



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

CREATIVE AND TECHNOLOGY STUDIES SYLLABUS

GRADES 1 – 4



PREPARED AND PUBLISHED BY THE CURRICULUM DEVELOPMENT CENTRE

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Table of Contents

Page

Acknowledgements.....**Error! Bookmark not defined.**

Aims of Teaching Technology Studies..... 6

Rationale of Technology Studies 7

Suggested Teaching Methodology..... 7

Time Allocation 8

Outline of the Syllabus..... 9

Grade 1..... 10

Grade 2..... 15

Grade 3..... 19

Grade 4..... 24

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PREFACE

The syllabus was produced as a result of the Curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education under the auspices of the Curriculum Development Centre (CDC). The curriculum reform process started way back in 1999 when the Ministry of Education commissioned five (5) curriculum studies which were conducted by the University of Zambia. These studies were followed by a review of the lower and middle basic and primary teacher education curriculum. In 2005 the upper basic education National survey was conducted and information from learners, parents, teachers, school managers, educational administrators, tertiary institutions traditional leaders civic leaders and various stakeholders in education was collected to help design a relevant curriculum.

The recommendations provided by various stakeholders during the Upper Basic Education National survey of 2005 and National symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.

The syllabus has been reviewed in line with the Outcome Based Education principles which seek to link education to real life experiences that give learners skills to access, criticize analyze and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcome Based Education requires that the following principles be observed: clarity of focus, Reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcome Based syllabus will greatly improve the quality of education provided at. Grades 1 – 4 as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013.

Chishimba Nkocha
Permanent Secretary

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION.

Acknowledgements

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organizations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialized Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education ,the Examinations Council of Zambia, the University of Zambia, schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to co-operating partners especially JICA and UNICEF for rendering financial technical support in the production of the syllabus.

C.N.M Sakala (Mrs)

Director-Standard and Curriculum

MINISTRY OF EDUCATION, SCIENCE,VOCATIONAL TRAINING AND EARLY EDUCATION

INTRODUCTION

Technology has existed throughout history. People apply knowledge, skills and use available resources to develop solutions that meet their needs and wants. Some of these solutions have been in form of products (e.g. shaping bones into fish hooks, making clay cooking pots) while other solutions have involved combining products into working systems (e.g. bow and arrow, moving water and a wheel, pestle and mortar). On the other hand, the Expressive Arts component is the combination of Physical Education, Music, Art and Design. It places emphasis on the development of practical skills and enhancement of talents, creativity, self-expression and sense of aesthetic. It is for this reason that every child should have an opportunity to develop in this area.

Today people still have needs and wants. However, the knowledge, skills and resources used to find solutions are of a different kind because of accelerating development in technology. Today's society is more complicated and diverse. In this regard, economic and environmental factors, attitudes and values need to be taken into account when developing solutions. Therefore, Creative and Technology Studies provides an opportunity for the learners to identify various *needs* and have hands-on experience to develop solutions that address their needs.

At Primary School level, the Creative and Technology Studies syllabus has four (4) main components: *Design and Technology*, *Expressive Arts*, *Home Economics* and *Information and Communication Technology* which are outlined below.

	COMPONENT	DESCRIPTION
1	DESIGN AND TECHNOLOGY	This component will focus on the application of knowledge and use of available resources to meet people's needs by developing practical solutions to problems. At the heart of this, is the identification of problems through open-ended problem solving approach.
2	INFORMATION AND COMMUNICATION TECHNOLOGY	One of the features of the rapidly changing world is the accumulation of information that has an impact on all aspects of modern life. Therefore, learners need to be equipped with skills and knowledge to be accessing and working with various forms of information and data.
3	HOME ECONOMICS	This component mainly aims at preparing the pupils for self-survival, self-reliant and life in general. Hence learners will be helped to acquire and develop practical skills and knowledge.
4	EXPRESSIVE ARTS	The Expressive Arts component is the combination of Physical Education, Music, Art and Design. It places emphasis on the development of practical skills and enhancement of talents, creativity, self-expression, life skills and sense of aesthetic.

Thus, the purpose of Creative and Technology Studies is to provide learners opportunities to:

- develop and apply scientific skills to solve technological problems;

- appreciate the interaction between people's values and attitudes, technology, society and the environment
- understand the concepts and knowledge used in technology and use them responsibly and purposely
- exploit locally available natural resources, materials to satisfy mans' needs and desires.

RATIONALE OF CREATIVE AND TECHNOLOGY STUDIES

Creative and Technology Studies Syllabus is the combination of Physical Education, Music, Art and Design, Home Economics, Design and Technology and Information and Communications Technology. This Learning Area is about being creative in finding appropriate solutions to human problems and meeting our needs. Therefore, Creative and Technology Studies, more than any other learning area prepares learners for the world of work. . It places emphasis on the development of practical skills and enhancement of talents, creativity, self-expression and sense of aesthetic.

With this in mind, it is important that the subject is introduced to learners at a tender age. This is the best time because at this age, learners have delight in exploring their surroundings; enjoy making, dismantling, examining and experimenting things. In fact, teachers can be amazed by the learners ability for being creative, problem-solving and decision making. In this regard, **designing** and **making** is the main thrust of the subject because it provides an opportunity for learners to use available materials, put their capability to work and to develop products that meet their real needs and wants.

To this end, Creative and Technology Studies will develop learners who will have:

- the power of observation, attention to detail, creativity, imagination, self-expression and endurance.
- an ability to solve problems by investigating, designing, developing, evaluating as well as communicating effectively using different modes
- a fundamental understanding of an ability to apply technological knowledge, skills and values, working as individuals and as a group
- a critical understanding of the relationship between technology, society, the economy and the environment
- a motivated and deeper appreciation for self-employment career opportunities, develop entrepreneurial characteristics and qualities for successful pursuit
- an appreciation for using Information Technology tools and information sources such as computer systems and software packages to support learning in a variety of ways.

SUGGESTED TEACHING METHODOLOGY

The approach to teaching and learning is the learner-centred. Therefore, in order to develop learners with understanding, skills and values that can contribute to the development of society, the starting point for teaching and learning is to recognize that learners come to school

with a wealth of knowledge and experience gained from the family, community and through interaction with the environment. Thus, learning in school must build on the learner's prior knowledge and experience.

This is best achieved when learners are actively involved in the learning process through *hands on activities*. However, each learner has individual needs, pace of learning, experiences in life and abilities. To accommodate this, the teacher must determine the needs of the learners, and shape the learning experiences accordingly. Therefore, teaching methods must be varied but flexible within well-structured sequences of lessons and should include among others:

- Working in Pairs
- Group work
- Individual Work
- Field trip Method
- Project Method
- Discussion Method
- Guest Speaker
- Demonstration Method
- Team Teaching

The teacher should have reasons for choosing a particular teaching method and must employ strategies and techniques to make the lesson interesting.

The syllabus outlines the learning outcomes. Thus, the teacher must decide, in relation to the learning outcomes to be achieved, when it is best to let learners *discover* or *explore* information for themselves; when they need *directed learning*; *reinforcement* or when the learners can be allowed to find their own way through a topic.

In this way, outcomes can be attained in a spiral manner considering that in any lesson, different outcomes can be covered through knowledge, skills and values. The objective is to ensure that learners are able to apply the knowledge gained in real life situations.

TIME ALLOCATION

The standard period allocation for Creative and Technology Studies at Lower and Upper Primary levels has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2012. The minimum learner-teacher contact time for Lower Primary school level (Grade 1 to 4) is **three (3) hours** per week, translating into **four (4) periods**. The duration for a single period is **30 minutes**.

The minimum learner-teacher contact time for Upper Primary school level (Grade 5 to 7) is **4.7 hours** per week, translating into **four (4) periods** for the **two (2) components**. The duration for a single period is **40 minutes**.

While information on the teaching of different skills, resources, teaching methods and evaluation would be found in the Teacher's Guide, teachers should be mindful of the Specific Outcomes which are preceded by the General Outcomes that are found in this syllabus. Therefore, scheming should be based on the Specific Outcome. In most cases, more lessons will be required before achieving a certain Specific Outcome.

OUTLINE OF THE SYLLABUS

This syllabus seeks to instill a sense of appreciation of technology education to ensure that learners adapt and cope with changing situations. It will also provide learners with broader concepts and principles in Technology, which will allow them to expand their thinking capacity to tackle real-life situations effectively.

The topics, sub-topics and outcomes are arranged in order for easy of reference. Some topics may be similar at both lower and upper sections, but the levels of knowledge, skills and values to be attained are not the same. Hence, when preparing lessons teachers should strive at building on what the learners already know.

The syllabus has been outlined in such a manner that all the components of the subject (*Information and Communication Technology, Home Economics, Music, Art and Design, Physical Education and Design and Technology*) are taught in an integrative manner from Grade 1 to 4 by one teacher. The teacher should be conversant in all areas and lay a firm ground in the learners. However, it envisaged that each school will have separate special rooms for all the components where learners will have to go and learn as soon as they get to Grade 5. This will provide learners with an opportunity for hands-on activities.

GRADE 1

GENERAL OUTCOMES

- Develop skills in the use and apply computer skills both at home and school.
- Acquire and observe safety rules to operate effectively within the working environment.
- Develop skills to improve neuromuscular co-ordination through participation in a variety of activities in order to improve fitness, manipulation, co-ordination, correlation, observation and self-expression.
- Acquire knowledge, attitudes and values on safety, health, and personal hygiene.

KEY COMPETENCES AT GRADE 1 LEVEL

- Identify main parts of the computer, open and close a computer.
- Show understanding and knowledge of environmental and personal hygiene.
- Exhibit basic skill in simple design and drawing.
- Develop self-esteem self-expression and proficiency in physical activities
- Acquire skills in decision making, problem solving, interpersonal relationships, effective communication and positive attitude change
- Demonstrate team work, fair play, discipline, respect for human rights, moral and spiritual value; and true sportsmanship
- Acquire practical, marketing entrepreneurial, technological artistic and musical skills.

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
1.1 Safety	1.1.1 Safety in the work Environment	1.1.1.1 Demonstrate safety practices.	<ul style="list-style-type: none"> • Safety rules in specialized rooms and playground, proper care of computers. • Safety on postural habit (Leo / Jumbo) 	<ul style="list-style-type: none"> • Identification • Observation • Identification of correct postural habits 	<ul style="list-style-type: none"> • Awareness • Safety consciousness • Responsibility through best practices
	1.1.2 Body Posture	1.1.2.1 Perform correct postural activities			
1.2 Tools and Equipment	1.2.1 Hand tools	1.2.1.1 Identify common tools used to make items.	<ul style="list-style-type: none"> • Hammer, knife, axe, adze, chisels. 	<ul style="list-style-type: none"> • Identifying common domestic tools. 	<ul style="list-style-type: none"> • Appreciate the importance of domestic tools.
1.3 Fundamental movement.	1.1.3.1 Movement	1.1.3.1 Perform warm up activities 1.1.3.2 Perform various movement skills.	<ul style="list-style-type: none"> • Movement skills (walk, run, catch, throw, dance, poetic songs. • Rhythmic movements and steps 	<ul style="list-style-type: none"> • Application of locomotion skills 	<ul style="list-style-type: none"> • Appreciation of movement through team learning
1.4 ICT Devices	1.4.1 Types of ICT devices	1.4.1.1 Identify types of ICT devices	<ul style="list-style-type: none"> • Desktops • Laptops • Tablets • Cell phone • Television 	<ul style="list-style-type: none"> • Identification of types of ICT devices • Observation of types of ICT devices 	<ul style="list-style-type: none"> • Inquisitiveness of identifying types of devices • Curiosity in identifying devices.
1.5.Home Management	1.5.1 The House	1.5.1.1 Identify different types of houses 1.5.1.2 Describe rooms found in the house	<ul style="list-style-type: none"> • Types of houses: village and town houses • Rooms in the house : bedroom, sitting room, kitchen, bathroom, toilet. 	<ul style="list-style-type: none"> • Identification village/town and rooms in the house 	<ul style="list-style-type: none"> • Appreciating village and town houses • Awareness of rooms found in the house
1.6 Materials	1.6.1 Materials used to make items	1.6.1.1 Explain the materials used to make items.	<ul style="list-style-type: none"> • Materials: (Clay, grass, metal, plastics, reeds, wood) 	<ul style="list-style-type: none"> • Identifying different materials for making items. 	<ul style="list-style-type: none"> • Appreciating materials.

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
1.7 Drawing and colouring	1.7.1 Types of lines	1.7.1.1 Identify different lines 1.7.1.2 Apply different lines for design.	<ul style="list-style-type: none"> • Zigzag line • Curve line • Spiral lines 	<ul style="list-style-type: none"> • <i>Identification</i> of different lines • Application of lines in designs 	<ul style="list-style-type: none"> • <i>Appreciation</i> of different lines
	1.7.2 1.7.3 Colouring	1.7.3.1 Colour different basic shapes	<i>Basic shapes:</i> (Squares, Triangles, Rectangles, Circles).	<ul style="list-style-type: none"> • <i>Identification</i> of basic shapes • Application of colours 	<ul style="list-style-type: none"> • <i>Appreciation</i> of shapes and colours
1.8 Patterns	1.8.1 Simple Patterns	1.8.1.1 Print using part of the hand 1.8.1.2 Draw simple shapes to form patterns. 1.8.1.3 Trace simple patterns. 1.8.1.4 Tear simple shapes and patterns	Patterns (scribble patterns, repeat patterns, trace patterns, tear patterns)	<ul style="list-style-type: none"> • <i>Designing</i> and printing of patterns 	<ul style="list-style-type: none"> • <i>Appreciation</i> of patterns
1.9 Sound	1.9.1 Exploration of sound	1.9.1.1 Listen to different sounds in the environment.	<ul style="list-style-type: none"> • Birds, instruments, cars, songs. • Singing traditional songs 	<ul style="list-style-type: none"> • <i>Application</i> of listening and performing skills 	<ul style="list-style-type: none"> • <i>Awareness</i> of sounds in the environment
1.10 Educational Gymnastics	1.10.1 Tumbling 1.10.1 Stunts	1.10.1.1 Perform simple gymnastics 1.10.2.1 Demonstrate simple arm, leg activities 1.10.2.2 Perform simple rolling skills 1.10.2.3 Demonstrate simple balancing skills	<ul style="list-style-type: none"> • Gymnastic skills (arm, trunk, leg rolling, squatting, balancing) 	<ul style="list-style-type: none"> • <i>Creativity</i> in executing gymnastic skills 	<ul style="list-style-type: none"> • <i>Cooperative</i> learning through team work
1.11 Health and Fitness Management	1.11.1 Fitness and Health	1.11.1.1 Perform a combination of various activities.	<ul style="list-style-type: none"> • Fitness and health (climbing, running, jumping, deep breathing). • Use of (horizontal bars, Ropes, Sliders, Ladders, Stair cases) 	<ul style="list-style-type: none"> • <i>Creativity</i> through a combination of health and fitness activities 	<ul style="list-style-type: none"> • <i>Team spirit</i> through a variety of activities

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
1.12 Sports Skills Development	1.12.1 Games 1.12.2 Field and Track events	1.12.1.1 Perform simple games 1.12.2.2 Perform field and track events.	<ul style="list-style-type: none"> Modified conventional and traditional games Field events (relays (20 meters sack race, hide and seek) 	<ul style="list-style-type: none"> Creativity through (hopping, passing, coordination, matching, locating, hiding) 	<ul style="list-style-type: none"> Team spirit through self-esteem
1.13 Constructional Crafts	1.13.1 Paper crafts	1.13.1.1 Make various item using paper. 1.13.1.2 Make paper collage	<ul style="list-style-type: none"> Making of: (chain Belt house model, mask) Paper collage 	<ul style="list-style-type: none"> Manipulation of paper 	<ul style="list-style-type: none"> Creativity in paper crafts
	1.13.2 Modeling	1.13.2.1 Model different objects using clay	<ul style="list-style-type: none"> Modeling of free form objects (animal dolls fruits, birds) 	<ul style="list-style-type: none"> Modeling of objects 	<ul style="list-style-type: none"> Appreciation of modeling using clay
1.14 Swimming	1.14.1 Water hygiene 1.14.2 Water orientation	1.14.1.1 Demonstrate basic pool hygiene 1.14.2.1 Perform simple water orientation skills	<ul style="list-style-type: none"> Use of knowledge on pool hygiene and water orientation (diving, jumping, sliding, breathing, floating) 	<ul style="list-style-type: none"> Creativity in use of simple skills 	<ul style="list-style-type: none"> Cooperative learning through team work

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
1.15 Computer Hardware	1.15.1 Basic Components	1.15.1.1 Recognize basic computer components 1.15.1.2 Discuss components of ICT and their use	<ul style="list-style-type: none"> • Keyboard mouse, monitor, TV remote controller. • Letter keys (restrict to lower case) 	<ul style="list-style-type: none"> • <i>Observation</i> of ICT components. • <i>Identification</i> of ICT components. • <i>Manipulation</i> of mouse and keyboards. 	<ul style="list-style-type: none"> • <i>Awareness</i> of ICT devices • <i>Appreciation</i> of ICT devices and their components • <i>Curiosity</i> in using ICT devices
1.16 Energy	1.16.1 Sources of light	1.16.1.1. Identify the sources of light	<ul style="list-style-type: none"> • Natural and artificial (sun, moon, candle, bulb, lamp) 	<ul style="list-style-type: none"> • Naming of artificial and natural sources of light. 	<ul style="list-style-type: none"> • Appreciating the use of light at different times.
1.17 Health Education	1.17.1 Hygiene	1.17.1.1 Explain the uses of water in the home. 1.17.1.2 Demonstrate correct use of different toilets.	<ul style="list-style-type: none"> • Uses of water: drinking, washing, cooking • Correct use of water closet: sit on the pan, not squatting • Pit latrine: avoid messing up the hole 	<ul style="list-style-type: none"> • Correct use of toilets 	<ul style="list-style-type: none"> • Appreciating water in the home • Practicing hygiene on the use of toilets
1.18 Software Manipulation	1.18.1.Switch on/off. 1.18.2.2 Load Computer Software	1.18.1.1 Switch on/off ICT Devices. 1.18.2.1 Load Computer Software	<ul style="list-style-type: none"> • Switching on/off of the TV, radio/cell phone, computer. • Opening and closing gaming software 	<ul style="list-style-type: none"> • <i>Observation</i> of on/Off switches. • <i>Identification</i> of On/Off switches. • <i>Manipulation</i> of On/Off switches. 	<ul style="list-style-type: none"> • <i>Teamwork</i> in working on shared devices • <i>Problem solving</i> identifying why a device cannot power up. • <i>Awareness</i> that devices may have different ways of powering up.

GRADE 2

KEY COMPETENCES AT GRADE 2 LEVEL

Demonstrate ability to design and make simple items

- Demonstrate ability to operate the key board.
- Show basic skills for welcoming visitors at home and school.
- Demonstrate skills in drawing and colouring.

GENERAL OUTCOMES

- Acquire skills in the use of computers both at home and school.
- Acquire and observe safety rules to operate effectively within their working environment.
- Develop knowledge, values and positive attitudes on safety, personal hygiene and Food and nutrition.

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
2.1 Safety	2.1.1 First Aid	2.1.1.1 Explain first aid procedures with regards to injuries.	<ul style="list-style-type: none"> First Aid procedures (Report accidents) 	<ul style="list-style-type: none"> Communicating information on first aid issues. 	<ul style="list-style-type: none"> Alertness to avoid accidents.
2.2 Movement	2.2.1 Movement	2.2.1.1 Perform various body movements.	<ul style="list-style-type: none"> Body movement (skip, bend, hoop, hop, balance, manipulation) 	<ul style="list-style-type: none"> Creativity in use of movement skills 	<ul style="list-style-type: none"> Team work through cooperative learning
2.3 Posture	2.3.1 Stance	2.3.1.1 Explore various correct postural habits 2.3.1.2 Demonstrate correct postural habits	<ul style="list-style-type: none"> Postural habits (sitting, standing, lifting, kneeling, walking) 	<ul style="list-style-type: none"> Application of creativity in performing postural habits 	<ul style="list-style-type: none"> Team spirit in applying correct postural habits
2.4 Tools	2.4.1 Measuring Tools	2.4.1.1 Demonstrate the use of measuring tools.	<ul style="list-style-type: none"> Rulers: (measure length, width, height). 	<ul style="list-style-type: none"> Recognizing measuring instruments. 	<ul style="list-style-type: none"> Using a ruler to measure length, width and height.
2.5 Drawing and Colouring	2.5.1 Colours	2.5.1.1 Identify primary colours	<ul style="list-style-type: none"> Primary colours (red, yellow and blue). 	<ul style="list-style-type: none"> Identification of primary colours 	<ul style="list-style-type: none"> Appreciation of colours
	2.5.2 Free drawing	2.5.2.1 Draw different pictures	<ul style="list-style-type: none"> Drawing of : (Animals, human figures, birds, buildings). 	<ul style="list-style-type: none"> Composition of pictures 	<ul style="list-style-type: none"> Craftsmanship in drawing
2.6 Patterns	2.6.1 Types of patterns	2.6.1.1 Make different patterns	<ul style="list-style-type: none"> Patterns (Cut paper patterns, Writing patterns) 	<ul style="list-style-type: none"> Designing of patterns 	<ul style="list-style-type: none"> Creativity in pattern making
2.7 Sound	2.7.1 Exploration of sound	2.7.1.1 Explore different means of producing sound	<ul style="list-style-type: none"> Sound sources from various sounds (Imitate sounds) 	<ul style="list-style-type: none"> Application of various sounds to produce something new 	<ul style="list-style-type: none"> Appreciation of sound sources
	2.7.2 Singing	2.7.2.1 Sing a variety of songs.	<ul style="list-style-type: none"> Songs on : (HIV/AIDS, evils of corruption, child Abuse) 	<ul style="list-style-type: none"> Identification of singing and Communication skills 	<ul style="list-style-type: none"> Appreciation of songs and messages
2.8 Recreation	2.8.1 Movement and dance	2.8.1.1 Dance to traditional and contemporary music.	<ul style="list-style-type: none"> Movement and dance (singing movement dancing) 	<ul style="list-style-type: none"> Application of movement and dance skills 	<ul style="list-style-type: none"> Appreciation of recreation
		2.8.2.1 Perform games with health messages	<ul style="list-style-type: none"> Games and health messages 	<ul style="list-style-type: none"> Creativity in games 	<ul style="list-style-type: none"> Appreciation of recreation

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
2.9 Constructional Crafts	2.9.1 Weaving,	2.9.1.1 Create different weaving patterns	<ul style="list-style-type: none"> Weaving (mats, hats, belts) 	<ul style="list-style-type: none"> Manipulation of materials 	<ul style="list-style-type: none"> Creativity in weaving
2.10 Educational gymnastics	2.10.1 Tumbling 2.10.2 Stunts	2.10.1.1 Demonstrate simple physical activities 2.10.1.2 Demonstrate a variety of adaptive physical activities.	<ul style="list-style-type: none"> Gymnastic activities (trunk rolling, tummy rolling, balancing, hanging) 	<ul style="list-style-type: none"> Application of simple and adaptive gymnastics 	<ul style="list-style-type: none"> Team work through gymnastic activities
2.11 Health and Fitness Management	2.11.1 Fitness	2.11.1.1 Perform simple developmental or evolving activities.	<ul style="list-style-type: none"> Management of health and fitness (deep breath in and out, climbing, hanging) 	<ul style="list-style-type: none"> Creativity through health and fitness management 	<ul style="list-style-type: none"> Appreciation of health and fitness
2.12 Handling Software	2.12.1 Using word processing.	2.12.1.1 Write words, phrases and short sentences using appropriate keys 2.12.1.2 Insert Word Art in Word 2.12.1.3 Insert Words in Word Art	<ul style="list-style-type: none"> Word processing (The English alphabet) Creative software (Word Art) to write words, phrases and short sentences Using creative software (Word Art) 	<ul style="list-style-type: none"> Communication through word processing. Application of word art. Typing in a word processor. Presentation of well written word art. 	<ul style="list-style-type: none"> Awareness of appropriate keys. Team work in creating work art. Curiosity in using word art
2.13 Hospitality	2.13.1 Welcoming visitors.	2.13.1.1 Demonstrate ways of welcoming visitors.	<ul style="list-style-type: none"> Greetings, neat appearance, eye contact, tone of voice. 	<ul style="list-style-type: none"> Welcoming of visitors 	<ul style="list-style-type: none"> Awareness of methods of welcoming visitors
2.14 Food and Nutrition	2.14.1 Food	2.14.1.1 Identify different sources of food.	<ul style="list-style-type: none"> Sources of food: Plant sources (fruits, and vegetables) Animal sources: (Milk, cheese, edible insects) 	<ul style="list-style-type: none"> Identification of sources of food 	<ul style="list-style-type: none"> Appreciating food from plants and animals
	2.14.2 Cooking	2.14.2.1 Identify equipment used in cooking	<ul style="list-style-type: none"> Stove, brazier, pots. 	<ul style="list-style-type: none"> Identifying equipment used in cooking 	<ul style="list-style-type: none"> Appreciating cooking equipment

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
2.15.Sports Skills Development	2.15.1 Modified games. 2.15.2 Track and Field events	2.15.1.1 Perform a variety of games 2.15.1.2 Perform track and field events	<ul style="list-style-type: none"> Conventional, traditional Events: Relays (30 meters), Bottle, Bean bags, Lane, Number, Throw, Catch, Dramatic poems 	<ul style="list-style-type: none"> Application of skills of games and track and field events 	<ul style="list-style-type: none"> Team spirit through various games
2.16 Energy	2.16.1 Light	2.16.1.1 Design and make an artifact to produce light.	<ul style="list-style-type: none"> Candle (wax), lamp (kerosene), torch (cells and a bulb) 	<ul style="list-style-type: none"> Identifying types of energy that can produce light. 	<ul style="list-style-type: none"> Team work in designing artifact to produce light
2.17 Designing	2.16.1 Designing	2.16.1.1 Design and make items out of paper and wires.	<ul style="list-style-type: none"> Wire cars, boxes, houses, paper planes 	<ul style="list-style-type: none"> Designing frames / wire models 	<ul style="list-style-type: none"> Designing toys.
2.18 Software	2.17.1 The Desktop	2.17.1.1 Recognize icons on the Desktop	<ul style="list-style-type: none"> Icons (My documents, start Menu, Recycle bin), double clicking an icon. 	<ul style="list-style-type: none"> Identification of desktop icons. Observation of changes in icon activation. Demonstration on how to run CDs. 	<ul style="list-style-type: none"> Team Work in using desktop icons. Application of CDs in a computer. Awareness of different types of icons and their functions.
	2.17.2 The CD ROM (Compact Disc – Read Only Memory) and the CD tray	2.17.2.1 Identify CD ROM Drive and CD tray 2.17.2.2 Load, run and eject a CD ROM	<ul style="list-style-type: none"> CD ROM/CD tray Loading, running and ejecting a CD ROM into a computer 		
2.18 Swimming	2.8.2 Water hygiene 2.8.2 Water orientation	2.8.1.1 Demonstrate basic hygienic activities 2.8.2.1 Perform adaptive water activities	<ul style="list-style-type: none"> Swimming skills (stroke, sail, inhale, push, pull, hold, float, balance). 	<ul style="list-style-type: none"> Creativity through executing swimming skills 	<ul style="list-style-type: none"> Team work in performing water activities
2.19 Entrepreneurship	2.19.1 Earning Money	2.19.1 Identify ways in which people can earn money.	<ul style="list-style-type: none"> Entrepreneurship activities (selling food, air time, fish, groceries, repair works, black smith), formal employment. 	<ul style="list-style-type: none"> Communicating knowledge and ideas on how to earn money. 	<ul style="list-style-type: none"> Introducing business ideas in minds.

GRADE 3

KEY COMPETENCES AT GRADE 3 LEVEL

- Demonstrate ability to write words, sentences and short paragraphs using the key board
- Demonstrate knowledge and skill to work with local materials.
- Demonstrate skills in drawing and colouring.
- Demonstrate ability and skills to make simple items.
- Demonstrate basic skills of working out stitches.

GENERAL OUTCOMES

- Acquire skills in the use of computers both at home and school.
- Acquire and observe safety rules to operate effectively within the working environment.
- Develop the power of imagination, observation and visual communication using different media.
- Develop skills in crafts using materials from the local environment.
- Demonstrate the ability to apply principles of nutrition.

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
3.1 Tools	3.1.1 Cutting Tools.	3.1.1.1 Apply basic tools to cut materials	<ul style="list-style-type: none"> • Cut wood with saws, hacksaws. 	<ul style="list-style-type: none"> • Identifying basic saws for cutting. 	<ul style="list-style-type: none"> • Appreciating the operation of saws.
3.2 Materials	3.2.1 Uses of Materials	3.2.1.1 Design and make items out from local materials	<ul style="list-style-type: none"> • Make items from local materials such as clay (shelter, pottery) grass (shelter, mats) 	<ul style="list-style-type: none"> • Communicating information on the use of clay and grass 	<ul style="list-style-type: none"> • Appreciate the importance of clay and grass in construction.
3.3 Posture	3.3.1 Stance	3.3.1.1 Explore correct postural habits for good posture 3.2.1.2 Demonstrate correct postural habits in practical and adaptive activities	<ul style="list-style-type: none"> • Postural activities (sit ups on flat surfaces, stretches, bends, rolls) 	<ul style="list-style-type: none"> • <i>Effective communication</i> in performing postural activities 	<ul style="list-style-type: none"> • <i>Appreciation</i> of posture
3.4 Drawing and colouring	3.4.1 Drawing	3.4.1.1. Draw pictures based on life experiences and events 3.4.1.1. Colour scenes based on own experiences .	<ul style="list-style-type: none"> • Pictures (Stories, Life experiences, events) • Scenes (My Village, My town, Bus stop, Market place) 	<ul style="list-style-type: none"> • <i>Composition of</i> pictures 	<ul style="list-style-type: none"> • <i>Appreciation</i> of imaginary pictures
3.5 Safety and Health	3.5.1 Safety	3.5.1.1 Compose songs on safety	<ul style="list-style-type: none"> • Apply safety and cleanliness through tidying (shoes, attire, storage) • Sing (songs on safety) 	<ul style="list-style-type: none"> • <i>Application</i> of general safety • Tiding • Singing 	<ul style="list-style-type: none"> • <i>Responsibility</i> through cooperation
	3.5.2 Environmental protection	3.5.2.1 Demonstrate class room safety practices			
3.6 Patterns	Types of Patterns	3.5.1.1 Identify natural objects. 3.5.1.2. Print different types of patterns	Patterns <ul style="list-style-type: none"> • Leaf print • Potato print • String-pull 	<ul style="list-style-type: none"> • <i>Identification</i> of natural objects • Printing of different patterns 	<ul style="list-style-type: none"> • <i>Appreciation</i> of patterns from natural objects
3.6 Movement	3.7 Movement	3.2.1.1. Demonstrate fundamental movements using correct techniques 3.2.1.2 Perform simple adaptive movements	<ul style="list-style-type: none"> • Locomotion/movement (hoop, skip, speed, space, control, manipulation) 	<ul style="list-style-type: none"> • <i>Application</i> of locomotion skills 	<ul style="list-style-type: none"> • <i>Team spirit</i> in locomotion activities

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
3.8 Hardware	3.8.1 The Mouse	3.8.1.1 Drag items in Microsoft word and icons on the desktop	<ul style="list-style-type: none"> • Microsoft word and icons on the desktop 	<ul style="list-style-type: none"> • Identification of mouse dragging actions. • Manipulation of mouse in dragging. • Observation of icon changes before dragging. 	<ul style="list-style-type: none"> • Appreciation of dragging icons. • Application of icon dragging. • Awareness of icon dragging.
3.9 Typing	3.9.1 Keyboard keys	3.9.1.1 Demonstrate basic typing skills	<ul style="list-style-type: none"> • Numbers, words, sentences and short paragraphs. 	<ul style="list-style-type: none"> • Typing of letters and words. • Observation of numbers and words • Identification of numeric key pad and main pad. 	<ul style="list-style-type: none"> • Application of basic typing skills. • Curiosity in using the keyboard.
3.10 Food	3.10.1 Meals of the day	3.10.1.1 Identify different meals eaten in a day.	<ul style="list-style-type: none"> • Different meals in a day: breakfast, lunch, supper/dinner, and snacks 	<ul style="list-style-type: none"> • Identification of meals of the day 	<ul style="list-style-type: none"> • Appreciating breakfast, lunch, dinner and snacks
	3.10.2 Food preservation	3.10.2.1 Identify foods which can be preserved 3.10.2.2 Dry raw vegetables	<ul style="list-style-type: none"> • Foods that can be preserved: meat, fish, vegetables, fruits. • Raw vegetables: rape, cabbage, pumpkin leaves 	<ul style="list-style-type: none"> • Identification of foods of be preserved 	<ul style="list-style-type: none"> • Appreciating preserved foods
3.12 Sound	3.12.1 Elements of Sounds	3.12.1.1 Identify different elements of sound	<ul style="list-style-type: none"> • Elements of sound (tone, pitch, rhythm, volume) 	<ul style="list-style-type: none"> • Creativity through listening, identifying, imitating, judging) 	<ul style="list-style-type: none"> • Application of sounds
	3.12.2 Singing	3.12.2.1 Sing a variety of songs using local instruments	<ul style="list-style-type: none"> • Local instruments (drums, banjos, silimba). 	<ul style="list-style-type: none"> • Application of skills in singing and instrument playing 	<ul style="list-style-type: none"> • Appreciation of local instruments

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
3.13 Educational gymnastics	3.13.1 Tumbling 3.13.2 Stunts	3.13.1.1 Perform simple landing activities 3.13.2.1 Demonstrate simple pyramid formations	<ul style="list-style-type: none"> Gymnastic skills (land, simple pyramid, balance, formation) 	<ul style="list-style-type: none"> Application of simple gymnastic skills 	<ul style="list-style-type: none"> Cooperative learning through team work
3.14 Health and Fitness Management	3.14.1 Fitness 3.14.2 Health	3.14.1.1 Demonstrate simple isometric activities 3.8.1.1 Perform simple developmental activities	<ul style="list-style-type: none"> Simple isometric (strength training exercises) (jogging, hanging, lifting, pulling, pushing) 	<ul style="list-style-type: none"> Application of developmental and simple isometric activities 	<ul style="list-style-type: none"> Appreciation of developmental activities
3.15 Energy	3.15.1 The torch	3.15.1.1 Identify external parts of a dry cell. 3.15.1.2 Use dry cells to light a bulb	<ul style="list-style-type: none"> Positive and negative terminals Lighting a bulb 	<ul style="list-style-type: none"> Connecting the positive and negative terminals to produce light. 	<ul style="list-style-type: none"> Applying dry cells to produce light.
3.16 Cell Phones	3.16.1 Use of Cell Phones.	3.16.1.1 Demonstrate the ability to use cell phone.	<ul style="list-style-type: none"> Cell phone, parts of a cell phone dialing, sending and receiving a call 	<ul style="list-style-type: none"> Identification of cell phone Communication using cell phone Demonstration usage of cell phone. Application of cellphone. 	<ul style="list-style-type: none"> Appreciation of the use of cell phone. Curiosity in using the cell phone. Awareness of the abuse of cell phone.
3.17 Needle work	3.17.1 Stitches	3.17.1.1 Explain rules of working out stitches. 3.17.1.2 Workout temporal stitches	<ul style="list-style-type: none"> Rules for working stitches: (One stitch at a time, choose correct thread) Temporal stiches: even tacking, long and short tacking, tailor's tacking 	<ul style="list-style-type: none"> Sewing of temporal stitches 	<ul style="list-style-type: none"> Awareness of rules when working out stitches Cooperating in group activities
3.18 Recreation	3.18.1 Dance 3.18.2 Health	3.18.1.1 Perform local dances with simple rhythm 3.18.2.1 Perform games with messages of child abuse	<ul style="list-style-type: none"> Local dances (structured and unstructured) 	<ul style="list-style-type: none"> Creativity in recreation activities 	<ul style="list-style-type: none"> Cooperation through team spirit

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			movements) <ul style="list-style-type: none"> • Simple rhythm (Clapping, steps) • Games and child abuse messages 		
3.19 Sports Skills Development	3.19.1 Games (modified conventional games) 3.19.2 Track and Field events 3.19.3 Traditional Games	3.9.2.1 Perform a variety of games, track and field events	<ul style="list-style-type: none"> • Games and track events (relays 40 meters, bucket race, formations, throw, catch, traditional games: chiyenga,) 	<ul style="list-style-type: none"> • <i>Application</i> of various skills 	<ul style="list-style-type: none"> • <i>Team spirit</i> through cooperation
3.20 Constructional Crafts	3.20.1 Knotting	3.20.1.1 Knot various items.	<ul style="list-style-type: none"> • Knotting(. ropes, bags) 	<i>Knotting of</i> functional items	<ul style="list-style-type: none"> • <i>Creativity</i> in knotting
3.21 Swimming	3.21.1 Pool hygiene 3.21.1.2 Water orientation	3.13.1.1 Demonstrate pool hygiene activities 3.13.1.2 Demonstrate a variety of basic strokes	<ul style="list-style-type: none"> • Pool cleanliness • Skills (side stroke, unskilled strokes: push, inhale, float) 	<ul style="list-style-type: none"> • <i>Application</i> of simple swimming skills 	<ul style="list-style-type: none"> • <i>Self-esteem</i> through team work
3.22 Entrepreneurship	3.22.1 Business ventures	3.22.1.1 Identify types of businesses in the community	<ul style="list-style-type: none"> • Crop and animal related business, crafts, baking and business centers. 	<ul style="list-style-type: none"> • Surveying and collecting data on famous businesses within their community. 	<ul style="list-style-type: none"> • Appreciating the value of assorted types of business within an area.

GRADE 4

GENERAL OUTCOMES

- Acquire skills in the use of computers both at home and school.
- Acquire and observe safety rules to operate effectively within their working environment.
- Acquire knowledge, skills of pattern making, drawing and painting.
- Develop crafts skills.
- Acquire knowledge, skills and values in visual communication and poster designing.
- Acquire knowledge, values and positive attitudes of keeping the home surroundings clean.

KEY COMPETENCES AT GRADE 4 LEVEL

- Demonstrate ability to *make an* artifact.
- Demonstrate ability to insert, draw and colour closed shapes
- Identify entrepreneurial opportunities in the community.
- Demonstrate basic skills of making simple snacks.
- Demonstrate skills in drawing and colouring.
- Apply skills in making simple items.

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
4.1 Safety and Health	4.1.1 Safety	4.1.1.1 Identify appropriate dress in class	<ul style="list-style-type: none"> • Sports attire: sports shoes, • Songs on drug abuse, safety, and care 	<ul style="list-style-type: none"> • <i>Use of Assertiveness</i> through safety and songs 	<ul style="list-style-type: none"> • <i>Responsibility</i> through team work
	4.1.2 Environmental protection	4.1.2.1 Compose songs on safety and health 4.1.2.2 Demonstrate activities to keep environment safe			
4.2 The Computer programme	4.2.1 Artistic programme	4.2.1.1 Identify Artistic program Components 4.2.1.2 Demonstrate ability to use Artistic program	<ul style="list-style-type: none"> • Colour box, tool box, picture, button, choosing a program, opening, • closing and exiting Artistic Program(MS. Paint Brush) 	<ul style="list-style-type: none"> • <i>Demonstration</i> how to use artistic program. • <i>Identification</i> of art tool box. • <i>Manipulation</i> of artistic program. • <i>Application</i> of artistic program. 	<ul style="list-style-type: none"> • <i>Team work</i> in using artistic program • <i>Awareness</i> of paint brush. • <i>Curiosity</i> in using MS Paint brush.
4.3 Tools	4.3.1 Saws	4.3.1.1 Cut pieces of timber	<ul style="list-style-type: none"> • Cutting, timber using tenon or cross cut saws 	<ul style="list-style-type: none"> • Crosscutting small pieces of timber. 	<ul style="list-style-type: none"> • Appreciating the value of saws to crosscut.
4.4 Movement	4.4.1 Movement	4.4.1.1 Perform structured movements	<ul style="list-style-type: none"> • Structured movements with: (Dumb bells, climbing ropes) 	<ul style="list-style-type: none"> • <i>Application</i> of movement skills 	<ul style="list-style-type: none"> • <i>Appreciation</i> of structured movements
4.5 Drawing and Colouring	4.5.1 Colour	4.5.1.1 mix of two primary colours to obtain a secondary colour	<ul style="list-style-type: none"> • Drawing of: (Cup, fruit, bottle, flowers, and pot.) 	<ul style="list-style-type: none"> • <i>Drawing</i> of objects 	<ul style="list-style-type: none"> • <i>Appreciation</i> of drawings
	4.5.2 Drawing	4.5.2.1 Draw objects using different media	<ul style="list-style-type: none"> • Drawing of: (Cup, fruit, bottle, flowers, pot) 	<ul style="list-style-type: none"> • <i>Drawing</i> of objects 	<ul style="list-style-type: none"> • Appreciation of drawings
	4.5.3 Imaginative composition	4.4.5.1 Compose pictures to express one's own feelings.	<ul style="list-style-type: none"> • Composing pictures (Farms, Bus stop, Cooking, Washing) 	<ul style="list-style-type: none"> • <i>Self-expression</i> through drawing 	<ul style="list-style-type: none"> • <i>Appreciation</i> of imaginary pictures

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
4.6 Educational Gymnastics	4.6.1 Tumbling 4.6.2 Stunts	4.6.1.1 Demonstrate refined pyramid formation activities. 4.6.2.1 Perform refined floor activities 4.6.2.2 Perform simple balancing activities	<ul style="list-style-type: none"> Gymnastic activities (simple pyramid, Frog jumps, Backward roll, Forward roll, Crouch balance) 	<ul style="list-style-type: none"> <i>Application</i> of refined activities 	<ul style="list-style-type: none"> <i>Cooperative</i> learning through team work
4.7 Drawing	4.7.1 Drawing lines	4.7.1.1 Construct different types of lines	<ul style="list-style-type: none"> Construct: (Straight lines, horizontal, vertical, centre lines) 	<ul style="list-style-type: none"> Drawing vertical and horizontal lines bisecting) with instruments only. 	<ul style="list-style-type: none"> Appreciation of drawing using instruments.
4.8 Drawing and Colouring	4.8.1 Inserting closed shapes	4.8.1.1 Insert and colour basic closed shapes	<ul style="list-style-type: none"> Circle, triangles and rectangle, colouring 	<ul style="list-style-type: none"> <i>Identification</i> of fill colour icons in paint or word. <i>Drawing</i> of basic shapes in word or Paint brush. <i>Colouring</i> of shapes and their combinations <i>Manipulation</i> of word and Paint using the mouse. 	<ul style="list-style-type: none"> <i>Awareness</i> of fill buttons. <i>Creativity</i> in drawing shpes using Paint and Word <i>Quality work</i> in the use of Paint and Word Shapes. <i>Curiosity</i> in using Word
4.9 Materials	4.9.1 Wood	4.9.1.1 Explain the various uses of wood	<ul style="list-style-type: none"> Uses of wood: Furniture making, house making 	<ul style="list-style-type: none"> Investigating various ways wood can be utilized. 	<ul style="list-style-type: none"> Appreciating the use of timber in furniture production.
4.10 Traditional and contemporary songs	4.10.1 Traditional songs 4.10.2 Contemporary songs	4.10.1.1 Explain the meanings of different traditional and contemporary songs	<ul style="list-style-type: none"> Meanings of songs (Classes of songs) 	<ul style="list-style-type: none"> <i>Use of</i> listening, singing, identification skills 	<ul style="list-style-type: none"> <i>Appreciation</i> of traditional and contemporary songs

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	4.10.3 Music composition	4.10.3.1 Identify tunes using sounds from nature 4.10.3.2 Compose different musical tunes	<ul style="list-style-type: none"> • Composition of tunes • Musical tunes 	<ul style="list-style-type: none"> • <i>Application</i> of listening, identification, composing skills 	<ul style="list-style-type: none"> • <i>Appreciation</i> of musical tunes
4.11 Health and Fitness Management	4.11.1 Health 4.11.2 Fitness	4.11.1.1 Perform a series of physical activities 4.11.2.1 Perform a series of developmental activities 4.11.2.2 Demonstrate refined isometric activities (strength training exercise)	<ul style="list-style-type: none"> • Developmental activities • Refined • Developmental activities using (Obstacles, Parallel bars, Mats, Muscle) 	<ul style="list-style-type: none"> • <i>Application</i> of skills in strength training 	<ul style="list-style-type: none"> • <i>Appreciation</i> of fitness and health
4.12 Sports Skills Development	4.12.1 Games (modified conventional games) 4.12.2 Track and Field events 4.12.3 Traditional Games	4.12.1.1 Demonstrate various sporting activities 4.12.1.2 Talk about why people use drugs in sports 4.12.2.1 Perform relay activities 4.12.3.1 Perform a variety of traditional Games	<ul style="list-style-type: none"> • Various sports and games skills (Receive and pass baton, 50 meters, striking games, Short races, health related message) 	<ul style="list-style-type: none"> • Application of various skills in games Passing 	<ul style="list-style-type: none"> • <i>Team spirit</i> in games Self-esteem
4.13 Swimming	4.13.1 Water orientation 4.13.2 Water games	4.13.1.1 Demonstrate simple strokes 4.13.2.1 Perform simple water games 4.13.2.2 Perform pair water games with balls	<ul style="list-style-type: none"> • Simple skills (Side strokes) • Water games • Unskilled strokes 	<ul style="list-style-type: none"> • <i>Application</i> of swimming skills 	<ul style="list-style-type: none"> • <i>Appreciation</i> of swimming skills
4.14 Constructional Crafts	4.14.1 Papier Machè	4.14.1.1 Model different items using papier machè	<ul style="list-style-type: none"> • Papier machè models (fruits, plates) 	<ul style="list-style-type: none"> • Modeling of functional items 	<ul style="list-style-type: none"> • Appreciation of items made out of papier mache`

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	4.14.1 Construction	4.14.1.1 Construct simple items using wires and paper boards	<ul style="list-style-type: none"> Constructing simple items (houses, wire cars) 	Manipulation of different materials	creativity in construction
4.15 Opening files	.15.1 Opening saved files	4.15.1.1 Locate and open saved files	<ul style="list-style-type: none"> Locating and opening saved files 	<ul style="list-style-type: none"> Locating open and saved files. Manipulating Save and Save As... window. Identification of Saved and Open files. 	<ul style="list-style-type: none"> Appreciation of open and saved files. Critical thinking in locating open and saved files. Awareness of open and saved files.
4.16 Home Management	4.16.1 Care of the home.	4.16.1.1 Clean the house and store different household items.	<ul style="list-style-type: none"> Cleaning the house: dust, sweep, mop, polish frequently Storage of household items: e.g. long handled broom upside down bristles facing upwards, grass broom upside down 	<ul style="list-style-type: none"> Cleaning the house Storage of household items 	<ul style="list-style-type: none"> Appreciating care and storage of household equipment
	4.16.2 Home environment	4.16.2.1 Describe items used to clean surroundings 4.16.2.2 Clean the surrounding	<ul style="list-style-type: none"> Equipment used to clean the surrounding: Hard broom, Rake, Shovel. Cleaning the surrounding: Sweeping, racking. 	<ul style="list-style-type: none"> Cleaning of the surrounding 	<ul style="list-style-type: none"> Awareness of items used to clean the surrounding Appreciating clean surrounding
4.17 Food and Nutrition	4.17.1 Meals	4.17.1.1 Prepare simple snacks	<ul style="list-style-type: none"> Simple snacks: Fruits, boiled cassava, sandwiches, fruit juice. groundnuts, 	<ul style="list-style-type: none"> Cooking simple snacks 	<ul style="list-style-type: none"> Appreciating snacks

THEME	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			popcorns		
	4.17.2 Preservation	4.17.2.2 Explain reasons for preserving food 4.17.2.3 Prepare preserved food.	<ul style="list-style-type: none"> Reasons for preserving food: prevent decay, storing for later use and variety. Preparing preserved food e.g. vegetables with groundnuts, samp, cassava. 	<ul style="list-style-type: none"> Preparing preserved food 	<ul style="list-style-type: none"> Appreciating preserved foods
4.18 Energy	4.18.1 Light.	4.18.1.1 Connect cells in series to light a bulb.	<ul style="list-style-type: none"> Connect cells in parallel and series 	<ul style="list-style-type: none"> Connecting dry cells terminals and a bulb correctly 	<ul style="list-style-type: none"> Applying knowledge of positive and negative terminals to produce light.
4.19 Designing and Making.	4.19.1 Designing	4.19.1.1 Design and make an artifact to produce light	<ul style="list-style-type: none"> Artifact making 	<ul style="list-style-type: none"> Designing a system that can produce light. 	
4.20 Lettering and poster work	4.20.1 Lettering	4.20.1.1 Design capital and small letters	<ul style="list-style-type: none"> Designing letters: (spacing, size, weight). 	<ul style="list-style-type: none"> Designing of capital and small letters 	<ul style="list-style-type: none"> Creativity in lettering
	4.20.2 Poster work	4.20.2.1 Design various posters to convey messages using capital letters	<ul style="list-style-type: none"> Posters based on cross-cutting themes (substance abuse, child labour) 	<ul style="list-style-type: none"> Designing of different posters 	<ul style="list-style-type: none"> Creativity in poster making
4.21 Entrepreneurship	4.21.1 Project	4.21.1.1 Make different items for business purposes	<ul style="list-style-type: none"> Making bags, door mats, skipping ropes, basket Interior decorating Roasted groundnuts, cassava, packaged dry vegetables, Fringed mats 	<ul style="list-style-type: none"> Designing of different items for business purposes 	<ul style="list-style-type: none"> Appreciation of being self-reliant

APPENDIX 1: SAMPLE- SCOPE AND SEQUENCE CHART

GRADE	1	2	3	4
THEME	<ul style="list-style-type: none"> • Safety in the playground/ Work environment 	-	<ul style="list-style-type: none"> • Safety practices 	<ul style="list-style-type: none"> • Dress code • Use of equipment
Safety and Health				
Movement	<ul style="list-style-type: none"> • Movement skills 	<ul style="list-style-type: none"> • Body movement 	<ul style="list-style-type: none"> • Adaptive movements 	<ul style="list-style-type: none"> • Structured movements
Posture	<ul style="list-style-type: none"> • Simple postural habits 	<ul style="list-style-type: none"> • Correct postural habits 	<ul style="list-style-type: none"> • Adaptive postural activities 	<ul style="list-style-type: none"> • Advanced postural habits
Drawing and painting	<ul style="list-style-type: none"> • Different lines • Basic shapes • Primary colours • Simple patterns 	<ul style="list-style-type: none"> • Secondary colours • Patterns(cut paper, writing) 	<ul style="list-style-type: none"> • life experiences and events • Scenes based on own experiences • Natural patterns (leaf, potato, string pull) 	<ul style="list-style-type: none"> • Warm and cool colours • Cup, fruit, bottle, pot • Imaginative compositions (farm, cooking, washing) • Motif (banana, stems, potato cuts) • Patterns (repeat, all over, alternating)
Sound	<ul style="list-style-type: none"> • Sound exploration 	<ul style="list-style-type: none"> • Different sounds 	<ul style="list-style-type: none"> • Elements of sound 	<ul style="list-style-type: none"> • Traditional and contemporary
Instrument playing	<ul style="list-style-type: none"> • Classroom objects • Musical tunes 	-	<ul style="list-style-type: none"> • Types of instruments 	<ul style="list-style-type: none"> • Local and contemporary
Music composition		-	<ul style="list-style-type: none"> • - 	<ul style="list-style-type: none"> • -
Notation	-	-	-	-
Dance	<ul style="list-style-type: none"> • Body movements 	Traditional and contemporary	<ul style="list-style-type: none"> • Create dance 	<ul style="list-style-type: none"> • Meaning of dances
Educational gymnastics	<ul style="list-style-type: none"> • Simple gymnastics (arm, trunk, leg) 	<ul style="list-style-type: none"> • Adaptive activities (hang, tummy, rolling, rest) 	<ul style="list-style-type: none"> • Simple pyramid formation 	<ul style="list-style-type: none"> • Floor agilities (Crouch balance, forward and backward roll)
Health and fitness management	<ul style="list-style-type: none"> • Simple fitness activities (Ropes, sliders, stair cases, horizontal bars) 	<ul style="list-style-type: none"> • Developmental activities 	<ul style="list-style-type: none"> • Simple isometric activities 	<ul style="list-style-type: none"> • Refined isometric activities
Sports Skills Development	<ul style="list-style-type: none"> • Simple games • (Hide and seek activities) 	<ul style="list-style-type: none"> • Imitative relays 	<ul style="list-style-type: none"> • Simple relays • Orienteering 	<ul style="list-style-type: none"> • Lane relays
Recreation, music and dance	<ul style="list-style-type: none"> • Rhythmic dance movements 	-	<ul style="list-style-type: none"> • Simple structured movement 	-
Crafts	<ul style="list-style-type: none"> • Paper collage • Modelling (free form objects) • Weaving simple items 	<ul style="list-style-type: none"> • Weave (familiar objects) • Plait (familiar objects) • Modelling with clay 	<ul style="list-style-type: none"> • Weave (basketry) • Plait (fish ropes) • Knot (bags) 	<ul style="list-style-type: none"> • Weave (tables mats) • Plait (belts) • Knot (baskets) • Paper Mache (fruits, plates) • Construction (houses, wire cars)
Swimming	<ul style="list-style-type: none"> • Basic pool hygiene • Simple water orientation skills 	<ul style="list-style-type: none"> • Simple water activities • Adaptive water activities 	<ul style="list-style-type: none"> • Simple swimming strokes 	<ul style="list-style-type: none"> • Basic swimming strokes • Pair water games
Lettering	-	-	<ul style="list-style-type: none"> • Capital and small • Poster making 	-

APPENDIX 2: HOME ECONOMICS

NEEDLEWORK AND CRAFTS SYLLABUS FOR GRADES III TO IV

The following table is given as a guide only and does not have to be strictly followed. It may be amended to fit into local requirements. Stitches and processes learnt in a lower grade should be revised and used in the higher grades.

GRADE	PROCESSES	ARTICLES	MATERIALS	NEEDLES	THREAD
III	Temporal stitches - Tacking - Running and can be used as decorative stitches	Small articles based on a square or a rectangle: Fringed mats, table napkins	- Binca - Canvas - Felt - Hessian - Calico - Casement	Crewel Nos. 4 or 5 Chenill and tapestry Nos. 24, 25 or 26 Darners short Nos. 6-7	Wool Double Filosheen etc. To contrast with Material used
IV	Permanent stitches- -Backstitch -Oversewing -Hemming	Article still based on a square or a rectangle: Bags for different purposes Pot holder, pin cushions, Skipping rope, belt	- Calico - Casement cotton or Patterned materials	Crewel Nos. 6 .7 or 8 Sharps Nos. 5,6.7	Filosheen Cotton Silk Tacking cotton to contrast at first with material

APPENDIX 3: DESIGN AND TECHNOLOGY

PROJECT EVALUATION SHEET

How well did I work on the project?		YES	NO	REASON FOR MY ANSWER
1.	I managed my time well.			
2.	I selected and used my equipment.			
3.	I kept my work area tidy.			
4.	I worked well with others.			
5.	I have enjoyed my work.			
6.	I did some research on the project			
7.	I have learnt something new from the project			
8.	If I were to make the project again, I would make some modifications			
9.	I made some changes on my drawings			
10.	I want to tell others about my success.			