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PRIMARY EDUCATION SYLLABUS

STANDARD I – II

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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, art 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 Numeracy	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, art 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 art 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 environment/situation 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 pupils 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) Provide the child with a safe and friendly home environment that is conducive for learning;
- (d) Keep track of the child progress in behaviour;
- (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 for each activity 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
Numeracy	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	1.1 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 correctly	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 correctly		
		(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 properly followed		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
2.0 Reading	2.1 Recognise letter sounds	(d) Introduce oneself and others	Introducing oneself and others is done properly	Real objects, pictures, word lists, wall charts, audial/audio-visual materials, paper and coloured pencils/ chalks	92
		(e) Name parts of the body orally	Parts of the body are named properly		
		(a) Pronounce letter sounds a-z	Letter sounds a-z are correctly pronounced		
		(b) Identify individual sounds in simple words (<i>initial, middle, and last sounds</i>)	Individual sounds in simple words are properly 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 properly identified		
		(d) Blend individual sounds to form simple words	Individual sounds forming simple words are properly 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 properly		
	2.2 Recognise letter-sound relationships	(a) Associate letters with sounds	Letters with sounds are associated properly	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 appropriately		
		(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 correctly		
		(d) Read words with consonant digraphs (<i>e.g. th, ch, sh, ph</i>)	Words with consonant digraphs are read correctly		
		(e) Read words with vowel digraphs (<i>Target: ai, ay, ee, ea, oa and oe</i>)	Words with vowel digraphs are read correctly		

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 correctly		
		(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, audial/audio-visual materials, paper and coloured pencils/chalks	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 correctly	Wall charts, marker pen/chalks, manila cards and audial/ audio-visual materials	100
		(b) Join letters to form simple words	Letters are joined correctly to form simple words		
		(c) Join words to form simple sentences	Words are joined correctly to form simple sentences		
4.0 Numeracy	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 correctly (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 correctly (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 correctly	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 correctly 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 correctly from the collection		
		(e) Subtract number in the range of 0-99	Numbers are subtracted correctly in the range of 0-99		
	4.3 Use mathematical concepts	(a) Identify basic shapes (<i>circle, triangle and square</i>)	Basic shapes (<i>circle, triangle and square</i>) are correctly 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 kwa kutumia nyimbo, kadi na TEHAMA	Sauti za irabu katika maneno zimebainishwa	Kadi za herufi, kadi za 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) Kutambua sauti za herufi ambatani (<i>ch, ny, ng', dh, gh, th, sh</i>) kwenye maneno	Sauti za herufi ambatani kwenye maneno zimetambuliwa		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(e) Kuunganisha sauti za herufi ambatani (<i>ch, ny, sh, dh, th, ng', gh</i>) na irabu ili kuunda silabi	Sauti za herufi ambatani na irabu zimeunganishwa ili kuunda silabi		
		(f) Kuunganisha silabi kwa kutamka ili kuunda maneno	Silabi zimeunganishwa kwa kutamka ili kuunda maneno		
		(g) Kuhusianisha sauti na herufi za irabu (<i>a, e, i, o, u</i>) katika matini (<i>kadi, ubao, chati, TEHAMA</i>)	Sauti na herufi za irabu zimehusianishwa katika matini		
		(h) 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 kwa usahihi		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(i) Kuhusianisha sauti na herufi za konsonanti ambatani (<i>ch, ny, ng', dh, gh, th, sh</i>) katika matini	Sauti na herufi za konsonanti ambatani zimehusianishwa katika matini kwa usahihi		
		(j) Kutambua majina ya namba na majira ya saa	Majina ya namba na majira ya saa yametambuliwa		
		(k) Kuunganisha silabi kusoma maneno	Silabi zimeunganishwa kwa usahihi ili kusoma maneno		
6.0 Appreciate culture, art 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 correctly		
		(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 Demonstrate religious tolerance	(a) Explain beliefs of other people	Other peoples beliefs are properly explained	Pictures, wall charts, marker pen, real object and audial/ audio-visual materials	14
		(b) Participate in social activities	Participation in social activities is properly 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 art	(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		
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 correctly	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 properly	Real objects for body and clothes cleanliness and pictures	35
		(b) Care for one's clothes	One's clothes are cared properly		
	7.2 Protect oneself from hazardous environment/situations/substances	(a) Avoid hazardous environments and substances	Hazardous environments and 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 correctly		

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	1.1 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 correctly	Real objects, word lists, wall charts, audial/audio-visual materials, paper and coloured pens/chalks	105
		(b) Express days of the week and months of the year.	Days of the week and months of the year are expressed properly		
		(c) Listen and respond to simple sentences and stories	Simple sentences and stories are listened and responded to properly		

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

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 properly	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 well		
	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 correctly	A list of consonants clusters, words and cards	72

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</i> , <i>sip-zip</i>)	Similar and different sounds in words are identified and recited correctly		
		(c) Read simple words with familiar suffixes (e.g. <i>-s</i> , <i>-es</i> , <i>-ing</i> , <i>-ed</i>)	Simple words with familiar suffixes are read correctly		
		(d) Read multisyllabic words (e.g. <i>watermelon-4</i> , <i>sunflower-3</i> , & <i>oven-2</i>)	Multisyllabic words are read correctly		
	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 appropriately	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 correctly		
	2.4 Read for comprehension	(a) Read grade appropriate texts for comprehension	Grade appropriate texts are read and comprehended correctly	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 properly	Punctuation charts	75

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
4.0 Numeracy	4.1 Use mathematical operations	(a) Identify numbers in hundreds	Numbers in hundreds are identified correctly	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 correctly		
		(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	Single digit numbers are multiplied correctly		

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 properly to demonstrate the concept of division as repeated subtraction		
		(g) Divide numbers not exceeding 100 without a remainder	Numbers not exceeding 100 are divided correctly		
	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 properly	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 ($\frac{1}{4}$, $\frac{1}{2}$ etc.)	Common fraction symbols are identified correctly		
		(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 correctly		
5.0 Kumudu stadi za awali za Kiswahili	5.1 Kumudu stadi za awali za kusikiliza na kuzungumza katika miktadha mbalimbali	(a) Kusimulia matukio sahihi 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 konsonanti mwambatano na irabu kusoma silabi (<i>ch, ny, ng', dh, gh, th, sh, mb, nz, nj, ng, nd, sw, bw, gw, tw, pw, mw, vy, fy, my, ml, kw, ky, nz, py, ft, lw</i>)	Herufi mbili za konsonanti na irabu zimeunganishwa katika kusoma silabi	Kadi za herufi, kadi za maneno, chati za picha, matini na vitu halisi	
		(b) Kutamka maneno yenye silabi mwambatano	Maneno yenye silabi mwambatano yametamkwa kwa usahihi		
		(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
		<p>(d) Kuhusianisha sauti na herufi (<i>ch, ny, ng', dh, gh, th, sh</i>) katika matini</p> <p>(e) Kuunganisha herufi za konsonanti na irabu ili kusoma silabi katika makundi yote (<i>ch, ny, ng', dh, gh, th, sh, mb, nj, ng, nd, sw, bw, gw, tw, mw, vy, py, fy, my, ml, kw, ky, nz, ft, pw, tw, lw</i>) na kutambulisha silabi ambatani za maneno ya kukopa (<i>bl, sp, sk, pt, st, ks, kt, pl, al, ar</i>)</p>	<p>Sauti na herufi zimehusianishwa katika matini</p> <p>Herufi za konsonanti na irabu zimeunganishwa ili kusoma silabi katika makundi yote na silabi ambatani za maneno ya kukopa zimetambulishwa</p>		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(f) Kuunganisha silabi ili kusoma maneno yenye konsonanti tatu na irabu (<i>njwa, nywa, shwa, ngwa, mbwa, ndwa, ng'wa</i>)	Silabi zimeunganishwa ili kusoma maneno yenye konsonanti tatu na irabu		
		(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 sahihi (<i>kwa umri sahihi</i>) kwa kuzingatia matamshi sahihi ya maneno	Kifungu cha habari 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 sahihi kwa kasi stahiki (<i>maneno 50 kwa dakika</i>)	Kifungu cha habari sahihi kimesomwa kwa kasi stahiki		
		(k) Kusoma kifungu sahihi cha habari kwa hisia na kwa kuzingatia alama za uandishi (<i>nukta, mkato, alama ya kuuliza, na alama ya mshangao</i>)	Kifungu sahihi cha habari kimesomwa kwa hisia na kwa kuzingatia alama za uandishi		
		(l) Kutafsiri na kuelezea picha (<i>kwa kutumia kadi, chati za picha, TEHAMA n k</i>)	Picha zimetafsiriwa na kuelezwa		

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 hadithi sahihi kwa ufahamu	Hadithi sahihi zimesikilizwa kwa ufahamu		
		(o) Kusoma kifungu cha habari sahihi kwa ufahamu	Kifungu cha habari sahihi kimesomwa kwa ufahamu		
		(p) Kusoma kwa sauti hadithi/ kifungu cha habari	Hadithi/kifungu cha habari kimesomwa kwa sauti		
6.0 Appreciate culture, art 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

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(b) Identify various Tanzanian socio-cultural activities	Various Tanzanian socio-cultural activities are identified		
	6.2 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 art	(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
		(b) Recite panegyric songs and perform comedy	Panegyric songs and comedy are recited and performed properly		
		(c) Perform simple dances and plays	Simple dances and plays are performed		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
	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 properly 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 properly	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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