child protection
6. Heritage studies
7. Human rights
8. Environmental issues
9. Guidance and counselling
10. Enterprise

Indigenous Languages

2.0 PRESENTATION OF THE SYLLABUS

The Infant Indigenous Languages syllabus is in the form of one document which consists of four main language skills areas: Listening, Speaking, Reading and Writing. This syllabus is further divided into sub topics.

3.0 AIMS

The syllabus aims to enable learners to:

- 3.1 acquire skills of Listening/ Observing, Speaking/ Signing, Reading/ Signing and Writing/ Braille as well as Visual, Tactile and Manual skills for different purposes
- 3.2 communicate effectively in different situations
- 3.3 develop a life-long reading culture in the Indigenous Languages for personal, cultural and national identity
- 3.4 acquire skills of critical thinking on prevailing and emerging cross-cutting issues
- 3.5 develop aspects of orature to enhance national heritage and culture
- 3.6 use ICT in learning Indigenous Languages

4.0 SYLLABUS OBJECTIVES

Learners should be able to:

- 4.1 demonstrate understanding of instructions
- 4.2 retell folktales
- 4.3 identify moral lessons from the folktales
- 4.4 tell stories and news on emerging and prevailing cross-cutting themes
- 4.5 demonstrate understanding of material they read through answering questions
- 4.6 dramatise, recite poems/rhymes, play games, solve puzzles and answer quiz questions
- 4.7 write creative work
- 4.8 write in an appropriate register to the subject matter
- 4.9 write with grammatical accuracy, correct spelling and appropriate punctuation
- 4.10 demonstrate the ability to use ICT tools

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5.0 METHODOLOGY AND TIME ALLOCATION

5.1 Methodology

In the teaching of Indigenous Languages at infant level the Communicative Approach is recommended. As much as possible, all activities and methods should be participatory and learner centred. Learners should be exposed to a variety of methods, among them the following:

- Story telling
- Imitation or simulation
- Exploration
- Research
- Project
- Games and quizzes
- Problem solving
- Educational tours/use of immediate environment
- Drama, song, poetry
- Demonstration
- Group discussion
- Debate
- Question and answer
- Resource persons
- Gallery walk

N.B: It is advisable that the learner be exposed to more than one method in a lesson.

5.2 Time Allocation

For the successful implementation of this syllabus, the following time allocation is recommended:

ECD should be allocated 5 periods of 20 minutes each per week

Grades 1 and 2 should be allocated at least 8 periods of 30 minutes each per week

Indigenous Languages

6.0 TOPICS

| GRADE | LISTENING | SPEAKING/SIGNING | READING | WRITING |
|--------------|--|---|---|---|
| ECD A | <ul style="list-style-type: none"> • Identification of voices/handshapes • Recognition of sounds/movement/location/signing frame • Listening to news, stories and folktales • Requests and instructions • Rhymes and jingles • Listening to dialogue | <ul style="list-style-type: none"> • Me, my family and others • Greeting and times of the day • Describing pictures • Body parts • Objects in the environment • Requests and instructions • Dialogue • Rhymes, jingles and poems • News, folktales and stories | <ul style="list-style-type: none"> • Picture reading • Book handling • Book opening • Discrimination/comparisons • Visual/tactile memory | <ul style="list-style-type: none"> • Penmanship • Scribbling/Writing skills |
| ECD B | <ul style="list-style-type: none"> • Identification of voices/handshapes • Recognition of sounds/movement/location/signing frame • Listening to news, stories and folktales • Requests and instructions • Rhymes and jingles • Listening to sentences and questions • Listening to dialogue | <ul style="list-style-type: none"> • Me, my family and others • Greeting and times of the day • Describing pictures • Body parts • Events • Objects in the environment • Requests and instructions • Dialogue • Rhymes, jingles and poems • Days of the week • News, folktales and stories | <ul style="list-style-type: none"> • Picture reading • Book handling • Book opening • Matching • Discrimination/comparisons • Visual/tactile memory | <ul style="list-style-type: none"> • Penmanship • Writing skills |

Indigenous Languages

| GRADE | LISTENING | SPEAKING/SIGNING | READING | WRITING |
|-------|---|---|---|--|
| 1 | <ul style="list-style-type: none"> • Identification of voices • Recognition of sounds/signs • News, folktales and stories • Requests and instructions • Rhymes, jingles and poems • Sentences and questions • Dialogue | <ul style="list-style-type: none"> • Me, my family and others • Greeting and times of the day • Body parts • Colours, events and situations • Objects in the environment • Requests and instructions • Dialogue • Counting • Days of the week and weather conditions • News, stories and folktales • Riddles | <ul style="list-style-type: none"> • Reading orientation • Letter sounds/signs • Syllables, words and sentences • Punctuation/non-manual features • Fluency • Extensive reading • Comprehension | <ul style="list-style-type: none"> • Penmanship/brailing skills • Letter shaping/braille alphabet • Syllables and names • Date • Words, sentences and punctuation • Comprehension • Language structures |
| 2 | <ul style="list-style-type: none"> • Identification of sounds/sign words • Instructions and requests • Sentences and questions • News, stories and folktales • Dialogue • Rhymes and jingles | <ul style="list-style-type: none"> • The family • Occupations • Greetings • Months and weather conditions • Requests and questions • Simple stories and riddles • Counting • Dialogue and debate • Events and situations • Objects in the environment • Directions | <ul style="list-style-type: none"> • Reading orientation • Consonant sounds • Oral reading/signing • Letter sounds/signs • Syllables, words and sentences • Punctuation/non-manual features • Fluency • Extensive reading • Comprehension • Puzzles | <ul style="list-style-type: none"> • Penmanship/brailing skills • Date • Language usage • Language structures • Comprehension • Spelling and dictation • Creative work • Picture stories |

Indigenous Languages

7.0 SCOPE AND SEQUENCE

7.1 Listening/Watching signs

| ECD A | ECD B | GRADE 1 | GRADE 2 |
|--|---|---|--|
| <ul style="list-style-type: none"> Identify their teachers' voices/different handshapes and movements Identify their friends' and other learners' voices/friends' signs Identify sounds of objects in their immediate environment Imitate sounds made by domestic animals Imitate sounds made by wild animals Listen to news and short stories told or read Respond to requests Follow instructions or commands Listen to sounds made by musical instruments Listening to rhymes and jingles and repeat them Listen to dialogue | <ul style="list-style-type: none"> Identify their teachers' voices/different handshapes and movements Identify their friends and other learners' voices/friends' signs Identify sounds of objects in their immediate environment Identify sounds made by domestic animals Imitate sounds made by domestic animals Identify sounds made by wild animals Imitate sounds made by wild animals Identify letter sounds/alphabet signs and sign words Listen to news and short stories told or read Retell stories Respond to requests Follow simple instructions or commands Listen to sounds made by musical instruments, short rhymes and jingles and repeat them Listen to dialogue | <ul style="list-style-type: none"> Distinguish their teachers' voices Distinguish their friends' and other learners' voices Differentiate and imitate sounds made by objects in their immediate environment Engage in dialogue Distinguish and imitate sounds made by common domestic animals Identify and imitate sounds made by wild animals Distinguish and repeat the five vowels after a model Repeat syllable words after a model Listen to stories and news told or read and retell Respond to an oral request Follow instructions or commands in a row Repeat short simple sentences after a model Listen to sounds made by musical instruments Listen to short rhymes and jingles and repeat them Identify and imitate all letter sounds/alphabet signs | <ul style="list-style-type: none"> Differentiate and imitate sounds made by a variety of objects Distinguish and imitate sounds made by a variety of wild animals and birds Engage in dialogue Identify and repeat all vowels and consonant sounds of the language Repeat up to four syllable words after a model Repeat up to three simple sentences in a row after a model Follow up to three short instructions/commands in a row Listen to a story from any medium and retell it and/or answer questions Listen to an incomplete short story and complete it appropriately Identify and imitate all letter sounds/alphabet signs Follow instructions or commands in a row Repeat short simple sentences after a model Listen to sounds made by musical instruments, Listen to rhymes and jingles and repeat them |

Indigenous Languages

7.2 Speaking/ Signing

| ECD A | ECD B | GRADE 1 | GRADE 2 |
|---|---|--|--|
| <ul style="list-style-type: none"> • Say/sign their names and those of others • Talk about their family • Greet and respond • Identify colours • Identify shapes and pictures • Identify body parts • Describe events within their environment • Identify objects in their environment • Compare objects in their environment • Make polite requests • Engage in dialogues • Recite rhymes, jingles and poems • Say news • Retell folktales • Tell short stories | <ul style="list-style-type: none"> • Say/sign their names and those of others • Talk about their family • Greet and respond • Identify colours • Identify shapes • Identify pictures • Describe pictures • Compare pictures • Identify body parts • Identify objects in their environment • Describe objects in their environment • Compare objects in their environment • Make polite requests • Engage in dialogues • Recite rhymes, jingles and poems • Say news • Retell folktales • Tell short stories | <ul style="list-style-type: none"> • Say their names/sign names and those of others and talk briefly about themselves and their families • Describe simple objects in their environment • Name primary colours • Name body parts and state their functions • Make polite requests • Tell simple stories • Express and respond appropriately to greetings • Recite rhymes and jingles • Play counting games • Name days of the week and weather conditions • Name months of the year • Ask and answer short simple questions orally. • Describe events and situations within their immediate environment • Engage in dialogue | <ul style="list-style-type: none"> • Talk about families both maternal and paternal • Talk about occupations • Make a variety of polite requests • Tell simple stories • Express and respond to greetings using appropriate registers • Play counting games • Describe objects • Give directions • Recite rhymes and poems • Dialogue • Answer questions orally • Describe weather conditions and types of clothes worn • Describe events and situations within their immediate environment • Talk about seasons and related activities • Interpret riddles and quizzes |

Indigenous Languages

7.3 Reading/ Signing

| ECD A | ECD B | GRADE 1 | GRADE 2 |
|---|---|---|---|
| <ul style="list-style-type: none"> • Picture reading • Book handling and maintenance • Book opening • Practise left to right and top to bottom reading skills • Sequencing • Differentiate pictures • Visual memory • Tactile memory • Auditory memory | <ul style="list-style-type: none"> • Picture reading • Book handling and maintenance • Book opening • Practise left to right and top to bottom reading skills • Sequencing • Differentiate pictures • Compare pictures • Visual memory • Tactile memory • Auditory memory | <ul style="list-style-type: none"> • Practise good reading habits such as posture and book handling • Practise left to right and top to bottom reading skills • View and say what they see in a picture or series of pictures • Recognise vowels and consonants and articulate them • Read/sign letter syllables • Read/sign words • Practice pronouncing words correctly/signing word correctly • Read/sign phrases and short sentences • Read/sign short paragraphs and answer questions | <ul style="list-style-type: none"> • Read without using fingers or moving heads except for sign language users • Practise reading skills • Read/sign short paragraphs orally and answer oral questions • Read/sign sentences from a variety of texts • Articulate cluster sounds • Practise pronouncing words correctly • Read/sign phrases and short sentences for comprehension • Read/sign folktales, stories, class library books, charts and answer comprehension questions • Retell folk tales, news and stories • Read/sign sequence picture stories • Read/sign all cluster sounds |

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7.4 Writing/ Brailleing

| ECD A | ECD B | GRADE 1 | GRADE 2 |
|--|--|---|---|
| <ul style="list-style-type: none"> • Orientation • Handling writing tools • Scribbling • Drawing • Embossing • Painting • Tracing • Patterning • Colouring • Use ICT tools | <ul style="list-style-type: none"> • Orientation • Handling writing tools • Scribbling • Drawing • Embossing • Painting • Tracing • Patterning • Colouring • Use ICT tools | <ul style="list-style-type: none"> • Develop penmanship skills/brailleing • Practise writing patterns/orientation • Write own names • Match writing patterns to letters/orientation • Write vowels and consonants/brailleing • Write names of objects from immediate environment • Use capital letters and full stops • Recognition of comma and question mark • Draw objects and write their names and sentences about them/embossing objects • Write words • Write dates • Write sentences • Answer simple comprehension questions | <ul style="list-style-type: none"> • Penmanship skills/ brailleing reinforced • Reinforce writing patterns/orientation • Shape letters correctly • Write words • Reinforce use of capital letters, full stops and question marks • Recognition of comma, quotation marks and exclamation marks including non-manual features for some learners with speech or hearing impairment • Write sentences about themselves • Draw/emboss pictures and write words and sentences about them • Write stories • Write spelling words • Answer comprehension questions in written form • Months of the year, seasons and weather conditions • Creative writing • Cardinal points |

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7.5 Supporting Language Structures (These are to be taught in context)

| ASPECT | ECD A | ECD B | GRADE 1 | GRADE 2 |
|-------------------------|---|---|--|--|
| Noun and Pronoun | <ul style="list-style-type: none"> Common nouns: names of objects in the home and classroom Proper nouns such as names of people, rivers, mountains, days of the week and months of the year Names of places where domestic animals and people live Personal pronouns, both singular and plural | <ul style="list-style-type: none"> Common nouns: names of objects in the home and classroom Proper nouns such as names of people, rivers, mountains, days of the week and months of the year Names of places where domestic animals and people live Personal pronouns, both singular and plural | <ul style="list-style-type: none"> Common nouns: names of objects in the home and classroom in their singular and plural forms Proper nouns such as names of people, rivers, mountains, days of the week and months of the year Collective nouns of common entities such as svinga /umnyaba Names of places where domestic animals and people live such as danga/isibaya Personal pronouns, both singular and plural such as ini/mina | <ul style="list-style-type: none"> Wider range of common nouns More on proper nouns, still in their simple or basic forms More collective nouns Names of places where domestic animals and people live such as danga/isibaya Personal pronouns, both singular and plural such as ini/mina |
| Verbs | <ul style="list-style-type: none"> Simple verbs such as :gara/hlala | <ul style="list-style-type: none"> Simple verbs such as :gara/hlala | <ul style="list-style-type: none"> Simple present (habitual) such as ndinodya/ngiyadla Progressive/continuous such as ndiri kudya/ngiyadla Simple past such as ndakadya/ngadla Immediate/recent past such as ndadya/ngidlile Simple future such as ndichadya/ngizakudla NOTE: Positive forms only | <ul style="list-style-type: none"> Simple present (habitual) such as ndinodya/ngiyadla Progressive/continuous such as ndiri kudya/ngiyadla Simple past such as ndakadya/ngadla Immediate/recent past such as ndadya/ngidlile Simple future such as ndichadya/ngizakudla NOTE: Now add negatives |

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| ASPECT | ECD A | ECD B | GRADE 1 | GRADE 2 |
|---------------------------------|---|---|---|---|
| Qualifiers and Modifiers | <ul style="list-style-type: none"> • Basic colour adjectives • Adjectives of size and their opposites | <ul style="list-style-type: none"> • Basic colour adjectives • Adjectives of size and their opposites | <ul style="list-style-type: none"> • Basic colour adjectives such as nhemá/kumnyama • Adjectives of size and their opposites such as mutete/ucakile • Qualifiers of degree or intensity and their opposites such as chaizvo/sibili | <ul style="list-style-type: none"> • Basic colour adjectives such as nhemá, /mnyama • Adjectives of size and their opposites such as muhombe /omkhulu • Qualifiers of degree or intensity and their opposites such as chaizvo/sibili |
| Sentence | <ul style="list-style-type: none"> • Simple sentences | <ul style="list-style-type: none"> • Simple sentences | <ul style="list-style-type: none"> • Simple sentences (Subject-Verb-Object) in the basic verb tenses • Use of one qualifier in a sentence • Positive and negative sentences • Simple direct question forms • Use of conjunctions such as na/lo | <ul style="list-style-type: none"> • Simple sentences (Subject-Verb-Object) in the basic verb tenses • Use of one qualifier or modifier in a sentence • Positive and negative sentences • Simple direct question forms • Use of conjunctions such as na/lo |
| Punctuation | | | <ul style="list-style-type: none"> • Use of <ul style="list-style-type: none"> -full stop -capital letters -Recognition of -comma -question mark -quotation marks | <ul style="list-style-type: none"> • Use of <ul style="list-style-type: none"> -full stop -capital letters -question mark -Recognition of -comma -quotation marks -exclamation mark |

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8.0 COMPETENCY MATRIX (ECD A)

8.1 ECD A: LISTENING/ OBSERVING

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Attitudes, skills and knowledge) | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|---|---|--|---|---|
| Identification of voices/ hand-shapes | <ul style="list-style-type: none"> identify their teacher's voice identify their friends' voices identify voices of other learners | <ul style="list-style-type: none"> Voice of their teacher, friends and other learners | <ul style="list-style-type: none"> Listening to different voices and identifying speakers | <ul style="list-style-type: none"> Teacher, classmates, ICT tools |
| Recognition of sound | <ul style="list-style-type: none"> identify sounds of objects in their immediate environment identify sounds made by domestic animals imitate sounds made by domestic animals identify sounds made by wild animals imitate sounds made by wild animals | <ul style="list-style-type: none"> Sounds from various objects, domestic animals and wild animals | <ul style="list-style-type: none"> Listening to sounds made by various objects Matching sounds with objects Imitating sounds of domestic animals Matching sounds with pictures of domestic animals Imitating sounds of wild animals Matching sounds of wild animals with pictures | <ul style="list-style-type: none"> Various objects in their environment ICT tools Teacher Learners Picture books Toys Picture dominoes |
| Listening to news, stories and folktales | <ul style="list-style-type: none"> retell stories and folktales answer questions | <ul style="list-style-type: none"> Stories Folktales News items Pictures | <ul style="list-style-type: none"> Listening to stories, folktales and news Retelling stories, folktales and news items Role playing | <ul style="list-style-type: none"> Story books Resource persons ICT tools Pictures |
| Requests and instructions | <ul style="list-style-type: none"> follow instructions | <ul style="list-style-type: none"> Requests and instructions | <ul style="list-style-type: none"> Responding to instructions Responding to requests Whispering game | <ul style="list-style-type: none"> Objects Charts ICT tools |
| Rhymes, jingles and poems | <ul style="list-style-type: none"> recite rhymes and jingles recite poems play percussions | <ul style="list-style-type: none"> Rhymes, jingles and poems | <ul style="list-style-type: none"> Reciting rhymes Reciting jingles Reciting poems Playing percussions Singing | <ul style="list-style-type: none"> Rhymes Sing for joy booklet Percussion ICT tools |
| Sentences and questions | <ul style="list-style-type: none"> say sentences respond to questions asked | <ul style="list-style-type: none"> Sentences Questions | <ul style="list-style-type: none"> Repeating sentences Responding to questions | <ul style="list-style-type: none"> Picture books ICT tools, Pictures |
| Dialogue | <ul style="list-style-type: none"> participate in dialogue | <ul style="list-style-type: none"> Dialogues | <ul style="list-style-type: none"> Engaging in dialogues | <ul style="list-style-type: none"> ICT tools, Pictures Puppets |

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8.2 ECD A: SPEAKING/ SIGNING

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|---------------------------------------|--|--|---|--|
| Me, my family and others | <ul style="list-style-type: none"> say their names in full say their teacher's name say their friends' names say their family members' names talk about themselves talk about their family members talk about their friends talk about their teacher | <ul style="list-style-type: none"> Self Family Friends | <ul style="list-style-type: none"> Saying their names in full Saying their teacher's name Saying names of their friends Saying names of family members Playing games on names Talking about themselves, family members, friends and teacher | <ul style="list-style-type: none"> Learners Pictures of learners Family pictures Pictures of friends |
| Greetings and times of the day | <ul style="list-style-type: none"> identify different times of the day greet using appropriate registers respond to greetings | <ul style="list-style-type: none"> Times of the day: morning, afternoon, evening Greetings using appropriate registers | <ul style="list-style-type: none"> Stating the different times of the day Greeting their teacher, friends and visitors using appropriate registers Responding to greetings Role playing using appropriate registers | <ul style="list-style-type: none"> Pictures Charts ICT tools Puppets |
| Describe pictures | <ul style="list-style-type: none"> name pictures describe pictures compare pictures | <ul style="list-style-type: none"> Descriptions | <ul style="list-style-type: none"> Naming pictures Describing pictures Comparing pictures | <ul style="list-style-type: none"> Picture books Charts ICT tools |
| Body parts | <ul style="list-style-type: none"> identify body parts name body parts state the functions of body parts | <ul style="list-style-type: none"> Parts of the body | <ul style="list-style-type: none"> Naming body parts Reciting rhymes on body parts Playing games on the functions of body parts Reciting poems on the functions of body parts | <ul style="list-style-type: none"> Pictures on body parts ICT tools Puppets Dolls |
| Events | <ul style="list-style-type: none"> describe events within the environment | <ul style="list-style-type: none"> Events and situations | <ul style="list-style-type: none"> Identifying events and situations Describing events and situations Dramatizing events Role playing | <ul style="list-style-type: none"> Pictures ICT tools such as video tapes |

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| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|-----------------------------------|--|---|---|---|
| Objects in the environment | <ul style="list-style-type: none"> • identify objects in the environment • describe objects in the environment • sort objects • compare objects in the environment | <ul style="list-style-type: none"> • Objects in the immediate environment and their characteristics such as: <ul style="list-style-type: none"> - colours - shapes - sizes - textures | <ul style="list-style-type: none"> • Identifying objects • Describing objects • Reciting rhymes on colours • Playing games on sorting objects according to size, colour, shape, texture • Comparing objects through play | <ul style="list-style-type: none"> • Different objects • Pictures • Shapes • Blocks • Crayons • Paints • ICT tools • Dominoes |
| Requests and instructions | <ul style="list-style-type: none"> • make polite requests • respond politely to requests • give instructions | <ul style="list-style-type: none"> • Appropriate registers • Polite requests • Polite responses to requests and instructions | <ul style="list-style-type: none"> • Making requests • Responding to requests • Singing jingles on appropriate requests • Imitating people making requests and giving instructions | <ul style="list-style-type: none"> • Picture books • Video tapes • Pictures • Puppets • ICT tools |
| Dialogue | <ul style="list-style-type: none"> • speak about interesting activities at home and school | <ul style="list-style-type: none"> • Dialogue | <ul style="list-style-type: none"> • Talking to one another about interesting activities at home or school • Shopping game | <ul style="list-style-type: none"> • Pictures • Videos • Game cards • Shop play centre • Puppets • ICT tools |
| Counting | <ul style="list-style-type: none"> • count orally up to 5 | <ul style="list-style-type: none"> • Counting | <ul style="list-style-type: none"> • Playing counting games • Singing counting games • Reciting rhymes on counting | <ul style="list-style-type: none"> • Songs • Poems • Rhymes • Videos • Pictures |
| Rhymes, jingles and poems | <ul style="list-style-type: none"> • sing rhymes and jingles • recite rhymes and poems • create rhymes | <ul style="list-style-type: none"> • Rhymes, jingles and poems | <ul style="list-style-type: none"> • Reciting rhymes and jingles • Singing rhymes and jingles • Clapping to rhymes and jingles • Reciting poems • Singing songs with rhyming words | <ul style="list-style-type: none"> • Percussion instruments • Sing for joy booklet • Audio tapes • Video tapes |

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| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|--|--|--|--|--|
| Days of the week and months of the year | <ul style="list-style-type: none"> say days of the week say months of the year | <ul style="list-style-type: none"> Days of the week Months of the year | <ul style="list-style-type: none"> Saying the days of the week in sequence Singing rhymes on days of the week and months of the year Playing games on days of the week and months of the year | <ul style="list-style-type: none"> Charts with days of the week and months of the year ICT tools such as videos, audio tapes |
| News, folktales and stories | <ul style="list-style-type: none"> say news retell folktales tell short stories | <ul style="list-style-type: none"> News Folktales Stories | <ul style="list-style-type: none"> Telling news in turns Saying stories Retelling folktales Dramatising stories Role playing stories | <ul style="list-style-type: none"> Pictures ICT tools such as videos and audio tapes Picture books Play centre |

Indigenous Languages

8.3 ECD A: READING/ SIGNING

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|-------------------------------|---|--|---|---|
| Picture reading | <ul style="list-style-type: none"> demonstrate the left to right orientation demonstrate top to bottom orientation | <ul style="list-style-type: none"> Left to right and top to bottom orientation | <ul style="list-style-type: none"> Discriminating between the left to right and right to left for the visually impaired and top to bottom Coordinating hand eye movement for reading | <ul style="list-style-type: none"> Picture books ICT Tools Dominoes Charts |
| Sequencing | <ul style="list-style-type: none"> follow picture sequence arrange story picture in sequence arrange objects in sequence build blocks in sequence arrange dominoes in sequence | <ul style="list-style-type: none"> Sequencing | <ul style="list-style-type: none"> Arranging pictures in sequence Following picture sequence Solving puzzles Building blocks Arranging dominoes Arranging objects in sequence | <ul style="list-style-type: none"> Picture cards Picture books Games/Puzzles Blocks Objects ICT tools Dominoes Songs |
| Differentiate pictures | <ul style="list-style-type: none"> identify pictures identify the similarities between objects/pictures identify the differences between objects/pictures | <ul style="list-style-type: none"> Comparing and differentiating pictures and objects | <ul style="list-style-type: none"> Playing games such as a big circle versus a small circle Playing sorting and matching games Imitating action pictures Playing games such as, what is missing? | <ul style="list-style-type: none"> Game cards Picture dominoes Pictures/Shapes Blocks ICT tools Real objects |
| Visual memory | <ul style="list-style-type: none"> identify objects and pictures within the local environment identify parts missing from objects and pictures recall details | <ul style="list-style-type: none"> Identification of objects and pictures | <ul style="list-style-type: none"> Identifying objects and pictures Playing odd one out games Playing guessing games Playing tactile games such as : Blind folding, What is missing and How many are missing? | <ul style="list-style-type: none"> Real objects Shapes/Blocks Pre-formal learning kit Picture books Game cards Cloth Jigsaw puzzles ICT tools |

Indigenous Languages

8.4 ECD A: WRITING/ BRAILLING

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, Attitudes and knowledge) | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|----------------------------|---|---|---|--|
| Writing orientation | <ul style="list-style-type: none"> handle writing tools express thoughts | <ul style="list-style-type: none"> Handling writing tools | <ul style="list-style-type: none"> Handling and using writing instruments | <ul style="list-style-type: none"> Crayons Paint Brush ICT tools |
| Writing skills | <ul style="list-style-type: none"> practise hand-eye coordination draw patterns from left to right and right to left for learners with visual impairment draw pictures | <ul style="list-style-type: none"> Tracing Painting Drawing Colouring Typing Brailing | <ul style="list-style-type: none"> Tracing around objects Writing patterns Drawing objects and pictures Painting pictures Typing Brailing Embossing patterns and objects | <ul style="list-style-type: none"> Plain paper Charts with patterns Picture cuts Stencils Slates and stylus Manila Glue Pairs of scissors ICT tools Sand Seeds Strings |

Indigenous Languages

9.0 COMPETENCE MATRIX (ECD B)

9.1 ECD B: LISTENING/ OBSERVING

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Attitudes, skills and knowledge) | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|--|---|--|---|---|
| Identification of voices/ hand-shapes | <ul style="list-style-type: none"> identify their teacher's voice/different hand shapes and movements identify their friends' voices/signs | <ul style="list-style-type: none"> Voices and signs | <ul style="list-style-type: none"> Listening to different voices and identifying speakers Observing hand shapes and signs of others | <ul style="list-style-type: none"> Teacher Classmates ICT tools |
| Recognition of sound | <ul style="list-style-type: none"> identify sounds of objects in the immediate environment identify sounds made by domestic animals imitate sounds made by domestic animals identify sounds made by wild animals imitate sounds made by wild animals identify letter sounds/signs | <ul style="list-style-type: none"> Sounds from various objects Sounds from domestic animals Sounds from wild animals Picture representation of the letter sounds | <ul style="list-style-type: none"> Listening to sounds made by various objects Matching sounds with objects Imitating sounds of domestic animals Matching sounds with pictures of domestic animals Imitating sounds of wild animals Matching sounds of wild animals with pictures Listening to letter sounds/watching signs Repeating letter sounds Reciting rhymes with letter sounds | <ul style="list-style-type: none"> Various objects in their environment ICT tools Teacher Learners Pictures of domestic and wild animals Picture books Toys Pictures of the letter sounds Picture dominoes |
| Listening to news, stories and folktales | <ul style="list-style-type: none"> retell stories and folktales answer questions | <ul style="list-style-type: none"> Stories Folktales News items Pictures | <ul style="list-style-type: none"> Listening to stories, folktales and news Retelling stories, folktales and news items Role playing stories | <ul style="list-style-type: none"> Story books Resource persons ICT tools Pictures |
| Requests and instructions | <ul style="list-style-type: none"> follow instructions | <ul style="list-style-type: none"> Requests and instructions | <ul style="list-style-type: none"> Responding to instructions Responding to requests Whispering game | <ul style="list-style-type: none"> Objects Charts ICT tools |

Indigenous Languages

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Attitudes, skills and knowledge) | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|----------------------------------|---|--|---|---|
| Rhymes, jingles and poems | <ul style="list-style-type: none"> recite rhymes and jingles recite poems play percussions | <ul style="list-style-type: none"> Rhymes, jingles and poems | <ul style="list-style-type: none"> Reciting rhymes Reciting jingles Reciting poems Playing percussions Singing | <ul style="list-style-type: none"> Rhymes Sing for joy booklet Percussion ICT tools |
| Sentences and questions | <ul style="list-style-type: none"> say sentences respond to questions asked | <ul style="list-style-type: none"> Sentences Questions | <ul style="list-style-type: none"> Repeating sentences Responding to questions | <ul style="list-style-type: none"> Picture books ICT tools Pictures |
| Dialogue | <ul style="list-style-type: none"> participate in dialogue | <ul style="list-style-type: none"> Dialogues | <ul style="list-style-type: none"> Engaging in dialogues | <ul style="list-style-type: none"> ICT tools Pictures Puppets |

Indigenous Languages

9.3 SPEAKING/ SIGNING

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|---------------------------------------|--|--|---|--|
| Me, my family and others | <ul style="list-style-type: none"> say their names in full say their teacher's name say their friends' names say their family members' names talk about themselves talk about their family members talk about their friends talk about their teacher | <ul style="list-style-type: none"> Self Family Friends | <ul style="list-style-type: none"> Saying their names in full Saying their teacher's name Saying names of their friends Saying names of family members Playing games on names Talking about themselves, family members, friends and teacher | <ul style="list-style-type: none"> Learners Pictures of learners Family pictures Pictures of friends |
| Greetings and times of the day | <ul style="list-style-type: none"> identify different times of the day greet using appropriate registers respond to greetings | <ul style="list-style-type: none"> Times of the day: morning, afternoon, evening Greetings using appropriate registers | <ul style="list-style-type: none"> Stating the different times of the day Greeting their teacher, friends and visitors using appropriate registers Responding to greetings Role playing using appropriate registers | <ul style="list-style-type: none"> Pictures Charts ICT tools Puppets |
| Describe pictures | <ul style="list-style-type: none"> name pictures describe pictures compare pictures | <ul style="list-style-type: none"> Descriptions | <ul style="list-style-type: none"> Naming pictures Describing pictures Comparing pictures | <ul style="list-style-type: none"> Picture books Charts ICT tools Pictures from magazines |
| Body parts | <ul style="list-style-type: none"> identify body parts name body parts state the functions of body parts | <ul style="list-style-type: none"> Parts of the body | <ul style="list-style-type: none"> Naming body parts Reciting rhymes on body parts Playing games on the functions of body parts Reciting poems on the functions of body parts | <ul style="list-style-type: none"> Pictures on body parts ICT tools Puppets Dolls |
| Events | <ul style="list-style-type: none"> describe events within the environment | <ul style="list-style-type: none"> Events and situations | <ul style="list-style-type: none"> Identifying events and situations Describing events and situations Dramatising events Role playing | <ul style="list-style-type: none"> Pictures ICT tools such as video tapes |

Indigenous Languages

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|-----------------------------------|--|---|---|---|
| Objects in the environment | <ul style="list-style-type: none"> • identify objects in the environment • describe objects in the environment • sort objects • compare objects in the environment | <ul style="list-style-type: none"> • Objects in the immediate environment and their characteristics such as: <ul style="list-style-type: none"> - colours - shapes - sizes - textures | <ul style="list-style-type: none"> • Identifying objects • Describing objects • Reciting rhymes on colours • Playing games on sorting objects according to size, colour, shape, texture • Comparing objects through play | <ul style="list-style-type: none"> • Different objects • Pictures • Shapes, Blocks • Crayons • Paints • ICT tools • Dominoes |
| Requests and instructions | <ul style="list-style-type: none"> • make polite requests • respond politely to requests • give instructions | <ul style="list-style-type: none"> • Appropriate registers • Polite requests • Polite responses to requests and instructions | <ul style="list-style-type: none"> • Making requests • Responding to requests • Singing jingles on appropriate requests • Imitating people making requests and giving instructions | <ul style="list-style-type: none"> • Picture books • Video tapes • Pictures • Puppets • ICT tools |
| Dialogue | <ul style="list-style-type: none"> • speak about interesting activities at home and school | <ul style="list-style-type: none"> • Dialogue | <ul style="list-style-type: none"> • Talking to one another about interesting activities at home or school • Shopping game | <ul style="list-style-type: none"> • Pictures & Videos • Game cards • Shop play centre • Puppets • ICT tools |
| Counting | <ul style="list-style-type: none"> • count orally up to 5 | <ul style="list-style-type: none"> • Counting | <ul style="list-style-type: none"> • Playing counting games • Singing counting games • Reciting rhymes on counting | <ul style="list-style-type: none"> • Songs • Poems • Rhymes • Videos • Pictures |
| Rhymes, jingles and poems | <ul style="list-style-type: none"> • sing rhymes and jingles • recite rhymes and poems • create rhymes | <ul style="list-style-type: none"> • Rhymes, jingles and poems | <ul style="list-style-type: none"> • Reciting rhymes and jingles • Singing rhymes and jingles • Clapping to rhymes and jingles • Reciting poems • Singing songs with rhyming words | <ul style="list-style-type: none"> • Percussion instruments • Sing for joy booklet • Audio tapes • Video tapes |

Indigenous Languages

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|--|--|--|--|--|
| Days of the week and months of the year | <ul style="list-style-type: none"> say days of the week say months of the year | <ul style="list-style-type: none"> Days of the week Months of the year | <ul style="list-style-type: none"> Saying the days of the week in sequence Singing rhymes on days of the week and months of the year Playing games on days of the week and months of the year | <ul style="list-style-type: none"> Charts with days of the week and months of the year ICT tools such as videos, audio tapes |
| News, folktales and stories | <ul style="list-style-type: none"> say news retell folktales tell short stories | <ul style="list-style-type: none"> News Folktales Stories | <ul style="list-style-type: none"> Telling news in turns Saying stories Retelling folktales Dramatising stories Role playing stories | <ul style="list-style-type: none"> Pictures ICT tools such as videos and audio tapes Picture books Play centre |

Indigenous Languages

9.3 READING/ SIGNING

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|-------------------------------|---|--|--|--|
| Picture reading | <ul style="list-style-type: none"> demonstrate the left to right orientation demonstrate top to bottom orientation | <ul style="list-style-type: none"> Left to right and top to bottom orientation | <ul style="list-style-type: none"> Discriminating between the left to right and right to left for the visually impaired and top to bottom Coordinating hand eye movement for reading | <ul style="list-style-type: none"> Picture books ICT Tools Dominoes Charts |
| Sequencing | <ul style="list-style-type: none"> follow picture sequence arrange story picture in sequence arrange objects in sequence build blocks in sequence arrange dominoes in sequence | <ul style="list-style-type: none"> Sequencing | <ul style="list-style-type: none"> Arranging pictures in sequence Following picture sequence Putting puzzles together Building blocks Arranging dominoes Arranging objects in sequence | <ul style="list-style-type: none"> Picture cards Picture books Puzzles, Blocks Objects ICT tools Dominoes Games Songs |
| Differentiate pictures | <ul style="list-style-type: none"> identify pictures identify the similarities between objects/pictures identify the differences between objects/pictures | <ul style="list-style-type: none"> Comparing and differentiating pictures and objects | <ul style="list-style-type: none"> Playing games such as a big circle versus a small circle Playing sorting and matching games Imitating action pictures Playing games such as, what is missing? | <ul style="list-style-type: none"> Game cards Picture dominoes Pictures Shapes, Blocks ICT tools Real objects |
| Visual memory | <ul style="list-style-type: none"> identify objects and pictures within the local environment identify parts missing from objects and pictures recall details | <ul style="list-style-type: none"> Identification of objects and pictures | <ul style="list-style-type: none"> Identifying objects and pictures Playing odd one out games Playing guessing games Playing tactile games such as: Blind folding, What is missing and How many are missing? | <ul style="list-style-type: none"> Real objects Shapes, Blocks Pre-formal learning kit Picture books Game cards Cloth Jigsaw puzzles ICT tools |

Indigenous Languages

9.4 WRITING/ BRAILLING

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, Attitudes and knowledge) | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|-----------------------|---|--|--|--|
| Penmanship | <ul style="list-style-type: none"> handle writing tools express thoughts | <ul style="list-style-type: none"> Handling writing tools | <ul style="list-style-type: none"> Handling and using writing instruments | <ul style="list-style-type: none"> Crayons Paint Brush ICT tools |
| Writing skills | <ul style="list-style-type: none"> practise hand-eye coordination draw patterns from left to right and right to left for learners with visual impairment draw pictures | <ul style="list-style-type: none"> Tracing Painting Drawing Colouring Typing Braille | <ul style="list-style-type: none"> Tracing around objects Writing patterns Drawing objects and pictures Painting pictures Typing Braille Embossing patterns and objects | <ul style="list-style-type: none"> Plain paper Charts with patterns Picture cuts Stencils Slates and stylus Manila Glue Pairs of scissors ICT tools Sand Seeds Strings |

Indigenous Languages

10.0 COMPETENCE MATRIX (GRADE 1)

10.1 GRADE 1: LISTENING/ OBSERVING

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|---------------------------------------|---|---|--|---|
| Identification of voices/signs | <ul style="list-style-type: none"> recognize voices/signs of people in the immediate environment | <ul style="list-style-type: none"> Voices/signs of different people | <ul style="list-style-type: none"> Listening to different voices and identifying speakers Signing to different people | <ul style="list-style-type: none"> Picture books Actual voices ICT tools Puppets Drums Pictures/alphabet |
| Recognition of sounds/signs | <ul style="list-style-type: none"> identify sounds/signs made by domestic and wild animals in the environment distinguish sounds/signs made by a variety of objects/different movements distinguish the different vowel and consonant sounds/blended signs | <ul style="list-style-type: none"> Different animal's sounds/signs Sounds/signs of a variety of objects Vowels , alphabet signs, letter and consonant sounds/signs | <ul style="list-style-type: none"> Imitating sounds of common domestic and wild animals/sign domestic and wild animals Identifying sounds made by a variety of objects Listening to and repeating different vowel and consonant sounds/signs | <ul style="list-style-type: none"> ICT tools Toys Pictures of domestic and wild animals Variety of objects Cards Talking books Musical instruments |
| News, folktales and stories | <ul style="list-style-type: none"> retell/sign stories and folktales heard/signed retell news answer questions dramatise the stories | <ul style="list-style-type: none"> A variety of stories and folktales from different media News | <ul style="list-style-type: none"> Retelling or dramatising stories and folktales heard Retelling news from different media | <ul style="list-style-type: none"> Story books Magazines/newspapers ICT tools Resource person |
| Requests and instructions | <ul style="list-style-type: none"> respond orally to given requests follow oral instructions | <ul style="list-style-type: none"> Different oral requests requiring verbal responses Oral instructions | <ul style="list-style-type: none"> Responding to different requests Reacting to different oral instructions | <ul style="list-style-type: none"> ICT tools |

Indigenous Languages

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|--------------------------------|---|---|--|--|
| Rhymes and jingles | <ul style="list-style-type: none"> repeat rhymes and jingles | <ul style="list-style-type: none"> Rhymes and jingles | <ul style="list-style-type: none"> Reciting rhymes and jingles | <ul style="list-style-type: none"> ICT tools Rhyme books Percussion instruments |
| Sentences and questions | <ul style="list-style-type: none"> say sentences and questions | <ul style="list-style-type: none"> Sentences and questions | <ul style="list-style-type: none"> Repeating sentences after a model Answering questions | <ul style="list-style-type: none"> ICT tools, Work cards Sentence strips |
| Dialogue | <ul style="list-style-type: none"> engage in dialogue | <ul style="list-style-type: none"> Dialogues | <ul style="list-style-type: none"> Conducting dialogues | <ul style="list-style-type: none"> Pictures Cartoons |

Indigenous Languages

10.2 GRADE 1: SPEAKING/ SIGNING

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|---------------------------------------|--|---|--|--|
| Me, my family and others | <ul style="list-style-type: none"> say/sign their names in full and those of their friends, teacher, classmates and family members talk/sign about their friends, teacher, classmates and family members talk/sign about likes and dislikes | <ul style="list-style-type: none"> Personal names Friends', teacher's and family members' names Details of self and family including surnames and totems Likes and dislikes Common nouns Proper nouns Cultural awareness | <ul style="list-style-type: none"> Saying full names of self, friends, teacher and family members Giving details of self and family including surnames and totems Stating likes and dislikes Reciting rhymes Singing songs Playing games | <ul style="list-style-type: none"> Family tree Names ICT tools Slides Pictures Family photographs Magazines Rhymes and songs |
| Greetings and times of the day | <ul style="list-style-type: none"> name different times of the day and activities done greet and respond to greetings using appropriate registers | <ul style="list-style-type: none"> Terms used for different times of the day Activities done at different times of the day Greetings and responding according to one's culture | <ul style="list-style-type: none"> Naming different times of the day Talking about what they do during different times of the day Greeting and responding to greetings Role playing appropriate greetings | <ul style="list-style-type: none"> Charts Appropriate concrete objects ICT tools Work cards |
| Body parts | <ul style="list-style-type: none"> name different body parts state functions of body parts | <ul style="list-style-type: none"> Names of body parts Functions of body parts | <ul style="list-style-type: none"> Naming body parts Stating functions of body parts Singing/signing about body parts | <ul style="list-style-type: none"> Pictures Models Word cards Dolls ICT tools |

Indigenous Languages

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|----------------------------|---|--|--|--|
| Events | <ul style="list-style-type: none"> describe events and situations | <ul style="list-style-type: none"> Events and situations Cultural and intercultural awareness of events | <ul style="list-style-type: none"> Describing events and situations Discussing cultural and intercultural events Role playing cultural and intercultural activities Visiting cultural centres in the local environment | <ul style="list-style-type: none"> Resource person ICT tools Photos Songs Cultural centres |
| Objects in the environment | <ul style="list-style-type: none"> name various objects found in the immediate environment name colours describe similarities and differences of objects | <ul style="list-style-type: none"> Objects found in the immediate environment Colours Names of objects | <ul style="list-style-type: none"> Naming various objects found in the immediate environment Describing similarities and differences of objects by colour, size and texture Carrying out an educational tour in the immediate environment | <ul style="list-style-type: none"> Objects in the immediate environment Colours Work cards Resource person |
| Requests and instructions | <ul style="list-style-type: none"> make polite requests give instructions respond politely to requests and instructions | <ul style="list-style-type: none"> Polite requests and responses Instructions and responses Appropriate registers | <ul style="list-style-type: none"> Making polite requests Responding politely to requests and instructions Role playing appropriate requests | <ul style="list-style-type: none"> Work cards Pictures ICT tools Charts |
| Dialogue | <ul style="list-style-type: none"> ask questions answer questions appropriately | <ul style="list-style-type: none"> Dialogue skills | <ul style="list-style-type: none"> Constructing questions Responding to questions Engaging in dialogue | <ul style="list-style-type: none"> ICT tools Puppets |
| Counting | <ul style="list-style-type: none"> count up to twenty | <ul style="list-style-type: none"> Counting up to twenty Counting songs/rhymes | <ul style="list-style-type: none"> Counting numbers up to twenty Playing number games | <ul style="list-style-type: none"> Songs Rhymes Games |

Indigenous Languages

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|--|---|---|--|---|
| Days of the week | <ul style="list-style-type: none"> name days of the week in correct sequence say what they do on each day of the week | <ul style="list-style-type: none"> Days of the week Activities associated with certain days of the week | <ul style="list-style-type: none"> Talking/signing about what they do on each day of the week Singing/signing days of the week Reciting poems on days of the week | <ul style="list-style-type: none"> ICT tools, Work cards Charts |
| Months of the year and weather conditions | <ul style="list-style-type: none"> name months of the year in correct sequence describe the different weather conditions/terms | <ul style="list-style-type: none"> Months of the year Terms for weather conditions | <ul style="list-style-type: none"> Saying/signing months of the year in correct sequential order Saying terms of the weather conditions and describing the attire associated with them | <ul style="list-style-type: none"> Calendars ICT tools Word cards Weather chart Pictures Samples of clothes |
| News, folktales and stories | <ul style="list-style-type: none"> tell/sign news, folktales and stories narrate news items retell stories and folktales | <ul style="list-style-type: none"> Stories, folktales and news | <ul style="list-style-type: none"> Telling/signing stories, folktales in turns Dramatising stories and folktales Narrating stories and folktales Sharing news items | <ul style="list-style-type: none"> ICT tools Charts with stories Picture stories Resource person |

Indigenous Languages

10.3 GRADE 1: READING/ SIGNING

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitude and knowledge) | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|---|---|--|--|---|
| Reading/ orientation | <ul style="list-style-type: none"> handle books correctly read from left to right read from top to bottom | <ul style="list-style-type: none"> Posture Left to right orientation Picture sequence Top to bottom orientation | <ul style="list-style-type: none"> Practising correct posture and book handling Practising left to right, top to bottom orientation through a sequence of pictures and games | <ul style="list-style-type: none"> Magazines Picture books Jigsaw puzzle ICT tools Large print books Beads, Strings, Glue Games Sand |
| Syllables, vowels and words | <ul style="list-style-type: none"> sound/sign the vowels and consonants read syllables use syllables to form words construct sentences | <ul style="list-style-type: none"> Vowels Consonants and syllables Word building Sentence building | <ul style="list-style-type: none"> Sounding/signing vowels and consonants Reading syllables Joining syllables to form words Reading/signing words and sentences Constructing sentences Playing reading games | <ul style="list-style-type: none"> Flash cards Charts Reading games such as: fish games, pada |
| Fluency/ proficiency Punctuation Extensive reading | <ul style="list-style-type: none"> pronounce/sign words correctly read paragraphs read stories, news and poems answer questions tell picture stories in sequence | <ul style="list-style-type: none"> Pronunciation/signing words Paragraphs Punctuation marks Picture series Stories Class library materials | <ul style="list-style-type: none"> Reading with correct pronunciation Reading paragraphs Reading, observing punctuation marks Reading stories, news and poems for enjoyment Narrating what they have read Answering questions orally Telling picture stories sequentially | <ul style="list-style-type: none"> Sentence strips Flash cards ICT tools Library books Newspapers, Magazines Story cards ICT tools Story charts |
| Comprehension | <ul style="list-style-type: none"> read stories and answer questions | <ul style="list-style-type: none"> Comprehension skills | <ul style="list-style-type: none"> Reading stories and pictures Narrating the story Answering questions | <ul style="list-style-type: none"> Story cards Flash cards Work cards Pictures ICT tools |

Indigenous Languages

10.4 GRADE 1: WRITING/ BRAILLING

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitude and knowledge) | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|---|---|---|--|---|
| Penmanship skills | <ul style="list-style-type: none"> demonstrate correct penmanship skills | <ul style="list-style-type: none"> Posture Pen and book handling Left to right orientation Top to bottom orientation Patterns and drawings | <ul style="list-style-type: none"> Practising correct sitting position Practising handling of pencils and crayons Handling papers and books Practising left to right and top to bottom movement Colouring pictures | <ul style="list-style-type: none"> Writing and drawing tools Newsprint Colouring books Crayons Paint |
| Letter shaping/ Orientation | <ul style="list-style-type: none"> write patterns linked to letters shape capital and small letters correctly Write vowels and consonants/ braille | <ul style="list-style-type: none"> Patterns Vowels and consonants Small and capital letters | <ul style="list-style-type: none"> Practising pattern writing in the air, computers, on ground or paper Practising writing in braille using slate and stylus Practising writing vowels and consonants Writing small and capital letters Joining dots to form a letter | <ul style="list-style-type: none"> Exercise books Pencils Slate and stylus ICT tools |
| Names and syllables | <ul style="list-style-type: none"> write own names write names of common objects write days of the week, months of the year and dates write syllables draw and label objects | <ul style="list-style-type: none"> Own names Common objects Syllables Days of the week, months of the year and dates Objects and their names | <ul style="list-style-type: none"> Writing own names Writing letter syllables Writing names of objects Drawing and labelling common objects Writing days of the week, months of the year and dates | <ul style="list-style-type: none"> Name tags, Pictures Word cards Concrete objects Calendars, Charts Flash cards Magnifying glasses ICT tools Large print books |
| Words, sentences and Punctuation | <ul style="list-style-type: none"> join syllables into words construct sentences use full stops and capital letters spell words correctly write creative work | <ul style="list-style-type: none"> Word building Sentences Capital letters and full stops Spellings and dictation Creative writing | <ul style="list-style-type: none"> Building words and writing them Constructing sentences and punctuating them correctly Writing spellings and dictation Drawing pictures and writing sentences about the pictures | <ul style="list-style-type: none"> Thick pencils Syllable cards Flash cards Sentence strips Puzzles Slate and stylus |
| Comprehension | <ul style="list-style-type: none"> answer comprehension questions | <ul style="list-style-type: none"> Comprehension questions | <ul style="list-style-type: none"> Answering comprehension questions by completing sentences | <ul style="list-style-type: none"> Picture stories |

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11.0 COMPETENCE MATRIX (GRADE 2)

11.1 GRADE 2: LISTENING/ OBSERVING

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED ACTIVITIES | SUGGESTED RESOURCES |
|--------------------------------|--|---|--|--|
| Identification of sounds/signs | <ul style="list-style-type: none"> distinguish sounds/signs made by a variety of objects and instruments recite rhymes and jingles distinguish sounds/signs made by animals distinguish sounds/signs of phonemes | <ul style="list-style-type: none"> Sounds/signs made by a variety of objects and instruments Rhymes and jingles Sounds/signs of animals Letter sounds/signs | <ul style="list-style-type: none"> Listening to sounds/signs made by a variety of objects and instruments Reciting rhymes and jingles Imitating sounds/signs made by animals Repeating sounds/signs of vowels and consonants | <ul style="list-style-type: none"> ICT tools Musical instruments A variety of objects |
| Instructions and requests | <ul style="list-style-type: none"> respond to requests in a row follow oral instructions in a row | <ul style="list-style-type: none"> Oral requests and instructions Polite requests | <ul style="list-style-type: none"> Responding to different oral requests Reacting to different oral instructions | <ul style="list-style-type: none"> Sentence strips ICT tools |
| Sentences and questions | <ul style="list-style-type: none"> answer oral questions appropriately repeat sentences after a model | <ul style="list-style-type: none"> Questions Sentences | <ul style="list-style-type: none"> Responding to a variety of questions verbally or by actions Reciting sentences after a model | <ul style="list-style-type: none"> ICT tools Sentence strips Puppets Toys |
| News and stories | <ul style="list-style-type: none"> listen to short stories listen to news | <ul style="list-style-type: none"> A variety of short stories and news from different media | <ul style="list-style-type: none"> Retelling parts or whole story Dramatising stories Retelling news | <ul style="list-style-type: none"> ICT tools Puppets |

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11.2 GRADE 2: SPEAKING/ SIGNING

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|--------------------------------------|--|--|---|--|
| The family | <ul style="list-style-type: none"> identify and name members of their family explain roles of members of the family | <ul style="list-style-type: none"> Family and roles Family tree | <ul style="list-style-type: none"> Talking about simple family tree diagram showing members of their family Describing the roles of members of their family Dramatising roles of family members | <ul style="list-style-type: none"> ICT tools Slides Magazines Family album Pictures |
| Occupations | <ul style="list-style-type: none"> name different occupations of people found in the immediate environment role play various occupations | <ul style="list-style-type: none"> Occupations | <ul style="list-style-type: none"> Naming different occupations Role playing occupations Reciting poems on occupations Conducting educational tours | <ul style="list-style-type: none"> Name Cards Pictures |
| Greetings | <ul style="list-style-type: none"> extend greetings appropriate to situations respond to greetings appropriately ask and answer a variety of questions on greetings | <ul style="list-style-type: none"> Greetings and responses | <ul style="list-style-type: none"> Extending and responding to greetings appropriate to a variety of situations Playing question and answer games on greetings Role playing appropriate greetings | <ul style="list-style-type: none"> ICT tools Pictures |
| Months and weather conditions | <ul style="list-style-type: none"> name months of the year state the related activities describe weather conditions and related activities | <ul style="list-style-type: none"> Months of the year and related activities Weather conditions and activities | <ul style="list-style-type: none"> Saying months of the year in their proper sequence Stating the related activities and attire Dramatising activities associated with the months and different weather conditions Completing a weather chart | <ul style="list-style-type: none"> Calendars ICT tools Charts Weather chart |

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| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|----------------------------------|---|---|--|--|
| Requests and instructions | <ul style="list-style-type: none"> • make polite requests • respond to instructions • ask and answer questions | <ul style="list-style-type: none"> • Requests and responses • Appropriate registers | <ul style="list-style-type: none"> • Expressing and responding to requests and instructions • Playing question and answer games • Using appropriate registers | <ul style="list-style-type: none"> • ICT tools • Pictures • Questions on cards |
| Stories | <ul style="list-style-type: none"> • tell stories • tell stories from pictures | <ul style="list-style-type: none"> • Stories | <ul style="list-style-type: none"> • Narrating stories • Telling stories from pictures | <ul style="list-style-type: none"> • Picture stories • Charts |
| Counting | <ul style="list-style-type: none"> • count up to fifty | <ul style="list-style-type: none"> • Counting up to fifty • Counting songs/rhymes | <ul style="list-style-type: none"> • Saying numbers up to fifty in a variety of ways such as rhymes • Playing number games | <ul style="list-style-type: none"> • Counters • Puzzles, ICT tools • Rhymes, Games |
| Dialogue | <ul style="list-style-type: none"> • ask questions • answer questions appropriately | <ul style="list-style-type: none"> • Questions and responses • Dialogue skills | <ul style="list-style-type: none"> • Constructing questions • Responding to questions • Engaging in dialogue | <ul style="list-style-type: none"> • ICT tools • Pictures • Cartoons • Puppets |
| Events and situations | <ul style="list-style-type: none"> • describe events and situations in the immediate environment | <ul style="list-style-type: none"> • Events and situations | <ul style="list-style-type: none"> • Role playing events and situations in the environment • Describing events and situations in the immediate environment • Singing cultural songs | <ul style="list-style-type: none"> • Resource person • ICT tools • Pictures and photos |

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11.3 GRADE 2: READING/ SIGNING

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|---|---|--|---|---|
| Consonant sounds | <ul style="list-style-type: none"> • sound and read consonant sounds • form words and sentences using consonant sounds • read without using fingers or moving heads | <ul style="list-style-type: none"> • Letter consonant sounds • Words and sentences | <ul style="list-style-type: none"> • Sounding and reading letter consonant sounds • Using syllables to build meaningful words and sentences • Reading words and sentences from cards without using fingers or moving heads | <ul style="list-style-type: none"> • Flash cards • Work cards • Jigsaw puzzle • Reading games • Sentence strips • ICT tools |
| Syllables, words and sentences | <ul style="list-style-type: none"> • read syllables, words and sentences correctly | <ul style="list-style-type: none"> • Syllables, words and sentences | <ul style="list-style-type: none"> • Reading syllables • Building words • Reading sentences | <ul style="list-style-type: none"> • Flash cards • Work cards • Sentence strips • Story books, ICT tools |
| Reading for comprehension | <ul style="list-style-type: none"> • read a paragraph both orally and silently • answer comprehension questions | <ul style="list-style-type: none"> • Sentences • Paragraphs • Questions | <ul style="list-style-type: none"> • Reading words and sentences orally • Reading the passage silently • Answering questions | <ul style="list-style-type: none"> • Story cards • Pictures • Flash cards • Work cards • Story books • ICT tools |
| Oral reading Signing Punctuation | <ul style="list-style-type: none"> • pronounce words correctly • read observing the use of comma, full stops, question mark and exclamation mark | <ul style="list-style-type: none"> • Words and sentences • Intonation • Punctuation • Oral questions | <ul style="list-style-type: none"> • Pronouncing words correctly • Observing punctuation marks • Responding to oral questions | <ul style="list-style-type: none"> • Charts • Flash cards • Sentence strips |
| Extensive reading | <ul style="list-style-type: none"> • read sentences • read sequence picture stories • recognise a full stop and a capital letter when reading • read a paragraph for comprehension • pronounce words correctly | <ul style="list-style-type: none"> • Sentences • Punctuation • Paragraphs • Picture stories • Folk tales, stories, poems/rhymes • Pronunciation of words | <ul style="list-style-type: none"> • Creating sentences from pictures • Reading sentences from cards • Reading a variety of texts • Enforcing acceptable pronunciation and intonation • Retelling stories read | <ul style="list-style-type: none"> • Story cards • Library books Newspapers • Pictures • Charts |

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11.4 GRADE 2: WRITING/ BRAILLING

| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|--|---|--|---|--|
| Penmanship/ Brailing skills | <ul style="list-style-type: none"> demonstrate correct penmanship skills handle and use pencils and crayons properly write patterns linked to letters shape letters correctly demonstrate left to right orientation, right to left for some learners with special needs. demonstrate top to bottom orientation write patterns and pictures shape capital and small letters correctly space letters and words correctly | <ul style="list-style-type: none"> Posture Left to right orientation Top to bottom orientation Patterns and pictures Vowels and consonants Small and capital letters | <ul style="list-style-type: none"> Practising correct sitting position Practising handling of pencils and crayons Handling papers and books Practising left to right and top to bottom movement Practising pattern writing in the air, on ground or paper or computer Practising writing vowels and consonants Writing small and capital letters | <ul style="list-style-type: none"> Drawing tools Newsprint Braille books Pictures Flash cards Alphabet Charts Talking computer Stylus Braille book |
| Short stories, folktales and news | <ul style="list-style-type: none"> write sentences about themselves draw pictures and objects and describe them write a story/folktales/news on a given topic or picture | <ul style="list-style-type: none"> Sentences Drawings Stories on: gender equality, citizenship, ethics and ethical behaviour Folktales and news Cultural awareness | <ul style="list-style-type: none"> Constructing sentences Drawing and writing stories that reflect culture Writing about themselves | <ul style="list-style-type: none"> Slate and Stylus ICT tools Library books |
| Comprehension | <ul style="list-style-type: none"> read a comprehension passage answer comprehension questions | <ul style="list-style-type: none"> Comprehension skills | <ul style="list-style-type: none"> Reading stories and pictures for comprehension Answering comprehension questions | <ul style="list-style-type: none"> Picture stories Braille books ICT tools Talking books |

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| TOPIC | OBJECTIVES Learners should be able to: | UNIT CONTENT (Skills, attitudes and knowledge) | SUGGESTED ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|---|--|--|---|--|
| Spelling and dictation | <ul style="list-style-type: none"> spell words correctly | <ul style="list-style-type: none"> Spelling words and dictation passages | <ul style="list-style-type: none"> Writing dictated words and passages | <ul style="list-style-type: none"> ICT tools Flash cards Word cards Sentence strips |
| Directions | <ul style="list-style-type: none"> List the cardinal points | <ul style="list-style-type: none"> Cardinal points | <ul style="list-style-type: none"> Naming cardinal points Locating the cardinal points in relation to their locality | <ul style="list-style-type: none"> ICT tools Charts Pictures Maps |
| Months of the year, seasons and weather conditions | <ul style="list-style-type: none"> name months of the year in correct sequence list seasons of the year describe the different weather conditions | <ul style="list-style-type: none"> Months of the year Seasons Weather conditions | <ul style="list-style-type: none"> Writing/brailing months of the year in correct sequential order Drawing the attire associated with weather conditions Writing the activities in each season | <ul style="list-style-type: none"> Calendars ICT tools Word cards Weather chart Pictures Samples of clothes |
| Creative Writing | <ul style="list-style-type: none"> sequence the story line write a story or folktale on a topic of their own choice | <ul style="list-style-type: none"> Stories on heritage, environmental issues and other cross cutting issues | <ul style="list-style-type: none"> Researching on stories and folktales Sequencing the ideas of the story or folktale Writing stories or folktales that reflect cultural awareness | <ul style="list-style-type: none"> ICT tools Library books Story books Magazines Talking books Resource person |

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12.0 ASSESSMENT

a) Assessment Objectives

12.1 Speaking/ Signing

- 12.1.1 greet and respond to greetings
- 12.1.2 describe events and situations
- 12.1.3 make polite requests
- 12.1.4 carry out a short conversation

12.2 Listening/ Observing

- 12.2.1 dialogue both formal and informal
- 12.2.2 tell and retell news, folktales and stories
- 12.2.3 respond to instructions and requests
- 12.2.4 answer questions

12.3 Reading/ Signing

- 12.3.1 match objects
- 12.3.2 read pictures
- 12.3.3 read dialogues
- 12.3.4 read news, folktales and stories

12.4 Writing/ Brailleing

- 12.4.1 penmanship
- 12.4.2 colour
- 12.4.3 join dots
- 12.4.4 write/braille spellings
- 12.4.5 write/braille correct sentences
- 12.4.6 write/braille creative work
- 12.4.7 answer questions

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| LEVEL | FORM OF ASSESSMENT | ASSESSMENT TASKS | NATURE | FREQUENCY |
|----------------|--------------------|--|--|--|
| ECD | Continuous | <p>Demonstrate understanding of concepts through:</p> <ul style="list-style-type: none"> • Singing • Drawing • Dancing • Colouring • Story telling • Speaking • Listening • Counting • Playing children's games | <ul style="list-style-type: none"> ➤ Practical ➤ Can be done individually, in pairs or in groups | <ul style="list-style-type: none"> ✓ Fortnightly |
| GRADE 1 | Continuous | <ul style="list-style-type: none"> • Singing • Drawing • Dancing • Colouring • Story telling • Speaking • Listening • Counting • Reading • Playing children's games • Written Exercises • Theory tests | <ul style="list-style-type: none"> ➤ Practical ➤ Can be done individually, in pairs or in groups | <ul style="list-style-type: none"> ✓ Fortnightly ✓ Every Fortnight ✓ Once per Month |

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| | | | | |
|----------------|------------|--|---|---|
| GRADE 2 | Continuous | <ul style="list-style-type: none"> ● Singing ● Drawing ● Dancing ● Colouring ● Story telling ● Speaking ● Listening ● Reading ● Counting ● Playing children's games ● Written Exercises ● Theory tests | <p>➤ Practical</p> <p>➤ Can be done individually or in Groups</p> | <ul style="list-style-type: none"> ✓ Daily basis ✓ Weekly ✓ Once per Month |
|----------------|------------|--|---|---|

12.5 Assessment Criteria

Assessment Instruments:

- Checklists
- Rating Scale
- Observation Guide
- Exercises
- Theory Tests





