



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

**SPECIAL EDUCATION**  
**INTELLECTUAL DISABILITIES SYLLABI**  
**LEVELS 1 – 3**



PREPARED AND PUBLISHED BY THE CURRICULUM DEVELOPMENT CENTRE  
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## VISION

Quality life long education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems.

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## PREFACE

This adapted and modified syllabus for children with Intellectual Disabilities has been done in conformity with Educating Our Future Policy direction on Special Education Needs. It covers all subjects in the regular general curriculum and attempts to provide guidance to the teacher in the teaching-learning process to uphold quality special education delivery to learners with Special Education Needs.

The format of the syllabi as much as possible has followed the general curriculum syllabi format though content has been modified and adapted to meet the learning needs of children with Intellectual Disabilities at level 1, 2, and 3.

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Permanent Secretary

**Ministry of Education, Science, Vocation Training and Early Education**



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## INTRODUCTION

Learners with Intellectual Disabilities generally have difficulties in concentrating on work. The syllabus has been modified to address this problem as well as help them to prepare for societal challenges.

This syllabus consists of the following learning areas:

- Literacy and Languages
- Mathematics
- Technology Studies
- Expressive Arts
- Activities for Daily Living (ADL)

This syllabus was modified and adapted from the main curriculum. It aims at providing a framework to guides the teacher in the provision of learning and teaching support to the learners with Intellectual Disabilities. It must be noted that depending on the nature and degree of severity of the disability this syllabus may need further modifications in the teaching – learning context to meet the unique needs of the child with Intellectual Disabilities.

In the delivery of the content of the syllabus especially the teaching of language and literacy skills, the policy on medium of instruction should be considered. In the first few years the local language or mother tongue should be used when teaching. The other thing that must be considered is that of differentiated learning. This entails allowing the children to progress according to their pace. In addition some learners who acquire and develop basic competences in one or two areas should be allowed to move on to level 2 or 3 works in those learning areas.

In this syllabus pre-vocational skills have been provided under Technology Studies and Expressive Arts. These skills are meant to prepare the learners for vocational training and independent living which is a key issue in independent living in the community after school.

## Key Competences

To develop readiness skills in learners, abilities that are prerequisites to latter learning. These include the ability to sit still and pay attention, to follow direction as well as develop language.

To develop functional and vocational training, particularly for older learners

## Rationale

The primary goal is to integrate children with special educational needs in aspects of society. The importance of Mathematics, English, Expressive Arts and Technology Studies are the same for all learners as wells as Activities for Daily Living for intellectual challenged learners

## Time Allocation

The standard period allocation for all subject for intellectual challenged learners from level I-III has been prescribed in the Zambia Education Curriculum Framework [ZECF] of 2012 .The minimum learner- teacher contact time for Literacy and Language, Activities for Daily Living(ADL) as well as Numeracy is three hours and twenty minutes per week, translating into five [5] periods. For Technology Studies and Expressive Arts contact is two hours forty minutes per week, translating into four [4] periods. The duration for a single period is forty [40] minutes

## ASSESSMENT

Assessment is the process of gathering information or data for purpose of educational decisions while educational assessment is systematic process of asking question about child behaviour for the purpose of placement in the learning institutions.

.Comprehensive assessment will be used to ascertain problem areas ranging from emotional, physical, intelligence and educational related such as language, speech and mathematical. Continuous assessment will also apply through:

- Home work or assignment
- Observing how a child learn, respond to questions and how the tackle different challenges.
- Individual assessment in all learning areas and behaviour in order to come up with Individual Educational Programme (IEP).
- Giving standardized test or examination for educable intellectual disabled.
- Asking questions, carefully formulated so as to detect if learning has taken place
- Exercises in the classroom

### **Note**

Teachers should work in collaboration with parents and care givers in order to draw up Individual Educational Programme (IEP that identifies learning needs of a child and individual differences and uniqueness

Teacher will use assessment to recognize a number of child's difficulties which include the following :( achievement, academic and under achievement, cognitive deficits, learning disabilities behaviour problems and sign of child abuse.)

SECTION A

LITERACY AND LANGUAGE

## INTRODUCTION

The section has two parts, Literacy and Language.

### 1. The Literacy Syllabus: Levels I - III

This covers reading and writing in Zambian language at level I. Writing and reading in English are introduced at level II. There is consolidation of these skills further in both Zambian languages and English at level III

### 2 The Language Syllabus: Levels I - III

This covers Listening, comprehension, vocabulary, oral and written expression, reading, information gathering, giving and following instruction awareness of similarities, between Zambian Languages, Zambian culture, life skills, literature and culture translation and crosscutting issues.

## METHODOLOGY

The teaching methodology is based on a communicative approach whose features include:

- 1 Integration of the basic literacy and language skills.
- 2 Using the literacy and language skills in real life situation
- 3 Teaching literacy and language in context;
- 4 Use of authentic teaching materials;
- 5 Using a variety of reading and writing activities including writing about real life experience and for real purpose;
- 6 Pacing learners in ability groups;
- 7 Use of continuous assessment
- 8 Use of learner-centered communicative, interactive and participatory techniques such as:

- Role play
- Drama
- Problem solving
- Pair or group discussion
- Team work
- Field trips or project
- Debate

#### GENERAL OUTCOMES FOF LEVELS I - III

##### 1 Listening and speaking:

The Listening and Speaking Skills are very important. Learning to listen accurately and respond to the spoken word increase the learner's confidence, build up their receptive skills and allows them to be exposed to different forms of language. Listening and speaking skills are the basis of all language work

##### General Outcomes

##### A

- Identify and classify
- Describe, narrate and report
- Affirm deny, and correct;
- Express and elicit intellectual attitudes;

- Express personal meaning;
- Use language to get things done
- Use language for social purpose
- Express concepts and relationships;
- Use the most common and useful grammatical terms (verbs, adjectives) and the functions.

B Manipulate accurately and appropriately the core structures in the context the functions set in (a) above.

C Use language effectively, in and out of school and demonstrate by responding in an appropriate way that they can understand a spoken message.

D Use the spoken language forms which are appropriate to different social context.

## 2 Reading

In reading, a learner will be required to read for comprehension from the beginning and then be introduced to types of functional reading listed in general outcomes. This will enable learners to read for specific purpose in crucial areas gradually.

General outcomes:

A Comprehend the different types of reading materials which they are likely to meet both in and out of school.

B) Have a reading vocabulary of at least 100 – 1000 words, including a basic sight vocabulary of names, sign and labels needed by the learner to operate in society and be able to read with understanding a wide variety of narrative functional and instructional materials.

C) Read at a speed appropriate to their level (a speed of at least 20 words per minute is recommended for reading for pleasure by the end of level III);

D) Read for pleasure and for specific information

E) Begin to read critically and make judgments on the materials read.



### 3 Writing

#### General Outcomes

- A) To form letters and write neatly and legibly (Handwriting)
- B) Learning to spell (Spelling)
- C) Learning to do grammatical exercises.
- D) Controlled, guided and free writing.

#### RATIONALE OF ENGLISH LANGUAGE

English Language is one of the languages which are commonly spoken in the country. It is used as a medium of instruction in all learning institution English language is known, spoken and read by all educated and UN educated people in the world. The general objective of teaching English language is mainly receptive and communication. Apart from these, it is a means of accessing language in technology and information services, facilitating acquisition, creation and documentation of knowledge. Thus the reason why English is part of curriculum

<b>KEY COMPETENCES</b>	<b>GENERAL OUTCOMES:</b>
<ul style="list-style-type: none"><li>• <b>Show skills of listening and speaking</b></li><li>• <b>Show skills of reading initial sounds</b></li><li>• <b>Demonstrate basic skills in reading and writing common words</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Develop listening, speaking and writing skills</b></li></ul>

**LEVEL 1**

COMPONENT	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>1.1 Listening and Speaking</b>	1.1.1 Relationships	1.1.2.1 Talk about oneself 1.1.2.2 Talk about their families (nuclear)	Name, age, sex, surname, Brother, sister, mother, father	Communication through self expression. Identification of members of the family.	Appreciation of oneself. Recognition of members in the family
	1.2.1 Names	1.2.1.1 Recognize first names 1.2.1.2 Recognize surnames	Names, surnames	Recognition of first names and surnames.	Appreciation of names Awareness of names
	<b>1.3.1 Chores</b>	1.3.1.1 Talk about chores	House chores: cooking, sweeping, washing	Description of house chores Application of house chores in real life	Appreciation of house chores. Awareness of house chores
	<b>1.4.1.Greetings</b>	1.4.1.1 Demonstrate different forms of greetings	Greetings: Good morning, good afternoon, good evening, good night	Communication through greeting.	Awareness of different forms of greetings
	<b>1.5.1 Stories</b>	1.5.1.1 Engage in short conversations	Conversation: Own experiences	Communication through conversation in real life situation	Reflection of own experiences.
		1, 5.1.2 Listen to familiar short stories.	Telling and reading stories	Speaking and listening to stories	Appreciation of stories. Comprehension of stories

COMPONENT	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		1.5.1.3 Narrate guided simple stories	Narrating guided Stories	Self expression on narrating stories. Communication through guided stories.	Self confidence in narrating stories.
		1.5.1.4 Describe simple events.	Describing events: Birth days, New year, Christmas	Communication through describing events Identification of important dates in real life.	Imagination in describing events. Awareness of important dates in life.
	<b>1.6.1 Descriptions</b>	1.6.1.1 Identify items found in the classroom	Classroom objects: table, chair, board, desk...	Identification of items in the classroom.	Awareness of items in the classroom. Appreciation of items in the classroom.
		1.6 1.2. Describe simple pictures.	Describing pictures: Clinic, house, farm, market	Identification of pictures. Description of pictures	Creativity on description of pictures Awareness of pictures.
		1.1.5.3 Discuss things learners like in a school environment	Learning Singing playing	Comparisons of things learners like in school environment.	Appreciation of school environment
	<b>1.7.1 Poems</b>	1.7.1.1 Construct simple poems on parts of the body.	Recite a poem: My body my body...	Recitation of poems. Memorizing of poems. Communication through poems.	Creativity in reciting poems. Appreciation of poems.

COMPONENT	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	1.1.8 Commands	1.1.8.1 Respond to simple command 1.1.8.2 Respond to a chain of commands	Stand up, Sit down, Open the door Go to the door and open it.	Application in carrying commands. Communication through commands.	Comprehension of commands.
	1.1.9 Denying Confirming and affirming	1.1.9.1 Deny, confirm and affirm correct/wrong statements	Denying [No, It is not me] Confirming [Yes] Affirming [It is true]	Communication through denying, confirming and affirming	Appreciation of using denying, confirming and affirming.
	<b>1.10 Colours</b>	1.10.1 Identify common colours	Blue, red, green, yellow, black, orange, brown, white.	Identification of colours Recognizing of colours	Appreciation of colours. Awareness of colours.
		1.1.10.2 Sort out objects according to colours	Sorting: Objects of different colours	Classifications of colours Distinguishing of colours	Appreciation of colours.
	1.11.1 Counting up To 10 Objects.	1.11.1.1 count objects	Counting objects: (1book, 3 sweets 5 pencils...)	Counting of objects Identification numeral of objects.	Appreciation of numbers. Interest in the numbers.
	1.12.1 Days of the week	1.1.12.1 Name the days of the week	Days of the week: Sunday, Saturday, Monday, Tue, Wed, Thurs, Fri	Identification of days of the week	Appreciation of days of the week. Awareness of days of the week.
	1.1.13 Simple messages	1.13.1.1 Retell simple messages.	Simple messages	Communicate through telling the message. Interpretation of the message	Comprehension of the messages.

COMPONENT	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	1.1.14 Plurals	1.1.14.1 Form simple plural nouns	Boy – boys Girl - girls	Communication through the use of plurals. Identification of plurals	Awareness of plurals in real life situation.
<b>1.2 Reading</b>	1.2.1 Letters, shapes, objects	1.2.1.1 Discriminate letters/shapes and objects.	Capital and small letters Shapes: Square, rectangles Objects: books, pencils, chalk	Distinction of letters shapes and objects in real life. Distinguish of letters shapes and objects.	Appreciation of letters shapes and objects in real life. Awareness of letters shapes and objects.
	1.2.2 Eye movement	1.1.2.Demonstrate left to right eye movement	left to right eye movement	Reading from left to right Application of eye movement in reading	Awareness of left to right eye movement.
	1.2.3 Jigsaw puzzle	1.2.3.1 Fit pieces of jigsaws puzzle.	Sorting, matching and joining the pieces	manipulation in fitting jigsaws puzzle Identification of jigsaws puzzles pieces.	Awareness of pieces of jigsaws puzzle.
	1.2.4 Initial sound	1.2.4.1 Identify common initial sounds	Consonants: d, b, c... Vowels: a, e ,i ,o, u	Identification of initial sounds  Application of sounds in reading.	Awareness of initial sounds in reading.

COMPONENT	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	1.2.5 Syllables	1.2.5.1 Read and relate syllables to their sounds	Mono syllables: (ba be bi bo bu; ka ma ta sa....)	Logical thinking in relating syllables to their sounds.	Awareness of syllables system.
	1.2.6 word formation	1.2.6.1 Read words.	Vocabulary	Communication through reading word	Awareness of words in real life
	1.2.8 Sentences Formation	1.2.8.1 Read short sentences.	Subject + verbs: (Baby is crying,)	Application in forming sentences in real life.	Appreciation through reading sentences.
	1.2.9 Comprehension	1.2.9.1 Describe pictures in a picture book.	Describing pictures : C picture lotto, market, clinic ...)	Communication through describing pictures	Creativity in describing pictures.
	1.2.10 Colours	1.2.10.1 Identify and read words for colours.	Red, black, orange, green, blue, brown , yellow and white	Identification and reading words for colours.	Appreciation through reading words for colours.
<b>Writing</b>	1.3.1 Manipulation exercises	1.3.1.1 Practice finger and hand exercises	. Moulding : (shapes, Letters, cars balls, cups, cows, numbers...)	Manipulation through finger and hand exercises.	Appreciation of finger and hand exercises.
	1.3.2 Posture	1.3.2.1 Demonstrate correct sitting posture	Sitting like Leo	Application of correct sitting posture in daily life.	Appreciation of correct sitting posture.
	1.3.3 Handwriting	1.3.3.1 Copy and write Words	Tracing patterns and letters Copying patterns and letters	Eye-hand coordination in copying and writing words.	Neatness in copying and writing words in daily life.

COMPONENT	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILL	VALUE
	1.3.4 Names	1.3.4.1 Trace and copy own names.	Tracing names Writing names	Application through tracing and writing names.	Appreciation through tracing and writing names in real life.
	1.3.5 Syllable formation	1.3.5.1 Form syllables by using consonants and vowels	Simple words: (ta/ta, ma/ma, se/to...)	Critical thinking in forming syllables Application through forming syllables.	Curiosity to form syllables.
	1.3.6 Plural formation	1.3.6.1 Write words in singular and plural	Plural formation	Critical thinking in writing words in singular and plurals.	Awareness of singular and plural.
	1.3.5 Word picture matching	1.3.5.1 Match words to pictures.	Word picture matching	Critical thinking in matching words to pictures. Identification of words and pictures.	Interest in the words and pictures matching
	1.3.8 Sentence formation	1.3.7.2 Construct simple short sentences	Sentence formation	Application of writing sentences in daily life	Appreciation of writing sentences.
	1.3.7 Spellings	1.3.7.1 Fill in the missing vowels in words	Words with missing vowels	Communication through writing spellings in real life Application of writing spellings	Awareness of letters forming words in life.



## LITERACY AND LANGUAGE

### LEVEL II

KEY COMPETENCES	GENERAL OUTCOMES
<ul style="list-style-type: none"><li>• Show understanding of short written text</li><li>• Demonstrate basic skills in reading</li></ul>	<ul style="list-style-type: none"><li>• <b>Develop listening, speaking, reading and writing skills</b></li></ul>

## LEVEL: II

COMPONENT	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
2.1 Listening and speaking	2.1.1 Greetings	2.1.1.1 Demonstrate types of greetings	Good morning, good afternoon, good evening	Effective communication through greetings.	Awareness of types for greetings Appreciation of greetings.
	2.1.2 Family	2.1.2.1 Identify members of extended family	Father, mother, brothers, sisters, uncle, aunt, grand mother/father, and peoples' names) Days : ( Sunday, Monday, Tuesday) 7 days in a week : (I woke up at 06:00hrs. I go to school at 07:00hrs...)	Identification of extending family members.  Communication through telling days of week. and activities of a day	Appreciation of family members. Family  Appreciation of days of the week.
		2.1.2.2 Tell days of the week			
	2.1.3 Time	2.1.2.3 Talk about activities of time			
	2.1.4 Home and school	2.1.4.1 Identify and tell where they live.	My home: (town, village, compound, city)	Identification of where they live.	Appreciation of homes.
		2.1.4.2 Describe activities at home and school.	Activities at home and at school, e.g. cooking, cleaning the surrounding	Communication through describing activities at home and schools.	Awareness of activities at home and school.
	2.1.5 Messages	2.1.5.1 Interpret simple messages.	Interpreting simple messages	Interpreting of simple messages	Appreciation of messages.
2.1.6 Directing	2.1.6.1 Direct others to areas of importance within the locality.	Directing Important places (School, clinic, police, market.	Application of directing and locating Places in real life.	Exploration of places. in locality	

COMPONENT	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	2.1.7 Stories	2.1.7.1 Listen to short stories.	Listening to stories	Communication through narrating stories.	Expressiveness through narrating stories
		2.1.7.2 Recall a correct version of a told story.	Retelling story	Communication through retelling stories.	Attentiveness in retelling stories.
	2.1.8 Poems, rhymes	2.1.8.1 Recite simple poems and rhymes	Reciting: Poems and rhymes	Application of reciting poems and rhymes.	Fluency of reciting poems and rhymes
	2.1.9 The body	2.1.9.1 Identify external parts of the body	Parts of the body: ears, eyes, mouth, nose, arms, shoulders, knees, thumb, fingers, legs	Identification of external parts of bo	Appreciation of body parts Awareness of body parts.
	2.1.9 Colours	2.1.9.1 Identify and discriminate different colours	Blue red, white, green, yellow, black ,orange and brown	Identification of colours Discrimination of colours in real life	Awareness of colours. Appreciation of colours in real life.
	2.1.10. Personal experience	2.1.10.1 Talk about personal experiences	Personal experiences: Birthdays, adventure tour. . .	Communication through personal experiences in life.	Interest in personal experiences in real life
	2.1.11. Preposition	2.1.11.1 Identify position of items	In, on, under, behind, at	Communication through position of items	Awareness of position of items in the environment.

COMPONENT	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	2.1.12. Objects	2.1.12.1 Identify and classify names of objects	Fruits: (Banana, mango tomato...) Objects: (Ball, pencil table, cup, pot, box....)	Identification and classification of names and objects in the environment	Awareness of names of objects.
	2.1.13. Animals	2.1.13.1 Identify domestic and wild animals	Domestic animals : ( dog, pig, cattle...) Wild animals: (Lion, elephant...)	Identification of domestic and wild animals.	Awareness of domestic and wild animals Appreciation of animals.
	2.1.14. Description	2.1.14.1 Describe objects, people and events	Adjectives – big/small tall/ short, thin, fat	Application through describing objects, people and events	Interest in describing things.
<b>2.2 Reading</b>	2. 2.1 Sound.	2.2.1.1 Identify initial sounds	Vowel ( a,e,i,o,u) Consonants: b, c, d...)	Identification of initial sounds Application of initial sounds.	Awareness of sounds Appreciation of sounds
	2.2.2 Alphabet	2.2.2.1 Identify and sound letters of the alphabet.	Sounds of alphabet (a/b/d/c...) Matching letters with words	Identification and sounding of letters of the alphabet	Recognition of sounds and letters of alphabet
	2.2.3 Syllable Formation	2.2.3.1 Form out and read simple syllables	Consonants and vowels ( b-o -y, b- i -g, m-a-n ...)	Application in forming and reading syllables.	Awareness of the syllables
		2.1.1.2 Read names of objects found in the house.	Household objects: (chairs, table, bed, wardrobe, television...)	Application in reading names of objects	Awareness of object in the house

COMPONENT	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	2.2.4 Word formation	2.2.4.1 Form words using Syllables	Forming words.(Ca-t, ba – na –na...)	Critical thinking in forming words	Appreciation of words formed
	2.2.5 Sentence formation	2.2.5.1 Form sentences using Subject + Verb	Subject +Verb (He is washing) Subject Verb +Object (Nivwa is cutting the wood)	Critical thinking in forming sentences	Appreciation of sentences formed
	2.2.5 Colours	2.2.5.1 Read words for colours.	Matching words to colours: red, white, blue, green, brown orange and yellow black...)	Identification of words for colours Reading words for colours.	Application Appreciation Understanding
	2,2.6 Reading	2.1.1.1 Identify members in the family	Brothers, sisters, grandfather, grandmother, father, mother uncle, aunt, cousin.	Identification of members of the family Reading words for extended family	Appreciation of family. Affection for members of the family.
	2.1.5 Stories	2.1.5.1 Tell stories from the pictures.	Story telling from pictures	Narrating stories from the pictures Reading the stories	Interest of narrating and reading the stories.
<b>2.3 Writing</b>	2.3.1. Handwriting	2.3.1.1 Draw patterns, copy familiar words and sentences.	Drawing patterns ,copying letters, words and sentences (capital and small letters) Marion Richardson	Accuracy in drawing patterns and copying words and sentences.	Neatness in drawing patterns and copying words and sentences.
	2.3.2 letter sequencing	2 3.2.1 Put jumbled letters in alphabet order	Ordering letters: (B.C; L, M, N....)	Application in ordering letters.	Awareness of jumbled letters
	2.3.3. Arranging words in alphabetical order	2.3.3.1 Arrange words in alphabetical order	Arranging words: (BOY, CAR, DOG; ,EAT, FAT GO.)	Critical thinking in arranging words in alphabetical order	Awareness of alphabetical order.

COMPONENT	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	2.3.4 Spelling	2.3.4.1 Spell simple words using vowels	Spelling using vowels a, e, i, o, u :( Man, girl ,boy Simple words	Writing correct spelled words.	Accuracy in spelling words.
	2.2.6 Singular and plural words	2.3.6.1 Write short words in their singular and plural form	Singular and plural words :( boy/boys, box /boxes...)	Communication through writing singulars and plurals, Application in writing singular and plural.	Awareness of plurals and singular Appreciation of plural and singular
	2.3.7 Punctuation	2.3.7.1 Write short sentences using capital letters, comma and full stop	Punctuation: Using Capital letters, comma and full stop	Critical thinking in punctuation of sentences.	Awareness of punctuation.
	2.3.8 Composing	2.2.3.3 Write short sentences about a given picture	Writing: Short word or sentences about a picture	Communication through writing sentences.	Creativity in writing sentences.
	2.3.9 Sentence building	2.3.9.1 Build short simple sentences	Mother is cooking nshima	Critical thinking in building the sentences.	Creativity in building of sentences.
	2.3.10 Colours	2,3.10.1 Match words with colours	Matching colours: blue, red, green, white, black, yellow, brown, orange Writing word colours	Application of matching words with colours.	Awareness of words for colours.

## LITERANCY AND LANGUAGE

### LEVEL III

KEY COMPENTENCE	GENERAL OUT COMES:
<ul style="list-style-type: none"><li>• Demonstrate ability to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing.</li><li>• Demonstrate ability to apply life skills as solutions to challenges in life using English Language.</li><li>• Apply reading skills to comprehend written texts in English language for use in academic</li></ul>	<ul style="list-style-type: none"><li>• Develop listening, speaking, reading and writing skills</li></ul>

### LEVEL III

COMPONENT	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUE
<b>3.1 Listening and Speaking</b>	3.1.1. Conversation	3.1.1.1 Talk about chores and responsibilities of family members.	Roles :( Sweeping, cooking....). Responsibilities :( taking care of your duties...)	Communication through talking about chores for members of the family.	Cooperation through chores activities. Awareness of chores
	3.1.2 Time	3.1.1.2 Tell time of the day	Telling time in hours: (06:00hrs, 08:00hrs...)	Communication through time of the day.	Awareness of time Appreciation of time
		3.1.1.2 Identify days of the week, month and the year	Days of the week Months of a year	Identification of days, months and year	Appreciation of calendar Awareness of days, month and year.
		3.1.1.3. Identify the days of the birthday	Birthday dates	Identification of birthdays	Awareness of birthdays Appreciation of birthdays in real Life situation.
	3.1.3 Telling stories	3.1.3.1 Retell traditional and modern stories	Telling stories: Picture strip stories	Creative thinking in telling stories. Narration of stories	Orderliness of telling stories Appreciation of stories.
3.1.4 Dramatizing	3.1.4.1 Dramatize simple stories	Main characters in the story Role play, voice projection The famous man's story	Identification of main characters in the stories. Acting of the story Self expression in dramatizing a story	Interest in dramatizing of stories in real life situation.	



COMPONENT	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUE
	3.1.4 Poetry	3.1.1.1 Recite simple poems and rhymes	Simple poem and Rhyme	Communication through poems and rhyme	Appreciation of poems and rhymes Team work in reciting poems
	3.1.5 Occupations	3.3.5.1 Identify occupations in the locality and tools used	Farming - hoe, axe, plough Fishing –boat, net. Carpentry – wood, axe, saw	Identification of occupation in real life	Awareness of occupation. Appreciation of occupations
	3.1.6 Antonyms and synonyms	3.1.6.1 Identify synonyms and antonyms.	Synonyms –Words with same meanings ;( fast/quickly, angry/cross...). Antonyms – words with opposite in meaning :( bad/good, fat/thin tall/short...)	Identification of words with same, opposite meanings Classification of synonyms and antonyms	Awareness of synonyms and antonyms.
	3.1.7. Environment	3.1.7.1 Identify and discuss objects found in the homes, markets and farms and their use.	Environment Objects found in homes, market, farms The use of objects House, building	Identification and discussion of objects found in the homes, markets, and farms.	Appreciation of objects in the environment.
	3.1.8 Dialogue	3.1.18.1 Express in conversation using dialogues	Simple dialogues	Communication through conversation in dialogues.	Self expression in conversation of dialogue.
	3.1.91 Language in a social setting	3.1.9.1 Express feelings and thoughts	How are you, good morning, and goodbye may I be excused, good night, extending greeting see you tomorrow...	Communication through expressing feelings and thought.	Self expression through expressing feelings and thoughts.

COMPONENT	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUE
<b>3.2 Reading</b>	3.2.1 Reading words	3.2.2.1 Read words	vocabulary	Communication through reading words	Appreciation of vocabulary in real life situation.
	3.2.2 Reading aloud	3.2.2.1 Read aloud	Reading ,comprehension,prounciation	Communication through reading Application of reading for pleasure.	Appreciation of reading
	3.2.3 sentence formation	3.2.3.1 Form simple short sentences	Forming: Short sentences	Critical thinking in forming sentences Application in forming sentences.	Interest in forming sentences.
	3.2.4 Sentences	3.2.4.1 Read simple short sentences	Reading: Short sentences	Application through reading sentences.	Appreciation of reading in real life.
	3.2.5 Paragraph	3.2.5.1. Read simple short paragraphs	Reading : Stories	Application of reading paragraphs	Interest of reading paragraphs in real life.
	3.2.6 Comprehension	3.2.6.1 read short stories and answer the WH questions	New familiar vocabulary What..., when..., where..., Why..., who....	Application of answering WH questions.	Interest in using WH questions in real life.
.3.3 Writing	3.3.1 Sequencing	3.3.1.1Rearrange short sentences in logical order.	Arranging sentences in logical order	Demonstration of arranging sentences in order Application of arranging sentences	Appreciation of logical sentences.
	3.3.2 Conjunctions	3.3.2.1 Use <i>and, but</i> to join simple sentences	Conjunctions: I am thirsty and hungry, Nivwa went to the river but failed to swim,	Application of conjunction in sentences.	Awareness of conjunction

COMPONENT	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUE
	3.3.3 Punctuation	3.3.3.1 Punctuate sentences and short paragraphs	Capital letter for nouns and at the beginning of a sentence, full stop, comma. Question marks.	Application of punctuating	Awareness of punctuation marks.
	3.3.4 Singular and plural	3.3.4.1 Write simple plural and singular forms o	Nouns ending with s, y, and o: egg boy/boys, bus/buses, and tomatoes.	Communication through writing plurals and singular	Awareness of plural and singular
	3.3.5 Composition	3.2.5.1 Write short words and sentences about a given picture.	Writing: Composition, short words, sentences Describing a poster	Critical thinking of composing words and sentences. Application of writing words and sentences.	Order of structures in writing words and sentences. Ideas of information when writing.
		3.2.5.2 Write guided stories based on poster depicting topic.	Guided stories HIV/AIDS Corruption Child abuse Road safety	Composing stories based on given topic	Creativity in writing guided stories.
	3.3.6 Free writing	3.3.6.1 Write short sentences about the picture	Writing sentences :noun verbs and objects	Critical thinking in composing sentences.	Creativity in writing sentences.
	3.2.7 Informal letters	<b>3.2.7.1 Write guided informal letter</b>	Writing a letter about birthday. Features: body, language, endings.	Communication through writing a letter.	Interest in writing a letter in areal life.

## **SECTION B**

### **ACTIVITIES FOR DAILY LIVING (ADL)**

## **ACTIVITIES FOR DAILY LIVING (ADL)**

### **INTRODUCTION**

Education for learners with Intellectual disabilities needs to emphasize functional academics. These are practical skills rather than academic learning. The focus is now on preparing them to live as independent as possible. For instance, learning to dress oneself by practicing on a doll is not as effective as practicing with one's clothes. When teaching children with severe and profound disability, it is imperative to teach what they will need for their survival. Learning should take place according to each child's functional abilities.

General Outcomes:

- Discuss how to perform various tasks e.g. dressing oneself
- Identify the need to keep oneself and the environment clean.
- Make use of the facilities in their environment.

### **METHODOLOGY**

A variety of approaches should be used to suit the level of the learner and the competences to be achieved; these include problem solving, group work, field trips, role play and Individualized Educational Programmes (IEP).

### **RATIONALE**

Activities for Daily living (ADL) gives opportunity for learners to live as normally and as independently as possible, to be able to take care of themselves and contribute to society. This will further help the learners to develop different skills, live a relative independently life and in the process become self-reliant. Apart from these, the skills will assist them in performing daily task'

**LEVEL 1**

<b>KEY COMPETENCES</b>	<b>GENERAL OUTCOMES</b>
<ul style="list-style-type: none"><li>• <b>Develop the skills of identifying the right side and wrong side of clothes</b></li><li>• <b>Demonstrate the ability of using the toilet or latrine properly</b></li><li>• <b>Develop the skills of cleanliness</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Develop survival and independent living skills</b></li></ul>

**LEVEL: I**

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT			
			KNOWLEDGE	SKILLS	VALUES	
<b>1.1 Interpersonal relationships</b>	1.1.1 Body Awareness	1.1.1.1 Identify own gender.	Gender: boy, girl, man, woman	Identification of own gender	Appreciation of gender Awareness of gender	
		1.1.1.2 Name different parts of the body.	Body parts: (. head, eyes, mouth, ears, leg...)	Identification of the body parts.	Awareness of body parts Appreciation of body parts	
			1.1.1.3 Recognize the left, right, back and front of the body.	left ,right; back and front of the body	Recognition of the position of body parts	Awareness of places of body parts.
	1.1.2 Child rights and child abuse	1.1.2.1 Describe child's rights	Education, name, care, love, protection, health, food, Shelter	Identification of child's rights Problem solving of child's life in real life	Awareness of child right's Appreciation of child's rights in real life. Assertiveness of child's rights	
		1.1.2.2 Describe in simple terms child abuse.	Child labour: (work to earn money...), Physical abuse :( sexual abuse...)	Critical thinking of describing child abuse	Awareness of child abuse. Assertiveness of child abuse	
	1.1.3 Social interaction		1.1.3.1 Recognize people at home and school.	Family, friends, teachers	Identification of relations in real life	Awareness of family and friends in the environment
			1.1.3.2 Discuss societal norms	Behaviour at: Home, school, community, when eating, wedding, party, church,	Problem solving of societal norms in real life	Appreciation of societal norms Application of societal norms

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		1.1.3.3 Demonstrate formal and Informal greetings.	Formal- Good morning sir/madam Informal greetings: (. Hi, hello, Clapping...)	Application of formal and informal greetings in real life.	Awareness of greetings.
		1.1.3.4 Express the correct greeting for different occasions	Situation greetings(: after day's work (mwa bombeni), arrival of visitors (shikeni mwane)	Distinguishing of greeting for occasions	Application of occasion greetings
		1.1.3.5 Talk about good manners	Good manners: (thank you, sorry. Kneeling when greeting and receiving things from elders...)	Discriminating of manners	Awareness of manners Respect of using manners Application of manners in real life
<b>1.2 Personal Hygiene</b>	1.2.1 Cleanliness	1.2.1.1 Identify different items for cleaning the body.	Cleaning items: water, soap, dettol, sponge, tooth brush, tooth paste, comb, handkerchief, face towel	Identification of cleaning items	Appreciation of cleaning materials. Awareness of cleaning materials.
		1.2.1.2 Clean own body with assistance or without assistance.	washing hands/face, combing hair, brushing teeth, wiping nose, taking bath/showers	Application of cleaning the body in real life situation	Appreciation of clean body.



TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		1.2.1.3 Demonstrate how to groom the hair and clothes	Washing and grooming	Grooming of hair and clothes in real life	Appreciation of grooming Application of grooming.
		1.2.1.4 Demonstrate how to clean, keep fingers and toes nails short and clean.	Keeping nails clean and short.	Problem solving of keeping clean nails.	Appreciation of clean nails Application of clean nails.
	1.2.3 Toileting	1.2.3.1 Identify different types of toilets.	Types of toilet: Flash toilet, pity latrine	Identification of toilet in the environment	Appreciation of toilets. Awareness of toilets
		1.2.3.2 Demonstrate how to use the toilet	Use of the toilet and tissue paper	Application of using the toilet in life.	Appreciation of using toilet.
		1.2.3.3 Demonstrate proper toilet manners	Washing hands with soap/ashes etc	Application of washing hands with soap Demonstration of hygiene practices.	Awareness of washing hands with soap Hygiene of using soap
	1.2.4 Common diseases.	1.2.4.1 Name common diseases.	cholera, malaria, diarrhea, coughs, TB, HIV and AIDS	Communication of information on diseases	Awareness of diseases Cooperation of learning.
		1.2.4.2 Identify signs and symptoms of common diseases.	Fever, night sweating, loss of appetite and weight	Identification of sign and symptom of diseases.	Awareness of signs and symptoms

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		1.2.4.3 Explain the causes of common diseases.	Poor sanitation, overcrowding, dirty surroundings.	Problem solving	Team work through collaborative learning
		1.2.4.4 Describe ways of preventing common diseases	Washing hands Keep surrounding clean, covering food ,boiling drinking water	Problem solving of preventing diseases.	Cooperative learning of preventing diseases
	1..2.5 Personal Safety	1.2.5.1 Identify dangerous places and objects at home, school and community.	Corners, markets, pits bars, rivers. Razor blades, sharp knives and objects, fire, broken glass. Medicine, dumping place	Identification of dangerous places in the environment. Problem solving of knowing dangerous places	Awareness of dangerous places in the environment.
		1.2.5.2 Explain ways of keeping away from dangerous places and objects at home and school.	Avoid playing near the pits, playing with sharp objects, fire, and garbage. Storage of medicine.	Problem solving of keeping away from dangerous objects	Application of keeping away dangerous places and objects
	1.2.6 Dressing	1.2.6.1 Recognize own clothes.	Own clothes: (pants, vest, shirt, short, shoes jersey, socks...)	Identification of personal clothes	Appreciation of clothes. Awareness of clothes

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		1.2.6.2 Identify the inside and outside, front and back of clothes	Different parts of clothes	Identification of the inside and out side; front and back of clothes Reflection	Reflection of clothes Awareness of right side of clothes.
		1.2.6.3 Demonstrate how to dress and undress clothes	dressing and undressing up	Demonstration of dressing and undressing.	Appreciation of dressing in real life Application of dressing and undressing
		1.2.6.4 Demonstrate how to Button and zip up.	Buttoning, zipping up Fastening/unfastening clothes	Identification of button and zip. Demonstrating of buttoning and zipping up in real life	Application of buttoning and zipping up Awareness of zips and buttons.
	1,2.4 Dressing	1.2.4.5 Dress according to occasions	Civilian day, sports, cultural dances, parties, Office ware	Distinguishing of clothes for occasions Identification of clothes for occasions	Awareness of clothes for occasions Application of clothes to wear for occasions. Appreciation of clothes for occasions.
		1.2.4.6 Dress according to weather	cold, hot, rainy	Distinguishing of costume to wear for particular weather Identification of costume to wear	Awareness of different clothes to wear for weather Appreciation of weather clothes.
	1.2.5 Laundry	1.2.5.1 Sort out dirty clothes from clean ones.	Sorting out dirty and clean clothes	Discriminating of dirty clothes Identification of dirty clothes	Awareness of dirty clothes.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		1.2.5.2 Wash small articles with little assistant.	Washing small articles: (pants, handkerchief, socks...)	Demonstrating f washing clothes	Application of washing clothes.
<b>1.3 Communication</b>	1.3.1 Sign and Symbols	1.3.1.1 Communicate by means of recognized signs and symbols.	Communicating by symbols: (school, hospital, toilet for women/men, robots, exit...).	Communication through sing and symbols Identification of sign and symbols in the environment	Awareness of sign and symbols in the environment.
<b>1.4 Community skills</b>	1.4.1 Road safety	1.4.1.1 Recognize road safety procedures 1.4.1.2 Demonstrate risk behavior on the road	Look right, look left and right again Playing football and picking items dropped on the road	Recognition of road safety procedures. Demonstration risk behaviours on the road	Awareness of road safety procedures. Application of behavior on the road.
	1.4.2 Recreation	1.4.2.1 Identify the sports and recreation clubs available in the community.	Netball, football Clubs, shops, playing parks	Identification of recreation clubs	Appreciation of recreation clubs Awareness of recreation clubs
		1.4.2.2 Participate in club activities of own choice.	Various games and sports: (drama, debate, cultural dance...)	Selection of club activities of interest	Awareness of club activities Appreciation of club activities Interest of club activities

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		1.2.5.2 Wash small articles with little assistant.	Washing small articles: (pants, handkerchief, socks...)	Demonstrating f washing clothes	Application of washing clothes.
	1.4.3 Public facilities	1.4.4.1 Identify common public facilities and their use	Police station, bus stations, clinics, schools, hospital, markets. Importance of these public places	Identification of Public facilities in the community Demonstration of using public facilities.	Awareness of public facilities Appreciation of using public facilities.
	1.4.4 Transport	1.4.4.1 Identify common mode of transport	Bicycles, boats, buses train,, cars, oxcarts planes	Identification of mode of transport	Appreciation of transport Awareness of transport.
	1.4.5 Directions	1.4.4.1 Locate important directions key places.	Home, market, clinic School, church	Critical thinking of locating important places	Application of locating places
<b>3.5 Gardening</b>	3.5.1 Tools used in the garden	1.5.1.1 Identify tools used in the garden.	Tools: (hoe, rake, garden folk watering can.....)	Identification of tools for gardens.	Awareness of tools for garden Appreciation of the tools.

## ACTIVITIES FOR DAILY LIVING

### LEVEL II

KEY COMPETENCES	GENERAL OUT COMES
<ul style="list-style-type: none"><li>• Demonstrate the ability to identify, classify and cook food.</li><li>• Demonstrate the ability to identify, classify and cook food</li></ul>	<ul style="list-style-type: none"><li>• Develop interpersonal relationship, personal hygiene and community skills.</li></ul>

LEVEL II

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>2.1 Interpersonal relationship</b>	2.1.1 Physical Growing	2.1.1.1 Identify body measurements to determine sizes of shoes and clothes.	Sizes, shoes and clothes	Identification of body measurement for sizes and clothes Comparison of body measurement for sizes of shoes and clothes.	Awareness of the measurements for sizes of shoes and clothes. Application for determining sizes of shoes and clothes.
	2.1.2 Careers	2.1.1.2 Explain their career ambitions	Career, job, work, Ambition	Selection for career ambitions Identification of career ambitions	Appreciation of careers in real life. Ambition for future career in real life.
	2.1.3 Socialization	2.1.3.1 Identify social interaction patterns in schools.	Clubs, sport teams, age group	Identification of social friend in school Communication through interaction in community	Appreciation of social interaction in real life Sharing in social interaction Cordiality of social of interaction Empathy of social interaction.
	2.1.4 Body language	2.1.4.1 Recognize and respond to body language and facial expressions appropriately.	Body language Facial expression Sign and gestures	Recognition of body language. Communication through body language.	Appreciation Humor in using body language. Cheerfulness of using body language. Intuition when using body language.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	2.1.5 Caring for others	2.1.5.1 Recognize and respond to other people's feelings by word or behaviour.	Care for others ,Love ,Share, help	Caring for other people's feelings through utterance. Interaction through good behavior.	Love for other people's feelings. Empathy for other people' feelings and behaviour.
<b>2.2 Personal Hygiene</b>	2.2.1 Care for the body	2.2.1.1 Keep the body clean without assistance.	Personal hygiene Personal grooming Grooming accessories, comb, lotion, powder	Grooming the body independently Cleanliness for the body.	Hygiene for the body in real life Independence Awareness of keeping the body clean.
		2.2.1.2 Take bath /shower independently.	Bath/shower	Bathing the body independently	Appreciation of bathing/showering in real life Application of bathing / showering.
		2.2.1.3 Demonstrate how to use the toilet independently.	Clean the toilet, Flashing toilet Maintain the toilet clean	Demonstration of using the toilet independently	Hygiene of using the toilet Application of using the toilet
		2.2.1.4 Recognize need for shaving or keeping our hair short.	Shaving and barbing	Recognition of shaving of hair. Barbing of hair	Neatness for keeping hair short. Appreciation of shaving



TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT			
			KNOWLEDGE	SKILLS	VALUES	
	2.2.2 Health hazards	2.2.2.1 Identify health hazards	Health hazards (Alcohol abuse, drug abuse Smoking)	Problem solving of health hazards Identification of health hazards.	Alertness of health hazards Awareness of health hazard	
<b>2.3 Food</b>	2.3.1 sources of food	2.3.1.1 Identify different sources of food	Animal: (meat, milk, butter, Poultry –eggs, meat...) Plants: (fruits...) Vegetable: (cassava, potatoes...) Cereals: (rice, wheat...)	Identification of sources of food	Appreciation of sources of food Awareness of sources of food.	
	2.3.2 Types of food	2.3.1.2 Classify types of food according to food groups.	Body building, energy Protective, Balance diet	Classification of food. Critical thinking for classifying types of food	Appreciation of group of food. Awareness of types of food	
	2.3.3 Cooking	2.3.3.1 Identify cooking surface areas	2.3.3.1 Identify cooking surface areas	Fire,blazier, stove	Identification of cooking surface areas.	Appreciate of types of cooking surface areas Awareness of cooking surface areas
		2.3.3.2 Demonstrate how to make fire	2.3.3.2 Demonstrate how to make fire	Making fire	Demonstration of making fire	Application of making fire.
		2.3.3.3 Identify food that can be boiled or roasted	2.3.3.3 Identify food that can be boiled or roasted	Boiling, roasting	Identification of food for boiling	Awareness of food for boiling. Appreciation of boiling food.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		2.3.3. 3 Identify food that can be boiled or roasted	Boiling, roasting	Identification of food for boiling	Awareness of food for boiling. Appreciation of boiling food.
		2.3.3. 4 Demonstrate preparing simple dishes	Preparing dishes: (nshima, vegetables, meat,)	Cooking simple dish Roasting simple dish Boiling simple dish	Application of preparing simple dish Appreciation of preparing simple dish.
		2.3.3.5 Describe different ways of preserving food	Meaning of preserving Drying ,salting ,canning, freezing	Preservation of food in different ways	Application of preserving food Awareness of preserving food
		2.3.3.5 Identify and demonstrate how different types of foods that can be preserved	Preserving food: (. Beans, fish, vegetables meat, mushroom....)	Identification of food for preserving. Preservation of food Demonstration of preserving food.	Appreciation of food which can be preserved Application of preserving food
<b>2.4 Transport and communication</b>	2.4.1 Communication	2.4.1.1 Identify major affairs at home, on TV, radio, newspaper	Affairs at home Current affairs Telling news	Identification of major affairs at home and media	Appreciation of current affairs.
	<b>2.4.2 The Post Office</b>	2.4.1.1 Identify services offered by the post office	Servicing: (buying stamps. posting letters sending parcels.....)	Identification of services offering by post office	Appreciation of services offering by post office

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>2.4.3 Transport</b>	2.4.3.1 Identity mode of transport	Air, land, and water	Identification of model of transport	Awareness of mode of transport Appreciation of mode of transport
	<b>2.4.4 Road safety</b>	2.4.4.1 Identify safe places to cross the road and use it	Crossing on pedestrians/zebra crossing, bridges, tunnels and straight clear road	Identification of places of crossing the road	Application of crossing the road on safe places Awareness of safe places of crossing the road.
		2.4.4.2 Walk on the right hand side of the road and paths	Keeping left Facing on coming vehicles	Application of walking on the right hand side of the road.	Awareness of walking on the right hand side of road.
	2.4.5 Directions	2.4.5.1 Locate home and school using compass directions	Direction – North , South, East, West Locating, home and school	Demonstration of locating home and school using compass directions	Application of locating places using compass directions
		2.4.5.5 Find their way home using landmarks.	Landmarks – sign post, rivers, road marks, road, houses trees	Critical thinking of finding way home using landmarks.	Awareness of using landmarks to find way home.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>2.5 Community skills</b>	2.5.1 Hazards	2.5.1.1 Recognize hazards in the environment	Hazards – stationery vehicles, port holes, sharp bends, steep slope, well, electrical substances, naked wires.	Recognition of hazards in the environment Problem solving of hazards in the environment	Awareness of hazards in the environment Security of hazards in the environment
	2.4.1 Safety at home.	2.2.4.1 Identify common accidents that may occur at home.	Common domestic accidents (falls, burns, poisoning, suffocation)	Identification of common accident at home.	Awareness of common accident at home. Carefulness of common accidents at home
	2.5.3. Community Services	2.5.3.1 Discuss the functions of different community services and amenities	Community service: Police service, Hospital service Education, Hotels and lodges Amenities:, church, palaces Showers, Public toilets, Water supply, Power supply, play parks	Discussion of the function of different communality services and amenities	Appreciation of community services Awareness of community services and amenities Hospitality of community services.
	2.5.4 Recreation	2.5.4.1 Demonstrate simple games.	Recreation activities (Games) solos, monopoly snakes and ladders, computer games	Demonstration of simple games	Cooperation in plating games Leisure of playing simple games

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		2.5.4.2 Participate in sport activities of own choice.	Sports: (football, Netball, Volleyball, Clubs, athletics, chess.....)	Application of participating in sport activities	Cooperation in sports activities.  Interest of sports activities .Leisure of sports
	<b>2.5.5 Laundry</b>	2.5.5.1 Demonstrate correct amount of water and detergent for washing fabrics.	Detergent Fabrics Iron clothes	Demonstration of washing fabrics with correct amount of water and detergent.	Application of correct amount of water and detergent for washing fabrics
		2.5.5.2 Iron a variety of clothes	Pressing and ironing clothes	Demonstration of ironing clothes,	Application of ironing in daily life.
		2.5.5.3 Pack clothes tidy in the right place.	Storing of articles. Packing clothes tidily	Demonstration of packing clothes	Application of packing clothes
	2.5 6 Sewing	2.5.6.1 Identify sewing equipment.	Sewing Equipment (Needle ,sewing machine, Thread, Sackcloth) Thread cotton, basic stitches Mending articles	Identification Sewing Stitching Mending Threading	Appreciation of sewing materials. Awareness of sewing equipment.
		2.5.6.2 Tread big sewing needles with less assistance.	Threading of a needle	Demonstration of threading a needle	Application of threading a needle

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		2.5.6.3 use basic stitches and running stitches to mend clothes	Stiches: (tucking, running...) Mending clothes	Demonstration of using basic stitches and running stitches to mend clothes.	Application of sewing.
		2.5.6.4 Cut a material using a pair of scissors.	Cutting materials	Demonstration of cutting materials	Application of cutting materials
	2.6.7 Caring for others	2.6.7.1 Attend to the sick HIV/ADIS old people	. Caring for the sick, family relatives, giving drugs, HIV/ADIS, old people...	Demonstration of attending to the sick	Love of attending to the sick. Sensitivity of caring for the sick. Empathy of attending to the sick.
<b>2.7 Handcraft</b>	2.7.1.1 Types of Building	2.7.1.1 Identify different types of buildings in the local area and materials used to build them.	Types of buildings: ( semi detached Thatched house, , Warehouse Ordinary /brick, mud houses.....) Materials used in building: (cement blocks, grass, mud...)	Identification of types of building and materials used to build.	Appreciation of materials used to build buildings Awareness of types of buildings
<b>2.8 Gardening</b>	2.8.1.1 type of seeds	2.8.1.1 Identify different types of seeds grown in the garden	Type of seeds: (rape, cabbage pumpkin, maize, beans, groundnuts....)	Identification of different types of seeds grown in the garden`	Awareness of different types of seeds.

## ACTIVITIES FOR DAILY LIVING (ADL)

### LEVEL III

KEY COMPETENCES	GENERAL OUTCOMES
<ul style="list-style-type: none"><li>• Show the ability of rearing and caring for fowls.</li><li>• Develop the skills of gardening</li><li>• Demonstration ability of cooking various types of food</li></ul>	<ul style="list-style-type: none"><li>• <b>Develop interpersonal relationship, personal, hygiene, communication, community skills and methods of cooking food</b></li></ul>

**LEVEL III**

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>3.1 INTERPERSONAL RELATIONSHIP</b>	3.1.1. Bodily Awareness	3.1.1.1 Identify the physical changes that take place at puberty.	Girl's physical changes :(. Hips breasts, private puberty hair...) Boys physical: changes- enlargement of penis, deep voices ,puberty hair	Identification of physical changes at puberty	Awareness of physical changes during puberty
		3.1.1.2 Talk about menstruation and masturbation	Menstrual periods Caring during menstrual periods. Masturbation Adolescence pregnancy	Discussion of menstruation and masturbation	Awareness of menstrual and masturbation Cleanliness during menstrual.
	3.1.2 Sexuality	3.1.2.1 Explain the risks of having pre marital sex	Complicated labour STI's HIV and AIDS Venereal diseases	Critical thinking of explaining risk of having pre-marital sex	Awareness of risk pre marital sex
	3.1,3 Social interaction	3.1.3.1 Recognize negative peer pressure	Sexual intercourse, smoking, drinking beer ,gender violence	Problem solving of negative peer pressure	Awareness of peer pressure
	3.1,3 Social interaction	3.1.3.1 Recognize negative peer pressure	Sexual intercourse, smoking, drinking beer ,gender violence	Problem solving of negative peer pressure Critical thinking of negative peer pressure	Awareness of peer pressure



TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	3.1 4 The roles of the family	3.1.4.1 Talk about family responsibilities of parents and children	Roles of parents: (. Discipline and care for children, provide food and shelter....) Roles for children: (gardening, sweeping, Cleaning plates....)	Discussion of family responsibility parents and children	Application of family responsibility Appreciation of roles of the family.
<b>3.2 PERSONAL HYGIENE</b>	3.2.1 Cleanliness	3.2.1.2 Maintain appropriate hygiene during menstruation	Disposal of pads Bathing appropriately	Application of maintaining of hygiene during menstrual	Hygiene during menstrual all the time,
	3.2.2 Common diseases	3.2,2.1 Discuss venereal diseases	Meaning of venereal diseases Gonorrhea,syphilis.HIV and AIDS, Herpes virus	Communication of information on venereal diseases	Awareness of venereal diseases
		3.2.2.2 Talk about the causes and venereal diseases	An protected sexual intercourse, oral and anal sex	Communication of information transmission of venereal diseases.	Awareness of transmission of venereal diseases Cooperation of learning
		3.2.2.3 Explain ways of preventing venereal diseases	Use of condoms abstinence relationship	Problems solving of preventing venereal diseases	Application of prevention of venereal diseases
	3.2 3. Dressing	3.2.3.1 Talk about how to dress decently	Dressing decently	Demonstration of dressing decently	Application of dressing decently

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	3.2.5 Sewing	3.2.5.1 Mend articles using appropriate stitches and threads with assistance	trousers, skirts, suits Using sewing machine Correct threads (colour) Stitches :( Back, hemming.....)	Demonstration of mending articles and using correct thread.	Application of mending of articles and using correct threads in real life.
		3.2.5.2 Mend articles using sewing machine and hand sewing /with/without assistance	, Mending and sewing articles using back stitches	Demonstration of mending articles using sewing and hand machine	Application of mending of articles using sewing machines
	3.2.6 Knitting	3.2.6.1 Knit small articles	Knitting: (. scarf, bag, head socks, socks, belt...)	Knitting of articles.	Application of knitting articles Appreciation of knitting
	3.2.7 weaving	3.2.7.1 Weave various articles	Weaving: (Chair backs, baskets, table mats, door mats....)	Weaving of articles	Creativity of weaving articles
<b>3.3 Home economics</b>	3.3.1 Kitchen utensils	3.3.1.1 Select appropriate equipment and utensils to be used.	Kitchen utensils Cooking utensils	Selection of appropriate equipment and utensils	Appreciation of kitchen equipment and utensils
<b>3.4 Food</b>	3.4.1 cooking	3.4.1 Cook different dishes using a cooker/ brazier	Electrical cooker, brazier. Open fire	Cooking dishes using electrical cooker, brazier and open fire.	Awareness of equipment for cooking
		3.4.1.2 Cook various foods using different methods of cooking	Methods of cooking – Boiling ,baking, frying, Roasting, Stewing, Steaming	Demonstration of cooking various foods. Critical thinking of coking various foods.	Awareness of cooking methods Application of cooking methods in real life Appreciation of cooking foods.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		3.4.3 Prepare snack that involves cooking	Preparing snacks: (chikanda, cassava, sweet potatoes.....)	Cooking of snacks	Appreciation of snacks Application of preparing snacks
		3.4.3 Cook a typical meal which does not need a recipe	Cooking a typical meal: (nshima, rice...)	Cooking of typical meal without a recipe	Application of cooking typical meal
<b>3.5 Community Skills</b>	3.5.1 Safety in the home	3.5.1.1 Identify possible dangers in the home	House fires, naked wires, slippery floors, medicine, broken bottles paraffin	Identification of possible dangers in the home	Awareness of dangers in the home
		3.5.1.2 Report accidents and illness	Reporting Agents – Police, fire brigade, hospital.	Problem solving in reporting accidents and illness.	Awareness of places for reporting accidents and illness
	3.5.2 The Post Office	3.5.2.1 Send a parcel and money	sending a parcel Sending money	Communication through sending money and parcels	Application of sending money and parcel in real life.
	3.5.2. Civic Awareness	3.5.2.1 Explain the rights of the disabled as declared by United Nations	Rights of disabled: (. Special care, education for all, training for work Article 9 accessibility article 7 freedoms to express article 34 education....)	Communication of the rights of disabled according to United nations.	Awareness of disabled rights Appreciation of disabled rights

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	3.5.2. Civic Awareness	3.5.2.1 Explain the rights of the disabled as declared by United Nations	Rights of disabled: (. Special care, education for all, training for work Article 9 accessibility article 7 freedoms to express article 34 education...)	Communication of the rights of disabled according to United nations.	Awareness of disabled rights Appreciation of disabled rights
		3.5.2.1 Identify services and organizations available for the disabled.	Organizations -Zambia association For children and adults with learning disabilities, Zambia association for disabled, trust fund for disabled ZAFORD ZNAD CBIA	Selection of services and organization for disabled Identification of services and organizations for disabled	Appreciation of organizations and services for disabled Awareness of services and organization of disable
	3.5.3 National anthem	3.5.2.3 Sing the national anthem.	Zambia Nation Anthem (local language and English)	Singing of Zambian national anthem.	Application of singing Zambian nation anthem.
	3.5.4 Shopping	3.5.4.1 carry out shopping	Buying and selling	Demonstrate of carrying out shopping.	Application of shopping Appreciation of shopping in real life.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	3.5.5 Leisure	3.5.5.1 Participate in leisure activities at home and school.	Leisure activities: ( watching TV, drumming video games Playing, music, dancing, relaxing.....)	Application of participating in leisure activities	Appreciation of leisure activities Awareness of leisure activities
	3.5.6 First Aid	3.5.6.1 Use basic aid methods and materials with/without assistance	Basic First aid	Demonstration of basic first aid	Application of basic first aid in real life Awareness of basic first aids
<b>3.6 Transport and communication</b>	3.6.1 Road safety	3.6.1.1 Identify different road users	Motorist, motorcyclist ,pedestrians, animals handler	Identification of road users in the community	Awareness of road users in real life
		3.6.1.2 Identify different road signals	Traffic lights, traffic officer, hand signals, railway crossing,	Identification of different road signals.	Awareness of road signals in real life Appreciation of road signals in life.
<b>3.7 GARDENING AND POULTRY</b>	3.7.1 Gardening	3.7.1.1 Prepare the garden and care for vegetables.	Vegetable growing Care for plants- watering, weeding	Demonstration of preparing the garden and caring for vegetables.	Application of preparing the garden and caring for vegetables.
	3.7.2 Poultry	3.7.1.2 Keep and care for fowls.	Feeding, cleaning fowl ran, giving medicine	Demonstration of keeping and caring for fowls.	Care of fowls Application of caring of fowls.

SECTION C  
TECHONOLGY STUDIES

# **TECHNOLOGY STUDIES**

## **INTRODUCTION**

**The Creative and Technology Studies syllabus reflects learning areas where the following subjects have been integrated in Design and technology and Information Communication and Technology (computer). Children with Special Educational needs learn like any other children and there are many practical skills which they need to master in order to benefit from various educational programmes. Life skills which will cultivate a sense of life with confidence since the world is dynamic a number of things have changed and these encompass information communication and technology hence need for learners with intellectual disabilities to acquire the knowledge of computers.**

### **Methodology**

**Teachers are expected to use a variety of approaches and techniques to suit the level of the learners and achieve the number of outcomes. The teaching methods are to include:**

- **Problem solving**
- **Cooperative learning**
- **Group work**
- **Project work**
- **Observation**
- **Practical**

### **RATIONALE**

**Design and Technology is a unique mode of human operation and is therefore worthy to study on its own technological achievements are as much a part of our culture as literary scientific or artistic achievements. Technology will help learners acquire the skills they need to survive in a complex highly technology knowledge based economy. Learning through projects while equipped with technology tools allows learners be intellectually challenged while providing them with realistic. Solving problems and decision making is a dominant rationale for technology education learners engaging in design.**

## LEVEL I

KEY COMPETENCES	GENERAL OUTCOMES
<ul style="list-style-type: none"><li>• <b>Demonstrate the ability of relating the shapes of objects in the environment</b></li><li>• <b>Demonstrate the ability of opening and closing a computer</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Acquire and develop general skills in design and technology and apply them to solve problems of daily life recognize the importance of personal health, develop knowledge, positive attitudes and values for personal hygiene</b></li></ul>



**LEVEL I**

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>1.1 Safety</b>	1.1.1 Dangerous objects in the environment	1.1.1.1 Identify dangerous objects around the environment	Naked wires, sharp instruments, damaged sockets Broken cups, bottles	Identification of dangerous objects	Awareness of dangerous of objects in the environment.
		1.1.1.2 Demonstrate precaution measures of handling dangerous objects.	Garden tools Electrical equipment	Problem solving of precaution measures of handling dangerous objects	Application of precaution measures of handling dangerous objects
	1.1.2 First Aid	1.1.2. Demonstrate application of simple first aids.	Reporting when injured	Application of simple first aids	Appreciation of first aid. Awareness of first aid
	1.1.3 Habits	1.1.3.1 Demonstrate good working habits in the class	Storing things in order No running in the class No fighting	Critical thinking of good working habits in the classroom	Application of good working habits Appreciation of good working habits.
<b>1.2 Materials</b>	1.2 .1 Different types of materials	1.2.1 1 Identify materials for making different items	Wood: toy cars Plastics: hand bags Grass: brooms	Identification of materials for making items	Awareness of different material for making items. Appreciation of different materials for making items,
<b>1.3 Tools and equipment</b>	1.3.1 Hand tools	1.3.1.1 Identify common tools used to make items	Hammer,axe,knife screw driver	Identification of tools for making items.	Awareness of tools used to make items Appreciation of tools

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUE
<b>1.4 Computer</b>	1.4.1 Computer sitting posture	1.4.1.1 Demonstrate appropriate computer sitting posture	Sitting posture Foot position Hand position Elbow angle Face distance from screen Home keys (middle row)	Demonstration of appropriate computer sitting posture	Application of appropriate computer sitting posture Awareness of appropriate computer sitting posture.
<b>Information communication technology</b>	1.4.2 External parts of a computer	1.4.2.1 Identify external parts of a computer (hardware)	Monitor Key board Mouse Printer	Identifying of external parts of a computer. Analyzing of external parts of computer	Awareness of external parts of a computer.
	1.4.3 Computer procedure	1.4.3.1 Demonstrate switching on and off the computer.	Switching on and off the computer.	Demonstration of switching on and off the computer. Identification of on off buttons	Application of switching off and on of the computer.
	1.4.4 Mouse handling	1.4.4.1 Demonstrate correct use of the mouse	Mouse pad Mouse functions	Manipulation of correct use of the mouse	Application of correct use of the mouse.
	1.4.5 Keyboard handling	1.4.5.1 Demonstrate correct use of the key board	Basic functions of the key board	Manipulation of correct use of the key board.	Awareness of key board Application of correct use of key board
	1.4.6 Computer games	1.4.6.1 Play games on the computer	Games: mathematical games, reading games and sounds	Critical thinking of playing games on the computer,	Application of playing games on the computer. Creativity of playing games on the computer.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUE
<b>1.5 Energy</b>	1.5.1 Sources of light	1.5.1.1 Identify the sources of light	Natural:(sun,moon ,stars) Artificial: (Candle, electricity, lamp, torch....)	Identification of sources of light.	Awareness of sources of light. Appreciation of sources of light.
	<b>1.5.2.Sources of heat</b>	1.5.2, 1 Identify the sources of heat	Fire, sun, heater,	Identification of sources of heat.	Awareness of sources of heat in real life.
		1.5.2.2 Explain the use of heat.	Uses of heat: Cooking, warming,	Critical thinking of explaining the use of heat.	Appreciation of heat.
<b>1.6 Design and construction</b>	1.6.1 Decorating	1.6.1.1 Make and decorate basic solid shapes	Decorating shapes, making shapes, design and construction shape	Application of decoration basic solid shapes.	Creativity of making and decorating basic solid shapes Coordination of making and decoration of basic shapes Application of making and decorating basic shapes
	1.6.2 Moulding	1.6.2.2 Moulding moving objects.	Moving moulding objects.	Moulding of moving objects	Application of moulding moving objects Creativity of moulding moving objects

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	<b>1.6.3 Designing</b>	1.6.2.3 Design and make occasional cards	Designing birthday cards  Making cards	Critical thinking of designing occasional cards	Appreciation of designing and making occasional cards  Creativity of designing and making occasional cards
<b>1.7 Entrepreneurship</b>	<b>1.7.1 Introduction to market</b>	1.7.1.1 Identify types of items sold at the market	Vegetables, fruits. Fish.....  Buying and selling	Identification of items sold at the market  Observation of items sold at the markets.	Awareness items sold at the markets Entrepreneurial of selling items

## TECHNOLOGY STUDIES

### LEVEL II

KEY COMPETENCIES	GENERAL OUTCOMES
<ul style="list-style-type: none"><li>• Demonstrate the ability to design and make simple items</li><li>• Demonstrate ability to handle key board</li></ul>	<ul style="list-style-type: none"><li>• Acquired knowledge, attitudes and values of the Design and Construction</li><li>• Develop basic skills of a computer</li><li>• Acquire and observe safety rules to operate effectively within their working environment</li></ul>

**LEVEL: II**

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUE
2.1 Safety	2.1.1 Safety	2.1.1.1 Identify dangerous objects in the work environment	Dangerous objects (metal and wood chips, nails) Sharpe objects. Work environment.	Identification of dangerous objects in the working environment	Awareness, of dangerous objects in the working environment i Security-of keeping dangerous objects in working in environment
	2.1. 2 First Aid	2.2.2.1 Apply first Aid procedures	Handle blood, cuts, bruises Safety health rules. First Aid box	Problem solving of applying first aid procedures	Responsibility of applying first aid procedures Protection of applying first aid procedures
		2.2.2.2 Design and make simple items out of available materials	Designing models; (chairs, funs, carton boxes, cars, table...)	Critical thinking of designing and making items from materials.	Manipulation of designing and making items from materials. Creativity of designing and making items from materials
2.3 Tools and Equipment	2.3.1 Hand Tools	2.3.1.1 Identify hand tools used for measuring	Measuring tools: Rule, measuring tape...	Identification of hand measuring tools	Awareness of hand measuring tools consciousness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		2.3.1.2 Demonstrate how to use measuring tools	Length,width,height	Application of using measuring tools	Appreciation of measuring tools
2.4 Computer safety	2.4.1 Hazards	2.4.1.1 Identify possible safety hazards	Safety hazards (exposed power outlets, trailing wires)	Identification of safety hazards	Patience of handling hazards Safety of hazards
2.5 Computer Hardware	2.5.1 Basic Components	2.5.1.1 Name basic computer components and peripherals.	Basic computer components: Keyboard, Monitor, Mouse.CD ROM Drive), Peripherals. (speakers, printer)	Recognition of basic components and peripherals. Manipulation of handling\basic computer components and peripherals	Awareness of basic computer components and peripherals.
2.6 Computer software	2.6.1 The menu bar	2.6.1.1 Identify icons in the menu bar	Menu bar, icons	Identification of icons in the menu bar	Awareness of icons in the menu bar.
		2.6.1.2 Navigate within software package using a mouse	Mouse, navigating	Handling Manipulation of navigating software package using a mouse	Application of navigating using a mouse  Patience of navigating a mouse

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	2.6.2 Word processing	2.3.2.1 Type words, phrases and short sentences	Creative software (like kid pix studio) to type words, phrases and short sentences.	Application of typing words, phrases and short sentences.	Accuracy of typing of words, phrases and short sentences.
		2.6.2.2 Save and store work done.	Save and store documents Free hand drawings composite images.	Application of saving and storing information for work done	Accuracy of saving information and storing on work done.
	2.6.3 Creative software	2.6.3.1 Demonstrate drawing images and objects	Using creative software [ word art]	Manipulation of drawing images and objects Critical thinking of designing images and objects,	Creativity of drawing images and objects.
2.7 Energy	2.7.1 Heat	2.7.1.1 Identify sources of heat	Sources of heat: Sun, torch, lamp, bulbs,	Identification of sources of heat	Awareness of sources of heat.
		2,7.2.1 Explain uses of heat	Cooking, warming welding and frying	Critical thinking of explaining uses of heat.	Appreciation of using heat.
2.8 Lettering	2.8.1 Printing	2.8.1.1 1print letters of the alphabet	Printing letters	Demonstration of printing letter	Application of printing Letters of alphabet



TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
2.9 Design and drawing	2.9.1 Shapes	2.9.1.Trace basic shapes using a straight edge	Triangle, rectangle, square	Manipulation of drawing basic shape of straight edge.	Application of drawing basic shapes of straight edge.
2.10. Desing and making	2.10.1 Designing	2.10.1.1 Design and make simple items using papers and wires	Plane, boat, wire cars	Manipulation designing and making Items using papers and wires Demonstration of designing and making items with papers and wires.	Creativity of designing simple items
2.11 Entrepreneurship	2.11.1 Earning money	2.11.1.1 Identify ways in which people earn money	Selling,food,groceries ,airtime poultry, salaula	Identification of way Of making money	Appreciation of earning money Awareness

## TECHONOLGY STUDIES

### LEVEL III

KEY COMPENTENCE	GENERAL OUT COMES:
<ul style="list-style-type: none"><li>• <b>DEMONISTRATE BASIC KNOWLDEGE AND SKILLS IN DESIGN ARTFACT</b></li><li>• <b>SHOW ABILITY TO USE ICT CADGETS</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Develop, design and construction skills</b></li><li>• <b>Develop the skill of using information computer technology (ITC)</b></li></ul>

**LEVEL: III**

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>3.1 Tools</b>	3.1.1. Cutting Tools	3.1.1.1 Identify basic tools for cutting	Saws, scissors, hacksaws axes	Identification of cutting tools.	Awareness of cutting tools Appreciation of cutting tools.
<b>3.2 Materials</b>	3.2.1 Materials	3.2.1.1 Identify uses of trees, clay, reeds and grass	Trees –Firewood, furniture, shelter. Clay – Pots, houses, pottery. Reeds -mats, hats Grass -Brooms, roofing Making items	Identification of uses of trees clay, reeds. grass Construction of items from grass, wood reeds ...	Application of construction of items from materials.
<b>3.3 Information Communication Technology</b>	3.3.1 Computer (hardware icons)	3.3.1.1 Drag objects in Microsoft word and icons on the desktop	Dragging objects	Coordination of dragging objects Identification	Application of dragging objects Appreciation
	T.V., Radio and cell phones	3.3.1.2 Operate TV and radio using remote control	Using remote control Radio and cell phone	Application of operating remote control	Appreciation of using a remote control.
	3.3.2. Keyboard keys	3.3.2.1 Demonstrate to type words and numbers	Typing words and numbers	Typing of words and numbers Identification	Application of typing words and numbers
<b>3.4 Lettering</b>	3.4.1. Alphabet	3.4.1.1 Print letters of alphabet	Basic Lettering printing	Printing	Application of printing letters of alphabet
<b>3.5 Design and constructing</b>	3.5.1 Designing	3.5.1.1 Design and make an artifact , electrical system circuits	Making electricity circuit	Demonstration Critical thinking of making artifacts	Creativity of making artifacts Application of making artifacts.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>3.6 Cell Phone</b>	3.6.1 Using Cell Phone	3.6.1.1 Demonstrate ability to use cell phone.	Dialing and ending a call, receiving a call, cell phone, games, sms...	Communication through using cell phone.	Appreciation of using cell phone Application of using a cell phone.
<b>3.7 Entrepreneurship</b>	3.7.1 Types of business	3.7.1.1 Identify types of business in the community	Poultry, Blacksmith, shop keeping ,crafts Setting business.	Identification of types of business	Awareness of types of business Application of having a business venture

**SECTION: C**  
**EXPRESSIVE ARTS**

# EXPRESSIVE ART

## INTRODUCTION

The syllabus on expressive art skills for learners with intellectual disabilities is aimed at enabling the learner develop skills in hand craft, wood, building, craft, physical education art and music.

Learners with intellectual disabilities also need skills that will enable them live expected level of other pupils of the same age or grade. Skills acquisition is therefore, vital to these children so that they sustain themselves even when they do not achieve the desired academic proficiency. Since children learn relatively slow, it is better to start early. This is appropriate especially for levels II and III. Expressive art skills are also imperative in that these children rarely have certification to qualify them for colleges.

### NOTE:

Before deciding on any topic to teach, teachers should take into consideration the nature of their learners, availability of teaching materials and resource personnel. It is important that special education teachers work hand in hand with other skilled expressive art teachers as well as caregivers.

This syllabus prepares learners to acquire skills in at least one area. Expressive art skills suggested in this syllabus include:

- Art
- Music
- Special Physical Education

### Methodology

The teacher is expected to use a variety of approaches for teaching that learner centred, activity based, participatory, case studies and project works that are content based. Teaching methods are to include problem solving, group work, role-play and fieldwork.

## RATIONALE

Expressive Arts play an important role in the education of the intellectual disabilities learners. The Expressive Arts encompass Art and design, drama, Music Physical Education and have a vital part to play in the development of creativity, imagination and personal response in our learners.

They promote:

- Distinctive ways of understanding self developing individual abilities and finding personal satisfaction and enjoyment.
- Make an important social economical contribution to our society.
- Emphasize particular ways of communicating to our society.
- Develop an awareness of our heritage.

Expressive Art will promote learners effective, physical and cognitive development. It will also contribute to learners' personal and social development.

**LEVEL I**

<b>KEY COMPETENCES</b>	<b>GENERAL OUT COMES</b>
<ul style="list-style-type: none"><li>• <b>Demonstrate basic skills in various sporting activities</b></li><li>• <b>Show ability in the exploration of sounds in the environments.</b></li><li>• <b>Demonstrate basic skills in simple designing and drawing</b></li><li>• <b>Show ability in making simple items</b></li></ul>	<ul style="list-style-type: none"><li>• <b>develop skills in manipulation, co-ordination, correlation, imagination, observation and self expression</b></li><li>• <b>exhibit musical talent, creativity, self expression and aesthetic sensitivity</b></li><li>• <b>demonstrate specific skills, techniques and value in sports</b></li><li>• <b>Appreciate and maintain traditional arts and crafts.</b></li></ul>

**LEVEL: I**

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>1.1 Safety</b>	<b>1.1.1 safety in the environment</b>	1.1.1.1 identify dangerous objects in a play ground	Dangerous objects: broken bottles, sharp objects, stick....)	<b>Identification of dangerous objects in the play ground</b>	Awareness of dangerous objects.
		1.1.1.2 Demonstrate safety practice in a play ground.	Removing dangerous objects from playing ground	Critical thinking of practicing safer measures on the playing ground	Teamwork of practicing safer measures. Responsibility of practicing safer measures
<b>1.2 Fundamental movement</b>	<b>1.2.1 Movement</b>	1.2.1.1 Perform different basic locomotor and non locomotor movements.	Jumping, walking. hoping, skipping, catching, running Chinyega, cinyato, kuyata’.	Coordination of performing basic locomotors and non locomotors activities	Team work of performing basic none and locomotors activities.
<b>1.3 Posture</b>	<b>1.3.1 Body posture</b>	1.3.1.1 Identify postural habits	Posture activities: (Sit, stand, squat...)	Identification of postural habits	Awareness of postural habits.
		1.3.1.2 Perform postural activities	Postural activities- e.g. Lift, lying, sit, stand.	Application of performing postural activities	Appreciation of postural activities,
<b>1.4 Drawing and colouring</b>	<b>1.4.1 Type of lines</b>	1.4.1.1 Identify type of lines	Drawing horizontal, vertical, Zig zag, curve, parallel spiral and diagonal lines,	Identification of types of lines. Application of drawing lines.	Awareness of types of lines
		1.4.1,2 draw different lines for designs			
	<b>1.4.2 Basic shapes</b>	1.4.1.2 Draw and colour different basic shapes	Triangle, circle, square, rectangle	Colouring of basic shapes	Appreciation of basic shapes.
	1.4.3 Colours	1.4.1.1 Identify primary colours.	Yellow, red, blue	Identification of primary colours	Appreciation of primary colours.



TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	1.4.4 Patterns	1.4.4.1 print patterns	Printing repeated patterns: (. hand patterns, leaf patterns....)	Printing of patterns	Appreciation of patterns curiosity of printing and colouring patterns
		1.4.4.2 Trace, scribble, draw, tear and paste different simple patterns	Tracing, drawing, scribbling, tearing and pasting patterns	Application of tracing, scribbling, drawing, tearing, and pasting of patterns	Creativity Of drawing and tracing of patterns.
<b>1.5 Sound</b>	<b>1.5.1 Exploration of sound</b>	1.5.1.1 Identify different sounds in the environment.	Sound of cars, birds animals,drums,music	Identification of sound in the environment	Appreciation of sound in the environment Awareness of sound
	1.5.2 Songs	1.5.1.2 Produce music using different sound sources in the environment	Producing music- Clapping, bottle sound, drumming, whistling, stumping and shakers	Composing of producing music sound sources	Enjoyment of producing music sound Creativity of producing music sound
	1.5.3 Movement and dance	1.5.3.1 Sing local traditional songs	Singing: traditional songs	Singing of traditional songs	Appreciation of traditional songs
		1.5.3.2 Perform body movements and dances to traditional songs	Traditional songs, HIV and AIDs, gender, child abuse. Body movement and various dances	Application of performing dances to traditional songs	Enjoyment of performing dances to traditional songs Appreciation

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		1.5.3 Demonstrate poetic body movement	Poetic songs and body movement	Application of demonstrating poetic movement.	Appreciation of poetic body movement
		1.5.3.2 Perform body movements and dances to traditional songs	Traditional songs, HIV and AIDs, gender, child abuse. Body movement and various dances	Application of performing dances to traditional songs	Enjoyment of performing dances to traditional songs Appreciation
		1.5.3 Demonstrate poetic body movement	Poetic songs and body movement	Application of demonstrating poetic movement.	Appreciation of poetic body movement
<b>1.6.1 Educational Gymnastics</b>	1.6.1 Tumbling	1.6.1.1 Perform basic modified simple gymnastics	Gymnastic: Performing forward roll, trunk straddle, backward roll trampoline, balancing leg activities	Balancing of basic modified gymnastic	Creativity of performing basic modified gymnastic Appreciation of performing gymnastic
<b>1.6.1 Educational Gymnastics</b>	1.6.1 Tumbling	1.6.1.1 Perform basic modified simple gymnastics	Performing forward roll, trunk straddle, backward roll trampoline, balancing leg activities	Balancing of basic modified gymnastic	Creativity of performing basic modified gymnastic Appreciation of performing gymnastic
<b>1.7 Health and Fitness Management</b>	1.7.1 Fitness	1.7.1 Perform warm up and deep breathing activities	Stair cases, ladder, slider, ropes horizontal	Application of performing warm up activities	Fitness of performing warm up activities
		1.7.2 Demonstrate taking care of each other during physical education	Caring for each other during physical education	Problem solving of caring for each other	Team work of taking care of each other during physical education.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>1.8 Sport Skills Development</b>	1.8.1 Games	1.8.1.1 Perform modified simple games	Locating hidden objects. Hide and seek activities	Application of performing modified games.	Creativity of performing modified games, Application
		1.8.1.2 Perform track, field and other related games.	Modified ball games. 50m race, relays Sack races. Football, netball	Application of performing track and field games	Creativity of performing track and field games Appreciation of performing track and field games
<b>1.9 Recreation</b>	1.9.1 Dances	1.9.1.1 Perform rhythmic dances movements	Dancing with steps	Application of performing rhythmic dances,	Appreciation of performing rhythmic dances. Application of rhythmic dances
		1.9.1.2 Perform modified games and dances	Local traditional games	Application of performing modified games and dancing	Creativity of performing modified games and dances.
<b>1.10 Constructional crafts</b>	1.10.1 Paper crafts	1.10.1.1 Make different simple items using paper.	Making: (Belt, chain, mask, house mode...) 1. Making paper collage	Creativity of making items using paper Hand eye – coordination of making items using paper	Appreciation of making items using paper Application of making items using paper.
	1.10.2 Moulding	1.10.1.1 mould different objects	Moulding different items: cars, houses, chairs, pots cups....)	Manipulation of moulding objects Creativity of moulding objects	Creativity of moulding objects Application of moulding objects.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	Content		
			KNOWLEDGE	SKILLS	VALUES
	1.10.3 Weaving	1.11.1.1 Weave different simple items using suitable materials.	Weaving ,mats, belts	Application of weaving items using suitable materials in life	Craftsmanship of weaving simple items Appreciation of weaving items
<b>1.11 Swimming</b>	1.11.1 Water	1.11.1.1 Identify swimming pool rules	Rules of swimming: Never urinate in the pool. Wearing correct attire...)	Identification of swimming pool rules.	Knowledge of swimming pool rules.
	1.11.2 Water orientation	1.11.1.2 Perform basic simple water orientation	Floating Diving Jumping Breathing Floating	Critical thinking of performing water orientation.	Courage of performing basic water orientation Concentration of performing basic water orientation
1.12. Lettering and poster work	1.12.1 Colouring letters	1.12.1.1 Colour letters	Colouring letters	Application of colours.	Appreciation of different colours

## EXPRESSIVE ARTS

### LEVEL II

KEY COMPETENCIES	GENERAL OUTCOME (S):
<ul style="list-style-type: none"><li>• Demonstrate skills in modified conventional and traditional games</li><li>• Demonstrate skills in playing water games</li><li>• Show Artistic skills in designing and drawing</li></ul>	<ul style="list-style-type: none"><li>• Develop skills in maintaining safety, health and personal hygiene</li><li>• Develop skills to improve neuromuscular coordination through participation in a variety of activities in order to improve fitness (manipulation, co-ordination, correlation, observation and self-expression)</li><li>• Acquire knowledge and understanding of pattern designing</li></ul>

**LEVEL: II**

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
2.1 Safety and Health	2.1.1 Personal hygiene	2.1.1.1 Observe healthy habits and personal hygiene.	Healthy habits Personal hygiene	Critical thinking of observing health habits and personal hygiene.	Responsibility of observing health habits and personal habits.
	2.1.2 Safety	2.1.2 1 Dramatize activities on health issues	Prevention measures	application of activities on health habits	Application of activities on health issues.
2.2 Posture	2.2.1 Postural habits	2.2.1.1 Explore correct postural habits	Postural habits Sit, stand	Application of exploring correct postural habits	Self confidence of exploring correct postural habits
		2.2.1.2 Demonstrate correct postural habits	Standing Lifting, kneeling	Application of demonstration correct postural habits	Appreciation of postural habits
2.3 Drawing	2.3.1 Basic colours.	2.3.1.1 Demonstrate basic colors to paint shapes.	Basic colours:-blue, yellow, red Painting shapes	Discrimination of basic colors	Appreciation of basic colours.
		2.3.1.2 Identify secondary colours.	Secondary colours:-orange, green, purple, violet	Identification of secondary colours.	Appreciation of secondary colours
2.4 Movement	2.4.1 Locomotors	2.4.1.1 Perform Fundamental movements	Fundamental movement skipping jumping, running	Application of fundamental movements	Appreciation of fundamental movement

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	2. 4.2 Non - locomotors	2.4.2.1 Perform non-locomotors activities in a coordinated manner	Non locomotors: (bend, stretch)	Motor coordination of performing locomotors and non locomotors activities	Concentration of performing locomotors non locomotors activities
	2.4.2 Balancing	2.4.3.1 Demonstrate simple balancing skills	Balancing skills Roll ,one	Manipulation of balancing skills.	Application of balancing skill.
	2.2.2 Manipulative	2.2.3.1 Perform simple manipulative skills	Manipulative skills	Motor coordination of manipulation skills	Application of manipulation skill.
2.5 Educational gymnastics	2.6.1 Tumbling	2.6.1.1 Perform simple Tumbling activities.	Hanging i and resting Jumping, rolling, swinging	Application of performing tumbling activities.	Self-esteem of performing tumbling activities
		2.6.1.2 Demonstrate simple Adaptive/ physical activities	Leg and trunk Tummy roll ,balancing	Application of adaptive physical activities	Courage of demonstrating adaptive physical activities

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
2.6 Health & Fitness Management	2.6.2 Fitness	2.6.1.1 Perform a series of warm up activities	Track walk, Climb, hanging	Creativity of performing warm up activities	Agility of performing warm up activities Team work of performing warm up
		2.6.1.2 Perform simple Developmental activities	Deep breath in and out exercise	Application of performing developmental activities	Fitness of developmental activities.
2.7 Sports Skills Development	<b>2.7.1 Modified games</b>	2.7.1.1 Perform various games, track and field events.	Catch and throw Modified track events Modified field events Traditional games Relay, long/high jump	Application of performing track and field games	Cooperation of performing games.
		2.7.1.2 Perform traditional games with prevention of child abuse message	Child abuse facts Akalambe Sheep-sheep come home	Coordination of Performing traditional games	Appreciation of traditional games
2.8 Recreation	2.8.1 Dance and games	2.8.1.1 Perform clapping and rhythmic movements	Aerobics (Steps Clapping spacing sequence)	Creativity of performing rhythmic movement	Harmony of performing rhythmic movement Application of performing rhythmic movements,



TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		2.8.1.2 Perform modified games with health messages	Games with health facts	Creativity of performing modified games.	Appreciation of modified games.
		2.8.1.3 Perform modified games with health messages	Games with health facts	Creativity of performing modified games.	Appreciation of modified games.
2.9 Lettering and poster work	2.9.1 Printing letters	2.9.1.1 Print letters and words	Printing letters and words	Creativity of printing letters and words.	Application Appreciation Creativity
2.10 Swimming	2.10.1 Water safety and hygiene	2.10.1.1 Explain water hygiene.	Water hygiene (no urinating, spitting, drink water from the pool, blood policy)	Problem solving of explaining water hygiene.	Discretion of explaining water safety and hygiene
		2.10.1.2 Talk about water safety rules	Water safety (don't jump in water, no pushing, no loose clothes)	Critical thinking of safety rules Application of water safety rules.	Knowledge of swimming safety rules.
		1,10.1Water orientation	2.10.1.3 Perform simple adaptive water activities	Inhaling activities in water	Application of inhaling activities

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	2.10.3 Basic swimming	1.10.1.2 Demonstrate basic swimming activities	Push and pull strokes in water, sail , float Pushing Pulling Stroking Swimming	Application of basic swimming activities	Appreciation of swimming  Enjoyment of swimming

## EXPRESSIVE ARTS

### LEVEL III

KEY COMPETENCES	GENERAL OUTCOMES
<ul style="list-style-type: none"><li>• Demonstrate improved skills in various sports activity</li><li>• Demonstrate ability of weaving different items</li><li>• Show ability to play different types of music instrument</li></ul>	<ul style="list-style-type: none"><li>• Develop skills to improve neuromuscular coordination through participation in a variety of activities in order to improve fitness, manipulation, coordination, correlation, observation and self-expression.</li><li>• Acquire knowledge and value in music; develop musical skills to enhance musical talents, creativity, and self-Expression and aesthetic sense</li><li>• Develop power of imagination, observation and visual communication using different media.</li></ul>

**LEVEL: III**

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
3.1 Movements	3.1.1 Movements	3.1.1.1 Demonstrate complex fundamental movements using correct techniques	Hop, skip, control, space, speed, manipulation.	Coordination of complex fundamental movement	Concentration of performing complex fundamental movement
3.2 Posture	3.2.1.1 Posture	3.2.1.1 Demonstrate correct basic habits in practical and adaptive activities	Rolls, stretches, bends, sit ups on surfaces	Application basic habits in practical and adaptive activities	Enjoyment of performing basic habits in practical and adaptive activities
3.3 Drawing and colouring	3.3.1. Drawing	3,3.1.1 Draw simple pictures based on life experience	Drawing pictures: birthdays, fishing. Ceremonies....)	Application of drawing pictures on life experience.	Creativity of drawing pictures on life experience Imagination Of drawing pictures on life experiences
	3.3.2 Colouring	3.3.1.2 Draw and colour scenes based on own experience	Drawing and colourig :( market, village, my town, bus stop scenes...)	Creative thinking of drawing and colouring scenes of own experience	Creativity of drawing and colouring scenes Appreciation of drawing and colouring scenes
	3.3.1 Types of patterns	3.3.1.1 Identify natural objects of patterns	Potatoes, leaves, string	Identification of natural objects of patterns.	Appreciation of natural objects patterns.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		3.4.1.2 create different patterns	Patterns :( potatoes, leaves, string....)	Creativity of creating different patterns	Appreciation of patterns
		3.4.1.2 Demonstrate how to print different basic patterns	Printing pattern :( sting, potato and leaf ....)	Printing Creative thinking of printing different patterns	.Consistence of printing patterns. Appreciation of printing patterns
4.1 Sound	4.1.1 Singing	4.1.1.1 Sing different traditional songs using local instruments.	Local instruments – rattles, drums, malimba, shakers Composing songs	Application of singing different traditional songs using local instruments Composing	Appreciation of singing different traditional songs with local instruments. Cooperation of singing traditional songs with local instruments.
	4.1.2 Movement and dance	4.1.1.2 Sing different traditional songs and perform body movements to create dance	Singing and dancing	Application of singing traditional songs for creating a dance	Appreciation of traditional songs
5.1 Educational gymnastic	5.1.1 Tumbling	5.1.1.1 Perform simple modified landing activities	Landing, Pyramid. balance,	Application of performing modified landing Activities.	Concentration of performing modified landing activities. Self- esteem of performing modified landing activities.
	5.1.2 Stance	5.1.1.2 Demonstrate Basic pyramid formation	Landing, Pyramid. balance, rope, bench	Application of basic pyramid formation	Concentration of demonstration of basic pyramid formation

TOPIC	SUB-TOPIC	TOPIC	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
6.1 Health and fitness management	6.1.1 Fitness	6.1.1.1 Demonstrate modified isometric activities	Strength training exercises- obstacles crossing ,hoop, jog,lying,hanging	Application of modified isomeric games	Appreciation of modified isometric activities.
	6.1.2 Health	6.1.1.2 Perform simple developmental activities	Strength training exercise Tag of war ,pushing pulling, lifting	Application of performing developmental activities.	Appreciation of developmental activities
7.1 Sport skills development	7.1.1 Games	7.1.1.1 Perform modified conventional games	Track and field events – e.g. relays , volleyball needle race, bucket race, throw, catch, football, traditional games, netball	Coordination of performing modified conventional game	Cooperation of performing modified conventional games
8.1 Recreation ,Music, Dance, and Games	8.1.1Dance	8.1.1.1 Perform local dance with simple rhythm	Local dances, simple rhythm, steps, sequence structured movement dancing,drumming,singing,	Application of performing local dancing.	Appreciation of local dancing Awareness of local dancing
3.9 Constructional crafts	3.9.1 Knot	3.9.1.1 Knot simple items	Bags, ropes hats, baskets, mats	Manipulation of knotting items Creative thinking of knotting items.	Awareness of knotting items Appreciation of knotting items
3.10 Lettering and poster work	3.10.1 Lettering	3.10.1.1 Design simple basic capital and small letters.	Letters, spacing, size, posters	Application of designing capital and small letters.	Creativity of designing capital and small letters. Craftsmanship
		3.10.1.2 Designs different posters to convey message	Posters-cross-cutting issues	Application of designing different posters	Creativity of designing posters Appreciation of designing different posters.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
3.12 Swimming	3 12. 1 Water orientation	3.12.1.1 Demonstrate basic different basic strokes	Unskilled strokes, side stroke inhaling, ...	Application of demonstration of different basic strokes	Courage of demonstrating different basic stokes. Application

**SECTION: E**  
**MATHEMATICS**



# MATHEMATICS

## INTRODUCTION

This syllabus aims at enabling the learners acquire Mathematical knowledge and develop skills necessary for application in their everyday lives.

The skills to be imparted to learners at this level should focus on encouraging communication of mathematical concepts and the application in problem solving and other real life situations.

### Mathematical Skills

#### Number and Numeracy

- An ability to make use of Mathematical knowledge and skills with ease and confidence in everyday life.
- An ability to interpret and appreciate information, which is presented in various forms such as graphs, charts, tables and percentages.

## METHODOLOGY

The teacher is expected to use a variety of teaching methods and techniques: learner centered activity based, participatory, case studies project works problem solving, group work, role-play and fieldwork that are based.

### Practical Work

- Distinguish objects according to shape, size, and colour.
- Handle and use mathematical instruments.
- Classify objects according to given properties
- Plan activities in sequence (order)

### GENERAL OUTCOMES FOR LEVEL I –III

- Develop Mathematical knowledge and skills.
- Communicate Mathematical ideas effectively.
- Develop problem solving skills.
- Develop skills for use in social and commercial Mathematics.
- Develop and foster order, speed and accuracy in problem solving.
- Apply Mathematical concepts in the environment.
- Develop interest in Mathematical skills for everyday.
- Develop the concept of measuring
- Develop the idea of shapes.
- Apply basic Mathematical operation.

### RATIONALE

Mathematics is science of numbers, quantity and space. Mathematics is one of the most important subject to be taught to learners whether learners with Special Education Needs or not. The subject provides these learners with basic skills which are necessary to the productivity, logical thinking and self-reliance in their daily lives. Mathematics can be used to represent, to explain and to predict. Many things in our everyday lives have Mathematical basis, whether we are counting out money at the market or calculating or whether we have enough room to squeeze our car into particular parking space. Today, society is technologically oriented; information rich and intellectual disabled need to develop Mathematical skills in order to move the confidence and competence to be effective participate in our technology society. This fact itself could be thought to provide sufficient reason for teaching Mathematics to learners with intellectual disabilities.

## MATHEMATICS

### LEVEL I

KEY COMPETENCES	GENERAL OUTCOMES:
<ul style="list-style-type: none"><li>• Demonstrate the ability of counting up to 20, reading and writing numbers up to 10.</li><li>• Demonstrate the ability of adding and subtracting of numbers up to 10.</li><li>• Develop the skill of classifying objects according to their characteristics e.g. shape, size, type, texture</li></ul>	<p>- PRE-NUMBER SKILLS, NUMBER AND NOTATION, ADDITION, SUBTRACTION AND MEASUREMENT</p> <ul style="list-style-type: none"><li>• DEVELOP MATHEMATICAL KNOWLEDGE AND SKILLS</li><li>• DEVELOP INTEREST IN MATHEMATICS FOR EVERYDAY USE.</li></ul>

**LEVEL: I**

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>1.1 Sets</b>	1.1.1 Sorting	1.1.1.1 Sort different objects according to type, shape, size, colour and texture.	Sorting objects: type, shape, size, colour and texture	Sorting different objects. Classification of objects	Appreciation of different objects according to types, shapes, colours, size and texture Curiosity in sorting and classifying objects
	1.1.2 Matching	1.1.2.1 Match sets	Matching sets: type, size, shape, colour, and number.	Marching of objects according to type size, shape, colour and number	Awareness of different objects according to type, size, colour and numbers.
<b>1.2 Number and Notation</b>	1.2.1 Counting reading and writing Numbers	1.2.1.1 Count up to 20	Counting up to 20 using numbers, games, Rhymes and songs	Identification of numerals. Communication through counting	Awareness of numerals
		1.1,1.2 Read and write numbers up to 10	Tracing and model numbers 1-10. Reading and writing numbers up to 10.	Communication of numbers through reading and writing	Appreciation of numbers through writing and reading Curiosity of reading and writing numbers
<b>1.3 Addition</b>	1.3.4 Addition	1.3.1 Add number from 0 to 10 horizontally and vertically	Meaning of addition Addition symbol [-] Equal sign [=] Adding numbers up to 10 horizontally and vertically not involving carrying.	Identification of addition symbol Application of addition in real life situation	Awareness of addition meaning and symbols. Accuracy of number addition.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	Content		
			KNOWLEDGE	SKILLS	VALUES
<b>1.4 Subtraction</b>	1.4.1 Subtraction	1.4.1.Subtract numbers from 0 to 10 horizontally and vertically	Subtraction symbol (-). Taking away concept Subtracting numbers in the range 0- 10 not involving borrowing	Identification of subtraction symbol. Subtraction of single digit. Application of subtraction in real life situation.	Accuracy in computation. Awareness of the meaning of subtraction Application
<b>1.5 Measurement</b>	1.5.1 Plane shapes	1.5. 1. 1. Identify and draw basic simple shapes	Circle, triangle, square and rectangle	Identification of basic shapes.	Awareness of basic shapes Creativity in making pictures.
		1.5.1.2 Make pictures using shapes			
	1.5.1.3 Trace basic shapes	Tracing triangles, circle, square and rectangle	Tracing of basic shapes	Appreciation of basic shapes	
	1.5.3 Length	1.5.3.1 Measure length using different methods.	Non standard units- Foot, arm, stick, string	Comparing lengths of different objects	Curiosity of comparing lengths of different objects.

# MATHEMATICS

## LEVEL II

KEY COMPETENCE	GENERAL OUT COMES
<ul style="list-style-type: none"><li>• Demonstrate the ability to count, read and write numbers up to 50</li><li>• Demonstrate the ability to add and subtract up to 20</li><li>• Demonstrate the ability to multiply and divide up to 20</li></ul>	<ul style="list-style-type: none"><li>• <b>DEVELOP MATHEMATICAL KNOWLEDGE AND SKILLS</b></li><li>• <b>APPLY ACQUIRED SKILLS FOR EVERYDAY US</b></li></ul>

## LEVEL: II

			CONTENT		
TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	KNOWLEDGE	SKILLS	VALUES
<b>2.1 Numbers and Notation</b>	2.1.1 Counting, reading and writing numbers.	2.1.1.1 Count, and read numbers from 0-50 2.1.1.2 Write numbers up to 20 2.1.1.3 Count in tens up to 50	Counting, and reading numbers 0-50 Writing numbers up to 20 Counting in tens up 100.	Communication through counting, reading and writing	Awareness of ordering numbers Application of writing numbers.
<b>2.2. Sets</b>	2.2.1 Describing sets.	2.2.1.1 Identify different member of a set. 2.2.1.2 Identify empty set.	Describing sets: Members of a set Empty set, Not a member of set	Analysis of elements of a set.	Identification of notation symbols and its use.
	2.2.2 Matching	2.2.2.1 Match set using arrows	Matching sets: Equal to or not equal to. Numbers with objects	Application of matching numbers with objects	Cooperation of learning through matching sets
<b>2.3. Addition</b>	2.3.1 Adding numbers up to 20.	2.3.1.1 Add numbers 1 to 20 horizontally and vertically without carrying. 2.3.1.1 Add two digit numbers vertical with carrying	0-20 adding horizontal and Vertically. Adding two digit numbers with carrying.	Addition of single and double digits without carrying.	Accuracy of addition of numbers Cooperation learning of buying and selling items
<b>2.4 Subtraction</b>	2.4.1 Subtracting numbers up 20.	2.4.1.1 Subtract numbers up to 20 horizontally and vertically without carrying	Subtracting numbers from 0-20 horizontal and Vertically.	Subtraction of single and double digits without borrowing	Accuracy of subtraction of numbers Application Appreciation
<b>2.5.Multiplication</b>	2.5.Multiplication	2.5.1.3 Multiplying numbers 0 to 10 by 1, 2, 3, 4 and 5.	multiplication symbol Repeated Addition Horizontal and multiplication Vertical	Multiplication of single digits numbers Identification of multiplication symbol	Accuracy of computations

			CONTENT		
TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	KNOWLEDGE	SKILLS	VALUES
<b>2.6 Division</b>	2.6.1 Sharing	2.6.7.1 Identify operation symbol ( $\div$ )	Division operation symbol ( $\div$ ) Dividing whole number	Identification of multiplication symbol	Awareness of division symbols.
		2.7.7.2 Divide numbers from 1 to 100 that do not involve remainders.	Dividing numbers up to 20 by 1 to 10	Application of dividing numbers without remainder	Accuracy Of computations Team work through dividing numbers
<b>2.7 Arithmetic</b>	2.7.1 Money	2.7.1.1 Identify different denominations of Zambian currency up K1	Zambian currency – 5n,10n,50n,K1	Identification of Zambian currency	Awareness of Zambian currency
		2.7.1.2 Add and subtract using money	Adding and subtracting money	Application of adding and Subtracting of Zambian money.	Accuracy of adding and subtracting of money.
<b>2.8 Measurements</b>	2.8.1 Shapes	2.8.1.1 Identify right angle on squared paper.	Right angle on squared paper	Identification of right angle	Awareness of right angle
		2.8.1. Draw of squares and rectangles. On squared paper.	Drawing squares and rectangles	Application of drawing squares and rectangles on squared paper.	Appreciation of drawing squares and rectangles on squared paper



TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	2.8.2 Time	2.8.2.1 Read and tell time	Telling time: Hours	Communication through telling time	Application of telling time in real life. Awareness of time Appreciation of time
<b>2.9 Number pattern</b>	Greater than, less than, and equal to	2.9.1.1 Identify and use mathematical symbols $>$ , $<$ , $=$ appropriately.	Greater than, less than symbols $>$ , $<$ , $=$	Identification of mathematical symbols $>$ , $<$ , and $=$	Application of mathematical symbols $>$ , $<$ , and $=$ in number sentences.

## MATHEMATICS

### LEVEL III

KEY COMPETENCES	GENERAL OUT COMES
<ul style="list-style-type: none"><li>• Demonstrate the ability of recognize set symbols</li><li>• Show ability to add and subtract fractions</li></ul>	<ul style="list-style-type: none"><li>• Develop interest in mathematics for every day use</li><li>• Develop mathematical knowledge and skill</li></ul>

**LEVEL: III**

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>3.1 SETS</b>	3.1.1 Describing a set	3.1.1.1 List members of a set.	Describing sets: empty set { }, Union set (U) Apply sets in real situation, notation	Describing Identification Counting Comparing	Appreciation of set symbols Cooperation of learning of sets symbols
		3.1.1.1 Identify and use the symbols			
	3.1.2 Member of a set.	3.1.2.2. Identify set symbols and use them	Members of a set. Belong to (€)	Identification of set symbols	Awareness of set symbols
3.1.2.3 Describe a set.		Does not belong to (€).			
<b>3.2 NUMBERS AND NOTATION</b>	3.2.1 Counting, reading and writing numbers	3.2.1.1 count and write numbers from 1 to 100	Counting and writing numbers: 1 - 100	Communication through counting and writing numbers from 1 – 100	Awareness of numerals.
		3.2.1.2 Count in tens hundreds up to 100	Counting in tens: 10 -100	Communication of counting numbers in tens up to 100.	Application of counting in tens up to 1000.
		3.2.1.3 Read and write numbers up to 1000	Writing and reading numbers:1 - 1000	Communication through reading and writing numbers 1-1000	Application of reading and writing numbers
	3.2.4 Comparison	3.2.4.1 Apply symbols of greater than, less than or equal to. $\leq$ , $\geq$ , =	Comparing numbers: Greater than, less than or equal to. $\geq$ , $\leq$ , =	Comparison of numbers using symbols $>$ , $<$ , and =	Application of symbols $>$ , $<$ and = in number sentences.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>3.3 ADDITION</b>	3.3.1 Two digit addition	3.3.1.1 Add two digit numbers with carrying over.	Adding: two digit by regrouping  Missing numbers	Addition of double digit numbers with carrying over.	Accuracy of adding double digits numbers with carrying over
	3.3.2 Number lines	3.3.2.1 Add simple numbers using a number line.	Number line addition.	Application of number line using addition.	Knowledge of number line.
<b>3.4 SUBTRACTION</b>	3.4.1 Vertical subtraction	3.4.1.1 Subtract two digit numbers vertically with regrouping.	Subtracting: two digit vertical numbers by regrouping	Subtraction of double digits numbers vertically with regrouping	Accuracy of subtracting double digits numbers with regrouping
	3.4.2 Number lines	3.4.1.1 Subtract simple numbers using a number line	Number line subtraction	Application of number line using subtraction	Application of number line in solving problems
<b>3.5 MULTIPLICATION</b>	3.5.1 Multiplication by two digit numbers	3.5.1.1 Multiply two digit numbers up to 1000	Multiplying two digit numbers by single digit numbers  Multiplying numbers without carrying and carrying	Multiplication of two digits numbers up to 1000	Accuracy of multiply double digits numbers Knowledge of multiplication
<b>3.6 DIVISION</b>	3.6.1 Sharing	3.6.1.1 Divide whole numbers up to 1000	Dividing by 2, two digit by a single digit , one digit by one digit with remainder , three digit number by 2 with a remainder	Division of whole numbers up to 1000	Accuracy in computation Awareness of concept Of remainder

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>3.7 FRACTION</b>	3.7.1 Fraction	3.7.1,1 Identify parts of fraction, numerator and denominator 3.7.1.1 Solve simple problem involving fraction.	Fraction: Whole numbers Denominator, numerator Common fractions :e.g. half, one quarter, three quarters one third Drawing and shading fractions addition and subtraction with same common denominator,	Identification of parts of fraction ,denominator and numerator Addition and subtraction of proper fraction	Accuracy of adding and subtraction of fraction. Application of fractions.
<b>3.8 MEASUREMENT</b>	3.8.1 Time	3.8.1.1 Tell time by hours and minutes. seconds	Telling time (24 hrs), hours minutes, seconds Adding and subtracting of time...	Telling time at intervals Addition and Subtraction of time	Application of telling time Appreciation of time in real life.
	3.8.2 Calendar	3.8.2.1 Use the calendar to discuss days, weeks and months.	Calendar, Days Weeks Naming the days, Months	Identification of days, dates and months of the year. Reading and using the calendar	Appreciation of calendar
	3.8.3 Length	3.8.3.1 Compare lengths of different objects.	Adding, subtraction multiplying and dividing lengths	Addition subtraction and multiplication of length	Accuracy of adding, subtracting and multiplication of length

APPENDIX 1

**SCOPE AND SEQUENCE**

**LITERACY AND LANGUAGE**

<b>COMPONENTS</b>	<b>LEVEL I</b>	<b>LEVEL II</b>	<b>LEVEL III</b>
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>• Talk about themselves and nuclear family.</li> <li>• Greetings in local languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about extended family</li> <li>• Greeting in English</li> <li>• Tell days of the week</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about house chores</li> <li>• Tell months of the year.</li> </ul>
	<ul style="list-style-type: none"> <li>• Stories: listen to the stories using pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to simple stories</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to complex stories</li> <li>• Tell simple stories</li> </ul>
	<ul style="list-style-type: none"> <li>• Poems: construct simple poems</li> </ul>	<ul style="list-style-type: none"> <li>• Recite short poem and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Recite complex poems and rhymes.</li> </ul>
	<ul style="list-style-type: none"> <li>• Prescriptions identity classroom objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe objects</li> </ul>	<ul style="list-style-type: none"> <li>• Describe objects found in the environment</li> </ul>
	<ul style="list-style-type: none"> <li>• Commands: Respond to simple commands.</li> </ul>	-	-
	<ul style="list-style-type: none"> <li>• Messages: Telling simple messages.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting simple messages</li> </ul>	-
<b>Pre- reading</b>	<ul style="list-style-type: none"> <li>• Use visual discrimination to identify letters and shapes</li> <li>• Read from left to right eye movement</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	-
<b>Sounds</b>	<ul style="list-style-type: none"> <li>• Identify the initial sounds and syllabus (local languages)</li> </ul>	<ul style="list-style-type: none"> <li>• Sounds: identify the initial sound and consonants in English</li> </ul>	-
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Combines letters to form syllables</li> <li>• Form simple words from vowels and consonants</li> <li>• Recognize simple words.</li> <li>• Construct simple short sentences using words.</li> </ul>	<ul style="list-style-type: none"> <li>• Form and read simple syllables.</li> <li>• Form words using consonants and syllables</li> <li>• Acquire 50 new vocabulary and spelling words.</li> <li>• Form short sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Form words using syllables.</li> <li>• Acquire 100 new vocabulary and spelling words.</li> <li>• Use sentences to form short paragraphs.</li> </ul>
<b>Reading and Comprehension</b>	<ul style="list-style-type: none"> <li>• Read pictures</li> <li>• Describe pictures in a book</li> </ul>	<ul style="list-style-type: none"> <li>• Read names of objects</li> <li>• Recall a short story</li> </ul>	<ul style="list-style-type: none"> <li>• Read words, sentences and paragraphs</li> <li>• Answer simple questions in a story.</li> </ul>

## SCOPE AND SEQUENCE ACTIVITIES FOR DAILY LIVING

TOPIC	LEVEL I	LEVEL II	LEVEL II
<ul style="list-style-type: none"> <li>• <b>Interpersonal relationship</b></li> </ul>	<ul style="list-style-type: none"> <li>• External parts of the body.</li> <li>• External parts of the body</li> <li>• Personal details</li> <li>• Members of the family</li> <li>• Children's rights</li> <li>• Normal and situational teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Body measurement and size.</li> <li>• Own role in relation to others</li> <li>• Social patterns in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Maturity and puberty.</li> <li>• Sexual responsibilities and relationship.</li> <li>• Peer pressure</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Personal Hygiene</b></li> </ul>	<ul style="list-style-type: none"> <li>• Cleaning items</li> <li>• Using the toilet with assistance</li> <li>• Name common diseases</li> <li>• Identify dangerous places and objects</li> <li>• Recognize own clothing</li> <li>• Sort out dirty and clean clothes</li> <li>• Threading and joining papers.</li> </ul>	<ul style="list-style-type: none"> <li>• Cleaning themselves without assistance</li> <li>• Using the toilet independently</li> <li>• Sexual transmitted diseases</li> <li>• Healthy hazards</li> <li>• Dress according to occasions.</li> <li>• Washing clothes.</li> </ul>	<ul style="list-style-type: none"> <li>• Hygiene during menstruation</li> <li>• Prevention of sexual transmitted diseases.</li> <li>• Dress decently</li> <li>• Launder assorted clothes.</li> <li>• Identify sewing equipment</li> <li>• Identify knitting needles and wool</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Food</b></li> </ul>	<ul style="list-style-type: none"> <li>• Types of food</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of food</li> </ul>	<ul style="list-style-type: none"> <li>• Cook various foods</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Transport and communication</b></li> </ul>	<ul style="list-style-type: none"> <li>• Crossing the road</li> </ul>	<ul style="list-style-type: none"> <li>• Identify modes of transport.</li> <li>• Find their way home using landmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of road users.</li> <li>• Identify different road signals</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Community skills</b></li> </ul>	<ul style="list-style-type: none"> <li>• Road safety procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Community services</li> </ul>	<ul style="list-style-type: none"> <li>• Dangers in the home</li> <li>• Reporting accidents and abuses</li> <li>• Civic awareness.</li> </ul>

<ul style="list-style-type: none"><li>• <b>Gardening and poultry</b></li></ul>	<ul style="list-style-type: none"><li>• Tools used</li></ul>	<ul style="list-style-type: none"><li>• Types of seeds</li></ul>	<ul style="list-style-type: none"><li>• Preparing the garden</li><li>• Poultry</li></ul>
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## APPENDIX 3

### SCOPE AND SQUENCE

#### TECHONLOGY STUDIES

TOPIC	LEVEL I	LEVEL II	LEVELIII
<ul style="list-style-type: none"><li>• <b>Safety</b></li></ul>	<ul style="list-style-type: none"><li>• Dangerous objects in the environment</li></ul>	<ul style="list-style-type: none"><li>• Dangerous objects in the working environment.</li></ul>	<ul style="list-style-type: none"><li>• Work environment</li></ul>
<ul style="list-style-type: none"><li>• <b>Materials</b></li></ul>	<ul style="list-style-type: none"><li>• Materials in the environment for making items</li></ul>	<ul style="list-style-type: none"><li>• Design models</li></ul>	<ul style="list-style-type: none"><li>• Making items</li></ul>
<ul style="list-style-type: none"><li>• <b>Tools and equipment</b></li></ul>	<ul style="list-style-type: none"><li>• Hand tools</li></ul>	<ul style="list-style-type: none"><li>• Measuring tools</li></ul>	<ul style="list-style-type: none"><li>• Tools for cutting</li></ul>
<ul style="list-style-type: none"><li>• <b>Computer</b></li></ul>	<ul style="list-style-type: none"><li>• Introduction to computers</li></ul>	<ul style="list-style-type: none"><li>• Basics of computer</li></ul>	<ul style="list-style-type: none"><li>• Typing</li></ul>
<ul style="list-style-type: none"><li>• <b>Energy</b></li></ul>	<ul style="list-style-type: none"><li>• Sources of light</li></ul>	<ul style="list-style-type: none"><li>• Sources of heat</li></ul>	<ul style="list-style-type: none"><li>• Conductors of heat</li></ul>
<ul style="list-style-type: none"><li>• <b>Design and Constructing</b></li></ul>	<ul style="list-style-type: none"><li>• Designing basic shapes</li></ul>	<ul style="list-style-type: none"><li>• Designing simple items</li></ul>	<ul style="list-style-type: none"><li>• Designing artifact</li></ul>
<b>Entrepreurshp</b>	<ul style="list-style-type: none"><li>• Introduction to the market</li></ul>	<ul style="list-style-type: none"><li>• Earning money</li></ul>	Business in the community

## SCOPE AND SQUANCE

### Appendix 4

#### EXPRESSIVE ARTS

TOPIC	LEVEL I	LEVEL II	LEVEL III
Safety	<ul style="list-style-type: none"> <li>• Safety in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Health habits</li> </ul>
Fundamental movement	<ul style="list-style-type: none"> <li>• Basic locomotors and non-locomotors skills</li> </ul>	<ul style="list-style-type: none"> <li>• Simple locomotors and non-locomotors skills</li> </ul>	<ul style="list-style-type: none"> <li>• Complex locomotors and non-locomotors skills</li> </ul>
Posture	<ul style="list-style-type: none"> <li>• Body posture</li> </ul>	<ul style="list-style-type: none"> <li>• Postural habits</li> </ul>	<ul style="list-style-type: none"> <li>• Sit up</li> <li>• Stretches</li> </ul>
Drawing and painting	<ul style="list-style-type: none"> <li>• Basic lines, and shapes</li> <li>• Shapes</li> <li>• Basic colours</li> </ul>	<ul style="list-style-type: none"> <li>• Primary and secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> </ul>
Songs	<ul style="list-style-type: none"> <li>• Exploration of sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of sound</li> <li>• Sing</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional songs</li> <li>• Contemporary songs</li> </ul>
Educational gymnastic	<ul style="list-style-type: none"> <li>• Simple gymnastic</li> </ul>	<ul style="list-style-type: none"> <li>• Simple gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• Complex gymnastics.</li> </ul>
Health and fitness	<ul style="list-style-type: none"> <li>• Fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>• Developmental activities</li> </ul>	<ul style="list-style-type: none"> <li>• Isometric activities</li> </ul>
Sport skill	<ul style="list-style-type: none"> <li>• Simple indoor and out door games</li> </ul>	<ul style="list-style-type: none"> <li>• Modified games</li> </ul>	<ul style="list-style-type: none"> <li>• Conversion games</li> </ul>
Recreation	<ul style="list-style-type: none"> <li>• Simple local games</li> </ul>	<ul style="list-style-type: none"> <li>• Dance and games</li> </ul>	<ul style="list-style-type: none"> <li>• Compose songs</li> </ul>
Construction crafts	<ul style="list-style-type: none"> <li>• Cutting items</li> <li>• Basic weaving</li> </ul>	<ul style="list-style-type: none"> <li>• Simple weaving</li> </ul>	<ul style="list-style-type: none"> <li>• Weaving, plaiting and knotting</li> <li>• Modeling and construction</li> </ul>
Lettering and poster work	Painting letters	<ul style="list-style-type: none"> <li>• Printing letters and words</li> </ul>	<ul style="list-style-type: none"> <li>• Lettering work</li> <li>• Poster work</li> </ul>
Swimming	Water orientation	<ul style="list-style-type: none"> <li>• Water safety and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming</li> </ul>

## Appendix 5

### MATHEMATICS

### SCOPE AND SEQUENCE

TOPICS	LEVEL I	LEVEL II	LEVEL III
<ul style="list-style-type: none"> <li>• <b>Sets</b></li> </ul>	<ul style="list-style-type: none"> <li>• Sorting</li> </ul>	<ul style="list-style-type: none"> <li>• Describing sets</li> </ul>	Use of symbols in sets
<ul style="list-style-type: none"> <li>• <b>Numbers and notation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counting, up to 20</li> <li>• Reading and writing numbers from 0-10</li> </ul>	<ul style="list-style-type: none"> <li>• Counting, up to 50</li> <li>• Reading and writing up to 20</li> <li>• Counting in tens up to 50</li> </ul>	<ul style="list-style-type: none"> <li>• Counting, reading and writing numbers from 0-1000</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Addition</b></li> </ul>	<ul style="list-style-type: none"> <li>• Adding numbers within range of 1-10 vertically 1-10 horizontally</li> </ul>	<ul style="list-style-type: none"> <li>• Adding numbers up to 20.</li> <li>• Adding two digits</li> </ul>	<ul style="list-style-type: none"> <li>• Adding numbers up to 1000 vertically without carrying</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Subtraction</b></li> </ul>	<ul style="list-style-type: none"> <li>• Subtracting numbers from 1-10</li> </ul>	<ul style="list-style-type: none"> <li>• Subtracting numbers from 1-20</li> </ul>	<ul style="list-style-type: none"> <li>• Subtracting numbers range of 1-1000</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Multiplication</b></li> </ul>	-	<ul style="list-style-type: none"> <li>• Multiplying numbers 0-10 by 1, 2,3,4,and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplying numbers 1-1000 without</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Division</b></li> </ul>	-	<ul style="list-style-type: none"> <li>• Division of 1 digit number without carrying</li> </ul>	Division of 2 digit number by single number without a remainder
<ul style="list-style-type: none"> <li>• <b>Measurement</b></li> </ul>	<ul style="list-style-type: none"> <li>• Basic shapes</li> <li>• Measuring using arm, foot and string</li> </ul>	<ul style="list-style-type: none"> <li>• Sorting out shapes</li> <li>• Telling time by hour</li> <li>• Comparing size, length and weight</li> <li>• Right angle</li> </ul>	<ul style="list-style-type: none"> <li>• Addition of shapes</li> <li>• Finding the area and perimeter</li> <li>• Telling time by minutes and seconds</li> <li>• Calendar</li> <li>• Mixed problems</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Fractions</b></li> </ul>	-	<ul style="list-style-type: none"> <li>• Whole numbers</li> <li>• Half fraction</li> <li>• Adding and subtracting</li> </ul>	<ul style="list-style-type: none"> <li>• Mixed fractions</li> <li>• Adding and subtracting mixed fraction</li> <li>• Dividing mixed fractions</li> <li>• Whole numbers</li> <li>• Fractions</li> </ul>

