



Ministry of Education, Science and Technology

**Accelerated Teaching Syllabi Volume 2 for
Class III and Class IV**

(2015 – 2016)

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Class III: Language Arts

By the end of the year, pupils should be able to:

- Discriminate between more difficult and simple combination of sounds;
- Understand and make simple statements and requests in English;
- Understand and carry out simple instruction and commands in English;
- Ask and answer simple questions in English
- Appreciate simple rhymes, songs and stories in English;
- Recite and dramatic simple rhymes and sing songs in English;
- Narrate and dramatize short stories in English
- Demonstrate that they have acquired pre-reading and pre-writing skills;
- Match words or sentences with pictures and classroom objects or captions in English;
- Arrange words in order to build phrases and sentences in English;
- Read and understand simple instructions statements, notices, signs and short passages of not less than 10 lines or 60 words in length, observing punctuations if reading aloud in English;
- Form both small and capital letters of the alphabet correctly in English using script writing'
- Use capital letters, question marks and full steps correctly in writing;
- Write words, group of words and short simple sentences in English
- Write simple guided sentences related to other subject areas in English.

Class III: Language Arts, Term 1 Scope and Sequence

Week	Theme / Concept	Topic
1& 2	Listening & Speaking Listening & Speaking	Distinguish between sound and groups of sounds Distinguish between sound and groups of sounds.
3& 4	Listening & spelling	Consonant combinations, e.g. Str, thr, ghr, at the beginning, in the middle and at the end of words continue
5	Listening & speaking	Listen to school broadcasts and keep tapes where possible
6 & 7	Listening & speaking	Listen to stories told poems and songs recited and sung by teachers or other resource persons and reproduce them.
8	Listening & speaking	Ask simple questions “what was the name of your class teacher?”
9	Listening & speaking	Carry out simple instructions and commands; “Open your books at page 63 and read silently.”
10	Listening & speaking	Expressing opinions and feeling, conveying messages, making complaints, excuses and requests.
11	Listening & speaking	Expressing opinions and feeling conveying messages, making complaints excuses and requests.
12	Listing & speaking	Engage in short simple conversations on a variety of topics.

Week	Theme / Concept	Topic
13	Listening & speaking	Engage in short simple conversations on a variety of topics

Week	Theme / Concept	Topic
1	Writing	Spelling exercises continue
2	Writing	Spelling exercises continue
3-6 th	Writing	Writing a series of at least six guided sentences using correct punctuation.
7 8 9 10 11 12 13	Writing	Exercises to practice using punctuation marks, e.g. capital letters, full stop, comma question mark.

Class III: Language Arts

Class III: Language Arts, Term: 1 Syllabus					
Theme / Concept	Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Aids
Week 1 Listening and speaking activities	Distinguish English sounds	Pronounce the 'TH' sound correctly	Develop the ability to produce the "TH" sound in words like these, this those, that,	- Teacher displays flash cards of words with - "TH" - Teacher pronounces the words, allows pupils to do it on their own, and asks pupils to repeat.	Text book, flash cards, black board, chalk.
Week 2	Produce simple consonant sounds, short vowel sounds and consonant diagraphs	Pronounce correctly: simple consonant, short vowels sounds, and consonant diagraphs	-Distinguish between consonant and vowel - Improve pronunciation skills.	-Use of flash cards with words starting with consonants, vowels etc.	Flash cards blackboard chalks.
Week 3	Understanding and producing instructions e.g. Jane, close the door	- Obey simple instruction	- Understand and develop communication skills - practice effective communication	- Teacher gives simple instructions and interpret them. Let pupils do activities with one another. -Teacher asks pupils to obey simple instructions - pupils give simple instructions	- charts with short instructions - Chalk, pupils text book,

Class III: Language Arts, Term: 1 Syllabus

Theme / Concept	Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Aids
Week 4	Cardinal numbers 1-50	Count and recoding numbers	-Recognize numbers 1-50 - Use these numbers in real life.	- Sing songs Rhymes - Talk about numbers from pupils' environment. Sing songs that have numbers in them.	- Pupils text book, number flash cards, sticks, Bottle tops
Week 5	Use of possessive adjectives	- Name possessive adjectives - use possessive adjectives correctly in short sentences.	Express ownership	Drills including: repetition chain, transformation, question and answer.	Different items and objects
Week 6	The verb to be	Use I am, He is, You are We are, They are in simple sentences.	Recognize, use the verb "to be" in correct sentences in real life.	Drills using simple questions using simple present tense singular and plural	Pupil's text book, Teacher's guide grammar text pictures.
Week 7	My family	-Talk about self - Talk about family - Tell names of family members	- Develops a better understanding of family setting	- divide class into groups - In groups pupils talk about their families	Family pictures, drawings

Class III: Language Arts, Term: 1 Syllabus

Theme / Concept	Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Aids
		- Tell how many brothers and sisters they have		- ask one from each group to move forward and talk about his/her family.	
Week 8	My best friend	- Tell who is their best friends - Describe their best friends	- Recognize and appreciate individual differences - Distinguish between good and bad qualities.	In groups pupils talk about their best friends. They dramatize good and bad actions of friends.	Pictures
Week 9	My pet	- Define pet - Describe animals	- Begin to develop an understanding of animals - Development love for animals	- Pupils talk about their pets; why we have pets? - Pupils draw diagrams of their pets	'doll' pictures, chart, showing different animals
Week 10 Occupations of people	- Define occupation - Name different occupations - Tell what people do	- Distinguish between different occupations - Begin to develop the concept of what they would want to be in future.	- Pupils discuss about the occupations of their parents Visit different occupation sites	Pictures, work sites. Pupils can take a role of an occupation and dramatize it.	Pictures of different occupations

Class III: Language Arts, Term: 2 Syllabus

Theme / Concept Weeks	Topic	- Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Aids
Week 1 Colours	Define colours - Name different colours	Recognize colours and use them	Pupils talk about the colours of the national flag and other objects familiar to them	Pupils talk about the colours of the national flag and other objects familiar to them	Real objects in different colours
Week 2	Describing and discriminating between qualities of people, animals and things e.g. tall, short, black, fair	- Develop the idea of human development. - Can compare items	- Pupils discuss the qualities of different people, animals and things.	Pupils discuss the qualities of different people, animals and things.	Cartoons, tins Board. Ruler rope
Week 3 Words and matching pictures	-Spell and pronounce word correctly - Read words from left to right, and top to bottom	- Develop vocabulary - Develop reading skills	-Looking at pictures Identifying object in pictures -Identifying objects in pictures - Matching shapes, pictures and words - Recognizing words on flash cards.	Pupils do rudiments of reading skills from left to right; and from top to bottom. Encourage pupils to a vocabulary at the back of their exercise books.	Text books, charts, flash card, black board, chalk pictures, illustrated stories
Week 4	Copying patterns	- Control writing instruments, - Draw patterns,	Develop writing - Drawing skills.	- Pupils trace patterns on the chalk board.	- Free arm board, Chalk, Charcoal pencil crayons

Class III: Language Arts, Term: 2 Syllabus

Theme / Concept Weeks	Topic	- Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Aids
Writing skills		Copy patterns correctly		Help pupils to control writing instruments e.g. Chalk, pencil. - Pupils copy patterns on free arm boards. - Teacher Goes round to give help to pupils where necessary - Free arm, writing.	paper activity book.
Week 5 Writing skills	Copying words	-Form small and capital letters in enjoined script -Copy word from black board	Develop drawing and writing skills	- Copying letters in patterns - Copying letters to form words - Copying from the b/b Use pupil's activity book.	Free arm boards, Chalk, Charcoal, pencil crayons, paper activity book.
Week 6 Writing skills	Copying captions	Write short sentences	Develop writing and drawing skills	- Teacher Copy captious on the chalk board.	- Free arm board, pencil, chalk, crayon, paper, activity book.
Week 7 Literature and story telling	Nursery rhymes	Recite nursery rhymes	- Develop their speech, pronunciation and reading skills	- Teacher writes rhymes on the black board. - Teacher recites the rhyme and asks pupils to repeat.	Rhymes in test books, black board chalk
Week 8 Stories	- Tell short stories	-Develop the art of teaching stories	- Pupils tell stories they know - Listen to stories	Stories, Bible and Quran stories	

Class III: Language Arts, Term: 2 Syllabus

Theme / Concept Weeks	Topic	- Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Aids
	- Act short dialogues	Develop oral speech -Develop their reaching skills	- Dramatize stories		
Week 9 Pupils literature and story telling	Songs	Sing songs	Develop the ability to create and sing songs melodious	<ul style="list-style-type: none"> - Teacher writes the song on the chalk board. - Read the song line by line. - Pupils by roll repeat after him/her - Teacher sings the song. Pupils repeat after him/her - Pupils sing by roll and individually 	Songs textbooks hymn books, bibles story books.

Class III: Mathematics

At the end of the year, pupils should be able to:

- Count in multiples of 2 to 6
- Carry out the four basic operations of 1 digit, 2 digits and 3 digits number
- Collect simple information about their community/environment
- Identify solid and plane figures
- Extend their idea of number to a thousand (0 – 1000)
- Extend their practical ideas of fractions to $\frac{1}{10}$
- Using story problems to bring out people/FLR/HIV/AIDS Peace Education

Class III: Mathematics Scope and Sequence

Theme/Topic Weeks	Term 1	Term 2
Number and Numeration (a) Whole numbers Weeks 1, 2, 3	Number idea to a thousand place value to 1000 Number and expansion and renaming up to 9, 99 Counting in two, three, four, five and six.	Multiples of 2, 3, 4, 5 and 6. Even and odd number between 1–1000. Addition to 3 digit number with renaming all columns. Story problems on addition, subtraction based on gender, population and HIV/AIDS
(b) Operation numbers Weeks 4, 5	Addition of two 3 digit and three 2 digits numbers with remaining in one column.	Multiplication of 2 digit numbers by 1 to 5. Addition and subtraction on Fraction with some denominators.
	Multiplication of fact for 4, 5 and 6 With product, not exceeding 64. Addition of 2, and 3 digits numbers with remaining in ones and tens on column Subtraction of 3 digits numbers remaining hundred and tens. Multiplication Facts for 7 and 8 times table with product not exceeding 64.	Geometry – identification of rectangle, circles, triangle Properties of squares Area of plain shapes Nonstandard unit and square to template, point and line. Drawing paths Simple data collection and presentation base on population family and HIV/AIDS

Class III: Mathematics

Class III: Mathematics, Term: 1 Syllabus						
Week	Theme/Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
1, 2 & 3		Number and number of whole number	Pupils identify ten hundred as a thousand	Read and interpret numbers	Grouping objects, match sticks into bundles of ten, hundred to show ideas	Counters, addition counts bundles of match sticks
4, 5		Operation of numbers Whole numbers	Use place value up to a thousand. Write different names for numbers	Counting in thousand forward and backward on the number. Putting objects in order 1 st – tenth	Pupils counting. Positioning , etc.	Place value Chart 1) Number line
6,7,8 & 9		Measuring	Use standard units of length, feet and inches, meters, weight	Pupils can identify different types of measurement e.g. length, weight, meters		Strings, plain card with lines Cut-out with string foot card
1, 2 & 3		Number and numeration whole number	By the end of the term pupils should be	Revise numbers ask questions	Comparing pairs of similar objects by size.	Concept object e.g. books, counter,

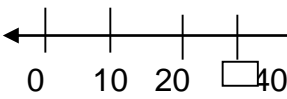
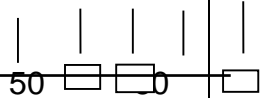
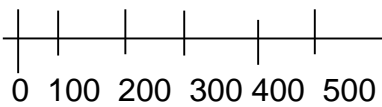
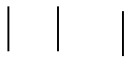
Class III: Mathematics, Term: 1 Syllabus

Week	Theme/Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
			able to identify ten hundred as a thousand		Comparing pair or group of identical object by quantity.	number line strips
4 & 5		Operation on numbers	Add two 3 digit number with renaming in the ones and tens columns	Identify numbers up to a thousand	Comparing pairs of group of identical object by quantity ordering a group of 2 – or 3 digit number	Strips of papers e.g. '4' square of papers sheet of paper
6, 7, 9		Measurement Measurement	2) Use standard units for measure 3) Object using pounds and ounces	Weighing and measuring objects using measuring tools Combining and comparing weight through guessing and weighing	Using various measuring object scale, foot rule, etc. Using various measuring objects foot rule, scale	Scale, balance, fruits, grains, pens & chalk, sand bottles Scale, foot rule, etc.
10 & 11	Time	Measure time using quarter past the hour	Pupils play with the clock face in groups telling time	Reading the time and showing the hour, half past, put the hour and quarter past the	Clock face for the blackboard individual clock face for pupils and the pupils calendar	

Class III: Mathematics, Term: 1 Syllabus

Week	Theme/Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
			half past the hour	hour on the clock face,		
12	Money	Carryout shopping activities up to Le10, 000. Calculate the change due from Le10, 000.	Calculating change from Le10, 000		Coin and notes materials for a shop corner, etc.	

Class III: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
1	Number and numeration whole numbers	Counting in 10s up to 100	Count in 10s up to 100	Calculate objects, items, money in 10s up to 100	<p>1) Use number tray to revise counting in 2s and 5s.</p> <p>2) Activities starting with 0, 10, 20, 30, 40 etc.</p> <p>3) Group objects into groups e.g. 10, 20, 30, 40, etc.</p> <p>4) Copy and complete problems on the number line.</p> 	
		Counting in hundreds (100) up to (1000)	Counting numbers in 100s up to 1000	Calculate figures in 100's up to 1000 correctly. Group objects into 100's up to 1000	<p>Teacher draw a number line on the blackboard. Ask pupils to count in hundreds up to 1000 forward and backward.</p>  <p>Pupils copy and complete the missing number</p>	<p>Match sticks, string/rubber bands, number tray, number cards for hundreds.</p> 

Class III: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids						
						600 700 800 900 □ □ □ 900						
2		Place value for 100 (three digit numbers)	Solve a three digit number in hundreds tens and ones	Tell the value of given numbers. Calculate and interpret to value of a given figure.	1) Pupils tie up sticks into bundles of 10 and 100 2) Pupils put single stick, bundles of ten sticks and bundles of one hundred sticks in each section of the number tray, e.g. <table border="1" style="margin: 10px auto;"> <tr> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>100</td> <td>10</td> <td></td> </tr> </table> 3) How many hundreds tens and one?	H	T	O	100	10		A hundred number chart Sticks Rubber bands Colour cards of hundreds, tens and ones
H	T	O										
100	10											

Class III: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities				Teaching and Learning Aids
						H	T	O	
					465	4	6	5	
					659				
					348				
					261				
3	Fractions	Practical activities to show $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$	Define half, halves, fourths and eights.	Distinguish between objects that are halves of a whole.	Folding papers to show halves and fourths e.g.				Knife Fruits Rectangular Triangular Circular Objects. Pieces of paper (for folding) cut-outs of circles cards with $\frac{1}{2}$, $\frac{1}{4}$ written on them.
		Practical activities for	Have practical idea of eighth. Use symbols like $\frac{1}{8}$ to represent eighth. Define a third and sixth. Develop practical idea	Share things between two people correctly. Share things between two people correctly. Share objects/things among a group of people. Differentiate between objects	Diagrams Write symbols ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) on the blackboard below the diagrams Diagrams Sorting fractional parts into $\frac{1}{2}$ s, $\frac{1}{4}$ s and $\frac{1}{8}$ s Assembling fractional parts to make a design. Fold paper into three equal parts and name equal parts				

Class III: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
		one third and one sixth.	of third and sixth. Use symbols of $\frac{1}{3}$ and $\frac{1}{6}$ correctly.	that are thirds of a whole correctly in everyday life. Share things among three or more people	and name each part as a third e.g. Diagram Pupils are asked to fold each third into two equal parts to get one sixth. Diagrams $\frac{1}{6}$ 4) Picking up/out a group of $\frac{1}{3}$, $\frac{1}{6}$ from a given set of fractions.	
4	Multiplication	Multiplication as repeated addition	Definition of multiplication Learn and use the multiplication symbol correctly.	Develop critical thinking. Help to develop computational skills	Revise counting in twos e.g. 2, 4, 6, 8 Copy and complete 2, 4, -, 8, -, -, etc. 5, 10, --, --, 25 --, --, 35 etc 10, 20, 30 --, --, 60, -- Diagrams Review counting in twos	Counter, number line strips marked from 0 – 40 sticks. Counters number line

Class III: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
		Multiplication facts for 2 x 3 with product not above 36	Definition of multiples and products Multiplying numbers by 1 – 6 with products not above 36.	Develop computational skills Solve problems in multiplication facts	e.g. 2, 4, 6, 8, 10, 12 3, 6, 9, 12, 15, 18 Write multiples of 2 x 3 e.g. 2 = 2, 4, 6, 8, 10, 12 to 36. Comparing common multiples of 2 x 3, 2 x 5 and 3 x 5 Use number line to reinforce tables with products up to 36. 5)	strips marked from 0 – 50 sticks
5		Multiplication tables for 2, 3, 4 and 5 up to 6 x 6	Use the 2, 3, 4, 5 and up to 6 x 6. Multiplication table correctly. Memorize multiplication tables of 2, 3,	Use idea learnt to help them in computational skills. Apply mathematical concepts accurately	Counting in 3's, 4's, 5's and 6's E.g. 3, 6, 9, 12, 15 . . . 4, 8, 12, 16, 20. . . . 5, 10, 15, 20, 25, 6, 12, 18, 24, 30 Using repeated addition to form multiplication table for 3, 4, 5, and 6.	Counters number line strips marked from 0 – 50 sticks

Class III: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
			4, 5 and up to 6 x 6		E.g. $3 + 3 + 3 = 3 \times 3 = 9$ $4 \times 4 \times 4 = 4 \times 3 = 12$ $5 \times 5 = 5 \times 2 = 10$	
6	Measurement	Comparing and measuring weights using local, non-standard and standard units.	Definition of the terms weight, measurement scales, heavier, lighter and almost, etc. Measure weight using local nonstandard and standard unit	Develop the concept that different objects have different weights	1) Discuss with pupils the idea of weight, measure, scales heavier and lighter. Put pupils in 3 groups and give the following activities.	
		Measuring and comparing	Develop in learners the		Use metric system for measuring weights Observe that size of objects is not determine by its weight e.g. stones, pencils, cock, etc.	How much does the bag of sugar weigh? Diagram How much does the packet of salt weigh?

Class III: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
		weight using grams, kilograms as standard units.	concept that different objects have different weight.			Pupils in group use improvised scale to weigh objects in the classroom. Let them tell which object weigh more or less.
7		Months of the Year	Name the months of the year Differentiate months with 30, 31 and 28 or 29 days. Explain what a year is.	Memorize the months of the year. Differentiate months according to season.	Revising days of the week. Recognizing the months of the year Pin up a calendar so that pupils can point to the current month and day. Twelve pupils come in front of the class with 12 flash cards bearing names of the 12 months in the year. Discuss with pupils each card in the correct order, e.g. January, February.	Calendar Flash cards Chart with names of the months of the year Names of national holidays and festivals.

Class III: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
		National Holidays and Seasons	Relate specific activities at home and school to the months name.	Observe and develop love for national holidays. Associate special months with special occasions e.g. birthday.	<p>Pupils individually and in groups name the months of the year. Write the months on the blackboard and let pupils copy, e.g. January - day February - day March - day June - day May - day</p> <p>Revise months of the year. Pupils name their birthday individually as they stand – up stating day, date and months e.g. Wednesday, 24th March 2001. Demonstrate pupils birth month positions e.g. January, February, March in front of the class, April, May June, at the back of the class.</p> <p>Discuss important National Holidays with their months.</p>	

Class III: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
					<p>E.g. Christmas - December, Easter - April Independence - April</p> <p>Discuss other important Festivals and National Holidays that are not tied down to specific months, e.g. Ramadan, Eid-ul Adha.</p> <p>Discuss months in relation to seasons, e.g. rainy and dry seasons.</p>	
					<p>Pupils bring assorted items for sale in a shop, e.g. empty sugar box, paste box to set a class shop. Teacher and pupil label prizes on all the goods in the shop and have some pupils sit by the goods as sellers.</p>	

Class III: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
8	Money	Buying and selling at a class shop.	Build up and use notes and coins in a class to the value of Le5, 000 Combine coins and notes to buy goods in the class shop.	Understand the value and importance of money as well as having love for national currency. Take great care for national property.	Some pupils are used as buyers and come with coins and notes to buy goods from sellers according to the prices. Revise price list of goods. Copy and complete. I bought these items/goods. How much must I pay?	Shop corner Toy money Paper notes and coins Articles to be sold in the class shop, class price list.
	Money	Shopping and finding total cost	Do shopping and finding total cost	Understand the value and importance of money as well as love for national currency	a) Sweets Le500.00 Bread Le500.00 Pencil <u>Le500.00</u>	Shop corner Toy money Paper notes

Class III: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
					b) Milk Le1000.00 Biscuit Le2000.00 Banana <u>Le500.00</u> How much do I have to pay? c) Cheese Le700.00 Cement Le500.00 Box of Chalk <u>Le100.00</u> Teacher goes round to see pupil at work and give help where necessary.	Materials or items to be sold.
9		Shopping and finding change	Finding total cost of two items less than Le5,000.00. Calculate the change they should get from Le5,000.00.	Taking care of National currencies. Understand the value and importance of money.	Buying and selling in class shop and making calculations involving various amount of change. e.g. I bought an exercise book Le1,500.00 1 pencil <u>1,000.00</u> Total value Le2,500.00 gave the shopkeeper Le5,000.00	

Class III: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
			Discuss shopping calculations involving various amount of charge.		<p align="center">- <u>Le2,500.00</u> He gives me change <u>Le2,500.00</u></p> <p>Change notes into coins, shopping practice, writing down totals and giving change</p>	
10	Shapes	Classification of round and flat shapes	Sort and classify objects according to roundness and flatness.	Identify and distinguish between round and flat objects	<p>i) Discuss with pupils the idea of roundness and flatness.</p> <p>ii) Sorting out solid object of shapes with flat faces e.g. chalk, box, sugar box, etc., flat and round faces of object such as milk tins, school bell, tomato tins, etc.</p> <p>Teacher displays various objects in front of the class and ask pupils to sort them by roundness and flatness into groups.</p>	Empty tins, milk tins, tomato tins, sugar box, ball, bell, marbles, buttons, coins etc.

Class III: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
11		Simple properties of rectangle	Definition of the following terms. Rectangles Corners Edges Identification of rectangles.	Discover rectangular objects in class, at home. Distinguish between / among shapes.	Teacher discuss with pupils the idea of rectangles, e.g., has 4 sides has 2 opposite sides equal. Pupils sort out objects with rectangular shapes. Tracing of flat surfaces of objects, taking note of corners and edges. Examining cut-out of similar shapes.	Charts showing different shapes: Books Blackboard Rectangular Cut-outs from cards Pencils Papers. Etc.
12		Simple properties of a square	Definition of a square. Identification of a square.	Recognize square objects Differentiate square objects from other objects. Design square objects.	Teacher discusses the definition of square with pupils. Tracing of flat surface or a flat face of a box taking note of edges sides and corners.	Cut-out cards Pictures of square shapes Square shapes objects.

Class III: Mathematics, Term: 2 Syllabus

Week	Theme/ Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aids
					<p>Discussion of properties of a square e.g. All sides are equal.</p> <p>Teacher displays cut-outs of shapes and pupils sort out the square shapes only. Use cut-outs to measure length of squares.</p>	
13		Identification of plane shapes	Definition of plane shape	<p>Develop skills in drawing round shapes and triangular shapes.</p> <p>State the number of sides of both round and triangular.</p>	<p>Tracing three sided objects e.g. triangle.</p> <p>Tracing circular objects e.g. coin.</p> <p>Identify number of corners in circles and triangles.</p> <p>Name round shapes and three sided shapes.</p> <p>Compare shapes with different sides for pupils to identify round shapes and triangular shapes</p>	<p>Ball Oranges Card Board of round and three sided object, etc.</p> <p>Traffic sign post</p> <p>Circular and triangular round about etc.</p>

Class III: Environmental Science

By the end of the year, pupils should be able to:

- Identify materials that are solids, liquids and gases
- State the differences between solids, liquids and gases;
- Collect and identify small animals and plants in the environment;
- Observe movement and feeding in animals;
- Observe that plants move and feed;
- Sow seeds and observe plants grow;
- Name parts of plants and animals;
- Name the use of some plants and animals;
- Name some harmful animals and diseases they transmit, e.g. mosquitoes (malaria) housefly (dysentery) etc.
- Observe materials that float and sink;
- Name and explain simple methods of cleaning at home and at school
- Name sources of water;
- Make simple musical instruments and demonstrate how they produce sound;
- Give reasons for immunization;
- Name some methods of making water safe for drinking;
- Identify man as an animal that has similar characteristics to other animals;
- Identify different types of food for healthy living;
- Identify and classify objects in the environment according to size, shape and colour;
- Demonstrate that the shape and size of objects can be changed.

Class III: Environmental Science, Scope and Sequence

Week	Term I	Term 2
1	Living things in our environment. Caring for plants and animals	Materials that sink and float Sinking and floating objects
2 3 4	Small animals, plants, man. Selecting seeds that can grow Growing plants	Objects that make sound
5	Colour, size, shape, age and growth of plants and animals	Family living
6 7 8 9	Main parts of plants and animal Functions of the main parts of animals and plants Some characteristics of plants, small animals and man, e.g. Movement, feeding growth, reproduction	Kinds of food Small domestic animals and plants
10	Materials in our environment Common properties of object	Identification of diseases, e.g. malaria, dysentery, cholera, HIV/AIDS , Ebola
11	States of matter (solids, liquids, gases) Water as solid, liquid and gas	Prevention and control of diseases Immunization in young children
12	Size, shape and colour	Source of water Importance of food and water Safe water supply

Class III: Environmental Science Term: 1 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Aids
1	Living things in our environment	Animals and plants in the environment <ul style="list-style-type: none"> - Small animals, plants, man - Places where the animals and plants are found (habitat) 	By the end of the first term, pupils should be able to: <ul style="list-style-type: none"> - Collect and name small animals and plants in their environment. - Name the places (habitat) where they are found 	Knowledge gained would help pupils develop their skills in collecting materials and identifying the various places where different living things can be found.	Collect some plants and animals. Naming of collected animals and plants. Naming of places where animals and plants are found. Draw simple diagrams of plants and animals.	Small plants and animals charts or drawing of plants and animals with their parts labeled.
2 - 4	Caring for plants and animals	Selecting seeds that can grow: <ul style="list-style-type: none"> - Sowing seeds and caring for plants and animals 	State methods used in selecting good seed for sowing: <ul style="list-style-type: none"> - Sow seeds - Grow simple plants. - State the conditions necessary for seeds to grow; i.e. 	Would enable pupils to find out and use various methods for selecting seeds for planting such as handpicking, winnowing, water, hands lens.	Naming of common seeds. Pupils are guided as they use different methods to select good seeds from bad ones. Pupils are guided in sowing seeds in tins/jars/school garden and to	Different seeds, e.g. corn seeds, benni-seed , rice grains, water magnifier seeds, jars, tins and farm tools

Class III: Environmental Science Term: 1 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Aids
			water/moisture, air, warmth, suitable soil.		observe and record seedling growth.	
5	Changes in color, size and shape Changes observed in growth of plants and animals.	- Life cycle of common plant - Life cycle of an animal.	- Classify plants and animals according to shape, size, etc. - Estimate ages of plants and animals using simple techniques.	Would develop pupils observational skills and also have a keen interest in nature		
6	Main parts of plants and animals (structure)	Uses of plants and animals by man: - Food, shelter, medicine. Uses of animals by man – food, decoration ornament.	- Collect plants and animals and identify their main external parts. - State the uses of the main parts of plants by man.	Enable pupils find out the uses of various plants and plants parts in their environment. Enable pupils to discover the uses of various parts of the body.	Discuss with pupils the use of plants and animals as (a) food, (b) shelter, (c) medicine. Encourage pupils to tell other uses to which plants and animals could be put. Let pupils observe domestic animals at home or in class.	Small animals, chicks, fish, plants

Class III: Environmental Science Term: 1 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Aids
7	Uses of plants and animals to man	Importance of plants and animals to man	Carry out simple measurement of plants to determine growth in plants and animals	Pupils should be able to identify growth in plants and animals.	Observe and use the felt features, skin, leathers etc to estimate their age. Discuss with pupils the use of plants and animals for food and shelter	Animals and plants charts, diagrams
8	Structures and functions of domestic animals e.g. chickens, dogs	Functions of domestic animals	Identify and collect small animals in the home and school environment	Pupils should identify animals at home and in school environment	Let pupils observe domestic animals at home and in school environment.	Animals charts, diagrams
9	Structure and functions of plants	Functions of plants	Identify and collect plants in the school, and home Describe growth patterns in plants.	Identify plants in the school and home and let pupils see pattern of growth.	Let pupils in the school and home observe plants at home or school with pupils.	Plants in schools and home environment.
10	Differences in colour, size, shape and similarities in size, shape and colour	Shape, size and colour	Pupils should be able to list similarities and differences in shape, size and colour.	Pupils should be able to list similarities and differences in shape, size and colour.	Organize experiments on simple activities to differentiate materials in the environment that pupils classify	Sticks, stone, bottle taps, etc

Class III: Environmental Science Term: 1 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Aids
					materials according to size, colour and shape.	
11, 12	Materials that sink or float in water	Materials that sink or float in water.	List materials that can sink or float Identify materials that float or sink in water.	Pupils should be able to identify materials that sink or float in water.	Discuss solid materials that can float or sink in water.	Water, bowl sticks, pieces of papers, bowl

Class III: Environmental Science, Term: 2 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Aids
1	Materials that sink or float.	Conditions for objects to sink or float	By the end of second term pupils should be able to: <ul style="list-style-type: none"> - List materials that can sink or float - Identify materials that can sink or float in water. 	Knowledge and skills gained in identifying sinking and floating objects will apply things like boats, foam, stones, lead, etc.	Guide pupils to carry out simple experiments to find out materials that can float or sink in water. Discuss with pupils how sound is produced. Help pupils to make and use musical instruments. Demonstrate how a string and empty tins are used to transfer sound (telephone). Guide pupils to make toy telephones and use them to send messages to one another in class.	Sticks, planks of wood, metal strips, simple musical instrument, strings, etc.
2	Uses of materials	Objects that make sound Production of sound Uses of sound – musical instruments	Show how material objects: <ul style="list-style-type: none"> - Produce sound - Transfer sound - Make and use simple musical instruments 	Pupils creativity will be enhanced		

Class III: Environmental Science, Term: 2 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Aids
3-4	Family living kinds of food	Different types of food - Energy giving (GO) - Growth – (GROW) - Protection (GROW) Importance of food)	- Identify the different types of food and their sources - Identify different types of food healthy living; - State the importance of food to man.	- Enable pupils to be aware about the importance of a balanced diet to man.	Discuss different types of food to help pupils understand different types of food	Cassava, rice, fish, oil etc
5 - 6	Identification of prevention and control of diseases	Some common diseases in the family: - Malaria, diarrhea, dysentery, HIV/AIDS, Ebola - How they are carried e.g. malaria – mosquito dysentery/Cholera – housefly HIV/AIDS, Ebola - Virus	- Name some harmful animals, the diseases they transmit and’ - Explain how these diseases can be prevented.	Create awareness about the existence of the diseases mentioned and how they can be prevented. The importance of proper sanitation to healthy living.	Discuss the common diseases that affect pupils and communities health Discuss symptoms of HIV/AIDS and Ebola.	Charts of common diseases.
7	Functions of the main parts	External parts of animals – eyes,			Observe and use the feet, feathers,	Small plants and animals,

Class III: Environmental Science, Term: 2 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Aids
8	of animals and plants. Some characteristics of plants, small animals and man.	ears, limbs, head, etc., and their function e.g. eye to see. External parts of plants and their uses: root, stems, leaves, flowers, etc., Feeding, movement, reproduction, growth. Response to stimuli.	By the end of the first term pupils should be able to: - State some characteristics of living things - Differentiate animals from plants - Describe the movement and feeding reproduction and growth in plants and animals. - Pupils should be able to observe different materials/objects with different states of matter, i.e. solids, liquid, gases.	Would enable pupils to compare the different characteristics in both plants and animals e.g. movement, etc. - Enable to pupils to be aware if the different states of matter in different materials e.g. – stone – solid; kerosene— liquid, air—	skin beak, body, teeth, etc., of animals to estimate their ages. Discuss characteristics of plants and animals as living things, e.g. response to stimuli, feeding and movement. Discuss differences and simulates between plants and animals. Draw simple diagram of plants and animals Let pupils collect different materials and bring to class.	charts or draw ups of plants and animals and their parts. Pupils can be used to show characteristics of animals
9	Materials in our environment	Common properties of objects State of matter Features of solid, liquid and gas.				

Class III: Environmental Science, Term: 2 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Aids
				gas. Water existing in all three states.	Guide pupils to: - Arrange the collected materials into groups using common characteristics. - Classify into solids, liquids and gases. Discuss the differences between solid, liquid and gases	
		Sign and symptoms How they are prevented e.g. improved sanitary conditions				
10	Immunization on young children	- Vaccination against – polio, tetanus, measles, yellow fever. Developing resistance to some common diseases	- Explain immunization - Name diseases against pupils - Reasons for immunization.	Create awareness about the importance of immunization to prevent diseases e.g. polio.	Invite health officers to give a talk on the causes and prevention of these diseases. Role play with children some	Resource Persons

Class III: Environmental Science, Term: 2 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Aids
11	Sources of water	<p>Water and its sources</p> <ul style="list-style-type: none"> - Streams/ rivers, rain, wells, taps <p>How sources are made unsafe for drinking e.g.</p> <ul style="list-style-type: none"> - Dumping rubbish - Wasting Urinating and defecating 	<ul style="list-style-type: none"> - Name sources of water - State importance of water to man 	<p>How to make the various sources of water safe for use.</p> <ul style="list-style-type: none"> - Safe water supply leads to healthy living. <p>Develop rules for good sanitation in the environment.</p>	<p>aspects of immunization.</p> <p>Name the common sources of water in the environment.</p> <p>Visit some sources. Discuss each of the sources and state which of these are safe for drinking purposes. Use pictures and charts to show ways water can be made unsafe to man. Use charts to show the importance of water to man.</p>	<p>Charts to show different sources of water</p> <p>Pictures, charts or diagrams showing the effects of shortage of water on food growth, personal cleanliness</p>
					Teach children songs about maintain a	Use water maintain healthy body

Class III: Environmental Science, Term: 2 Syllabus

Week	Theme / Concept	Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Aids
12	Importance / uses of water Methods of making water safe for drinking	Different methods for safe drinking water: - Boiling - Filtering - Use of chemicals -	- Discuss how to make water safe for drinking	Will be able to try out the various methods of making water safe to drink at home.	healthy body and environment. Demonstrate how to make water safe for drinking (boiling), filtering, sedimentation, use of chemicals). Encourage pupils to watch and copy the demonstration. Sedimentation – use of chemicals, e.g. alum and chlorine	Water, source of heat stones, sand, wire mesh, bottle

Class III: Social Studies

By the end of the year, pupils should be able to:

- Explain how people are influenced by and how they adapt themselves to their physical environment.
- Describe the economic, social and cultural life and problems of the community.

- Demonstrate on appreciations of the social physical changes and the interdependence of groups of people in the community.
- Acquire basic skills in constructive thinking, sound judgment and problem solving.
- Develop social skills leading toward good citizenship and participation, develop. Part of sentence missing?
- Develop skill in collecting and interpreting information about the community.

Class III: Social Studies Scope and Sequence

Theme/Topic	Term 1	Term 2
Change	<ul style="list-style-type: none"> - What is a community? - Common features in a community? - Physical features - Its history - How our community is governed: - Communal effort for development 	A comparative study of a village/ward, town, different from our own: <ol style="list-style-type: none"> a) Name and location b) The physical environment c) Its history
Services	<ul style="list-style-type: none"> - People in our community working together for the good of the home, school and local Communities - Main occupations and economic activities - Social services in our community, health, education, security, etc. 	The economic activities of a selected community <ul style="list-style-type: none"> - How they earn their living.
Communication	<ul style="list-style-type: none"> - Various ways of communicating in the community – letter, telephones, etc. - Movement of people and goods in our community 	<ol style="list-style-type: none"> 1) Basic problems of the community e.g. roads, transportation, etc. 2) Transportation and communication problems in the selected community
Health Environment	<ul style="list-style-type: none"> - What the people in our community do to maintain a healthy living and environment 	<ul style="list-style-type: none"> - How a community different from ours is looked after - Home and family living - Types of families; need for a balanced diet
Groups	<ul style="list-style-type: none"> - People in our community – different - Language groups in our community - Composition of the population 	Plants and animals in our community (collecting, describing and classifying)

		Importance of different workers in the community
Customs And Traditions	Local customs and traditions in our community, e.g. births, marriages, deaths, and other celebrations	The Social Practices 1) Local customs and traditions of the people in a community different from our own 2) Our National Holidays

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
1	Change	<p>What is a community? The term community</p> <p>Common features in a community</p> <p>Identify different communities</p> <p>Composition of the home, school, neighborhood and local communities</p>	<p>By the end of the first term pupils should:</p> <ul style="list-style-type: none"> - define a community - identify what makes a place a community - Name different communities they know - Name the composition of different communities: <ul style="list-style-type: none"> a) the school, b) the home, c) the neighborhood, d) the local community 	<p>Tell what a community is.</p> <p>Tell/state the common things we use in school, home and local community.</p> <p>Will appreciate that unity in diversity.</p>	<p>of for the good</p> <p>the local community</p> <ul style="list-style-type: none"> - What they share in their local community. <p>a) Let pupils dramatize one occasion e.g. (a) election of a new headman, (b) when people enjoy themselves in their local community.</p>	<p>Picture of the neighborhood in pupils' Social Studies book</p> <p>Costumes of headman</p>

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
2 - 3	Change	Physical features of our local community Physical features of other communities The four cardinal points	<ul style="list-style-type: none"> - Define their word physical features needs rewording - Observe their environment. - Find out the physical features of their local community. - Compare local communities having different physical features. - Identify the four cardinal points. - Practice and demonstrate directions using the cardinal points. 	Children can tell what physical features are Name physical features in their local communities Tell the direction of the sun in the morning and in the evening.	Field Trip: <ul style="list-style-type: none"> - Take pupils for a walk around the school neighbourhood. - Let pupils' observe, e.g. rivers, streams, sea, swamp, etc. - Let pupils copy names of land form in their books. - Let pupils state features which are found in other parts of the local community. - Display a map of your local community showing typical physical features. 	The environment around the school A sketch map of the local community Picture of the local community Material for modeling (paper Mache) Pupils' Book
	Change				<ul style="list-style-type: none"> - Ask pupils questions about the community. - Let groups of pupils belonging to 	Chart showing cardinal points made of sticks

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
					different neighbourhoods make models showing physical features of the different neighborhoods. - Take pupils outside and let them name streets and important places in the school neighbourhood, using the four cardinal points (East, West, South, North) - Tell the direction of the sun in the morning. - Tell pupils that the point is East. - Let pupils learn that the sun rises in the East and settle in the West.	Chart showing the four cardinal points

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
					<p>Help children to learn the other points (north, South, East and West).</p> <ul style="list-style-type: none"> - In class make a diagram on the blackboard with the four cardinal points. - Let pupils play games using direction e.g. a place to the South of our school. It begins with M. 	
4	Change	<p>The history of the local community.</p> <p>Changes in the community</p>	<ul style="list-style-type: none"> - Find out how their community was founded and how it got its name - Explain the development of their community. - Find out that people, places 	<p>Explain the history of their community.</p> <p>Identify changes that</p>	<p>Pupils read and discuss the story in Pupils' Book. Make arrangements to invite a resource person to talk to the class on the topic. Encourage children to talk about the history of their community in groups.</p>	<p>Pupils' Book</p> <p>Resource persons: parents, and/or elders.</p>

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
			<p>and things change over a period of time.</p> <ul style="list-style-type: none"> - Identify and explain the changes that has taken place in their local community. 	<p>have taken place in their local community,</p>	<p>After the talk, discuss and record the information under the following headings:</p> <ul style="list-style-type: none"> i) When the community was started ii) How it got its name iii) The first people in our community iv) Where the first people lived v) What hob job? the first people did and why 	<p>Map of the local environment</p>
					<p>Where possible, plan a field trip to the original site of the local community. Let pupils observe changes that have taken place over the years and let pupil in their groups record</p>	

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
					them guided by the teacher.	
5	Change	<p>How our community is governed</p> <p>Local government in the community Composition and functions of the local council</p> <p>Duties, rights and obligations of people to the community</p>	<ul style="list-style-type: none"> - Explain the government in the community. - Be aware that the local government has a duty to the community and the community too has a duty to the Local government. - Be aware of the rules in every community and the duty of every member to keep the rules. - Demonstrate a spirit of patriotism. 	<ul style="list-style-type: none"> - Aware that in every community there is a head. - Relate the local community to the home. The father is the head of the home - Express the reason to obey rules at home and that of their local community. 	<p>Discuss with pupils how the head is assisted in his job. Example by the village, town or city. Make a diagram to show the composition of the committee or council in your local community. Let pupils name the head of their community. Pupils talk about tax collection in their communities. Pupils name some of the things which the Local government provides from the tax collected. Explain to pupils that every community has its own laws/rules</p>	<p>Pupils' Book Page 29</p> <p>Resource Persons</p> <p>Pupils' Book page 32</p>

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
					which members should obey. Let pupils play the game in the Pupils' Book in groups	
6	Services	<p>Main occupations and economic activities of the people in our community</p> <p>Revision of physical features</p> <p>The main occupations of people in the community</p> <p>How physical features affect occupation</p> <p>Workers in the community,</p>	<ul style="list-style-type: none"> - Be aware that the physical features of a place can affect the occupation of the people. - Identify the main occupation of the people in a local community. - Name the people who provide basic needs in the community. 	<p>Relate occupation and economic activities to the physical features of the local community.</p> <p>Differentiate between workers in the community and what they do.</p>	<p>Revise physical features of the community with pupils.</p> <p>Let pupils identify occupations linked with the environment, e.g. grassland area – cattle rearing, seaside – fishing low land – farming.</p> <p>Discuss the crops grown in the environment.</p> <p>Encourage pupils to bring specimens of crops grown in their environment. Where possible, let pupils grow some of these crops. Refer to Pupils' Book.</p>	<p>Chart showing physical features of the community</p> <p>The environment</p> <p>Pupils' Book 5</p> <p>Specimen of crops</p>

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
		e.g. tailors and seamstresses, farmers, builders			Ask pupils to identify other occupation related to the main occupations in their local community.	
	Services				<p>If possible arrange a field trip for pupils to see their activities and talk to some of the workers in their community.</p> <p>Let pupils identify people in the community who produce various things and talk about their work.</p> <p>Discuss the picture with pupils.</p> <p>Let pupils name foods that are produced in their community.</p> <p>Discuss methods food distribution to the people</p>	<p>Pupils' Book</p> <p>Picture in the Social Studies Pupils' Book</p>

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
					Chain Activities: fish sold from fishermen to managers the people.	
7	Services	<p>Social services in our community</p> <p>Social services in the community</p> <ul style="list-style-type: none"> - Health - Education - Security <p>The importance of the above</p> <p>The role of traditional health workers in the community</p>	<ul style="list-style-type: none"> - Explain that the tax collected helps provide certain services in the community. - Demonstrate an appreciation of traditional health workers. 	Tell the importance of social services in the communities.	<ul style="list-style-type: none"> - Review the previous lesson on the topic “How our community is governed.” - Discuss the use of the tax collected in our local community. - Explain that the tax collected help provide certain services in the community. <p>Identify four basic services: health, education, communication, security. Pupils collect pictures relating to these needs e.g. hospital, health centre, clinic,</p>	<p>Picture</p> <p>Chart</p> <p>Pupils’ Book</p>

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
					school, police station, radio, post office, etc. make a chart with the pictures under the heading " Our Government Provides these Social Services." Refer to page 35 of Pupils Book.	
					Discuss with pupils the health centres, clinics hospital and the people who within these places. Let pupil's role play a doctor, a nurse and patients. Discuss herbalists a health worker. Let pupils identify herbalists in the community and the illness they cure. Discuss the	Pictures, real objects Resource person

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
					importance of social services in the community.	
8	Communication	<p>Ways of communicating in the community</p> <p>What communication is all about</p> <p>Means of communication :</p> <ul style="list-style-type: none"> - by road - by sea - by letter - by telephone, etc. 	<ul style="list-style-type: none"> - To tell what is communication. - State ways people in their local community communicate. - State other ways of communicating. 	<p>Define communication</p> <p>Distinguish between past and present means of communication</p>	<p>Discuss that communication is the means of passing information from one person to another. Encourage pupils to tell the class how people communicate in the community. List on the blackboard the ways, e.g.</p> <ul style="list-style-type: none"> - by road through vehicles - by sea through boats, canoes - by telephone - by blowing of horns - by talking drums 	<p>Actual/real objects used to communicate</p> <ul style="list-style-type: none"> - bell - horn - drum
9	Communication	Movement of people and goods in our community.	<ul style="list-style-type: none"> - Explain how people move from one place to the other. 	Tell how people travel in and out of	Encourage pupils to: a) Explain how they travel to and from school.	

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
			<p>- Explain how goods are transported in our community.</p>	<p>the community.</p> <p>Risk involve in traveling.</p> <p>Tell how goods are transported from one community to another.</p> <p>The risk involve in transporting goods (perishable goods get spoilt).</p>	<p>b) State how their parents travel within their community.</p> <p>c) Pupils role play how they travel.</p> <p>d) Small group of pupils dramatize how they traveled in a lorry and the problems they and their parents had to cope with.</p> <p>Divide the class into two groups, each group to discuss one of these two points. Name of major crops produced each year in the community and how they are transported from one village to the other. The problems of packing and transporting goods.</p>	

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
					Group reporting and summarizing points.	
	Communication	Advantages and disadvantages of different means of communication	To help pupils be able to tell the advantages and disadvantages of communicating in different ways.	Explain the advantages and disadvantages of communicating in different ways.	<p>Group pupils and let them discuss:</p> <p>a) The advantages, and</p> <p>b) The disadvantages of each means</p> <ul style="list-style-type: none"> - Let pupils draw the various ways of communicating. - Talk about ancient and modern ways of communication. - Let pupils know which ways were used in the past, e.g. use of a bell, drum, horn, etc. Present day, we use telephone, megaphone, radio, letter, etc. 	<p>Models/charts showing these objects if real object not available</p> <p>Samples of goods either produced or brought into the community</p> <p>Pictures of people traveling</p> <p>Chart showing various ways of movement of goods and people</p>

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids										
					List the means of communication on the board. Example: <table border="1" style="margin-left: 20px;"> <tr> <td>Past</td> <td>Present</td> </tr> <tr> <td>Talking drum</td> <td>Mega phone</td> </tr> <tr> <td>Bell</td> <td>Telephone</td> </tr> <tr> <td>Horn</td> <td>Radio</td> </tr> <tr> <td></td> <td>television</td> </tr> </table>	Past	Present	Talking drum	Mega phone	Bell	Telephone	Horn	Radio		television	
Past	Present															
Talking drum	Mega phone															
Bell	Telephone															
Horn	Radio															
	television															
11	Healthy Environment	Maintain a healthy living and environment in our community Healthy living Maintaining healthy living. - Ways of living healthy life. - Ways of keeping our	- Explain how people in our community maintain healthy living. - Describe how people in our community maintain the environment. - Develop their creative skills. - Define the word 'Healthy Living'	Tell the importance of living in a clean environment. Learn that living in a clean environment contributes to good health.	Discussion of what people in our community do in maintaining a healthy living. - Show pictures of: a) A group of men and women washing their clothes beside a stream b) Men, women and children sweeping and	- Pictures of a) People washing clothes. b) People sweeping and cleaning the floor and furniture in the house. c) Chart showing living in a										

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
		environment clean.			<p>cleaning for floor.</p> <p>Let pupils draw diagrams showing a clean and dirty environment.</p> <ul style="list-style-type: none"> - A group of men cleaning grass beside a street in the village. <p>Healthy living is state of perfectly healthy (well). That is: physically healthy, socially and mentally healthy.</p> <p>Encourage pupils to explain the message which each picture conveys and why cleaning must be done.</p> <p>Discussion of health facilities in the health centres.</p>	<p>clean environment .</p> <p>d)Chart showing an unhealthy family living in a filthy environment .</p>
					- Free treatment for pregnant	Chart conveying

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
					women/Under-five children. Free treatment for Ebola victims. - Cautions to observe Ebola precautions. Special attention is given to Ebola preventives. - Role play – a doctor, a nurse and ward attendance taking care of a patient at the village health centre.	Ebola precautions Chart showing proper way of hand washing
11	Groups	People in our community - Different language groups - Different language groups within the community	- Find out the different language groups living in the local community. - Determine a spirit of tolerance - Find out how different language groups live and	Identify/name the various language groups living within the community.	Let the people give the name of their mother. List the number of pupils who speak each language. Ask them to name other language that might not be on the list.	Pupils' Book 3 Pupils

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
		- How different groups interact within the community	work together in their local communities.		Let pupils discuss ways of interaction between the different groups.	
	Groups	- Life and work of different language group in the community	Differentiate between the life and works of different language groups.	Be able to tell the differences in the work done by different language groups.	Write down the homes of the different groups. Let pupils match language groups with homes. Make a chart with information collected. Let pupils from each group greet the class in their mother tongue. Let them learn the greeting songs, and dramatize them using the clothes of different groups. Let pupils identify foreigners in their communities, e.g. Lebanese from	Chart showing homes of different language groups in the community. Charts show foreigners in our community.

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Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
					Lebanon, Indians from India, Yoruba from Nigeria. Make a chart entitled – “Foreigners in our Community.”	
12	Customs and Traditions	-	<p>Explain the practice and beliefs regarding ceremonies of our people.</p> <ul style="list-style-type: none"> - Beliefs about birth of boys and girls 	Appreciating each other’s language, customs and traditions.	Let pupils tell the class from experience about a celebration of the birth of a new baby in their family. Let them also talk about the naming ceremony.	Pupils’ Book Unit 4
	Customs and traditions		<ul style="list-style-type: none"> - Discuss beliefs regarding births of boys and girls. - Demonstrate a spirit of tolerance. - Appreciate their cultural background. 	Explain that different groups have different beliefs and customs	Let pupils from various language groups give their experiences on the above. Let them dramatize the ceremonies. Invite people to give talks on customs of your choice in the community.	<p>Materials for dramatization</p> <p>Costumes for the show</p> <p>Resource person</p>

Class III: Social Studies, Term: 1 Syllabus

Week	Theme/ Concepts	Topics	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching/ Learning Aids
					<p>Arrange a cultural show. Let each group do a custom in their own group. Example, Mende funeral, Krio wedding, Susu engagement. Invite a woman to prepare a meal particular to her language group. Encourage children to say some proverbs in their language groups and their interpretations.</p>	<p>Charts showing language groups proverbs</p>

Class III: Social Studies, Term: 2 Syllabus

Week	Theme/ Concepts	Sub-Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Material
		different communities	communities .	communities than their own.		
		Comparison of the histories of two communities Comparison of changes	- Compare changes in both communities .	Analyze the changes they observe.	If possible, invite a resource person from the selected community to give a history of the community.	Pupils' Book Resource person
4	Services	The economic activities of a selected community - How they earn their living Occupation(s) of the people of the selected community - Their link with physical features	- Find out about the economic activities of the selected community. - Explain that the economic activities are determined by the physical features.	Pupils to relate how their physical environment influences their way of life/economic activities.	Read about the economic activities of people in Sanya in Unit 10. Encourage pupils to find out the main other activities of the selected community. Discuss and compare the main occupations and relate them to the physical features of the communities.	Pupils' Book 3 Unit 10.

Class III: Social Studies, Term: 2 Syllabus

Week	Theme/ Concepts	Sub-Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Material
			Read about the economic activities of people in Sanya in Unit 10			
5	Communication	Transportation and communication problem in a selected community Movement of people: - Transportation - Transportation of goods - Transportation problems.	- Express their feeling about the challenges of transportation and communication in a nearby communities - Ways of coping with problems.	Be able to learn that there are problems in community and find solutions.	Encourage pupils to: 1) Name the various means by which people travel. Let pupils give their experiences of how they travelled with their parent / guardian or alone recently. 2) Show pictures of lorry, car, van, canoe, boat, a parcel, etc. 3) Lead a discussion on the problem of:	Toy cars lorries models pictures of telephones , lorry and cars samples of letters and telegram
6		Communication problems in nearby communities	-		a) Transporting goods, and b) Communicating with people in the next community and how people cope with them.	

Class III: Social Studies, Term: 2 Syllabus

Week	Theme/ Concepts	Sub-Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Material
		Ways of coping with problems			4) List the problems on the blackboard, e.g. letters can only reach or be sent out of the village when people are willing.	
7	Healthy Environment	How the community is looked after Government of the selected community Problems in the community Some solutions to problems stated above	Find out about government of their selected community. - Identify some problems in the selected community. - Suggest solution to problems.	Be able to explain about how their community is looked after. Identify and discuss problems in their community related to health.	Refer to Government in Batcamp, Unit 6. Let pupils read about how Batcamp is governed. Revise the occupation of the government in your community. Invite a member of the selected community to give talk about how the community is governed. Ask the resource person questions relating transportation problems in the selected community. Suggest some solutions to problems.	Pupils' Book 3 Unit 6 Resource person
8		Home And family living	- Describe three types of families. - Discuss the need	-Can distinguish between the different	Pupils read about the three families in Pupils' Book. Types of families: - Nuclear - Extended	Pupils' Book

Class III: Social Studies, Term: 2 Syllabus

Week	Theme/ Concepts	Sub-Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Material
			for balance diet	types of families and recognize problems associated with each type of family.	- Single parent	
	Healthy Environment	Types of families: - Nuclear - Extended - Single parent Balance diet Farming activities with the year	- Describe three types of families. - Discuss the need for balanced diet; - Discuss farming activities carried out during the year.	- Be aware of the importance of the type / choice of food we eat.	Pupils draw and state the type of family they belong to. Pupils from the two families give experiences of their family life at home. Recall “the food we eat” from Class 2. Discuss with pupils why it is important to eat the right kind of food. Let pupils give reasons why they need food. With pupils’ help, make a list of common food on the blackboard.	Pupils’ Book Materials for drawing Pupils’ Book

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Week	Theme/ Concepts	Sub-Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Material
					Let pupils classify them under the three headings in their books. - Carbohydrates, proteins, fats and oils.	Sample of foods.
9 & 10	Groups	Plants and animals in our community Plants – parts of plants Animals – parts of animals Uses of animals Classification of plants and animals according to uses, e.g. food, medicine, decoration.	- Identify plants and animals in our community. - Describe the different parts of plants and animals. - Classify plants according to their uses.	Enable pupils to find out how the different parts of plants and the plants are used for food, shelter, clothing, etc.	- Plan and take pupils out to the school's surrounding on a field study. - Back in class, get sub-groups to sort, name parts, then classify small plants and leaves according to: a) Plants used as food b) Plants used as medicine c) Plants used for decoration Other sub-groups complete the reports and report the whole class on: a) The animals around and their different parts – using a small animal or a picture of animal provided by the teacher. b) The uses of different parts of plants.	Small plants Small live animals Set of plants used as: a) Food b) Medicine Flowers for decoration Pictures of animals and plants

Class III: Social Studies, Term: 2 Syllabus

Week	Theme/ Concepts	Sub-Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Material
						with their different parts labeled
11	Groups	Importance of different workers in the community	<ul style="list-style-type: none"> - Identify different workers in the community. - State the importance of the different workers. - Appreciate that every worker in the community is important and contributes to running of the community 	<p>Help pupils to show an interest in various types of work and develop their interest in their future career.</p> <p>Pupils to tell how specific work contributes to their development.</p>	<p>Let each pupil draw his father or mother at work and make simple sentences to go with the drawings.</p> <p>Take pupils out to see workers at work.</p> <p>Ask pupils to name the different workers in their community; e.g. tailor, seamstress, carpenter, mason, builder, farmer, miner, driver, fisherman, businessman, trader, and soap or gari manufacturer.</p> <p>Show pictures of people at work on some of these activities.</p> <p>Let pupils describe the idea in each picture and state the importance of each type of worker.</p> <p>Pupils discuss and state which types of workers they would like to be when they become adults.</p>	<p>Pictures of people doing different jobs</p> <p>Flashcards of names of workers in the community</p> <p>Environment</p>

Class III: Social Studies, Term: 2 Syllabus

Week	Theme/ Concepts	Sub-Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Material
12	Customs and Tradition	The social practices and customs of the people Birth, wedding and funeral practices in selected communities	<ul style="list-style-type: none"> - Appreciate the customs and practices of other people in another community. - Learn that people celebrate the same occasions in different ways. 	Will develop awareness in our social practices and customs of our people.	<p>References to Unit 4 in Pupils' Book on Birth and Naming Ceremony. Compare it with a Naming Ceremony in your community. Note the similarities and/or differences. Discuss the practices or customs connected with birth, wedding and funeral ceremonies in the selected communities. Refer to the picture on Page 44 of the Pupils' Book. Compare the picture with a similar occasion in their community.</p>	<p>Pupils' Book 3 Unit 4</p> <p>Resource persons</p> <p>Pupils' Book</p> <p>Costumes</p>
13		Our National Holidays The Independence Anniversary	<ul style="list-style-type: none"> - Demonstrate a spirit of national consciousness or a spirit of patriotism. 	Be aware of our national holidays and what each one means.	<p>Discuss the meaning of independence and the status of the country before it became independent. Let pupils give reasons why this occasion calls for a happy celebration. Let them show ways in which pupils participate in the celebration.</p>	The National Flag

Class III: Social Studies, Term: 2 Syllabus

Week	Theme/ Concepts	Sub-Topic	Objectives	Learning Outcomes	Teaching / Learning Activities	Teaching and Learning Material
					Discuss why New Year's National awards are given on Independence Day, April 27. Let pupils draw the National Flag.	

Class IV

Language Arts: Listening and Speaking

1st Term

1. Exercises and activities designed to develop understanding of simple questions, instructions and commands.
2. Activities to determine the main point of a text using various writing forms such as prose, verse, and stories with progressive increases in the complexity
3. Dramatic play and art activities designed to explore and an appreciation of longer but simple stories, poems and songs
4. Activities using appropriate school broadcast steps where this is possible
5. Punctuation games and activities including recitation and reading aloud intelligibly and meaningfully to demonstrate reading fluency.
6. Oral composition and picture talk for the development of accuracy and comprehension in narration and description.
7. Exercises and activities designed to develop an understanding of complex questions, instruction and commands.
8. Role-play and dialogue work designed to develop the use of reported speech and polite requests.
9. Activities designed to develop positive attitudes with respect to emerging issues.
10. Activities enhancing inquiry about the pupils environment outside the school.

Language Arts: Reading

1st Term

1. Silent reading of a variety of longer text.
2. Supplementary reading of informational text for understanding, appreciation and judgment in different areas of the curriculum
3. Using the library and elementary reference materials e.g. dictionary, thesaurus, etc.
4. Read and understand instructions, notices advertisement and signs.
5. More reference skills work on tables of content.
6. Activities to enhance self-motivated reading
7. Reading activities designed to cover topics, chapters or longer texts in other subjects.
8. Reading activities designed to enable pupils apply their reading skills in their environment outside the school.

Language Arts: Writing
1st Term

1. Writing joined script or cursive
2. Write simple class notices and advertisement
3. Write guarded paragraphs, personal letters, diaries and notes.
4. Spelling and writing exercises with observation to writing conventions such as: punctuation marks, capitals, full stop, comma, exclamation marks, question marks and apostrophe
5. Writing with focus to writing duration and stamina
6. Activities designed to enable pupils to write fast.

Language Arts: Listening and Speaking
2nd Term

1. Activities activating the prior knowledge of pupils by encouraging them to receive and recall information about their environments, communities and experiences
2. Opportunities for pupils to form and express their opinions, personal attitudes and make judgments.
3. Oral composition and picture talk for the development of accuracy, fluency and comprehension in narration and description.
4. Role-play and dialogue work designed to develop to the use of reported speech and polite requests.
5. Activities enabling pupils to read English in real situations
6. Oral exercises enabling pupils to think about and express their thoughts and understand real events.
7. Exercises designed to enable pupils explain how certain things are done or made.
8. Oral activities designed to enable pupils express their thoughts and opinions about their futures.
9. Activities to enable pupils understand and use more complex expressions in English.
10. Oral composition and picture talk for the development of accuracy and fluency in narration and description.
11. More reference skills work on tables of content
12. Reading activities designed to cover topics, chapters or longer texts in other subjects.
13. Activities to enhance self-motivated reading.

Language Arts: Reading
2nd Term

1. Silent reading of a variety of longer texts to demonstrate an understanding of their main points .
2. Supplementary reading for pleasure, information, appreciation and judgment in different areas of the curriculum.
3. Using the library and primary reference materials e.g. dictionary, thesaurus, etc.
4. Reading and understanding of instructions, notices, advertisements and signs.
5. More reference skills work on table of content
6. Activities to enhance self-motivated reading
7. Reading activities designed to cover topics, chapters or longer texts in other subjects.
8. Reading activities designed to enable pupils apply their reading skills in their environment outside the school.

Language Arts: Writing
2nd Term

1. Write in joined script or cursive.
2. Write simple class notices and advertisement.
3. Write guided paragraphs, personal letters, diaries, and notes from others subject areas.
4. Spelling exercises and writing to observe conventions of writing such as capitals, full stop, comma, exclamation and question marks, and apostrophe.
5. Write orally dictated sentences with attentions to letter sounds and ending punctuation.
6. Activities designed to enable pupils to write fast

Language Arts: Literature
2nd Term

1. Appreciate character and judgment, enjoy and respond to rhymes, poems, songs, stories and supplementary texts.
2. Listen to understand, enjoy and respond to rhymes, poems, songs, and short plays.
3. Read, enjoy and respond to supplementary texts.

Class IV: English Language Arts

Class IV: English Language Arts, Term: 1 Syllabus					
Theme / Concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
Listening and speaking <i>Week 1-2</i>	Exercises and activities to develop listening comprehension	Pupils should demonstrate ability to follow and make commands and ask questions through interactive games involving movement.	Pupils are able to understand and ask complex questions.	Interactive activities with movements such as running, sitting, etc.	Practical work with picture and demonstration
Listening and speaking <i>Week 3-4</i>	Reported speech and polite request	Pupils should be able to report speeches and make polite request.	In reported speech pupils should be able to make polite requests, e.g. James said that she was going to school or please, may I use your pencil?	With teacher support, pupils give polite speeches to their friends in class.	Practical work.
Listening and speaking <i>Week 5-6</i>	Pupils to use more complex sentences in English	Pupils to use more complex sentences in English	Examples of complex sentences. <ul style="list-style-type: none"> • Ibrahim went to the carnival, but 	Pupils are given simple sentences on the blackboard by the teacher.	Flash cards.

Class IV: English Language Arts, Term: 1 Syllabus

Theme / Concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
			he did not stay for long. • Fatou will leave soon, she has to pack. • Giba wrote a long poem but it is not complicated.	Pupils independently come up with their own simple sentences drawing from the teachers example. With the teacher's support, they make the simple sentence more complex.	
Listening and speaking Week 7-8	Oral composition / narration and picture talk for the development, accuracy and fluency.	Pupils should be able to fluently narrate and retell events chronologically.	Pupils use language such as, first, next and last or in the beginning, middle and end, correctly when retelling an event or story.	Pupils fluently retell facts on the event. Pupils write a descriptive composition on an event.	Flash cards, newspaper,
	The use of "if" with the present tense	Pupils should be able to use the word "if" in the present tense.	Pupils use the word "if" in the present tense	Listening and speaking should be encouraged with activities using the various texts e.g. games, poems, plays, stories, etc.	Various Activities.

Class IV: English Language Arts, Term: 1 Syllabus

Theme / Concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
				All should aim at enforcing the language content.	
Listening and speaking <i>Week 9-10</i>	Activities to develop positive attitude with respect to emerging issues.	Develop positive attitudes of pupils towards issues.	Pupils should be able to develop good attitudes towards good issues. To be able to offer appreciation to kind requests.	Pupils should know about corporal punishment, gender affairs, HIV, Ebola and unexpected life events.	Flash cards on diseases like HIV/AIDs, Ebola and different occurrences like motor accidents etc.
	Pupils' activities to find out about their community outside the school.	Participate in finding out about their environment	Pupils should be able to find out about their environment by visiting compounds, developing knowledge of different types of peoples, the work they do etc.	Pupils should know about their environment in terms of education, character of adult and young people, peaceful and disturbing parent, quarrelsome families and respectable families.	Practical work visiting neighbourhoods in the community.

Class IV: English Language Arts, Term: 2 Syllabus

Theme concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
Textbooks and supplementary readers <i>Week 1</i>	Activities to enhance self - motivated reading	Pupils are encouraged to read many books within their reach and level. Pupils should be able to read fluently and correctly.	Pupils are encouraged to read all types of books. They are encouraged to use their knowledge of letter sounds and blends to pronounce unknown words e.g., wood and flood.	Pupils learn the sounds of the alphabet and draw on this knowledge to decode unknown words in text.	Different text books in all subjects, alphabet chart with pictures.
Listening and speaking <i>Week 2</i>	Oral composition and picture talk	To enable Pupils to speak fluent English and to be able to describe a picture orally.	Pupils will be able to speak with confidence whenever they are called upon to do so.	Pupils describe different types of pictures orally and also be able to write composition in good and accepted language.	Flash cards.
Listening and speaking <i>Week 3</i>	Pupils should be able to give reported speeches and make polite requests.	Pupils will be able to report happenings they see or report a message given to them.	Pupils will be able to report messages and incidents that are of importance. They will be able to do these	Pupils will do oral presentation in class. Describe an incident such as a motor accident they saw when going to school.	

Class IV: English Language Arts, Term: 2 Syllabus

Theme concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
			according to their standards.		
Textbooks and supplementary readers <i>Week 4</i>	Activities enabling pupils to read English in real situation	Pupils should know the parts of the verbs e.g. Present. Past, future etc.	Pupils will read English n real situation. If to write pupils will use the correct tenses of the verbs to describe a situation.	Pupils will be able to read English in poems, dramatization, acting and reading story books, comprehension exercises etc.	
Listening and speaking <i>Week 5</i>	Oral exercises with the purpose of Pupils thinking and expressing their thoughts on real events.	Pupils should be able to think and express their thoughts to understand event.	Pupils express thoughts on events such school drama, sports game, celebration of the country's republic, etc.	Pupils should be narrate what they have seen and give an opinion on how the event can be improved.	Knowledge of what they see and observe.
<i>Week 6</i>	Pupils should observe how certain things are done or made.	Pupils should be able to see how certain things are made or done e.g. soda soap making.	Pupils are taken to a local soda soap manufacturer to observe the process.	<ol style="list-style-type: none"> 1. Pupils are taken to the factory 2. Observe the beginning process. 3. Observe the continuous process 	Practical observation

Class IV: English Language Arts, Term: 2 Syllabus

Theme concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
				4. Observe the finishing process until the commodity is produced.	
Textbook supplementary readers <i>Week 7</i>	Reading activities designed to cover longer topics and text in other subjects.	Pupils should be able to cover topics in other subjects.	Pupils will be willing to cover topics on other subjects. Teacher encourages Pupils to read more passages to improve on their reading habits and comprehension. Pupils read more books on various subjects such as the bible, literature and storytelling books.	Pupils are encouraged to read various books and answer to question pertaining to what they have read.	Different text books.
Textbook supplementary readers <i>Week 8</i>	Illustrated stories	To help Pupils understand stories told to them.	Teacher shares a story with pupils through illustration.	Pupils above teacher jumps from one area to the other when teacher gives example about a frog. Pupils read and interprets instructions,	Visual AIDS

Class IV: English Language Arts, Term: 2 Syllabus

Theme concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
				<p>notices, additional signs in English correctly.</p> <p>Pupils read quietly and show and understanding of the main points.</p>	
<i>Week 9</i>	Reading a variety of text and answering question in them	To read silently and loud and answer to question in them	Pupils read a lot of text books. Pupils read about texts from people and place in their environment.	Reading of various books in all subjects words given to Pupils to study for their correct spellings pupils are encouraged to read instruction signs and class notice to encouraged pupils to look up the meaning of difficult words in the dictionary.	
Text book supplementary readers <i>Week 10</i>	Notices	To help Pupils know how to observe notices at school, at home and elsewhere	<ol style="list-style-type: none"> 1. Notices are printed in school for Pupils attention. 2. Pupils observe these notices 	Many flash cards should be made available in class that Pupils will be able to see everyday especially the zebra crossing.	Flash card practical notices.

Class IV: English Language Arts, Term: 2 Syllabus

Theme concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
			and act upon than 3. Teacher must be ready to answer to Pupils question if they don't seem to understand certain notices. Teacher must be able to remind Pupils about instruction especially when crossing the road.	Pupils should also reminded practically for events to be carried out by the schools.	
Text book supplementary readers <i>Week 11</i>	Rhymes	Rhymes are given to Pupils in order to expand their knowledge in English both written and spoken rhymes	To be successful in learning rhymes and poems at all times. In this way Pupils will be able to memorise not only lines in	Teacher gives Rhymes to Pupils. Teacher sees that these rhymes are practiced everyday. Pupils are in the habit	Flash cards,

Class IV: English Language Arts, Term: 2 Syllabus

Theme concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
		are done for the Pupils to be able to retain many sentences in different subjects.	Rhymes and poems but in other subjects.	of memorizing the rhymes. These rhymes are read as daily and practical activities.	
Text book supplementary readers <i>Week 12</i>	Notices	Encourage Pupils to realize that notices are about information on what they should do and what they shouldn't do.	Notices are written for Pupils to observe and to listen to and act upon. Pupils follow the rules and abide by them.	Few notices are written for Pupils's attention. e.g. keep the classroom clean. Keep quiet when you are in class, do not throw papers on the floor etc.	Flash cards
<i>Week 1</i>	Writing joined script or cursive.	To write in cursive to help Pupils understand how to shape the letters.	To enable the Pupils to write properly. Pupils are taught how to shape the letter of the alphabet A to Z – Capital letters and small letters Pupils are dived for this for many weeks	Pupils are left to practice this for many weeks continuously practices on both upper and lower cases forms the bulk of teaching Pupils are encouraged to write on both black board and in books.	Books printed alphabetical text chalk and pencil and pens.
<i>Week 2</i>	Write guided paragraphs personal letters and notes	To expand Pupils idea in waiting sentences	Pupils to be able write sentences long and short	Pupils are given topics to write on e.g. My School, My Home etc. to express themselves in English. They should also write in	Books, pens, and pencils etc.

Class IV: English Language Arts, Term: 2 Syllabus

Theme concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
				paragraphs –two or three. This will be done continuously help perfection in Pupils.	
Writing in script and cursive <i>Week 3</i>	Spelling and dictation exercises	Spelling and dictation on exercises are given to Pupils they should be able to write in paragraphs and be able to spell words given to them by teacher.	Pupils should be able to produce correct spelling, know how and when to use punctuation marks in sentences.	Pupils learn these words in advance Pupils learn these words by spelling them in class before the written side of it is done.	Flash cards.
Writing in script and cursive <i>Week 4</i>	Spelling rules	Spelling must be given to pupils some days before the words are later given to Pupils to write in books. Teacher must be sure that Pupils are ready for the words to be dictated same to dictation.	Pupils are able to write out spellings correctly by in good hand writing, letters are well shaped and distinct.	Flash cards are given to Pupils in advance to study words for the time for spelling on the time table.	Flash cards.
<i>Week 5</i>	Stories related to home and school out time	Stories relating to family life and	Pupils listen carefully to teachers and	Pupils are encouraged to tell their own stories. Stories relating to the	Flash cards

Class IV: English Language Arts, Term: 2 Syllabus

Theme concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
	stories given by teacher.	African folk tales are told.	Pupils are to know the moral behind the story.	family and other members like grandmother and grandfather particularly in their old age.	
Fast writing <i>Week 6</i>	Activities designed to enable Pupils to write fast.	To enables Pupils to learn fast writing	Pupils should practice fast writing especially in dictation and spelling	To further develop Pupils idea in fast writing not only in dictation and spelling but in other subject. Dictation to Pupils in science social studies literature and others. Pupils are encouraged to practice writing on their own to develop fastness in writing. Writing stories, poems, diaries will also be an advantage.	
Writing in script and cursive <i>Week 7</i>	Write sentence and passages	Writing of sentences in cursive for Pupils to make out the shapes of letters.	Pupils develop the skill and habit of writing. They write as many lines as possible to develop more skill and habit.	Pupils continue to work with both cursive and script writing. Teacher continues to give Pupils more work on the subject.	Visual Aids cards.

Class IV: English Language Arts, Term: 2 Syllabus

Theme concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
<i>Week 8</i>	Write invitation notices advertisement diaries longer letters in English using joint script or short plays.	Writing guided invitations, notices and advertisement	Guided paragraph simple spellings exercises using joint script or cursive	Write invitations, notices, advertisements, diaries in English, longer letters using joined script or cursive hand writing.	Simple writing cards.
<i>Week 9</i>	Write short letters and invitations in simple form.	Simple letters are written for Pupils and Pupils copy from the black board into the writing books	Writing diaries invitations, notices advertisement etc.	class notices advertisement diaries etc.	Flash cards
Appreciation of poems and stories <i>Week 10</i>	Appreciation of character, make judgments enjoy the rhymes of poems, songs, stories and supplement texts.	To appreciate character in a play, enjoy and respond to rhymes to also appreciate poems and songs.	Discussing persons and events in the story. Reciting rhymes and poems	Supplement texts, collection of stories, rhymes, poems, short plays, simple biblical, Koranic stories and prayers.	Flash cards.
Appreciation of poems and stories <i>Week 11</i>	Listen to understand enjoy and respond to rhymes poems, song, stories and short plays.	To appreciate poems and songs stories and short plays	Discussing persons in the stories reacting rhymes and poems miming and dramatization	<ul style="list-style-type: none"> • Listen to stories and join in as appropriate. • Dramatize , retell and tell stories and relate to short plays. 	Flash cards

Class IV: English Language Arts, Term: 2 Syllabus

Theme concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
			different tenses present past and future pupils should also know how to describe scenes in pictures.	composition expressing themselves in English. Pupils also look at pictures and describe what they see in those pictures.	
Listening and speaking <i>Week 5</i>	Using adjective phrase correctly	Pupils should be able to use the adjective phrases all the time	Pupils should achieve adjective phrases a long time	Demonstration of certain activities e.g. height colour stature etc.	Flash cards.
Listening and speaking <i>Week 6</i>	Activities designed to develop an understanding of simple questions instruction and commands.	Pupils should be able to ask question pertaining to useful happenings and to understand commands.	Pupils benefit from useful discussions and be able to obey commands	Reading of text books that have questions and oral demonstration that have commands e.g. running jumping, clapping etc.	Flash cards
Listening and speaking <i>Week 7</i>	Story telling	Pupils should be able to tell stories on their own	Pupils should be able to tell stories for a long time	Pupils do general story telling dramatize stories and dancing	Pupils dramatize
Listening and speaking <i>Week 8</i>	Activities using appropriate school broadcast where this is possible.	Pupils use classroom system.	Pupils do activities in class by order Pupils do activity one after the others.	Pupils do activity in class by rows- a boy, a girl and the others listen as if it is a radio broadcast Pupils do so in turns.	Pupils themselves

Class IV: English Language Arts, Term: 2 Syllabus

Theme concept	Topic	Objective	Learning outcome	Teaching / Learning Activities	Teaching and Learning Aids
Listening and speaking <i>Week 9</i>	Activities enabling the pupils to receive and give information on their environment and experiences	Pupils must be able to give information about their environment	Pupils should be encouraged to visit other parts of their environment and analyze setting in the environment e.g. compound neatness behaviour of tenant	Pupils are encouraged to do games when visit is made telling stories study groups this will enable Pupils to observe and assess the environment	Physical education materials e.g. skipping rope balls and any other games.
	Expressing opinions, personal attitudes and making judgment	Pupils must be able to express their opinions on matters affecting them.	Pupils observe certain happening and give their opinions both for and against. They must be left to give judgments according to their discoveries	Pupils observe and concentrate on very vital material or happening. They are left to judge their findings positively. They argue on both sides for and against, after this the teacher can give final judgment.	Pending on what the discussion might be.

Primary 4 Mathematics

Expected learning outcome

- By the end of the year (2 terms) the pupils will be able to classify numbers into different categories, carry out the four basic operations on 3 and 4 digit numbers also in the use of standard units in the imperial system of measurement and identify properties of simple geometrical shapes and figures

Theme / Topic	Term I	Term II
Number and Numeration (a) whole numbers	i) Place value up to 10,000. ii) Renaming numbers up to 99, 999. Using expanded notation. iii) Ordering whole numbers up to 99, 999. iv) Renaming 3 – digit numbers as sum and differences. v) Multiples of 7, 8, 9 and 10 between 0 and 100 . vi) Multiplication facts for 2 to 12 up to 12 x 12. vii) Renaming 2 to 7 digit numbers as product of factor.	i) Roman numbers from 1 to 50
b) Fractions	i) Fractions with denominator 2 to 12. ii) Equivalent fractions.	i) Comparing and ordering fractions with different denominators 2 – 12. ii) Place value for tenth. iii) Decimal notation for tenths. iv) Decimal notational.
Operation on (a) Whole Number	i) Addition and subtraction of 4 digit numbers in rows and columns. ii) Multiplication of 3 digit numbers by 2 to 10.	i) Division of 2 digit numbers by 2 to 10. ii) Division of 3 digit numbers by 2 to 10.

Theme / Topic	Term I	Term II
Fractions	i) Multiplication of fraction with some denominator 2 to 12 by whole numbers 2 to 12. ii) Addition and subtraction of fraction with different denominators 2 to 12.	i) Addition and subtraction of fraction with different denominators 2 to 12. ii) Addition and subtraction of decimal numbers up to the tenth place. iii) Multiplication of decimal numbers to the tenth place by numbers 2 to 10.
Measurement	i) Standard units in the imperial system of measurement. ii) Length – yard, feet inches iii) Weight – pounds, ounces iv) Addition – of length and weight.	i) Conversion of standard units of measurement. ii) Addition of lengths and weights, iii) Time - months of the year, seasons, iv) Measuring using standard units of length and weight. v) Estimation and comparison of lengths and distances. vi) Measurement of area using non standard units vii) Money up to Le 10,000 . viii) Shopping amounting to Le 10,000.
Geometry	Basic properties of cuboids, cube, cylinder, cone and spheres.	i) Drawing plane figures - rectangle, square, triangle and kite. I) Properties of plane figures.
Statistics	Mode, mean, median of set of numbers less than 10.	Pictogram, bar graphs.

Class IV: Mathematics

Class IV: Mathematics, Term: 1 Syllabus					
Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
<p align="center">Number and Numeration</p> <p align="center"><i>Week 1-2</i></p>	<p align="center">Place value renaming and expanding numbers up to 4 digit.</p>	<p>1. Calculate the value of a numeral in a number up to 4 digit numbers.</p>	<p>- 1. Pupils will give the correct value of a numeral based on its place in a number e.g. 2728. The two 2s have different values.</p>	<p>Let pupils represent the numbers using boundless of sticks to represent ten then group of ten sticks each to represent ten tens (100) ten aroud of 1</p> <p>hundred sticks to represent 1,000, and then to represent ten thousand (10,000) let them use abacus and place value chart . let them use place value chart to expand numbers e.g. 3452 us three thousand, four hundred fifty-two.</p> <p>3452 = 3 thousand</p>	<p>Stick, abacus, place value chart.</p>

Class IV: Mathematics, Term: 1 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
				<p align="center">+ 4 hundred</p> <p align="center">+ 3 tens</p> <p align="center">+ 2 ones</p> <p align="center">$3452 = 3000 + 400 + 50 + 2.$</p>	
	Multiples of numbers.	<p>i. List multiples.</p> <p>ii. Multiply up to 3 digit numbers by whole numbers.</p> <p>iii. Identify types of fractions.</p>	<p>- Pupils would be able to do multiplication of numbers in word problems.</p> <p>- Pupils will be able to solve fractional problems.</p>	<p>Put the hundred (10 x 10) chart pinned upon the board, let pupils shade different colours for multiples of 2,3,4, . . . 9,</p> <p>Extend multiplication to 4 digit numbers.</p> <p>Using shading of parts to how the meaning of numerator and denominator.</p>	<p>Chart 10 x 10</p> <p>Stumps of paper cut outs of different</p>

Class IV: Mathematics, Term: 1 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
				Using cut-outs to show different types of fractions and let pupils be able to find out that: $\frac{1}{2} = \frac{2}{4}, \frac{1}{4} = \frac{2}{8}, \frac{1}{3} = \frac{2}{6}$	fractions e.g. halves. Thirds, fourth, fifth.
Operations on whole numbers <i>Week 3-5</i>	Addition and Subtraction.	Add and subtract up to 4 digit numbers without renaming.	Pupils will be able to solve word problems and become up to 4 digits.	Extend the activities used in primary three by blowing story problems from every day situation in pupils environment e.g. If 4031 girls and 2643 boys are in a city how many Pupils are there.	Abacus / place value chart additive cards.
Operations on whole Numbers <i>Week 6-8</i>	Addition and Subtraction.	By the end of the week pupils will be able to add and subtract up to 4 digit numbers with renaming.	Pupils will be able to solve hard problems in story form.	The problems that will involve renaming ones as tens, tens as hundreds,. Also hundreds are tens, tens as ones.	Place value charts.

Class IV: Mathematics, Term: 1 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
<p>Operations on whole numbers</p> <p><i>Week 9-10</i></p>	Multiplication.	Pupils to multiply 2 and 3 digit numbers by 2 digit numbers without and with renaming.	Let pupils be able to find product of story problems using their environment.	<p>Let pupils use the expanded form to first to multiply numbers e.g.</p> $34 \times 2 \times 6 = (300 + 40 + 12).$ $= 1800 + 240 + 12$ $= 2052.$ <p>Then you can guide them to work on the board together the long multiplication method. Encourage pupils to study their tables.</p>	Multiplication chart of tables 2 to 9.
<p>Operation on Fraction.</p> <p><i>Week 11-12</i></p>	Multiplication then of fractions with same denomination	Multiply fractions whole numbers.	Pupils will be able to solve problems using long fraction and whole numbers.	Let pupils use cut out of fractions to show the meaning of multiply using repeated addition e.g.	Cut outs of fractions.

Class IV: Mathematics, Term: 1 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
	by whole numbers.			$\frac{1}{3} \times 4 = \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3},$ $\frac{2}{5} \times 3 = \frac{2}{5} + \frac{2}{5} + \frac{2}{5}$ When the cut out are placed together they can be added.	

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
<p align="center">Operations on Fractions Week 1-2</p>	<p>Addition and Subtraction.</p>	<p>Enable pupils to add and subtract fractions with different denominator.</p>	<p>Let pupils be able to add and subtract different types of fractions.</p>	<p>Revise adding and subtraction of fractions with same denominators as fractions with same denominators before adding or subtracting e.g.:</p> $\frac{1}{2} + \frac{1}{3} + \frac{3}{6} = \frac{2}{6} + \frac{2}{6} + \frac{3}{6} = \frac{5}{6}$ $\frac{4}{5} - \frac{1}{2} = \frac{8}{10} - \frac{5}{10} = \frac{3}{10}$	<p>Cut outs rectangle or circular shapes in halves, thirds, fourths, fifths.</p>

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
Measurement <i>Week 3</i>	Length – Inches feet, yards, Weight - pounds ounces.	Enable pupils to: i) Convert yards to feet, feet to inches or verse vasa. ii) Convert pounds to ounces or ounces to pounds.	Let pupils represent the units in different ways e.g. 6yds in feet and also in inches.	Let pupils measure the length of their desk in different units e.g. In inches, feet, yards. Let pupils weight different items in groups and record the weight in ounces and pounds.	Rulers, tape rule, string. Balance or scales objects to be weight like stones books, shoe.
Measurement <i>Week 3</i>	Addition and Subtraction in length and weight.	Enable pupils to add and subtract in units of lengths and weight.	Pupils will be able to find the total length or weight of 2 or more objects.	Let pupils solve story problems from every day situation in their environment which require addition and subtraction using units of length and w eight.	Word problem based on experience in the community.

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
<p align="center">Measurement</p> <p align="center"><i>Week 5</i></p>	<p align="center">Time</p>	<p>Enable pupils to tell the time to the nearest minute.</p>	<p>Pupils will be able to tell the time whenever they are asked to do so.</p>	<p>Using a clock. Encourage the pupils to show the path of the minute hand.</p> <p>Let them relate the movement of the minute hand with the 5 times tables.</p> <p>Let them tell the time in hours and minutes as shown on the clock face.</p> <p>Let pupils be encouraged to find the relationship between an hour and parts of an hour and minutes.</p>	<p>Large clock face for blackboard.</p> <p>Smaller clock face and real clocks.</p>

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
Geometry <i>Week 6</i>	Basic properties of cuboids cubes, cylinders, cones, spheres.	Enable pupils to identify basic properties of solid shapes.	Pupils will be able to name the basic properties of any solid showing in a diagram.	Let them examine different objects by pushing and rolling flat and round surfaces. Let them do the activities in groups. Let them identify solids with both flat and round surface and name them. E.g. cuboids, cylinder. Let them stay in their groups and count the numbers faces, edges and vertical (corners) for each type solids.	Cuboids e.g. match boxes sugar boxes, jumbo maggi milk tins, tomato tines, cocoa bottles cubes e.g. lion sugar cube, Maggie cube cone, funnel pencil tip bic tip.
Statistics <i>Week 7</i>	Mode, mean and median.	Enable pupils to calculate the mode, mean and median.	Pupils will be able to compare the three terms and cite how	Let pupils do the activities in groups. Give each groups list of numbers less than the numbers they see most. To add them and divide by the number	Flash cards of set numbers less than 10 and words on flash cards as a mode,

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
			their weight are calculated.	in the set. Let them arrange the number in order from smaller to largest and find the middle numbers.	mean, median.
<p align="center">Number and Numeration</p> <p align="center"><i>Week 8</i></p>	Roman Numbers	Identify Roman numerals for number 1-50.	Pupils will be able to use Roman numerals in numbering items.	<p>Let teacher write the following headlines on the board and by adding to the left and right of the symbol you can create another numerals.</p> <p align="center"> I V X II IV IX III V X VI XI </p>	A chart showing remaining numerals 1 – 50

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
				<p align="center">VII</p> <p>XII</p> <p>VIII XIII</p> <p>When they have learnt to write Roman numbers 1 to 10, let the pupils sit in groups to continue writing 1-29, 21-30, 31-40 and 41-50.</p> <p>You show the pupils the chart. Explain to them that the numbers mean something different when it is on the left or right of a certain number.</p>	
Number and Numeration <i>Week 9-10</i>	Fractions	Compare and order fractions with	Pupils will be able to rank fractions in the	Let the pupils in groups put different stumps paper that represent fractional parts of unit fractions on	Cut-outs showing types

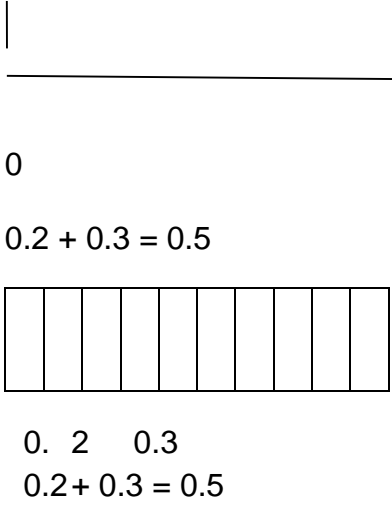
Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
		denominators 2 to 12.	order of magnitude.	top of each other and demined the smallest to the largest. Let them arrange the fractions in value of ascending and descending order.	of units fractions1.
Operation in fractions Week 9-10	Addition and subtraction	Add and subtract fractions.	Pupils will be able to add and subtract word problem involving fraction.	Let the pupils first add and subtract fraction with some denominators e.g.: $\frac{1}{3} + \frac{2}{3}, \quad \frac{4}{5} - \frac{2}{5}$ Let them change the fractions with different denominators using equivalent fraction then they can add or subtract as the actually above e.g. ;	Rectangular and use cut-outs of fracti9on halves third, fourths, fifths, sixth.

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
				$\frac{1}{3} + \frac{1}{2} = \frac{2}{6} + \frac{3}{6} = \frac{5}{6}$ $\frac{1}{2} - \frac{1}{4} = \frac{2}{4} - \frac{1}{4} = \frac{1}{4}$	
Operation on fraction	Decimals	Prepare pupils to add and subtract decimal numbers up to the tenth place.	Pupils will be able to solve story problems in decimal.	<p>Draw the numbers on the number tray and use the trays to introduce addition and subtraction. The decimal point and the tenth place must be on the tray.</p> <p>Then use the abacus to add and subtract.</p>	Number tray abacus number line strips making position of decimal; numbers.
Operation on fraction	Decimal (count)			Draw the number line and the diagram below and ask the pupils to come to	Number one and diagrams on chart as

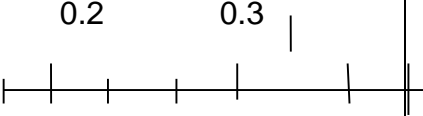
Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
<i>Week 9-10</i>				the board and solve a problem 	rectangular cutout.
			Students will be able to work out more problems likes these: $0.2 + 0.4$ $0.4 + 0.3$		

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
			$0.5 + 0.4$ $0.3 + 0.4$ Let them write the above as : $\begin{array}{r} 0.2 \quad 0.4 \\ 0.5 \quad 0.3 \\ +0.4+ 0.3+0.4 \\ + \underline{0.4} \\ \hline + 2.3 \quad 3.6 \\ 5.5 \\ \underline{1.4} \quad +\underline{1.2} \\ +\underline{1.2} \end{array}$		

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
<p align="center">Operation of fraction <i>Week 9-10</i></p>	<p align="center">Multiplication of decimals</p>	<p>Multiply decimals by whole.</p>	<p>Pupils will be able to multiply decimals using whole numbers.</p>	<p>Remind the class of the meaning of multiplication by considering 3×2 as $2 + 2 + 2 = 9$. Ask pupils to explain what is 3×0.3. help them to use that it is $0.2 + 0.2 + 0.2 = 0.6$.</p> <div style="text-align: center;">  <p>0.2 0.3</p> <p>0 0.1 0.2 0.3 0.4 0.5 0.6 0.7</p> </div> <p>Repeat this with several examples e.g. $5 \times 0.2 = 4 \times 0.4$, $2 \times 0.4 =$</p> <p>Extend the activity to include $2 \times 1.3 = 3 \times 2.5 = 8 \times 3.6 =$</p>	<p>Number line</p>

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
Measurement <i>Week 11-12</i>	Expressing standard unit in term of other units.	Enable pupils to express: (i) metre / kilometre (ii) kilograms	Pupils will be able to measure objects units of length and weight.	Let pupils measure different objects to find the length and weight. Put them in groups so that they can express in /metre or 3 metre or 36 inches. Also 2 metre. Let them weigh in kilogram also express as kilogram e.g 2 lbs or 320 oz.	Flash cards showing the relationship between units.
Measurement <i>Week 11-12</i>	Time	Recognize the month of the year and reasons.	pupils will be able to relate certain months to an event.	let them recite the months of the year . then ask them to tell which is 3 rd , 10 th month etc which ones start with 3 or end in ber.	Calendar.

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
				<ul style="list-style-type: none"> - Take a month and ask them to tell you an event. - Let them tell you when does the rainy or dry season start. 	
<p align="center">Measurement <i>Week 11-12</i></p>	<p align="center">Standard of length and weight</p>	<p>Demonstrate how to measure using standard unit of length and weight.</p>	<p>Pupils will be able to measure any length and weight of objects in the classroom.</p>	<p>Pupils in groups should be able to measure the length of books width of windows using a ruler or a tape rule.</p> <p>Pupils in groups should be able to weight items like stone, books, chalk, box or lunch bell using a simple balance.</p> <p>Pupils in groups will be given objects like sticks, desks, classroom floor to measure and after to</p>	<p>Ruler, tape rule balance.</p> <p>Ruler, tape rule</p>

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
				<p>predict the distance of the corridor, given their a classroom to head teacher's office, check to their home of the nearest shop.</p> <p>Pupils in groups will be given different shades to find the area of by covering it with templates like leaves, match boxes, bottle top, then they should count the number of leaves or match boxes or bottle tops will give them the area they use squared paper to measure the areas of shapes then count the square.</p>	<p>Leavers, match boxes, bottle tops.</p>

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
				DIAGRAM	
<i>Week 13</i>	Money	Recognize the currency notes.	Pupils will describe the currency notes Le 1,000; Le 2,000; Le 5,000; Le 10,000.	<p>Teacher will bring specimen of the different currency notes and organize a shopping centre with used articles from the pupils ask the pupils to identify the different notes.</p> <p>Combine two notes and let them buy from the shopping Centre and explain to you how much it costs and what is the change.</p> <p>Combine 3 small notes and give the total.</p>	Currency roles of Le 2,000; Le 5,000, Le 10,000.

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
	Money	Add and subtract manually up to Le 10,000.	Pupils will be able to add and subtract currency.	Let pupils pretend to shop and add to find the total cost then subtract from the money at hand e.g. cost of sugar is Le 1,000; if you have Le 5,000 notes what is the change?	Currency Le 1,000; Le 2,000; Le 5,000; Le 10,000.
Geometry <i>Week 11-12</i>	Plane figures	Draw plane shapes of rectangle cuboids squares.	Pupils will recognize and draw them.	Show the class the different between square and rectangle that when you put a alter on a corner is a square, but with a rectangle it is different. Diagram	
	Properties of plane figures	List the number of faces with edges.	Pupils will identify the	Demonstration to the pupils to draw the different shapes according	Empty tins, boxes funnel

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
			number of edges faces.	<p>to their pictures. Let them use flat faces of tins to draw angles bring specimen of triangle.</p> <p>Let the pupils count from the object to find out how many faces, edges and vertical (corner) area in each object.</p>	<p>shapes of trainable.</p> <p>Empty tins, boxes funnel triangle</p>
<p align="center">Statistic <i>Week 11-12</i></p>	<p align="center">Bar chart and pictogram</p>	<p>Collect recorded displaying information.</p>	<p>Pupils will be able to collect major materials and represent object picture and bar chart.</p>	<p>Let pupils in groups collect information e.g. the numbers who like coke, fanta, vimto, mangos, orange, lemons they should count them., then use pictures to represent a collection number of</p>	<p>Draw charts showing pictogram bind bar charts.</p>

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
				people. Draw bars to represent thirteen number of people,	
Number and numeration <i>Week 11-12</i>	Place value renaming and expanding numbers up to 4 digit	Calculate the value of a numeral in a number up to 4 digit numbers	1. Pupils will give the correct value of a numeral based on its place in a number e.g. 2728 the two 2s have different values.	Let pupils represent the numbers using bundles of stick to represent ten then 10 groups of ten sticks each to represent ten tens (100) ten groups of hundred sticks to represent 1,000 and then to represent ten thousand (10,000) let their use abacus and are value chart. Let them use place value chart to expand numbers. E.g. 3452 is three thousand, four hundred and fifty two	Sticks, abacus, place value chart.

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
				<p>3452 = 3 thousand * + 4 hundred * + 5 Tens + + 2 ones</p> <p>3452 = 3000 + 400 + 50 + 2</p>	
	<p align="center">Multiples and of numbers</p>	<p>1. List multiples</p> <p>2. Multiple up to 3 digits numbers by whole numbers</p> <p>[[</p> <p>3. Identify types of fractions.</p>	<p>Pupils would be able to do multiplication of number in word problems.</p>	<p>Put the hundred (10 x 10) chart pinned up on the board, let pupils shade different colours for multiples of 2, 3, 4...9,</p> <p>Extend multiplication to 4 digits numbers.</p>	<p>Chart 10 x 10</p>

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
			Pupils will be able to solve fractional problems	<p>Using shading of parts to how the meaning of numerator and denominator.</p> <p>Using cut-outs to show different types of fraction and let pupils be able to find out that $\frac{1}{2} = \frac{2}{4}$, $\frac{1}{4} = \frac{2}{8}$, $\frac{1}{3} = \frac{2}{6}$</p>	Strips of paper cut outs of deferent fractions e.g. Halves thirds, fourth fifths
<p>Operations on whole numbers</p> <p align="center"><i>Week 13</i></p>	Addition and subtraction	Added and subtract up to 4-digit numbers without renaming.	Pupils will be able to solve word problems and becomes up to 4 - digits	Extend the activities used in primary three by solving story problems from everyday situation in pupils announcement.	Abacus place value chart additive chards.

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
				E.g. If 4031 girls and 2643 boys are in a city how many Pupils are there.	
Operation on whole numbers <i>Week 13</i>	Addition and subtraction	By the end of the week pupils will be able to add and subtract up to 4 – digit numbers with renaming.	Pupils will be able to solve harder problems in story form.	Use problems that will involve renaming ones as tens, tens as hundred. Also hundred as tens, tens as ones.	Place value chart.
Operation on whole numbers <i>Week 13</i>	Multiplication	Pupils to multiply 2 and 3 digit numbers by 2 digit number without and while renaming.	Let pupils be able to find product of story problems using their environment	Let pupils use the expanded form to first to multiple numbers e.g. $342 \times 6 = (300 + 40 + 2) \times 6$ $= 1800 + 240 + 12$ $= 2052.$	Multiplication chart of tables 2 to 9

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
				<p>Then you can guide them to work on the board together the long multiplication method. Encourage students to study their tables</p>	
<p>Operation on fraction <i>Week 13</i></p>	<p>Multiplication of fraction with same den numerator by whole numbers</p>	<p>Pupils multiply fraction by whole number</p>	<p>Pupils will be able to solve problem involving fraction and whole numbers</p>	<p>Let pupils use cut out of fractions to show the meaning of multiply.</p> <p>Using repeated addition e.g. $1/3 \times 4 = 1/3 + 1/3 + 1/3$, $2/3 \times 3 = 2/3 + 2/3 + 2/3$</p> <p>When the cut out are place to setter they can be added.</p>	<p>Cut outs of fractions.</p>

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
Operation on fraction <i>Week 13</i>	Addition and subtraction	Enable pupils add and subtract fractions with different denominators	Let pupils be able to add and subtract different types of fractions	Revise adding and subtraction of fraction with same denominator using fractional parts using equivalent fraction to rename fractions with different denominators as fractions with same denominator before adding or subtracting e.g. $\frac{1}{2} + \frac{1}{3} = \frac{3}{6} + \frac{2}{6} = \frac{5}{6}$ $\frac{4}{5} - \frac{1}{2} = \frac{8}{10} - \frac{5}{10} = \frac{3}{10}$	Cut outs of rectangular or circular shapes in halves thirds fourths fifty's.
Measurement	Standard length –inches fact	Enable pupils to 1. convert yards	Let pupils represent the	Let pupils measure the length of their desk in	Revelers, tape rules, strings

Class IV: Mathematics, Term: 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching / Learning Aids
<i>Week 13</i>	yards weight pounds ounces.	to fact feet to inches or verse 2. Convert pounds to ounces or ounces to pounds.	units in different ways e.g. 6 yards in fact and also in inches.	different units e.g. in inches, feet yards. Let pupil's weight different items in groups and record the weight in ounces and pounds.	Balances or scales objects to be weight like stones, books shoe.
Measurement	Expressing standard units in term of other units.	Enable pupils to express: 1. Yards in feet. 2. Feet in inches 3. Pounds as ounces	Pupils will be able to measure objects in different units of length and Weight	Let pupil's measures different objects to find the length and weight. Put them in groups so that they can express in/ yards 3 feet or 36 inches. Also 2yards 1 foot as 7 feet or 3 feet 5 inches as 41 inches. Let them weigh in pounds and express as ounces e.g. 2 inches or 3203	Flash cards solving the relationship between units.

Class IV: Environmental Studies

Class IV: Environmental Studies, Term: 1 and 2 Syllabus					
Theme / Concept	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
Home and Family Living <i>Week 1</i>	Plants used as shelter, food and medicine	<p>Pupils should be able to identify plants in the environment and name the parts</p> <p>Pupils should be able to classify plants used as food, medicine, and shelter</p>	<p>At the end of the lesson, pupils should identify parts of a plant and classify their uses.</p> <p>Pupils should be able to demonstrate how these parts are used e.g., potatoes leaves</p>	<p>Pupils collect plants in the environment and bring to class.</p> <p>The class is divided into groups and are asked to classify the plant is used for food, medicine or shelter.</p>	<p>Different kinds of plants</p> <p>Diagrams and charts of the main part of a plant</p>
Home and Family Living <i>Week 2</i>	Leaves, stems, roots and their uses	Pupils should be able to identify the parts of the plant and	Learners should be able to classify leaves as:	Pupils use the plants from previous class, separate the parts and classify their uses.	Leaves, pictures of broom, timber fruit, etc.

Class IV: Environmental Studies, Term: 1 and 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
		how they are useful to Man	<ul style="list-style-type: none"> - Food, medicine, shelter. Stem as: - Food, medicine, shelter. - Some plants not useful to man 	<p>Pupils bring leaf and identify its parts.</p> <p>Pupils bring in yam, cassava, broomsticks, and potato leaves</p>	
Identification of common substances. <i>Week 3</i>	<ul style="list-style-type: none"> -Common powder (solids). -Common liquids. 	<ul style="list-style-type: none"> - - name and list common powder and liquids in the environment. 	Classify common substance using their sense of smell sight touch. - Express sample description of	<ul style="list-style-type: none"> - Pupils bring the following items to class: - Powder, salts, sugar, charcoal, chalk, dust sand, ashes. - Liquids water, cooking oil palm oil alcohol etc. 	Sugar, salt, water, charcoal, chalk, tins, stoppers, kerosene,

Class IV: Environmental Studies, Term: 1 and 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids												
	-Common gasses.	<ul style="list-style-type: none"> - Identify common powder and liquids using their sense of smell sight touch. - Observe, state and list the result when powder mixes with water. - Water and liquids. 	<ul style="list-style-type: none"> solids, definite shape and colour. -Liquids no definite shape size volume etc. -Sources and uses of common gasses. 	<ul style="list-style-type: none"> - In groups pupils observe and list the power (solids) and liquids. - Teacher guards the pupils in:- <ul style="list-style-type: none"> a) Mixing powder with water. b) Mixing water and other liquids. - Class discuss and write observation in a tauter form. <p>Example:</p> <table border="1" data-bbox="1209 899 1598 1352"> <thead> <tr> <th data-bbox="1209 899 1297 992">Label</th> <th data-bbox="1297 899 1446 992">Water of substances</th> <th data-bbox="1446 899 1598 992">Water of recognizing</th> </tr> </thead> <tbody> <tr> <td data-bbox="1209 992 1297 1174">A</td> <td data-bbox="1297 992 1446 1174">Sugar</td> <td data-bbox="1446 992 1598 1174"> Colour-white Smell – none </td> </tr> <tr> <td data-bbox="1209 1174 1297 1263"></td> <td data-bbox="1297 1174 1446 1263"></td> <td data-bbox="1446 1174 1598 1263">Touch - rough</td> </tr> <tr> <td data-bbox="1209 1263 1297 1352">B</td> <td data-bbox="1297 1263 1446 1352">Kerosene</td> <td data-bbox="1446 1263 1598 1352">Colour-white</td> </tr> </tbody> </table>	Label	Water of substances	Water of recognizing	A	Sugar	Colour-white Smell – none			Touch - rough	B	Kerosene	Colour-white	flour jars, stick, clock, alcohol, sassman rubber.
Label	Water of substances	Water of recognizing															
A	Sugar	Colour-white Smell – none															
		Touch - rough															
B	Kerosene	Colour-white															

Class IV: Environmental Studies, Term: 1 and 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activities			Teaching / Learning Aids
						Smell – yes	
Separating common substances. <i>Week 4</i>	<ul style="list-style-type: none"> - Methods of separating mixtures. - Uses of these methods in everyday life. 	<ul style="list-style-type: none"> - Pupils can: <ul style="list-style-type: none"> i) List down different methods of separating mixtures. ii) Name and discuss practical application of methods of separating mixtures in the community. 	<ul style="list-style-type: none"> Use simple methods to separate mixtures. - Can relate these methods to everyday life in the community . - Sedimentation in brewing tea. - Filtration sedimentation decontamination for preparing water for safe drinking. 	<ul style="list-style-type: none"> In groups, pupils mix and separate powder and water mixtures. -Teacher and pupils separate these mixtures using n the different methods. -Class write the uses of these methods in the everyday life of sedimentation in brewing of tea or coffee. -Evaporation in producing self from salt water (Newton). -Pupils note down the steps used in each method. <ul style="list-style-type: none"> i) Filtration ii) Sedimentation 			<ul style="list-style-type: none"> Source of heat. - Filter paper or cotton wool. - Tins, piece of cloth, sieve, covers and tunnels. - Charts showing steps involved in each

Class IV: Environmental Studies, Term: 1 and 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
				iii) Evaporation iv) Separating funnel v) Hand picking.	method or process.
Chemical and physical changes in material Week 5-6	-I) changes in material. -Properties of material before and after heating.	i) Pupils to note changes in materials and list types of changes in each. Observe and note some changes in temperature in some materials when heated. ii) Classify changes as	- Pupils can explain and group materials to Temporary changes. - Can Identify physical changes new substances form chemical changes new substances form . - Effect of heat on substances.	i) Explain what changes mean. ii) Examples of changes in natures. a) Atmospheric changes . b) Seasonal changes c) Weather changes. iii) Pupils heat samples of material and observe their state, colour, shapes. - Compare materials before and after heating. In groups observe materials and tabulate.	Salt, sugar, candle, paper wood. Show dried leaves sulphur nails Palm wine Source of heat continue. Places to visit Local shop, industry

Class IV: Environmental Studies, Term: 1 and 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activities			Teaching / Learning Aids	
		physical or chemical changes. -		Materials	Before Heating	After Heating	Charcoal Foo-foo processing Black smith shop.	
				Water	Liquid	Steam		
				Candle	Solid	Liquid		
				Sugar	Solid	liquid		
Feeding and excretion in man Week 7	-Feeding in man Excretion in man.	- Pupils name various foods eaten by man. - Discuss how each food is eaten that is either raw, fried, cooked, baked etc. - Name and identify parts	-Classify which food are eaten raw, fried, baked, cooked. -Can different uses of food e.g. foods for energy. -For growth and repair of the body. -Fighting disease germs. -Importance of the parts of the body used for	Pupils name and list other food items eaten by man. Demonstrate how each food named is eaten that is cooked, baked etc. - Group different foods into five classes of food. i) Carbon hydrates. ii) Proteins iii) Fats and oils iv) Vitamins v) Minerals salt with examples of each food. Draw and explain the absorption of food and elimination unwanted			- Various food items in the community including fruits. -Diagram of chart showing the digestive tract of man.	

Class IV: Environmental Studies, Term: 1 and 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
		of the body, used for feeding and digestion. - Name and state unwanted materials removed from the bodies and how the body get rid of unwanted materials.	feeding and excretion.	food from the body system. DIAGRAM -	
Light and Electricity Week 8	Sources of light - Production of light from batteries from bulbs and batteries.	- Identify some sources of light in the environment. - How to produce light	Can name and list sources of light. How to produce light using a simple circuit.	Class gives examples of sources of light; a) Burns materials. b) Sun , moon, others stop c) Insects (firefly) how to produce light using a simple	Matches torchlight Candle Bulbs

Class IV: Environmental Studies, Term: 1 and 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
	<ul style="list-style-type: none"> - Making simple circuits to produce light. - Uses of light. - 	<ul style="list-style-type: none"> from bulb and batteries. - Demonstrate how light travels. - List some uses of light in the community - Identify why some object is that cast shadows and others do not. 	<p>Can justify that light travels in a straight line.</p> <p>Can explain why some object cast shadows and other do not.</p>	<p>circuits wire that is batteries and bulb noting the positions positive + ve of the battery. Write and explain the meaning of the following.</p> <ol style="list-style-type: none"> 1. Reflection 2. Refraction 3. Transparent 4. Opaque. 	<p>Batteries and bulbs holders wire</p> <p>Three pieces of equal card boards with holes in the middle , sheets of glass or transparent materials opaque objects.</p> <p>Screen</p> <p>Sources of light.</p>

Class IV: Environmental Studies, Term: 1 and 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
Balancing and weighting Week 8	Factors involved in banking that is sea-saw. b) Balancing and weighing.	<ul style="list-style-type: none"> - Pupils to state the importance of weight, pivot (fukra) position of load from pivot. - Indicate the factor to balance unknown weight using knowledge. Gift. - Categorize loads as light and heavy. 	<p>Can indicate the</p> <ul style="list-style-type: none"> i) factor to known different weight of object in the community. ii) Can differentiate loads in the community iii) Can construct see-saw to determine unknown weight. 	<ul style="list-style-type: none"> - Pupils carry different loads on their heads , hands to compare weight. - Carrying poles on their shoulders with loads hanging at the end of the poles. - Class discuss to bring out the importance of furan or pivot; a) Load b) Distance of load from the pivot. - Demonstrate the construction of a see-saw - Let pupils construct a see-saw and use it to determine unknown weight. 	<p>Objects of different weights, long poles, length of wire or string, balancing loads or boards, metre rule</p> <p>Bamboo cane</p> <p>split into halves nails, knife hammer, piece of timer.</p>

Class IV: Environmental Studies, Term: 1 and 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
<p>Change in materials</p> <p><i>Week 9</i></p>	<ul style="list-style-type: none"> - Effect of water on paper. - 	<ul style="list-style-type: none"> - Pupils can describe the effect of soaking different types of paper in water. - Identify and indicate which strip of paper soaked more in water. - State some uses or paper soaked in water. 	<p>Can describe the different textures of papers.</p> <p>Can produce different items of use for decoration.</p>	<ul style="list-style-type: none"> - Pupils brings discard papers average. - Discuss length of time for different papers to soak. - Explain the effect of soaking different papers in water. 	<p>Vanguard or cardboard empty carton old news paper</p> <p>Discarded exercise books, water empty tins.</p>
<p>Property of material</p>	<ul style="list-style-type: none"> - Processes that result in the formation of 	<ul style="list-style-type: none"> - Name and list processes that leads to the formation 	<p>Demonstrate these processes:</p>	<ul style="list-style-type: none"> - Pupils / apply heat in some of the materials collected . - Make a list of indigenous industries in the community 	<p>Candle, cloths,</p>

Class IV: Environmental Studies, Term: 1 and 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activities	Teaching / Learning Aids
before and after heating <i>Week 10</i>	new materials	of new materials. - Identify the everyday applications of these processes in the community. - Visit a local industry community.	- Burning - Heating - Fermentation - Dist liaison to produce certain material in the community like charcoal, soap, alcohol foo-foo	- Soap industry - Gar dyeing - Black smiting - Identify the processes involved e.g. i. Charcoal production burring of wood to form charcoal ii. Foo-foo production grating , tying and fermentation. - Class visit local industry in the community.	Charts / diagram specimen of wood / cheered oil, black soap local gin cassava organic.
Change in colours <i>Week 11</i>	- - various colours in the community. - Colours of the rainbow. - Primary and secondary colours. - Natural colours in	- Pupils can identify the various colour. - Can categorize the different colours. - Name and list certain	Pupils can select colours to produce another colour. - Help in making gara plus production.	- Pupils brings different colours and things with colours to class. - Pupils combine two or more colours and then show the result. - Distinguish the rainbow colours into primary and secondary colours.	Vanguard or cardboard empty carton old news paper Discarded exercise books,

Class IV: Environmental Studies, Term: 1 and 2 Syllabus

Theme / Concept	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activities		Teaching / Learning Aids				
	certain things. -	things with natural colours.	<ul style="list-style-type: none"> - Can practice painting /making . - Design of certain things. 	<table border="1"> <tr> <td data-bbox="1234 383 1430 496">Primary colour</td> <td data-bbox="1430 383 1633 496">Secondary colour</td> </tr> <tr> <td data-bbox="1234 496 1430 695">Red, blue, yellow</td> <td data-bbox="1430 496 1633 695">Orange, green, indigo, violet</td> </tr> </table>	Primary colour	Secondary colour	Red, blue, yellow	Orange, green, indigo, violet	<ul style="list-style-type: none"> - List things with natural colours. <p>Frog, kola, cocoa, beetle, bird, cow, maize, goat, sugarcane, mango, banana, orange, flowers.</p>	water empty tins.
Primary colour	Secondary colour									
Red, blue, yellow	Orange, green, indigo, violet									

Class IV: Social Studies

At the end of the year pupils will be able to identify how their communities vary (that is chiefdom, districts, provinces western area)in size and have various features and factions that work and develop these communities.

In the text I have amended Western to a capital W but you may wish to leave it as lower case

Should Chiefdom have a capital C?

TERM 1: CHANGES	TERM 2: CHANGE
<ol style="list-style-type: none"> 1. Different sites /location size changes, population distribution of our chiefdom, district, province, Western area. 2. Change in information about the origin and stories of our chiefdom etc. 	<ol style="list-style-type: none"> 1. Difference and changes in the physical features of our chiefdom etc. 2. Changes in occupational activities relating to the main physical features.
TERM 1: SERVICES	TERM 2: SEVICES
<ol style="list-style-type: none"> 1. Social service in our community that is chiefdom districts province, Western area. 2. Importance and features of the social services that is water, banking, electricity, co-operative, thrift and traditional savings 	<ol style="list-style-type: none"> 1. Economic activities and other services of the people in the community, farming, agriculture, animal rearing, services in trading in the area. 2. Services in manufacturing agricultural and other local industries in the chiefdom, district, province, Western area.
TERM 1: COMMUNICATION	TERM 2: COMMUNICATION
<ol style="list-style-type: none"> 1. The importance of communication and information 2. The importance of information media of radio, Teacher, newspaper, post office. 	<ol style="list-style-type: none"> 1. Road links in the area e.g. links of agricultural area and towns. 2. Transportation of goods and services. 3. Means of communication for different purpose in the area e.g. in trade relations between individual and groups of people.
TERM 1: HEALTHY ENVIORMENT	TERM 2: HEALTHY ENVIORMENT
<ol style="list-style-type: none"> 1. Maintaining clean and healthy chiefdom district- province- western area e.g. individual effort and bye-laws for the environment. 2. Responsibilities of individuals and groups to ensure clean and health environment maintenance of public places. 	<ol style="list-style-type: none"> 1. Care of our natural resource –renewable and non-renewable. 2. Advantages and disadvantages or living in the area – chiefdom district etc.
TERM 1: GROUPS	TERM 2: GROUPS

<ol style="list-style-type: none"> 1. Different group of people in our chiefdom, district etc. 2. Population composition in the chiefdom, district etc. 3. The benefits that group members derive. 	<ol style="list-style-type: none"> 1. Groups of prominent personalities and their contributions. 2. Organisation and function of administration in our chiefdom etc. 3. How the council committee is organized.
TERM 1: CUSTOMS AND TRDITIONS	TERM 2: CUSTOMS AND TRADITIONS
<ol style="list-style-type: none"> 1. Customs pertaining to language, greeting and respect for authority. 	<ol style="list-style-type: none"> 1. Customs relating to religious and traditional institution 2. Customs and traditions with respect to cultural festivals in the chiefdom, district. etc.

Class IV: Social Studies

Class IV: Social Studies, Term: 1 Syllabus					
Theme	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activity	Teaching and Learning Aid
Changes <i>Week 1</i>	Location and size of our 1. Chiefdom 2. Provinces Western area.	<p>Pupils to identify</p> <ol style="list-style-type: none"> 1. The location of our village in relation to neighbouring villages using cardinal point. 2. Indicate the location and size of our village, town, district and provinces in Western area 	<ol style="list-style-type: none"> 1. Can indicate district, provinces, western area in the cardinal point 2. Know the total number of chiefdoms in Sierra Leone 149 3. Can use a map and interpret the location and sizes of districts, provinces. 	<ul style="list-style-type: none"> • Let pupils name their different places of birth • Let pupils select and discuss how to locate some of these places using the cardinal points. • Let pupils use a map to point out the district, province and western area in Sierra Leone. • Draw a table showing the number of chiefdoms in each district in Western area also giving an estimate of size for each district and western area. 	<p>Chart showing map of Sierra Leone indicating Province and District.</p> <p>Chart showing the number of chiefdoms in each district.</p>
Changes <i>Week 2</i>	Populations distribution of our chiefdoms, district	<ul style="list-style-type: none"> • Pupils can calculate the total number of people in 	<p>Pupils can make a survey in the community on</p> <ul style="list-style-type: none"> • Number of people 	<ul style="list-style-type: none"> • Let pupils name the district in Sierra Leone 	<p>Charts showing the 14 districts and the</p>

Class IV: Social Studies, Term: 1 Syllabus

Theme	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activity	Teaching and Learning Aid
	Province, Western area.	<ul style="list-style-type: none"> • Chiefdoms • District • Province • Western area. • Importance's of population distributions. 	<ul style="list-style-type: none"> • Number of streets or lanes • Why some other areas are densely populated. Pupils can compare the population district by district. • Pupils can define what is census. 	<ul style="list-style-type: none"> • Let pupils discuss why some areas are densely populated • Teacher guides the pupils to give approximate figure for people in each district. • Class illustrates in school how census is done in Sierra Leone • Teacher explains the meaning of • census <ol style="list-style-type: none"> a. Birth and death b. Political distribution of people in chiefdoms. c. Should these all be bullet points or all sequential letters? <ul style="list-style-type: none"> • Districts. • Provinces • Western area • Rural and Urban. 	approximate progress of people in each district.

Class IV: Social Studies, Term: 1 Syllabus

Theme	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activity	Teaching and Learning Aid
Service Week 3	Social services in our chiefdom, districts, province Western area.	List the social services in the area, chiefdom district <ul style="list-style-type: none"> • Name sources and provider of he services discuss the importance of social services. 	Pupils will be able to name the social services in the area and state the important function and funding of the social services.	Put pupils in groups and let them name the social services in the area. Let pupils list the sources or providers of the named services e.g., water, Osusu . Let the pupils explain the importance and funding of social services in chiefdom and districts. Let pupils play the role of different jobs like teaching, bank management, Osusu collector, nursing and doctor. Let pupils discuss its function and how it is funded.	Local map of the province and district. Province charts showing list of social services in the chiefdom and district. Samples of terms used in the process of social services e.g. papers. Thermometer, chalk, pay voucher, police station

Class IV: Social Studies, Term: 1 Syllabus

Theme	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activity	Teaching and Learning Aid
Communication	The importance of communicating information	Name a traditional means of communication	<p>Pupils will be able to tell the importance of communication- mention the types of communication when certain objects are used.</p> <p>Pupils will be able to differentiate between traditional media and modern media</p>	<p>Ask the pupils to tell you the importance of communication and the kinds of communication that is passed on when the following are used horn drums, bell, modern methods like radio and T.V</p> <p>Let the pupils name information media used to pass information within or across the chieftom, district, province and Western area.</p> <p>Let them classify them under the headings of traditional and modern methods</p> <p>Let them role play using the phone, radio and reading from newspapers</p>	<p>Examples of traditional methods- horns, bell drum.</p> <p>Example of modern methods- telephone, newspapers, letter, radio mobile, radio, Teacher, newspapers.</p>

Class IV: Social Studies, Term: 1 Syllabus

Theme	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activity	Teaching and Learning Aid
Healthy environment <i>Week 5-8</i>	Maintaining a clean and healthy home.	Describe how to clean the furniture and other terms in the home and compound.	Pupils will list different ways to prepare a healthy home	Put pupils in groups and let them discuss ways that are used to clean the furniture, wall, floor and other items at home. Let them also describe the cleaning of the compound.	Furniture of home and school
	Maintaining clean and healthy chiefdom, district.	Identify ways they can help cleaners clean the environment.	Pupils will be able to plan how to make their environment healthy	Let pupils discuss ways to clean the chiefdom and the district or Western area as a whole e.g. in groups of the different areas. They should have special times that the cleaning must be done.	Brooms, dustbin.
	Introduction of by laws.	Develop by-laws	Pupils will be able to produce by-laws for the different offences.	Let pupils decide on by-laws that should be created for people who do not keep the environment clean.	Chart showing list of by-laws about the chiefdom or district.
Healthy environment	Responsibilities of individual	Name their own responsibilities	Pupils will be able to explain how to they	Let the members in groups and discuss how	Tools used for sweeping,

Class IV: Social Studies, Term: 1 Syllabus

Theme	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activity	Teaching and Learning Aid
<i>Week 9</i>	and groups to ensure clean and healthy environment	and that of their groups to keep the environment clean.	will clean their home and keep public places clean.	<p>they as individuals and collectively as members of the family or household clean the house and the compound.</p> <p>Let them explain how public places like cleaning of the school furniture floor and compound are kept clean.</p> <p>Let them talk about the importance of keeping places and the environment clean and obeying the by-laws.</p>	cleaning, weeding, for gardening, soap, surf, towel and brushes.
<p>Groups</p> <p><i>Week 10</i></p>	<p>Different groups of people in our</p> <ul style="list-style-type: none"> - Chiefdoms - Districts. 	<p>Let pupils list the different ethnic groups in the community</p> <ul style="list-style-type: none"> - Districts and Chiefdoms. 	<p>Identify the ethnic groups in Sierra Leone</p> <ul style="list-style-type: none"> - Can easily classify the groups into political social etc. 	<p>Let pupils name and list the different ethnic groups in Sierra Leone</p> <ul style="list-style-type: none"> - Classified the groups into a. Political groups b. Social groups 	<p>Charts of ethnic groups in Sierra Leone</p> <p>Charts showing activities of</p>

Class IV: Social Studies, Term: 1 Syllabus

Theme	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activity	Teaching and Learning Aid
		<ul style="list-style-type: none"> - Pupils to identify some of their beliefs,-cultural and traditional 	<ul style="list-style-type: none"> - Can identify the activities carried out by certain groups in the districts. 	<p>c. Religious groups and economic groups.</p> <ul style="list-style-type: none"> - Let pupils name the ethnic groups that is most common in each provinces. - Let pupils identify certain jobs that are predominantly (mainly)done by certain groups –for example Lomba should this be in the numbered list? <ol style="list-style-type: none"> 1. Palm wine tapping 2. Sharbro- fishing 3. Trading – Temne 4. Discuss the customs and tradition on : <ol style="list-style-type: none"> a. Marriage b. Farming 	<p>named ethnic groups.</p>

Class IV: Social Studies, Term: 1 Syllabus

Theme	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activity	Teaching and Learning Aid
				c. Religious d. Societies	
Custom and traditions	Customs and tradition pertaining to language and respect.	Explain the acceptable ways of using language-greetings and showing respect for authority in the community	Pupils will be able to explain the customs, traditions and greetings and ways to show respect for elders and authority in their community.	<p>Let the pupils discuss in groups the customs and traditions that are acceptable in the chiefdom or area.</p> <p>Let them explain the ways how different members greet and show respect to their parents, strangers etc.</p> <p>Let them role play how elders and those in authority in the community or area are greeted and respected. They can explain in the different languages how the greetings are done.</p>	Pictures of pupils greeting and talking to elderly person showing how the customs permit them.

Class IV: Social Studies, Term: 2 Syllabus

Theme	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activity	Teaching and Learning Aid
<p align="center">Change</p> <p align="center"><i>Week 1-2</i></p>	<p>Difference and changes in the physical features.</p> <p>Occupational activities relating to the main physical features.</p>	<p>Pupils to inset and name and different physical features of the chiefdom.</p> <ul style="list-style-type: none"> - Describe the work people have done in different physical regions - Explain the reasons for changes in farm work at different times of the year. - Relate the primary calendar to the physical changes. 	<p>Classify main physical features</p> <ul style="list-style-type: none"> - Changes in weather and the seasons, occupations of the people - changes in growth and kinds of plants of different seasons <p>reasons for changes for inform work.</p>	<p>Sketching and inserting main physical region</p> <p>Discussion of the work done in different physical regions.</p> <p>Dramatizing activities during the farming calendar.</p>	<p>Map of the chiefdom district Atlas</p> <p>Chart showing farming calendar</p> <p>Flash cards of various social services and people at work in the environment.</p>
<p align="center">Services</p> <p align="center"><i>Week 3</i></p>	<p>Economic activities and other services of the people in the community</p>	<p>To help Pupils to know the economic activities in the community.</p>	<p>1. Economic activities are carried out in almost every community.</p>	<p>1. Most people prefer to live in certain urban? areas rather than rural areas.</p>	<p>Textbook</p> <p>Visual Aids</p>

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Theme	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activity	Teaching and Learning Aid
	eg. Farming, agriculture, animal rearing, services of trading in the area.	To help Pupils identify economic activities and the benefit for the community.	These are farming, agriculture, trading and other activities that will help the population stay in the community. Without economic activities areas will be a sparsely populated. This is what happens in the rural area. Urban areas are more populated than rural because of economic facilities.	<ol style="list-style-type: none"> 2. Facilities such as jobs, education and trade services are more profitable than in rural areas because of urban population. 3. Although not much farming activity is done in urban areas yet the rural community will supply the urban community 4. The urban community supplies manufacturing goods to the rural areas Education is more advanced in the urban areas than the rural because of certain economic facilities in the urban area. 5. Acts of vandalism are more common in the urban area than the rural. Pupils should be able to explain, identify and discuss the economic activities. 	

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Services in manufacturing agriculture industries <i>Week 4</i>	Manufacturing in agricultural and other industries in the chiefdom.	Name the economic activities of the people. Explain that the economic activities are determined by physical features.	Economic activities such as farming, weaving mat baskets, soap making, gara dyeing etc,	Discussion of occupations and services of the people. Field trip to local industries. Assignment to list services goods produced locally and goods for sale.	Charts showing economic activities
Communication <i>Week 5</i>	Communication in road links of agricultural areas and towns	Pupils should identify the different systems of communication in agricultural areas or towns	There are different types of communications in areas of agriculture. People use vehicles, some walk, mobile phones systems etc. To travel with products from the urban or rural areas vehicles must be used for fast movement	Pupils should be able to identify the systems of transferring goods from the rural to urban areas and urban to rural areas for manufacturing goods. Areas across rulers?, boats with mapping, sketching and insertion. There are other means of transferring goods such as locally made transport like omolankay, people carrying the foods on their head, labourers	Wall maps of Sierra Leone, Chart of survey of village town population Plan of chiefdom.
Communication <i>Week 6</i>	Means of communication for different purpose	List traditional and modern means of communication for different purposes.	Means of communication for trading using signs and	Discussing and listing of : a. Some traditional means- horn, drums, bell, town cries. etc.	Telephone, letters, telegrams flute, horns,

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		State different ways people interact on particular occasions.	symbols, adverts, diagrams, and pictures.	b. Modern means e.g. Radio, telephone, mobile phones etc. Role –play of good ways to communicate.	bell, mobile phones etc.
Healthy environment <i>Week 7-9</i>	Care of our natural resources	Name our natural resource	Pupils will be able to name a lot of our natural resources	Explain what natural resources are and let the pupils name our natural resources eg. diamond, gold, bauxite, fish, cacao, palm oil, coffee, ginger, cassava.	Collection of samples of plants and animals, food stuff, birds, fish, crab, granite. Pictures of minerals e.g. diamond, and gold.
	Distinguish our natural resources into renewable and non-renewable	Categorize the resources into renewable resource e.g. Forest, water, animal, fish, non-renewable e.g. mineral.	They will be able to classify all natural resources into renewable and non-renewable.	Let pupils classify things that are natural and things which are made. Let them name natural things which reproduce themselves e.g. forest, water, animals, fish. Natural things which do not reproduce themselves e.g. Minerals.	
	Advantages and disadvantages of living in the	Name the advantages and disadvantages of living in the area.	Pupils will be able to discuss	Let them discuss the good things (advantages about staying in a particular area	Chart showing the good things and another

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	area eg. Chiefdom, district.		the advantages and disadvantages of living in and area.	and the disadvantages about living in that area.	showing the bad things.
Groups <i>Week 9-11</i>	Groups of prominent personalities and their contribution Organization and fraction of administration our Chiefdom.	Pupils to identify prominent personalities and their contribution in their districts, chiefdom and province. List and discuss the fraction of government in the chiefdoms, districts, provinces etc.		Discussing and listing pioneers and prominent persons including : <ul style="list-style-type: none"> • Sir Milton Margai • Sieka Stevens • Sengbe Pieh • Maadem Yoko • Bai Bureh • Ella Koblo Gulama • Dr Davidson Nicol <p>State some of the fraction of government in districts, chiefdom provinces in:</p> <p>a. Education</p> <p>b. Health services</p>	Photographs, pictures of pioneers, charts showing activities of named prominent persons. Picture of a tree diagram of the administrative structures of chiefdom and the district.

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Theme	Topic	Objective	Learning Outcome	Suggested Teaching / Learning Activity	Teaching and Learning Aid
				<ul style="list-style-type: none"> c. Roads and communications • Sketching a tree diagram of <ul style="list-style-type: none"> a. The chiefdom council b. The district council • Categorize the functions of: <ul style="list-style-type: none"> a. paramount chief b. Section chief, village head man. 	
<p>Customs and tradition</p> <p><i>Week 12</i></p>	<p>With respect to cultural festivals in the chiefdom, district and Western area.</p> <p>The need for such festivals in the chiefdoms</p>	<p>Identify the exclusive cultural festivals in their chiefdom.</p> <p>Explain the needs for such festivals in the chiefdoms</p>	<p>Pupils should be able to talk about cultural festivals and do some of their dancing.</p> <p>Pupils will be able to describe the cultural festival and the need for them.</p>	<p>Explain the cultural festivals celebrated each year. Let pupils role play and do the dance by the elders each year.</p> <p>Invite a resource persons from the school or the chiefdom to give a talk on</p> <ul style="list-style-type: none"> a. Cultural festivals in our chiefdom b. The need for such festivals. 	<p>Picture of group dancers celebrating a cultural festival.</p> <p>Drums and any other local musical instrument</p>

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				<p>Pupils summarize the main points of the talk as a follow-up.e.g need for festivals pertaining to</p> <ul style="list-style-type: none">a. Secret societiesb. Farmingc. Fishingd. Security of the chiefdom.	<p>Sample of special clothes usually worn at cultural festival in the chiefdom</p>

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