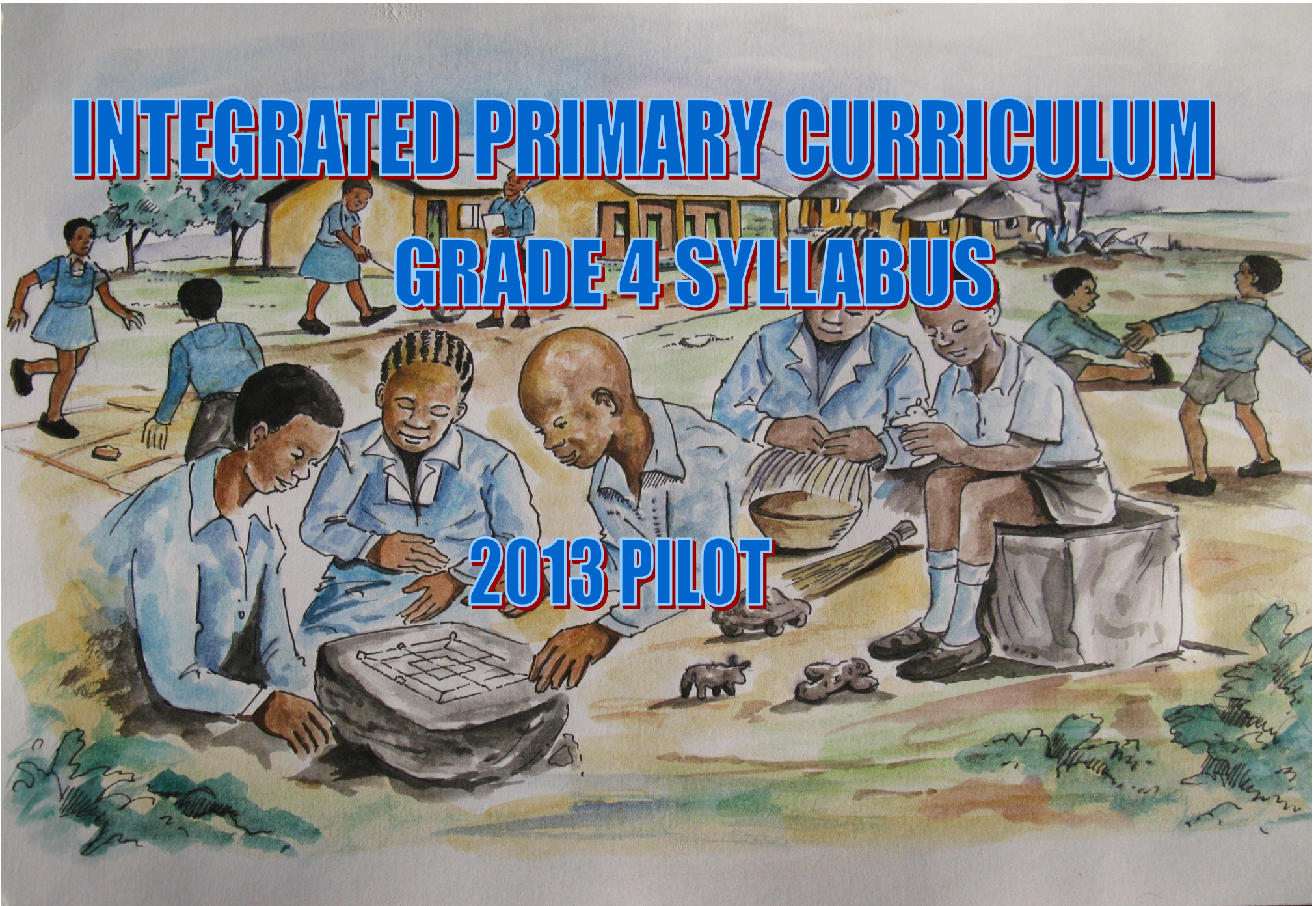


INTEGRATED PRIMARY CURRICULUM

GRADE 4 SYLLABUS

2013 PILOT



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Introduction to the Integrated Syllabus for Grade 4

This syllabus is part of a new integrated primary school curriculum, which is designed to respond to the changing needs of education in Lesotho and to deliver *Education for Individual and Social Development*, as laid out in the *2009 Curriculum and Assessment Policy*, equipping both Basotho citizens and the nation as a whole to meet the challenges of the increasingly globalised world in which we live, whilst maintaining the core values and identity of Basotho culture and society. Syllabus and Teacher's Guide for Grades 4 of the new curriculum have been developed by curriculum designers from the National Curriculum Development Centre (NCDC), in partnership with other stakeholders. These materials will be pilot tested in 70 primary schools throughout Lesotho in 2013.

Integrated curriculum

An integrated curriculum draws together knowledge, skills, attitudes and values from different subject areas to develop a more powerful understanding of key ideas which can be connected and related in meaningful ways by both the learners and teachers. This involves the development of **thinking skills**, as opposed to basic, subject-based skills and rote learning. Thinking skills enable learners to realise their potential and become better learners, creative workers and active citizens. The integrated curriculum has many advantages over the traditional subject-based approach. The integrated curriculum:

- mirrors the way children think, understand and learn, taking in many things and processing or organising them holistically, rather than in fragmented pieces;
- builds and reinforces key concepts and skills;
- provides contexts in which to understand, use and apply subject-specific skills and concepts;
- builds on prior knowledge and experience, making connections across subject areas and supporting a holistic worldview to make learning more meaningful;
- makes learning more relevant, reflecting the “real world” and the ways children learn at home and in the community;
- offers coherence in learning between different subjects, unifying learning beyond individual subject areas.

Organisation, structure and rationale of the curriculum

Instead of traditional subjects, the curriculum is based on:

- **Curriculum Aspects**, which highlight the life challenges and contexts in which the learner is expected to function as an individual and a member of society. There are five of these: *Effective Communication; Awareness of Self and Others; Environmental Adaptation and Sustainable Development; Health and Healthy Living; and Production and Work-related Competencies*.
- **Learning Areas** (into which the traditional subjects have been grouped), which indicate a body of knowledge necessary to equip learners with the competencies necessary to address these challenges. The five Learning Areas are: *Linguistic and Literary; Numerical and Mathematical; Personal, Spiritual and Social; Scientific and Technological; and Creativity and Entrepreneurial*.

The curriculum aims to develop **Core Competencies**, which will enable learners to apply the knowledge and acquired skills, Values and Attitudes necessary to address both current and new situations: *Effective and functional communication, Problem solving, Scientific, technological and creative skills, Critical thinking, Collaboration and cooperation, Functional numeracy and Learning to learn*.

The ambitious and innovative interaction between **Curriculum Aspects** and **Learning Areas** in order to produce **Core Competencies** outlined above concern the whole of Basic Education in Lesotho. In Grades 1, 2 and 3 the foundations have been laid for the rest of Basic Education. The syllabus for Grades 4 seeks to enable young learners to take their first steps on a pathway of active, independent learning. Naturally, at these levels, Learning Outcomes and the activities designed to achieve them are age appropriate, designed to nurture young children's early development as learners and to foster positive, enthusiastic attitudes

towards school and education, thus preparing them to become progressively more autonomous learners in the future. The emphasis is on practical activities, which develop the young learners holistically, stimulating their curiosity and fostering an active approach to learning. Teachers are encouraged to use a wide variety of teaching techniques, including group work, practical exercises and activities involving the wider community. The role of the teacher is seen as facilitating active learning by students, rather than a teacher-centred didactic approach.

Grade 4 syllabus is made up of four units, structured around thematic principles. Each unit includes material from the five Learning Areas, which has been thoroughly integrated, to reflect the way young children learn. The rationale and content for each unit is informed by the five Curriculum Aspects.

Units

Grade 4 syllabus entails themes organised in the following units:

- Unit 1: “**Knowing oneself and relating with others**”. The unit promotes awareness of personal identity, within the context of the national culture and encourages active learning to address emerging issues. In addition, it gives emphasis on learner’s relations within the context of family, school, communities and the wider society.
- Unit 2: “**My Health and Safety**”. The unit introduces learner to principles of healthy lifestyles which are personal care, fitness and nutrition. It further focuses on the precautionary measures that promote safety within the specific context of Lesotho.
- Unit 3: “**Understanding and Sustaining the Environment**”. The unit enhances resourceful and responsible interaction with the environment. It addresses the issues of environmental protection and management for sustainable development.
- Unit 4: “**Survival and Self Reliance**”. The unit aims at preparing a learner to survive in various challenges and be self-reliant.

Windows

Each unit contains **windows** dedicated to functional numeracy and literacy. The **windows are** allocated the additional time, and they are intended to complement and build on the integrated part of the syllabus, reinforcing and developing the skills and concepts.

The **literacy window** comprises:

- a **Sesotho window**, designed to ensure that by the end of Grade 4 learners will achieve a high level of functional literacy in Sesotho;
- an **English window**, which introduces English as a second language and a language of instruction.

The **numeracy window** gives learners the tools to apply numerical and mathematical skills and knowledge to real-life situations, reinforcing concepts introduced in the integrated syllabus.

Layout and presentation of the syllabus

Each unit is presented as follows:

An initial table provides an **overview of the unit**, listing the targeted **learning outcomes** and giving a summary of the content of each of the **windows** (see, for the example, the overview of Unit 1 on pages 1 - 2).

A second much longer table provides an **activity plan** for the entire unit. For each targeted learning outcome, details are given of:

- the key **concepts, skills, Values and Attitudes** which underpin its successful attainment.
- a list of **suggested learning experiences** or activities which can be used by the teacher. This is not exhaustive and the teacher is free to use other complementary activities.
- assessment criteria, guiding the teacher in **what to assess**.
- a list of **suggested resources**. This is designed to help all teachers, however many or few resources may be available in their schools and communities.

A **Teacher's Guide** is available and gives pedagogic advice and background subject information to teachers. It contains an introduction which gives more details on the scope of the different **Learning Areas**.

Principles of assessment

Assessment and curriculum are closely integrated and mutually supportive. The 2009 *Curriculum and Assessment Policy* introduces continuous assessment (CASS) as a key strategy to reform education. Continuous assessment is an on-going system of monitoring and assessing learners' progress which is closely integrated with the teaching and learning process and actually supports learning. It is formative assessment, done in the school environment through daily teaching. It can also be achieved through projects, quizzes, tests, interviews and observations.

In the context of Lesotho, it has been decided to merge formative assessment and assessment for learning, moving away from the traditional ways of testing, which have been found to be severely limiting. Testing through examinations and tests provides learners with marks or grades, for example 7/10 or 12/20. However, it does not give any indication of what the learner is actually able to do. Instead of marks or grades, the new methods of assessment will generate statements about each learner's progress and ability. These will help learners, their teachers and future teachers, their parents and guardians, as well as education policy makers, to know exactly what a learner has learned and is capable of doing, also indicating areas where remedial work is needed. A further disadvantage of conventional testing is that teachers feel under pressure to "teach for the exam" and ignore aspects of the curriculum which will not be examined. This results in teaching focusing on an excessively narrow body of knowledge, which does not deliver a well-rounded education or prepare learners for the demands of the real world. The continual assessment which will be used to assess learners' progress in the new integrated curriculum will allow the teacher to teach and assess the whole curriculum.

The units of the syllabus are presented in such a way that, along with each learning outcome, assessment criteria guide the teacher in what to assess to determine whether the learning outcome has been successfully achieved, partially achieved or not yet achieved. The question of how to assess these learning outcomes is not explicitly addressed in the units. Rather it is presented in two other documents which are available to teachers: *a Guide to Continuous Assessment: implementing the curriculum and assessment policy and improving learning and achievement in Lesotho (ECOL January 2012)* and *Assessment Packages in Numeracy and Literacy for Grade 4*. Further advice on how to assess learning is contained in the Teacher's Guides. Teachers will be trained to understand and use these techniques and supported through the initial stages of their introduction.

Teachers will share learning outcomes and success criteria with learners, so that learners know what they are learning and the standards they are aiming for. They will provide feedback (which may be oral or written) that helps learners to identify improvement; both the teacher and the learner will reflect on learners' performance and learners will learn **self-assessment techniques** to discover areas for improvement. This promotes a more active approach to learning and recognizes both that motivation and self-esteem are crucial for effective learning and progress, and that these can be increased through effective assessment techniques. In addition to self-assessment, peer assessment is a useful tool which will be used as appropriate.

Just as there are many partners in promoting successful teaching and learning (the learners, their class teacher, other teachers in the school, the school principal, parents and guardians and the wider community), successful assessment includes people other than the learner and their teacher. In particular, parents and guardians are encouraged to take the time to understand the new process, to discuss it with their children and their teachers, follow their children's progress and support both learners and teachers in the new modes of assessment.

Definitions of terminology used

Learning outcome: statement in measureable terms of what a learner should know, understand or be able do by the end of a particular unit. This is expressed as an "outcome" rather than an "objective", since teachers are familiar with this usage from the previous syllabus (to differentiate "learning outcomes" from the "specific objectives" addressed by each subject).

Learning experiences: teaching and learning activities designed to enable learners to achieve a given learning outcome.

Concept: a general idea which emerges from a specific situation; once understood it can be applied to different contexts to promote understanding. For example, the concept of the family emerges from awareness of the familiar unit in which people live; it can be applied to groups of animals, plants or words which naturally belong together.

Skills: abilities which every learner is expected to acquire to help them learn and live well in society; they can be mental, physical or social.

Values: qualities which are considered to be important, worth preserving and transmitting to the younger generation. For example, Basotho consider honesty and respect to be essential values.

Attitudes: positions or opinions: what is appreciated or disliked by an individual or a group. For example, teachers tend to have a positive attitude towards learners who work hard at school.

Suggested resources: a list of possible items, materials, persons etc. which may be used to help achieve a given learning outcome.

Unit 1: Knowing oneself and relating with others

Overview of Unit

Learning outcomes: at the end of this unit learners should be able to:
<ol style="list-style-type: none"> 1. greet formally, informally and use social graces appropriately. 2. demonstrate unique personal attributes and express positive feelings about themselves. TG¹ 3. talk about how they feel. 4. suggest ways in which they can build healthy relationships. TG 5. identify empty set and use set symbols: { }, ∅ correctly to demonstrate real life situations. 6. explain that differences in the ability of girls and boys are more cultural than biological. TG 7. resist negative effects of gender socialisation on their self-image. TG 8. solve moral dilemmas on responsibility and reliability as themes and risk. TG 9. demonstrate understanding of children's rights and responsibilities. TG 10. engage in right promoting behaviour and reject behaviour that violates rights. 11. outline their family genealogy. TG 12. identify different types of councils in the local government. TG 13. jump, catch, balance and throw. 14. read and write up to 4-digit numbers in words and number symbols. 15. add 4-digit numbers without carrying and subtract 4-digit numbers without borrowing. 16. identify signs and symbols of different religions in Lesotho. TG 17. identify and use fractions: $\frac{1}{5}, \frac{1}{6}, \frac{1}{8}, \frac{1}{10}, \frac{1}{12}$ in real life situations. 18. describe the culture of the main ethnic groups in Lesotho (San, Sotho, Nguni). TG 19. perform simple dance movements of waltz.

Literacy window		Numeracy window
Sesotho	English	
<p>Learners experiment with proverbs, riddles, factual stories and traditional folklore which focus on the learner and relationships.</p> <p>They also deepen their social skills by using precedence, social graces, kinship terms and social titles.</p> <p>Expressive writing, synonyms, and the use of all phonics are also crucial at this stage.</p>	<p>Formal and informal greetings and the use of titles in more formal modes of address.</p> <p>Development of grammatical structures, with: differentiation between proper and improper nouns; practice of simple past tense, present tense and future tense.</p> <p>Ongoing development of writing, focusing on the spelling of common words containing silent letters, good handwriting and correct punctuation.</p> <p>Introduction of more indepth reading, with more critical responses from learners to what they have read.</p> <p>Ongoing development</p>	<p>Consolidation of set formation, using symbols for empty sets, thus { } and ∅.</p> <p>Knowledge of the value of numerals 1 – 1000 with emphasis on the place of 4-digit numbers in the reading and writing of numerals in words and number symbols.</p> <p>Addition of 4-digit number without carrying and subtraction of 4-digit numbers without borrowing.</p> <p>Identification and use of fractions accurately. Identify Lesotho, RSA and Swazi currency in terms of shape, colour, size and value. Demonstrate the use and management of money in practical situations.</p>

¹ TG indicates that a learning outcome has been guided

20. locate the places in their districts where ethnic groups are found in Lesotho.
21. identify and draw different types of lines: vertical, horizontal, diagonal and curving lines.
22. identify regular and irregular 2D polygons: pentagon and hexagon in nature and cultural art forms
23. make portraits depicting people of three cultures found in their district (Basotho, Xhosa, Zulu, Chinese, Indian, European, Swazi and other African cultures). TG
24. identify line(s) of symmetry from basic shapes including objects in nature and cultural art forms. TG
25. identify national symbols of Lesotho. TG
26. compare Lesotho, RSA and Swazi currency in terms of shape, colour, size and value.
27. use currency in circulation for buying and selling activities. TG
28. perform local and foreign folk songs and dance.
29. relate hours to days to solve real life problems.
30. play indigenous games (liketoana and morabaraba).TG
31. practise athletics through running 50m and 100m race.
32. measure length and height in millimetres, centimetres, metres and kilometres
33. play games from other cultures: playing cards, monopoly, scrabble and chess. TG
34. measure mass using milligrams, grams, and kilograms.
35. measure volume using millilitres and litres.
36. write precedence list in order.
37. measure the perimeter of regular and irregular shapes.
38. find the area of regular and irregular shapes in square units.
39. practise throwing and catching in netball game.
40. collect data in the immediate environment and use tally marks. TG

	<p>of oral skills, with focus on confidence in speaking and on more critical listening.</p>	<p>Apply measurement of time, length, mass and volume in real life situations to solve problems.</p> <p>Draw different types of lines and use them in forming shapes and identifying symmetry in different contexts in their immediate environment.</p> <p>Calculate area and perimeter of regular and irregular shapes and collect data in learners' immediate environment.</p>
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Unit 1: Knowing oneself and relating with others

Activity Plan

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>1. greet formally, informally and use social graces appropriately.</p>	<p>Concepts Formal Greetings G: Good morning Good afternoon Good day R: Yes Good Sir/Madam</p> <p>Informal Hi – Hi Hello – Hello How do you do? – How do you do?</p> <p>Social graces: Thank you Have a nice day Enjoy yourself</p> <p>Responses You are welcome Thank you Thank you</p> <p>Skills Speaking Listening Differentiation</p> <p>Values and Attitudes Cooperation Awareness Respect</p>	<ul style="list-style-type: none"> • Learner role-play being teachers/ elders and others being children and greet one another formally. • Teacher explains to learners the difference between formal and informal greetings and the situations in which they are applicable. • Elders: formal greetings • Peers/ age mates: informal greetings • Learners pick correct word-cards displaying responses to different greetings. • Teacher guides learners role-play hospitality social graces. • Learners role-play hospitality social graces and their responses. 	<p>greet correctly in formal situations.</p> <p>greet correctly in informal situations.</p> <p>use social graces appropriately.</p> <p>respond to social graces appropriately.</p>	<p>Textbooks</p> <p>Word cards</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>2. demonstrate unique personal attributes and express positive feelings about themselves.</p>	<p>Concepts My Identity: Who am I? (Personal identity) Knowing myself (External physical characteristics)</p> <p>Valuing Myself: Accepting myself - What I like about myself - What I don't like about myself</p> <p>Skills Self Awareness Self Esteem Intrapersonal Relationship Peer pressure resistance</p> <p>Values and Attitudes Self-respect Responsibility Acceptance Belonging</p>	<ul style="list-style-type: none"> Learners engage in a game; "who am I" (personal identity) Learners form buzz group discussions on physical characteristics Teacher and learners discuss the physical characteristics that people may have. <p>Learners:</p> <ul style="list-style-type: none"> carry out individual exercises on valuing oneself engage in friendly tree affirmation exercise. individually list their strong and weak points Teacher emphasises that the strong points built a person's character. 	<p>list their physical characteristics.</p> <p>identify their strong and weak points.</p> <p>develop positive feelings about themselves from.</p>	<p>Teacher's Guide</p> <p>Braille material (if relevant)</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
3. talk about how they feel.	<p>Concepts Sadness Anger Happiness Surprise Fear Love Hate Excitement</p> <p>Skills Speaking Awareness Assertiveness</p> <p>Values and Attitudes Self-awareness Respect of self and others Appreciation</p>	<ul style="list-style-type: none"> • Teacher reads a story emphasizing the emotion of the different characters. • Teacher and learners discuss how different characters felt. • Teacher and learners discuss the following emotions: sadness, anger, happiness, surprise, fear, love, hate and excitement. • Learners role-play different emotions. • In groups, learners discuss what they do when they experience sadness, anger, happiness, surprise, fear, love, hate and excitement • Teacher and learner discuss appropriate response to various emotions. • Teacher and learners discuss the importance of saying how they feel. • Teacher and learners discuss how a person should respond to someone who is happy, sad, surprised, excited and afraid. 	<p>explain how a character felt.</p> <p>role-play different emotions.</p> <p>state the importance of saying how they feel.</p> <p>show appropriate behavior when they feel sad, happy, surprised, excited and afraid.</p> <p>respond to someone who is happy, sad, surprised, excited and afraid.</p>	

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>4. suggest ways in which they can build healthy relationships.</p>	<p>Concepts Living with Others Different types relationships - The people I know (home, school, community) The people I care about - Why I care for them The people I don't like - Why I don' like them - How others contribute to the way we feel about ourselves and how we should deal with it</p> <p>Skills Self-Awareness Self Esteem Interpersonal Relationship</p> <p>Values and Attitudes Self-respect Responsibility Acceptance Respect</p>	<ul style="list-style-type: none"> Teacher and learners discuss relationships and how to develop circles of relationships <p>Learners:</p> <ul style="list-style-type: none"> list actions that built relationships list actions that destroy relationships identify values and attitudes linked to building healthy relationships play a game that provokes a discussion on how others affect our feelings about ourselves. discuss how we should deal with the way people feel about ourselves. Teacher explains how peer assessments can shape our feelings and our actions 	<p>list different ways to build healthy relationships.</p> <p>identify values and attitudes that help to build healthy relationships.</p> <p>explain how views of people around us influence how we feel about ourselves.</p> <p>explain how peers can shape our actions and feelings about ourselves.</p>	<p>Teacher's Guide</p> <p>Braille material (if relevant)</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
5. identify empty set and use set symbols: $\{ \}$, \emptyset correctly to demonstrate real life situations.	<p>Concepts Empty set Symbols $\{ \}$, \emptyset Description of a set</p> <p>Skills Identification Drawing Critical thinking Logical thinking Manipulation Decision-making</p> <p>Values and Attitudes Appreciation Cooperation Confidence</p>	<ul style="list-style-type: none"> • Teacher introduces empty set using examples that relate to situations which directly involve learners' sense of belonging. • In groups learners give examples of empty set that relate to situations which involve their sense of belonging in the community. • Individual learners form empty sets • The teacher introduces the symbol of empty set $\{ \}$, \emptyset • Learners verbally give examples of empty set • Learners use symbols of empty set $\{ \}$, \emptyset correctly. • Teacher guides learners to identify empty set in their classroom, school and in their villages. • Learners use symbols to form empty sets related to the above situations. 	<p>name empty set.</p> <p>describe empty set.</p> <p>form empty set.</p> <p>write symbols of empty set.</p> <p>use symbols for empty.</p>	<p>Mathematics kit</p> <p>Mathematics chart</p> <p>Concrete objects</p> <p>Shapes</p> <p>Teachers Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>6. explain that differences in the ability of girls and boys are more cultural than biological.</p>	<p>Concepts Gender and socialisation: Myths and facts Learning to be a girl or a boy:</p> <p>Gender roles and responsibilities</p> <p>Skills Self esteem Self-awareness Critical thinking</p> <p>Values and Attitudes Respect</p>	<ul style="list-style-type: none"> Teacher and Learners discuss their roles and responsibilities in the villages. <p>Learners:</p> <ul style="list-style-type: none"> in groups brainstorm the myths related to being a girl and a boy. list tasks that girls are expected to do and tasks that boys do. look at the identified physical characteristics and decide which ones are biologically and which ones are culturally determined. <p>Teacher:</p> <ul style="list-style-type: none"> explains the term “gender role” Teacher and learners analyse a case study on gender roles in the family and community setting. <p>Learners:</p> <ul style="list-style-type: none"> form buzz group discussions on where the teachings about the duties of boys, girls, women and men come from. find out about traditional gender roles from parents/guardians as homework. teacher and learners discuss the findings. 	<p>differentiate between characteristics of boys and girls that are culturally determined and those that are biologically determined.</p> <p>briefly explain what gender roles are.</p> <p>list traditional roles and explain how they are passed on to younger generations.</p>	<p>Braille material (if relevant)</p> <p>Teacher’s Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
7. resist negative effects of gender socialisation on their self-image.	<p>Concepts Socialisation settings Agents</p> <p>Skills Tolerance Self esteem Self-awareness</p> <p>Values and Attitudes Respect Social Justice</p>	<p>Learners:</p> <ul style="list-style-type: none"> • revise gender roles and dramatise the case study used earlier in groups • discuss the images of girls and boys as portrayed in the skits • re-dramatise the skits with roles reversed to demonstrate effects of gender socialisation on roles and self-image <p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss differences between gender norms, values and beliefs • discuss the challenges of negative gender norms, values and beliefs on the construction of gender roles. 	<p>dramatise social concepts.</p> <p>give examples to show that gender socialisation can affect self-image.</p> <p>briefly explain what gender norms, values and beliefs are.</p> <p>give examples to show that negative gender norms, values and beliefs have a bearing on the construction of gender roles.</p>	<p>Teacher's Guide</p> <p>Braille material (if relevant)</p>
8. solve moral dilemmas on responsibility and reliability as themes and risk.	<p>Concept Moral dilemma</p> <p>Skills Problem-solving Decision-making Interpretation Analysis Dramatisation Creativity</p> <p>Values and Attitudes Risk taking Assertiveness</p>	<ul style="list-style-type: none"> • Teacher explains a moral dilemma • Teacher relates two different scenarios of moral dilemma on responsibility, reliability and risk taking • Learners dramatise two different scenarios of moral dilemma on responsibility, reliability and risk taking • Learners interpret scenarios. • Learners create their own scenarios on moral dilemmas depicting responsibility, reliability and risk taking as a virtue 	<p>detect moral dilemmas from given scenarios.</p> <p>dramatise scenarios of moral dilemmas.</p> <p>create own scenarios of moral dilemmas depicting responsibility, reliability and risk taking.</p> <p>dramatise their own scenarios.</p>	<p>Costumes</p> <p>Props</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>9. demonstrate understanding of children's rights and responsibilities.</p>	<p>Concepts Children's rights and responsibilities</p> <p>Skills Self esteem Empathy Interpersonal relationships Tolerance Critical thinking</p> <p>Values and Attitudes Cooperation Social justice Equality Equity</p>	<ul style="list-style-type: none"> Teachers and learners discuss children's rights and responsibilities. Learners brainstorm their rights and responsibilities. Teacher creates situations that will lead learners to: <ul style="list-style-type: none"> make a right decision. express their thoughts and feelings. be heard and listen to others. make mistakes and learn from mistakes. Learners match rights with responsibilities 	<p>give a brief explanation of right.</p> <p>match children's rights with their responsibilities.</p> <p>state children's rights and responsibilities.</p>	<p>Braille material (if relevant)</p> <p>Charts</p> <p>Children's rights and responsibilities booklet (UNICEF)</p> <p>Teacher's Guide</p>
<p>10. engage in right promoting behaviour and reject behaviour that violates rights.</p>	<p>Concepts Respecting diversity Equality and discrimination</p> <p>Protection from violation of rights Rejecting behavior that violates rights</p> <p>Skills Communication Critical thinking</p> <p>Values and Attitudes Tolerance Equality Non- discrimination</p>	<ul style="list-style-type: none"> Teacher reads a story on respect of diversity to learners. Learners: analyse the story by answering guiding questions. brainstorm on disadvantaged children in their community. write a short essay about inequality and discrimination and how to avoid them. discuss stories whereby children's rights have been violated brainstorm ways of protecting children from violation of rights and ways of rejecting such behaviours. 	<p>recognise and show respect for diversity.</p> <p>identify disadvantaged children in their community.</p> <p>describe situations that show inequality and discrimination and ways of avoiding them.</p> <p>identify situations where the rights of children are violated and ways to protect them.</p> <p>reject behaviours that violate rights.</p>	<p>Braille material (if relevant)</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
11. outline their family genealogy.	<p>Concepts Family tree in Sesotho culture up to three generations: Grand-Parents (both paternal and maternal) Parents Child Additional members: uncles, aunts, cousins, niece, nephews</p> <p>Skills Discussion Critical thinking Drawing</p> <p>Values and Attitudes Awareness Respect Appreciation</p>	<ul style="list-style-type: none"> Teacher instructs learners to draw their family trees as in Grade 3 up to 3 generations. Learners name their fathers' and mothers' siblings. Learners name the children of their aunts and uncles. Teacher explains the following kinship terms: aunt and uncle, niece, nephew, cousin. On the chalkboard, a teacher draws family tree and locate both paternal and maternal relatives. Learners draw a family tree in Sesotho culture. Learners construct sentences using kinship terms. Teacher and learners discuss how kinship terms are used in Sesotho and English cultures. 	<p>identify their relatives using appropriate terms.</p> <p>show how they are related to their uncles and aunts.</p> <p>name their paternal siblings.</p> <p>name their maternal siblings.</p> <p>draw their family tree up to three generation in Sesotho culture including uncles, aunts and cousins.</p> <p>construct sentences using kinship terms.</p> <p>relate the meaning of kinship terms in Sesotho and English cultures.</p>	<p>Paper</p> <p>Pencils</p> <p>Picture</p> <p>Teacher's Guide</p>
12. identify different types of councils in the local government.	<p>Concepts Types of councils: Community District Urban Municipality (Maseru only)</p> <p>Skills Effective communication Information finding</p> <p>Values and Attitudes Awareness</p>	<ul style="list-style-type: none"> Teacher explains different types of councils. Teacher asks learners to find out from home the names of their Councils and their Councillors. Teacher and learners discuss their findings. Resource person explains how different councils are formed. Teacher and learners discuss the roles of councils. 	<p>give the names of their councils and councillors.</p> <p>state the roles of the councils.</p> <p>mention the form of council that they belong to.</p>	<p>Resource person</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
13. jump, catch, balance and throw.	<p>Concepts Physical activity</p> <p>Skills Jumping Throwing Catching Balancing</p> <p>Values and Attitudes Cooperation confidence</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the importance of exercise for good and healthy life style. • Teacher/ resource person demonstrates the physical activities of jumping, throwing catching and balancing. • Learners practise the physical activities demonstrated to them. • Learners perform the activities keeping a rhythm for enjoyment. 	<p>mention two reasons for exercising/ doing physical activities.</p> <p>perform the four movements of jumping, throwing, catching and balancing.</p>	<p>play ground</p> <p>resource person</p>
14. read and write up to 4-digit numbers in words and number symbols	<p>Concepts 4-digit numbers Place value</p> <p>Skills Writing Logical thinking</p> <p>Values and Attitudes Appreciation Cooperation Confidence Patience</p>	<ul style="list-style-type: none"> • Teacher writes numbers in words on the board • Learners read numbers written on the board • Teacher provides learners with work cards to read numbers. • Learners investigate number of people in their different villages. • Learners write numbers in symbols. • Learners investigate digit numbers on the vehicle registration numbers and record their work. • In groups learners write numbers on the cards and exchange them amongst group members. • Learners investigate number of pages in their exercise books and textbooks and record their findings. 	<p>read up to 4-digit numbers in symbols.</p> <p>read up to 4-digit numbers in words.</p> <p>writing up to 4-digit numbers in symbols.</p> <p>writing up to 4-digit numbers in words.</p> <p>represent numbers on the abacus.</p> <p>write in words and symbols.</p>	<p>Mathematics kit</p> <p>Work cards</p> <p>Number chart</p> <p>Chart paper</p> <p>Abacus</p> <p>Linking blocks</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
15. add 4-digit numbers without carrying and subtract without borrowing.	<p>Concepts Addition Subtraction 4-digit numbers Place value</p> <p>Skills Manipulation Logical thinking Critical thinking Accuracy Addition</p> <p>Values and Attitudes Appreciation Cooperation Confidence</p>	<ul style="list-style-type: none"> Teacher demonstrates addition of numbers without carrying. Learners add 4-digit numbers without carrying. Learners solve real life problems involving addition of 4-digit numbers. Teacher demonstrates subtraction of 4-digit numbers without borrowing. Learners subtract numbers without borrowing Learners solve real life problems involving subtraction of 4-digit numbers. 	<p>add 4-digit numbers without carrying.</p> <p>add 4-digit numbers with carrying.</p> <p>solve real life problems involving addition of 4-digit numbers.</p> <p>subtract 4-digit numbers without borrowing.</p> <p>solve real life problems involving subtraction of 4-digit numbers.</p>	<p>Dienes blocks</p> <p>Linking blocks</p> <p>Abacus</p> <p>Objects from the immediate environment</p> <p>Counters</p> <p>Addition chart</p>
16. identify signs and symbols of different religions in Lesotho.	<p>Concepts Signs and symbols of the following religions in Lesotho: Christianity Islam Bahai</p> <p>Skills Drawing Identification</p> <p>Values and Attitudes Tolerance Awareness Respect</p>	<ul style="list-style-type: none"> Teacher asks learners to mention the religions they know. Teacher and learners discuss signs and symbols of different religions in Lesotho. Learners draw signs and symbols of different religions in Lesotho. Teacher provides learners with pictures of different types of crosses and asks them to identify the Christian cross from other crosses. 	<p>list the different religions in Lesotho.</p> <p>draw signs and symbols of different religions in Lesotho.</p> <p>identify Christian cross from other crosses.</p>	<p>Teacher's Guide</p> <p>Pictures</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
17. identify and use fractions: $\frac{1}{5}, \frac{1}{6}, \frac{1}{8}, \frac{1}{10}, \frac{1}{12}$ in real life situations.	<p>Concepts Fraction Denominator Numerator</p> <p>Skills Comparing Observation Manipulation Logical thinking Critical thinking Accuracy Addition Subtraction</p> <p>Values and Attitudes Appreciation Cooperation Confidence</p>	<ul style="list-style-type: none"> Teacher creates a situation where learners present parts of items as fractions Teacher demonstrates fractions by folding papers Learners find the given parts by folding, shading and cutting papers Learners use concrete materials to represent fractions. Learners shade fractions represented in pictorial form Teacher introduces denominator and numerator Learners divide themselves in groups to demonstrate fractions. 	<p>identify fractions: $\frac{1}{5}, \frac{1}{6}, \frac{1}{8}, \frac{1}{10}, \frac{1}{12}$ by using a fraction board.</p> <p>use fractions: $\frac{1}{5}, \frac{1}{6}, \frac{1}{8}, \frac{1}{10}, \frac{1}{12}$ to solve real life problems.</p> <p>show denominators and numerators.</p> <p>show shaded and unshaded fractions.</p> <p>form own fractions.</p>	<p>Fraction board</p> <p>Shapes</p> <p>Concrete/real materials from immediate environment</p> <p>Work cards</p> <p>Mathematics charts</p> <p>Mathematics kit</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
18. describe the culture of the main ethnic groups in Lesotho (San, Sotho, Nguni).	<p>Concepts Culture: language dress song and dance religion</p> <p>Music genres</p> <p>Skills Dancing Singing Creativity Observation Identification Effective Communication Self Awareness</p> <p>Values and Attitudes Appreciation Tolerance Respect Acceptance Competence</p>	<ul style="list-style-type: none"> • Learners revise their clan poems (ho thella) in their own mother tongue. • Learners discuss habits of their totem animals. • Teacher and learners discuss the clans that form the Sotho and the Nguni ethnic groups. • Teacher provides words from three languages and helps learners to classify words according to San, Nguni and Sotho. • Learners find out words and names that originally belong to the Nguni and San languages. • Learners present their findings in class for discussion. • Teacher and learners discuss cultural differences of the ethnic groups in relation to language, dress codes and religions. • Teacher and learners discuss three different music and dance genres of different cultures. • Learners sing and dance songs of different music genres. 	<p>recite their clan poems appropriately.</p> <p>collect appropriate totem animals and objects.</p> <p>mention habits of their totem animals and their protection.</p> <p>give words and names that belong to Nguni and San languages.</p> <p>state cultural differences of the ethnic groups.</p> <p>mention music genres three different cultures</p> <p>sing and dance to music genres of two cultures.</p>	<p>Pictures</p> <p>Cultural attire</p> <p>Teacher's Guide</p> <p>CDs</p> <p>DVDs</p> <p>Tape-player</p> <p>Tapes</p> <p>Resource person</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
19. perform simple dance movements of waltz.	<p>Concepts Dance Waltz posture</p> <p>Skills Positioning Stopping Changing directions</p> <p>Values and Attitudes Appreciation Self-control cooperation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss and demonstrate contemporary dance movements they know • Teacher introduces waltz as a dance movement • Resource person demonstrates waltz emphasising the importance of keeping a good posture position, stepping and changing directions • Learners practise waltz under the supervision of resource person observing all the rules. • Learners perform waltz in pairs on their own without supervision 	<p>mention three types of contemporary dance movements they know.</p> <p>demonstrate two contemporary dance movement they know.</p> <p>make steps of waltz and keep good posture.</p> <p>perform waltz without supervision.</p>	<p>play ground</p> <p>resource person</p> <p>music</p>
20. locate the places in their districts where ethnic groups are found in Lesotho.	<p>Concepts Location of ethnic groups: San Nguni Sotho</p> <p>Skills Effective communication Self Awareness Reporting</p> <p>Values and Attitudes Appreciation Tolerance Respect Acceptance</p>	<ul style="list-style-type: none"> • Teacher introduces the concepts of location using the map/sketch map of Lesotho. • Teacher provides or sketches the map of Lesotho on the chalkboard. • Teacher and learners discuss the ten districts of Lesotho. • Teacher and learners discuss the places where San, Nguni and Sotho are found in ten districts of Lesotho. • Learners locate places on the map of Lesotho where ethnic groups are found. 	<p>mention ten districts of Lesotho.</p> <p>give places which are mainly inhabited by the ethnic groups.</p> <p>locate the places on the map of Lesotho where ethnic group were found.</p>	<p>Teacher's Guide</p> <p>Atlas</p> <p>Chart</p> <p>Reference materials on the History of Basotho and Lesotho</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
21. identify and draw different types of lines: vertical, horizontal, diagonal and curving lines	<p>Concepts Line Vertical Horizontal diagonal Curving lines</p> <p>Skills Drawing Identification Naming</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher introduces different types of lines • Learners identify different types of lines from real life objects. • Learners identify kind of lines in their clothes, books, and in different structures. • Learners draw lines in their exercise books 	<p>identify lines from real life contexts.</p> <p>draw lines.</p> <p>name lines.</p>	<p>Rulers</p> <p>Pencils</p> <p>Concrete objects</p> <p>Teacher's guide</p>
22. identify regular and irregular 2D polygons: pentagon and hexagon in nature and cultural art forms	<p>Concepts Properties Polygon Pentagon Hexagon</p> <p>Skills Naming Identification</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher introduces pentagon and hexagon • Teacher provides Learners in groups with shapes: pentagons and hexagons • Learners sort shapes according to the number of sides and corners, pentagons and hexagons. • Learners identify possible polygons in their classrooms. 	<p>name shapes.</p> <p>sort shapes according to the number of sides.</p> <p>sort shapes according to the number of corners (vertices).</p> <p>identify possible polygons in the immediate environment.</p>	<p>Irregular shapes</p> <p>Regular shapes</p> <p>Chart paper</p> <p>Pair of scissors</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
23. make portraits depicting people of three cultures found in their district (Basotho, Xhosa, Zulu, Chinese, Indian, European, Swazi and other African cultures).	<p>Concepts Portraits Culture</p> <p>Skills Drawing Observation Interpretation Creativity</p> <p>Values and Attitudes Tidiness Commitment neatness</p>	<ul style="list-style-type: none"> • Teacher and learners discuss various cultures found in their districts. • Teacher and learners visit the nearest town to observe people of various cultures. • Teacher and learners discuss portraits of various cultures they observed in town. • Learners make portraits depicting people of three different cultures. • Learners display their work. 	<p>mention three different cultures.</p> <p>make portraits depicting people of three different cultures.</p>	<p>Pencils</p> <p>Crayons</p> <p>Drawing books</p> <p>Erasers</p> <p>Sharpners</p> <p>Teacher's Guide</p>
24. identify line(s) of symmetry from objects in nature and cultural art forms.	<p>Concepts Line symmetry</p> <p>Skills Identification Drawing Design</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher introduces lines of symmetry • Teacher helps learners to fold shapes and identify lines of symmetry • Learners in groups identify lines of symmetry of objects in nature and cultural art forms. • Learners design different patterns which have lines of symmetry • Learners use ink-devils to identify line(s) of symmetry 	<p>identify objects which have line(s) of symmetry.</p> <p>draw lines of symmetry shapes.</p> <p>use ink-devils to identify line(s) of symmetry.</p>	<p>Mathematics kit: shapes</p> <p>Objects found in the immediate environment</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
25. identify national symbols of Lesotho.	<p>Concepts National Symbols: Flag Coat of Arms National Motto: Khotso, Pula, Nala National anthem Basotho Hat Currency</p> <p>Skills Information gathering Self Awareness Reporting</p> <p>Values and Attitudes Appreciation Tolerance Respect Patriotism</p>	<ul style="list-style-type: none"> Teacher and learners discuss the national symbols. Learners state the features of the national flag, coat of arms and currency. Teacher asks learners to find out where coat of arms is found Learners are sent out to their homes to enquire what Basotho Hat represents and its significance to Basotho. Learners report their findings. Teacher and learners discuss the name of mountain which is symbolised by the Basotho hat and its significance to the Basotho nation. Learners draw coat of arms and Basotho hat. 	<p>identify areas where coat of arms is found.</p> <p>state the features of the coat of arms and Lesotho currency.</p> <p>mention what the Basotho hat symbolises.</p> <p>state the significance of the mountain symbolised by the Basotho hat.</p> <p>draw coat of arms and the Basotho hat.</p> <p>mention national symbols of Lesotho.</p>	<p>Coat of arms</p> <p>Basotho hat</p> <p>National flag</p> <p>Lesotho currency</p>
26. compare Lesotho, RSA and Swazi currency in terms of shape, colour, size and value.	<p>Concepts Currency Coins and bank notes</p> <p>Skills Comparing Manipulation Logical thinking Accuracy Decomposition</p> <p>Values and Attitudes Cooperation Confidence Honesty</p>	<ul style="list-style-type: none"> Teacher introduces improvised and real money Teacher provides learners with improvised and real money Learners compare money in terms of size, colour and shape Learners compare money in terms of value 	<p>compare money in terms of: shape, colour, size.</p> <p>recognise value of money.</p> <p>compare money in terms of value.</p>	<p>Improvised money</p> <p>Maloti</p> <p>Lisente</p> <p>RSA coins (Rands and cents)</p> <p>Swaziland coins (Emalengeni)</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
27. use currency in circulation for buying and selling activities.	<p>Concepts Price Addition Subtraction Coins and notes Profit and loss</p> <p>Skills Pricing Comparing Observation Manipulation Logical thinking Accuracy Keeping of records Decomposition</p> <p>Values and Attitudes Appreciation Cooperation Confidence Honesty</p>	<ul style="list-style-type: none"> • Teacher asks learners to bring items from their immediate environment • Learners are asked to price the items according to their market prices • Teacher provides learners with improvised money (both coins and notes) • Learners role play buying and selling • Learners keep records of the sold items and money received. 	<p>price items according to their market prices.</p> <p>keep records.</p> <p>role play buying and selling.</p> <p>check change.</p>	<p>Improvised money</p> <p>Real money</p> <p>Items from the immediate environment</p> <p>Mathematics kit</p> <p>Coins</p> <p>Banknotes</p> <p>Teacher's Guide</p>
28. perform local and foreign folk songs and dance.	<p>Concept Folk songs and dance</p> <p>Skills Singing Dancing Creativity</p> <p>Values and Attitudes Cooperation Appreciation Commitment</p>	<ul style="list-style-type: none"> • Teacher explains folksongs and dance and gives examples of local folksongs and dance • Teacher and learners explore foreign folksongs and dance in their area • Learners sing and dance local and foreign folksongs 	<p>mention two examples of local and foreign folksongs and dance.</p> <p>perform local and foreign folksongs and dance.</p>	<p>Cassettes and CDs</p> <p>CD player</p> <p>DVD player</p> <p>Resource person</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
29. relate hours to days to solve real life problems	<p>Concepts</p> <p>Time Hour Day a.m. p.m. Morning Afternoon Night Conversions of units</p> <p>Skills</p> <p>Comparison Manipulation Logical thinking Accuracy Addition Subtraction</p> <p>Values and Attitudes</p> <p>Appreciation Cooperation Punctuality</p>	<ul style="list-style-type: none"> • Teacher and learners use events to relate a day to hours • Learners estimate number of hours that make a day • Teacher guides learners to use events to explain issues of 24 hours • Teacher describes the beginning and ending of the day • Teacher gives emphasis that "a.m." and "p.m." takes 12 hours each. • Learners solve problems that relate to hours and days • Teacher introduces a.m. and p.m. • Learners write time using a.m. and p.m. notations • Learners demonstrate hours that make a day from the clock faces 	<p>relate hours to days.</p> <p>convert hours to days and day to hours.</p> <p>use of a.m. and p.m. correctly.</p> <p>solve problems that relate to hours and days.</p> <p>write time using a.m. and p.m. notations.</p> <p>demonstrate hours that make a day from the clock faces.</p>	<p>Chart paper</p> <p>Calendar</p> <p>Clock</p> <p>Teacher's guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
30. play indigenous games (liketoana and morabaraba).	<p>Concept Morabaraba Liketoana</p> <p>Skills Manipulation Observation Creativity Critical thinking Problem solving Decision-making</p> <p>Values and Attitudes Competence Competiveness Cooperation Assertiveness Commitment</p>	<ul style="list-style-type: none"> • Teacher and learners discuss different styles of playing morabaraba and liketoana • Teacher and learners discuss specific styles of seakhela and katapane • Teacher and learners discuss specific styles of "tsa sekoti, mok'hu, and letsoho" • Learners practise different styles of morabaraba and liketoana. 	<p>mention two styles of morabaraba.</p> <p>mention two styles of liketoana.</p> <p>play one styles of morabaraba.</p> <p>play one style of liketoana.</p>	<p>Small stones</p> <p>bottle tops</p> <p>Peach stone</p> <p>apricot stones</p> <p>playing board</p> <p>Teacher's Guide</p>
31. practise athletics through running 50m and 100m race.	<p>Concepts Warm-ups Running Cool-down</p> <p>Skills Warming-up Starting Sprinting breathing</p> <p>Values and Attitudes Commitment Competitiveness Appreciation endurance</p>	<ul style="list-style-type: none"> • Teacher and learners discuss ways of maintaining healthy life styles. • Teacher emphasises importance of warm-ups, starting correctly, sprinting, breathing and cool- down appropriately • Learners do warm-ups to prepare muscles for activity. • Learners practise 50m and 100m races under teacher's supervision. • Learner do cool-down exercises after every activity, 	<p>state three important skills in running.</p> <p>demonstrate warm-ups and starting skills.</p> <p>run 50m and 100m races.</p>	<p>Play ground</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
32. measure length and height using millimetres, centimetres, metres and kilometres	<p>Concepts Length Height Millimetres Centimetres Metres Kilometres Measure</p> <p>Skills Reading and writing Measuring Estimation Accuracy</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Teacher introduces and demonstrates how to use equipment for measuring different lengths and heights Learners in groups of use the provided equipment to measure different lengths Learners in groups of use the provided equipment to measure different their heights Learners determine items that can be measured using relevant standard measures. Learners read and write units of length and height using both words and abbreviated forms. 	<p>use units of length and height correctly.</p> <p>measure length and height correctly.</p> <p>read units of length and height using both words and abbreviated forms.</p> <p>write the units of length and height using both words and abbreviated forms.</p>	<p>Mathematics kit</p> <p>Trundle wheel</p> <p>Tape measure</p> <p>Metre rule</p> <p>30cm ruler</p> <p>Mathematical set</p>
33. play games from other cultures: playing cards, monopoly, scrabble and chess.	<p>Concept Playing cards Monopoly Scrabble Chess</p> <p>Skills: Manipulation Observation Creativity Critical-thinking Decision-making</p> <p>Values and Attitudes: Competence Competiveness Cooperation Commitment</p>	<ul style="list-style-type: none"> Teacher and learners discuss games: monopoly, chess, playing cards and scrabble Teacher and learners discuss rules for each game In groups, learners play different games 	<p>mention four games from other cultures.</p> <p>explain rules of any two games.</p> <p>play two of the games.</p>	<p>Playing-cards</p> <p>Chess</p> <p>Monopoly</p> <p>Scrabble</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
34. measure mass using milligrams, grams, and kilograms	<p>Concept Mass Milligram Gram Kilogram Measurement</p> <p>Skills Reading Writing Measuring Estimation Accuracy</p> <p>Values and Attitudes Appreciation Cooperation Objectivity</p>	<ul style="list-style-type: none"> Teacher introduces and demonstrates how to use equipment for measuring mass of different objects Learners in groups use the provided equipment to measure objects of different masses Learners read and write the units of mass using both words and abbreviated form. Learners bring empty items that are marked in mg, g and kg. 	<p>use units of mass milligram, gram, and kilogram correctly.</p> <p>measure mass of different objects correctly.</p> <p>mention objects that can be measured using mg, g and kg.</p>	<p>Mathematics kit</p> <p>Scale balance</p> <p>Bean bags</p> <p>Sand bags</p>
35. measure volume using millilitres and litres	<p>Concepts Measurement Abbreviation Millilitre (ml) Litre (L)</p> <p>Skills Read Write Measuring Estimation Accuracy</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Teacher introduces and demonstrates how to use equipment for measuring volume of liquids Learners in groups use the provided equipment to measure volume of liquids Learners read and write the units of volume using both words and abbreviated form 	<p>use units of volume millilitre and litres correctly.</p> <p>measure volume of liquids in containers of different sizes correctly.</p> <p>read units of volume using both words and abbreviated form.</p> <p>write units of volume using both words and abbreviated form.</p>	<p>Measuring cylinder</p> <p>Liquid containers measured in millilitres (e.g. beverage empty cans)</p> <p>1L, 2L and 5L containers</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
36. write precedence list in order.	<p>Concepts School board Principal Deputy Teachers Pupils</p> <p>Skills Listening Reading and writing Logical thinking Accuracy</p> <p>Values and Attitudes Cooperation Respect Awareness</p>	<ul style="list-style-type: none"> Teacher asks learners to list their precedence in their school situation. Learners list and order their precedence list. Learners write precedence list in their school orderly. 	<p>list the precedence haphazardly in their school.</p> <p>orderly list their precedence list.</p> <p>write precedence in order.</p>	Charts
37. measure perimeter of regular and irregular shapes.	<p>Concepts Perimeter Measurement Irregular shapes Regular shapes</p> <p>Skills Measure Estimating Accuracy Record Reporting Comparing</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Teacher provides groups of learners with regular and irregular shapes Learners measure distance around regular shapes using strings and 30 cm rulers. Teacher introduces the term perimeter Learners find the perimeter of objects within the classroom. Learners measure the perimeter of play grounds, garden, and their school premises using trundle wheels. Learners record and report their findings 	<p>measure distance around regular shapes.</p> <p>measure perimeter of regular shapes.</p> <p>measure perimeter of irregular shapes.</p> <p>find perimeter of objects within the classroom.</p>	<p>Strings</p> <p>Tape measure</p> <p>Metre rule</p> <p>Trundle wheel</p> <p>30cm rule</p> <p>Shapes</p> <p>3 metre tape</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
38. find the area of regular and irregular shapes in square units	<p>Concepts Area Square unit</p> <p>Skills Count Record Report Comparing Accuracy</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher provides Learners in groups with squared papers • Teachers guides learners to shade, different shapes drawn on the squared paper • Learners count the number of squares in different shapes • Teacher introduces the term area. • Learners compare areas of different shapes. • Learners estimate area of shapes to the nearest unit squares. 	<p>count the number of squares in different shapes.</p> <p>compare areas of different shapes.</p> <p>shade, in different colours, different shapes drawn on the squared paper.</p> <p>estimate area of shapes to the nearest unit squares.</p> <p>find area by counting number of squares.</p>	<p>Squared paper</p> <p>Square shapes</p> <p>Chart paper</p> <p>Teacher's Guide</p>
39. practise playing netball by throwing and catching.	<p>Concepts Netball</p> <p>Skills Throwing Catching Accuracy</p> <p>Values and Attitudes Appreciation Competitiveness Endurance cooperation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss ball games they know and their importance as part of good healthy life styles. • Resource person demonstrates proper ways of throwing and catching netball. • Learners practise proper ways of throwing and catching netball under supervision of the resource person. • Learners practise throwing and catching netball accurately without supervision. 	<p>give three types of ball games they know.</p> <p>throw and catch the ball properly.</p>	<p>Play ground</p> <p>Ball</p> <p>Resource person</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
40. collect data in the immediate environment and use tally marks.	<p>Concepts Data Data collection Tally marks</p> <p>Skills Data handling Recording Comparing Manipulation Counting Addition Classification</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher gives scenario leading to introduction of data collection. • Learners collect data about their shoe sizes in their respective groups. • Different Learners in groups record their finding and report to the class. • Teacher introduces the use of tally marks. • Learners classify data in terms of shoe sizes using tally marks. 	<p>use tally marks.</p> <p>collect data in different contexts.</p> <p>classify data in terms of shoe sizes using tally marks.</p>	Objects from the immediate environment

Literacy Window: Sesotho

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>1. sebelisa lenaneo la litaba ho fumana litšelo tsa buka</p>	<p>Moko-tabana Lenaneo la litaba</p> <p>Litsebo-ketso ho: bala, phetla buka, kelo-hloko**</p> <p>Makhabane Paballo ea buka Paballo ea nako</p>	<ul style="list-style-type: none"> Tichere e buisane la bana ka lebitso la buka le sengoli sa eona. Bana ba batle leqephe le nang le sehlooho se khethiloeng ba sa talima lenaneo la litaba. Ka lihlotšoana, bana ba buisane ka tse kahar'a lenaneo la litaba le bohlokoa ba lenaneo la litaba bukeng ba nto tlaleha. Bana ba batle sehlooho se khethiloeng ba sebelisa lenaneo la litaba Bana ba bale ho netefatsa tse phuthetsoeng ke sehlooho. Bana ba hlalose ka bokhutšoanyane tseo ba li balileng. 	<p>sebeta le ba bang sehlotšoaneng.</p> <p>fumana sehlooho sebelisa lenaneo la litaba.</p> <p>fumana leqephe ba sebelisa lenaneo la litaba.</p> <p>lepa se phuthetsoeng ke sehlooho.</p> <p>bala a ela hloko tšebeliso ea matšoa.</p> <p>bua hakhutšoanyane ka seo a se balileng.</p>	<p>Teacher's Guide</p>
<p>2. lumelisa batho ho latela tlhahlamano ea bona sekolong ha ba etsa puo meketeng e khethehileng</p>	<p>Moko-tabana Tumeliso sekolong Tlhahlamano ea maemo ho latela mesebetsi: Mosuoe-hlooho; Motlatsi oa mosuoe-hlooho; matichere; bo-'mè le bo-ntate; bana ba sekolo</p> <p>Litsebo-ketso Ho: bua, mamela, fuputsa, tlaleha, tšoantšisa, etsa puo, tlhalohanyo</p> <p>Makhabane tlhompho, phalimeho, boithaopo</p>	<ul style="list-style-type: none"> Bana ba fuputse maemo a batho ba fapaneng sekolong le mesebetsi ea bona. Tichere e buisane le bana ka phuputso ea bona 'me e ba eelloise hore maemo a batho a fapana ka mesebetsi. Bana ba ithaopele ho ba batho ba maemo a fapaneng sekolong 'me ba buisane ka mesebetsi ea bona. Bana ba tšoantšise ho lumelisa batho ba maemo a fapaneng meketjaneng oa sekolo. 	<p>tlaleha phuputso ea hae ka maemo a batho ba fapaneng sekolong.</p> <p>ithaopela ho etsa mesebetsi.</p> <p>tšoantšisa ho lumelisa ho latela maemo a batho ba fapaneng sekolong.</p> <p>tšoantšisa puo ea moemeli oa bana.</p>	<p>Teacher's guide</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>3. mamela lipale tse khutšoanyane tse fanang ka tsebo</p>	<p>Moko-tabana lipale tse khutšoanyane</p> <p>Litsebo-ketso ho: mamela, bua, bala, ngola, hlalosa, fana ka sesosa le litholoana, akaretsa, fuputsa, araba</p> <p>Makhabane Mongolo o balehang</p>	<ul style="list-style-type: none"> • Bana ba fuputse ka taba eo ba tliil'o e balloa. • Tichere e buisane le bana ka litlaleho tsa bona. • Tichere e balle bana pale e phetang taba 'me ba memele ka hloko. • Tichere e botse bana lipotso tse hlokang hore ba hlalose, akaretse, ba bolele sesosa le litholoana malebana le seo ba se baletsoeng. • Bana ba ngole mantsoe ao ba a bitsetsoang. • Bana ba iketsetse lipolelo tse ncha ka mantsoe ao ba ithutileng 'ona. 	<p>botsa ha a sa utloisise.</p> <p>tlaleha taba eo a e fupulitseng.</p> <p>araba lipotso malebana le seo a se baletsoeng.</p> <p>fana ka sesosa sa taba le litholoana tsa eona.</p> <p>hlalosa taba ka mantsoe a hae.</p> <p>akaretsa litaba ka bokhutšoanyane.</p> <p>ngola mantsoe ao a a bitsetsoang ka nepo.</p> <p>iketsetsa lipolelo ka mantsoe a macha ao a ithutileng 'ona.</p> <p>fana ka keletso mabapi le taba.</p>	<p>Teacher's Guide</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>4. mamela lipale tse khutšoanyane tse khothaletsang boikemelo</p>	<p>Moko-tabana lipale tse khutšoanyane</p> <p>Litsebo-ketso ho: mamela, bua, bala, ngola, tšoantšisa, botsa, emela qeto eo motho a entseng, etsa khetho motho a hlahlobile lintlha tsohle</p> <p>Makhabane Boikemelo Mongolo o balehang</p>	<ul style="list-style-type: none"> • Tichere e bontše bana sehlooho sa pale, kapa e emise bohareng ba paleng 'me bana ba nohe/lepe tse tla etsahala. • Tichere e phetele/balle bana pale ba mamele ka hloko. • Tichere e fe bana monyetla oa ho botsa moo ba sa utloiseng. • Bana ba fane ka mabaka ao liketsahalo li etsahalang ka oona. • Bana ba lokolise liketsahalo tsa pale. • Bana ba fane ka tharollo ea bothata ka ho araba potso e reng "ha u ne u le... u ne u ka etsa'ng?". • Bana ba fane ka maikutlo holim'a seo ba se baletsoeng. • Bana ba iketsetse lipolelo ka mantsoe a macha. • Tichere e bitsetse bana mantsoe a hlahang paleng. • Bana ba toroee karoloana eo ba e ratang ea pale ba be ba e hlalose. • Bana ba tšoantšise litaba tsa pale. 	<p>bolela tse tla etsahala a ipapisitse le sehlooho.</p> <p>bolela tse tla etsahala a ipapisitse le litaba tseo a li utloileng.</p> <p>botsa ha a sa utloisise.</p> <p>fana ka mabaka ao liketsahalo li etsahalang ka oona.</p> <p>lokolisa liketsahalo tsa pale.</p> <p>fana ka tharollo ea mathata (ha u ne u le... u ne u ka etsa'ng?)</p> <p>fana ka maikutlo holim'a seo a se mametseng.</p> <p>hlalosa litaba tsa pale ka mantsoe a hae.</p> <p>ngola mantsoe ao a a bitsetsoang ka nepo.</p> <p>iketsetsa lipolelo ka mantsoe a macha ao a ithutileng 'ona.</p> <p>tšoantšisa litaba tsa pale.</p>	<p>Teacher's Guide</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
5. bontša tlhomphe lipuong.	<p>Moko-tabana Tlhomphe lipuong: ho kopa; ho leboha; ho kopa tšoarello; ho ipolela ka tlhomphe ha motho a entse phoso;</p> <p>Litsebo-ketso Ho mamela Ho bua</p> <p>Makhabane Tlhomphe Boikarabello</p>	<ul style="list-style-type: none"> • Tichere a buisane le bana ka maemo a ka ba tlamang ho kopa le ho leboha. • Ka lihlotšoana, bana ba tšoantšise ho kopa, ho leboha le ho kopa tšoarello. • Bana ba bolele lintho tseo ba lumelang hore ha li bontše boitšoaro bo botle liketsong le tlhomphe lipuong. 	<p>kopa ha a hloka ntho.</p> <p>leboha ha a thusitsoe kapa a filoe ntho.</p> <p>kopa tšoarello ka tlhomphe ha a le phoso</p> <p>ipolela ka hlomphe ha a entse phoso.</p> <p>se eketse litaba ka leshano.</p>	<p>Chate</p> <p>“Marker”</p>
6. lothana ka lilothe tseo likarabo tsa tsona e leng litho tsa 'mele.	<p>Moko-tabana Lilothe tse tloaelehileng Moetlo oa ho lothana: Ka u lotha? ka'ng? Ka... Ka se reka; jaa khomo ea hao u ntšiele masapo.</p> <p>Lilothe tseo likarabo tsa tsona e leng: molomo, meno nko, litsebe, lintši, menoana, lenala</p> <p>Litsebo-ketso Ho bua Ho mamela Boinahano bo tebileng</p> <p>Makhabane boinehelo</p>	<ul style="list-style-type: none"> • Tichere a buisane le bana ka moetlo oa ho lothana. • Tichere a buisane le bana ka lilothe tseo likarabo tsa tsona e leng litho tsa 'mele. • Tichere a lothe bana, 'me bana ba arabe. Ha ba sa tsebe ba se reke kapa tichere a ba bolelle karabo. • E mong oa bana a lothe sehlopha, sona se arabe. • Bana ba lothane ka lihlotšoana kapa ka bobeli. 	<p>o sebelisa mantsoe a nepahetseng ha a kopa motho e mong hore ba lothane.</p> <p>o sebelisa mantsoe a nepahetseng ha a motho e mong a mo kopa hore ba lothane.</p> <p>o sebelisa mantsoe a nepahetseng ha a bolela hore ha a tsebe karabo ea selotho.</p> <p>o sebelisa mantsoe a nepahetseng ha a bolela hore o feletsoe ke lilothe.</p> <p>o bapala papali ea ho lothana ka lilothe tseo likarabo tsa tsona e leng litho tsa 'mele.</p>	<p>Teacher's Guide</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
7. ngola moqoqo o tataisitsoeng ka lipotso ba sebelisa matšoao ka nepo.	<p>Moko-tabana Moqoqo Liratsoana Matšoao</p> <p>Litsebo-ketso Ho: mamela, bua, bala, ngola,</p> <p>Makhabane Tšebeliso-'moho Mongolo o balehang</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka molemo oa liratswana. • Tichere e fe bana lipotso tse ka ahang seratswana. • Ka lihlotšwana, bana ba buisane ka litaba tse ka arabang lipotso tse fanoeng. • Bana ba tlalehe likarabo tsa lihlotšwana tsa bona, ba li ngole letlapeng. Tichere le bana ba lumellane ka likarabo tse nepahetseng. • Ka lihlotšwana, bana ba ngole seratswana tseo ba buisaneng ka tsona. • Ka bo-mong bana ba ngole moqoqo o tataisitsoeng ka lipotso. • Bana ba ballane meqoqo ea bona. 	<p>aha seratswana.</p> <p>araba lipotso ka litaba tse amanang le se botsitsoeng.</p> <p>tšehetsa ntlha ea hae ka mabaka.</p> <p>peleta mantsoe ka nepo.</p> <p>sebelisa matšoao ka nepo.</p> <p>khefutsa moo ho lokelang ha a bala.</p> <p>sebetso 'moho le ba bang lihlotšwaneng.</p> <p>ngola moqoqo o tataisitsoeng ka lipotso.</p>	Teacher's Guide
8. sebelisa mantsoe a tšwanang ka moelelo	<p>Moko-tabana likela – nyamela mosa – mohau robala – khaleha leseli – khanya koata – khena letsatsi – lephahama letsoho – seatla bua - pepeta</p> <p>Litsebo-ketso Ho: mamela bua bala ngola</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka mantsoe a tšwanang ka moelelo. • Bana ba tšoantšise meelelo ea mantsoe a fanoeng moo ho lumellehang. • Bana ba etse lipolelo ka mantsoe a meelelo e tšwanang. • Tichere e fe bana lethathamo la mantsoe, bana ba fane ka a tšwanang le 'ona ka moelelo. • Tichere e lobokanye mantsoe 'me baba ba a bapise le a tšwanang le 'ona ka moelelo. • Tichere e ngolle bana lipolelo, e sehelle mantsoe ao bana ba lokelang ho fana ka a tšwanang le 'ona ka moelelo. 	<p>tšoantšisa meelelo ea mantsoe.</p> <p>fana ka mantsoe a tšwanang le a mang ka moelelo.</p> <p>bapisa mantsoe a tšwanang ka moelelo.</p> <p>sebelisa mantsoe a tšwanang ka moelelo empa a ngoloa ka ho fapana lipolelong.</p>	<p>Libuka tsa bana</p> <p>Mahlaseli</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>9. bopa mantsoe ba sebelisa melumo/litlhaku tsa Sesotho ka nepo.</p>	<p>Moko-tabana Melumo e bopiloeng ka tlhaku tse peli le mm e le molumo o mocha</p> <p>Melumo e bopiloeng ka tlhaku tse 'ne: <i>mpsh, ntlh</i></p> <p>Melumo e ferekanyang: <i>q/qh; p/ph; hl/tl/th; t/th; ts/tš</i></p> <p>Litsebo-ketso Ho: mamela, bua, bala, kopitsa, peleta, ngola, hlalohanya, bopa mantsoe</p> <p>Makhabane Makhethe Boikarabello Thahasello</p>	<ul style="list-style-type: none"> • Tichere a ngolle melumo/litlhaku letlapeng, a e balle bana. • Bana ba mamele 'me ba phete melumo/litlhaku ka nepo. • Bana ba ngole melumo libukeng tsa bona, ba e balle tichere. • Tichere a bitsetse bana melumo, ba e ngole. • Bana ba bope mantsoe a nang le melumo eo ba ithutileng eona. • Tichere a bitsetse bana lipolelo tse nang le melumo e ferekanyang ba li ngole. • Bana ba bale lipolelo tseo ba li ngotseng. 	<p>bopa mantsoe ba sebelisa melumo/litlhaku tse peli ka nepo.</p> <p>ngola mantsoe a nang le melumo/litlhaku tse peli.</p> <p>sebelisa mantsoe a nang le melumo/ litlhaku tse peli lipolelong ka nepo.</p>	<p>Buka ea bana</p> <p>Mahlaseli</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>10. pheta tšomo ea <i>Bahlankana ba bane</i>.</p>	<p>Moko-tabana Moetlo oa ho pheta tšomo: ho hloma lehlokoa hloohong, qalo (Ba re e ne e re) karabo (E/Qoi) ntšetso-pele (E le...) qetello (Ke tšomo ka mathetho) Tšomo: <i>Bahlanakana ba bane</i></p> <p>Litsebo-ketso Ho: mamela pheta lokolisa lintlha tsa tšomo</p>	<ul style="list-style-type: none"> • Tichere a buisane le bana ka lintlha tsa bohlokoa tse lateloang ha ho phetoa tšomo. • Bana ba phete litšomo tseo ba li tsebang. • Tichere a phetele bana tšomo ea ' <i>Bahlanakana ba bane</i> ' e e phelise ka ho tšoantšisa liketso tse etsahalang tšomong. • Tichere a buisane le bana ka mantsoe a ba thatafallang a hlahang tšomong. • Tichere a botse bana lipotso tse batlang kutloisiso ea bona ea tšomo. • Tichere a buisane le bana ka thuto e fumanoang tšomong ea ' <i>Bahlanakana ba bane</i> '. • Bana ba tšoantšise litaba tsa tšomo. • Ka lihlotšoana, bana ba phetelane tšomo ea ' <i>Bahlanakana ba bane</i> '. 	<p>o phetha litloaello tsa ho pheta tšomo ha ba hopotsoa.</p> <p>o phetha litloaello tsa ho pheta tšomo a sa hopotsoe.</p> <p>o pheta litšomo tseo ba li tsebang.</p> <p>o araba lipotso tse hlohang kutloisiso ea hae ea tšomo.</p> <p>o tšoantšisa litaba tsa tšomo.</p> <p>o bolela thuto ea tšomo ea <i>Bahlanakana ba bane</i>.</p> <p>o pheta tšomo ea <i>Bahlanakana ba bane</i>.</p>	
<p>11. bapala lipapali le lipina tsa bochaba</p>	<p>Moko-tabana Lipapali le lipina: boleke, bana ba ka oe!, liketoana, tlohong bana/Reni</p> <p>Tlotlo-ntsoe:</p> <p>Litsebo-ketso Ho: mamela bua bina bapala 'moho tšebeliso-'moho</p>	<ul style="list-style-type: none"> • Tichere a buisane le bana ka lipapali tseo ba li tsebang. • Tichere a tataise bana ka lipotso ho hlalosa papali ea 'boleke, bana ba ka oe, liketoana, tlong bana/reni'. • Tichere a buisane le bana ka tlotlo-ntsoe e sebelisoang haho bapaloa papali ka 'ngoe. • Bana ba bine lipina tse binoang ha ho bapaloa papali ka 'ngoe. • Bana ba tsoele ka ntle ba bapale lipapali tseba ka lihlotšoana. 	<p>o hlalohanya lisebelisoa tsa lipapali.</p> <p>o thusa ba sa tsebang.</p> <p>ha a koate ha a hloleha.</p> <p>o thahasella ho bapala le ba bang.</p> <p>o bolela maikutlo a hae a sa utloise ba bang bohloko.</p> <p>o tseba ho kopa tšoarelo ha a utloisitse ba bang bohloko.</p> <p>o emela ho bapala ka nako ea hae.</p>	

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
12. bitsa batho ka nepo ho latela kamano le mesebetsi.	<p>Moko-tabana Baamani: mora, morali, setloholo, khaitsele, moena, moholoane</p> <p>Mesebetsi: moqhobi, morekisi, sehahi, molisana, mohebi</p> <p>Litsebo-ketso Ho: mamela, bua, fuputsa, bala, ngola,</p> <p>Makhabane Botšephehi Sebete Makhethe</p>	<ul style="list-style-type: none"> • Tichere a buisane le bana ka baamani bao ba sa ba tsebeng. • Bana ba tšoantšise maemo ao ba bitsang baamani ka nepo. • Bana ba hlalose mesebetsi ea batho ba fapaneng • Tichere le bana ba buisane ka makhabane a hlokoang mosebetsing ka mong a kang botšephehi, sebete, tsotello le makhethe. • Bana ba tšoantšise mesebetsi e fanoeng 'me ba bontše makhabane a hlokoang mosebetsing ka mong. 	<p>hlalosa mesebetsi ea batho.</p> <p>hlalosa makhabane a hlokoang mosebetsing ka mong.</p> <p>tšoantšisa mesebetsi ba ela hloko ho tototbatsa makhabane a mesebetsi ka mong.</p> <p>bitsa batho ho latela kamano.</p> <p>bitsa batho ka nepo ho latela mesebetsi.</p>	
13. hlalosa maele a supang phelisano ka nepo.	<p>Moko-tabana maele a supang phelisano: -Ngoan'a sa lleng o shoela tharing; -Poli e lekhoekhoe e senya mohlape; -Pheha nku e tsoe masapong; -Ntja-peli ha e hlooe ke phokojoe</p> <p>Litsebo-ketso Ho mamela, bua bala, ngola, fuputsa, hlalosa, boinahano bo tebileng</p>	<ul style="list-style-type: none"> • Bana ba fuputse maele a supang phelisano. • Bana ba tlalehe liphuputso tsa bona • Tichere e tataise bana ho hlalosa maele a supang phelisano. • Tichere e ngolle bana maele le lithaloso tsa 'ona bana ba a ngole ka libukeng tsa bona. • Bana ba sebelise maele lipolelong • Moo ho lumellehang, bana ba tšoantšise maele. • Tichere e balise bana liratoana tse nang le maele ao ba ithutileng 'ona. • Bana ba qolle maele seratoaneng/ polelong. 	<p>tlaleha phuputso ea bona hlalosa maele ka tataiso ea tichere.</p> <p>hlalosa maele a sa tataiso e sebelisa maele lipolelong ka nepo.</p> <p>qolla maele lipolelong/ liratoaneng.</p>	'Teacher's Guide'

Literacy Window: English

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
<p>1. differentiate between special and ordinary names of persons, places and things.</p>	<p>Concepts Special names of : Ordinary names of:</p> <p>Skills writing</p> <p>Values and Attitudes respect</p>	<ul style="list-style-type: none"> Learners give a list of proper nouns Teacher and Learners discuss the difference between special and ordinary names of persons, places and things. Learners are guided through questions to find the rule that common nouns begin with small letters while proper nouns begin with capital letters. Learners rewrite sentences, correcting names of persons, places and things .proper nouns. 	<p>write names of persons places and things.</p> <p>differentiate between special and ordinary names of persons places and things.</p>	<p>Textbooks</p> <p>Charts</p> <p>Teacher's Guide</p>
<p>2. construct sentences using names in both singular and plural forms.</p>	<p>Concepts Singular names Plural names Regular form Irregular form Foot- feet Tooth- teeth Ox- oxen</p> <p>Skills Listening Speaking Reading Writing Identification Differentiation</p> <p>Values and Attitudes Awareness</p>	<ul style="list-style-type: none"> Teacher provides learners with names in the singular form. Learners identify names from giving sentences. Learners change names in those sentences to plural form. Teacher guides learners with questions to identify the rule in the formation of plural forms addition of s and –es. Learners list parts of their bodies both in singular and plural form. Teacher asks them to identify those that take –es, -s and those which change the spelling in their plural form. 	<p>differentiate between plural and singular forms of nouns.</p> <p>change nouns from singular to plural and from plural to singular.</p> <p>identify regular and irregular nouns.</p> <p>write regular nouns in the plural form correctly.</p>	<p>Pictures</p> <p>Objects</p>

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
3. use describing words correctly in sentences	<p>Concepts Describing words Number, Colour, Size</p> <p>Skills Observation Writing Identification Differentiation Competence</p> <p>Values and Attitudes Awareness</p>	<ul style="list-style-type: none"> • Teacher asks learners to look at the colour of their clothes and describe them in sentences. • Learners write those sentences on the chalkboard. • Learners underline the describing words from written sentences. • Each learner counts the number of items they have in their school bags/ on their desks, then construct sentences about them. • Learners bring items of different sizes to class and sort them. • Learners describe those items according to their sizes. • Learners fill in correct adjectives in the sentences describing given pictures. 	<p>describe items according to number, colour, and size.</p> <p>construct sentences using different describing words.</p> <p>spell words correctly.</p>	<p>Pictures</p> <p>Classroom items</p>
4. use punctuation marks and place capital letters appropriately in sentences.	<p>Concepts Punctuation marks - Full stop - Question mark - Comma (in a list) *Capital letters</p> <p>Skills Speaking Listening Writing Observation Differentiation</p> <p>Values and Attitudes Awareness</p>	<ul style="list-style-type: none"> • Teacher writes a sentence on the board for learners to reconstruct in order to portray different meanings by use of punctuation marks. • Teacher guides learners to change the same sentence to question form. • Learners punctuate given sentences to give them meaning. • Learners construct sentences about what they do after school, write them and punctuate them. • Learners list items used in the class in a sentence. 	<p>punctuate given sentences correctly.</p> <p>construct meaningful sentences through punctuation marks.</p> <p>use capital letters at the beginning of sentences and for proper nouns.</p> <p>use a comma appropriately in a list.</p>	<p>Charts</p> <p>Classroom items</p>

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
5. use a, an and the correctly in sentences.	<p>Concepts a, an, and the</p> <p>Skills Writing Listening Creativity Sorting Cooperation</p> <p>Values and Attitudes Awareness</p>	<ul style="list-style-type: none"> Teacher creates a scenario about fruits: I have a fruit, it is round, it is of a citrus family, it is sweet, we eat it mostly in winter, it is orange in colour. What is it? An orange. Learners in groups create scenarios about different fruits, and then ask questions about them. Teacher then draws their attention to the use of the articles to refer to those fruits. Learners construct more sentences about classroom items using articles. Learners group fruits and vegetables according to their first letter of the alphabet and insert correct articles. 	<p>insert appropriate articles next to the nouns.</p> <p>explain when to use each of the articles.</p> <p>use a, an, and the correctly in sentences.</p>	<p>Pictures</p> <p>Charts</p> <p>Real Fruits and vegetables</p>
6. read for information and enjoyment.	<p>Concepts Short story Characterization Character Theme Setting</p> <p>Skills Writing Listening Creativity Sorting Cooperation</p> <p>Values and Attitudes Awareness</p>	<ul style="list-style-type: none"> Teacher asks learners to read story in turns. Teacher guides learners with questions to enable them understand the story. Learners analyze given stories through questioning. 	<p>read.</p> <p>analyze stories.</p>	<p>Text books</p> <p>Newspapers</p> <p>Charts</p>

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
7. read for a specific information.	<p>Concepts Passage</p> <p>Skills Reading Analyzing Writing</p> <p>Values and Attitudes Confidence Fluency</p>	<ul style="list-style-type: none"> • Teacher provides learners with passages to read. • Teacher asks learners questions on the passage • Learners re-read passages to seek for specific information required. 	<p>come up with a specific information from the passage.</p> <p>re-read to clarify meaning.</p> <p>pay attention to punctuation when reading.</p>	<p>Short stories</p> <p>Passages</p> <p>Textbooks</p> <p>Newspapers</p> <p>Teacher's Guide)</p>
8. listen to different texts and respond.	<p>Concepts Stories Descriptions Instructions Directions Sounds</p> <p>Skills Listening Speaking Writing Interpretation Reading</p>	<ul style="list-style-type: none"> • Teacher reads a story for learners while they will be listening attentively. • Teacher asks learners "Wh" questions "who, what, when, whose, why, where and how" • Learners listen to different sounds and respond accordingly. • Learners listen to descriptions, instructions and directions. • Teacher dictates new words and learners write them. 	<p>respond to "Wh" questions.</p> <p>pronounce words correctly.</p> <p>respond to different sounds</p> <p>respond to descriptions, instructions and directions.</p> <p>spell and read new words correctly.</p>	<p>Stories</p> <p>Teacher's Guide</p>

Numeracy Window

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
1. manipulate sets and sets notations	<p>Concepts Empty set Symbols $\{ \}$, \emptyset Identification Description of a set</p> <p>Skills Drawing Critical thinking Logical thinking Manipulation Decision making</p> <p>Values and attitudes Appreciation Cooperation Confidence</p>	<ul style="list-style-type: none"> Learners should use symbol of empty set $\{ \}$, \emptyset correctly, with reference to different contexts. Learners form empty sets. Learners use symbol \emptyset correctly. Learners write set braces $\{ \}$, to illustrate empty set. 	<p>name empty set.</p> <p>describe empty set.</p> <p>write empty set symbol \emptyset.</p> <p>form sets using set braces $\{ \}$.</p>	<p>Mathematics kit</p> <p>Mathematics chart paper</p> <p>Concrete objects</p> <p>Shapes</p> <p>Linking blocks</p>
2. read and write 4-digit numbers in words and number symbols.	<p>Concepts Read Writing</p> <p>Skills Reading Writing Logical thinking Manipulation</p> <p>Values and attitudes Appreciation Cooperation Confidence</p>	<ul style="list-style-type: none"> Learners read 4-digit numbers written on the board, in words and symbols Learners read 4-digit numbers from the work cards, in words and symbols Learners write 4-digit numbers written on the board, in words and symbols Learners write 4-digit numbers from the work cards, in words and symbols Learners solve word problems involving 4-digit numbers. 	<p>writing 4-digit numbers in symbols.</p> <p>writing 4-digit numbers in words.</p>	<p>Work cards</p> <p>Number chart</p> <p>Mathematics kit</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
3. identify place value of 4-digit numbers.	<p>Concepts Place value Representation of 4-digit numbers</p> <p>Skills Manipulation Reading of numbers</p> <p>Values and attitudes Appreciation Cooperation Confidence Patience</p>	<ul style="list-style-type: none"> • Teacher provides learners with Dienes blocks, linking blocks and abaci to demonstrate 4-digit numbers. • Learners the provided equipment to demonstrate and write 4-digit numbers. • Learners work in groups to write 4-digit numbers • Learners provide numbers to group members to write in words. • Learners fill the missing numbers on the table representing place value of 4-digit numbers • Learners use zero as a number • Learners use zero as a placeholder 	<p>use Dienes blocks to demonstrate 4-digit numbers.</p> <p>use linking blocks to demonstrate 4-digit numbers.</p> <p>use abacus to demonstrate 4-digit numbers.</p> <p>write 4-digit numbers in symbols and words.</p>	<p>Mathematics kit</p> <p>Dienes blocks</p> <p>Linking blocks</p> <p>Abacus</p> <p>Concrete materials</p>
4. add 4-digit numbers with carrying and subtract with borrowing.	<p>Concepts Addition Subtraction</p> <p>Skills Manipulation Logical thinking Critical thinking Accuracy Addition Subtraction</p> <p>Values and attitudes Appreciation Cooperation Confidence Patience</p>	<ul style="list-style-type: none"> • Learners add 4-digit numbers with carrying • Learners solve word problems involving addition. • Learners display their work on the board. • Subtract 4-digit numbers without borrowing. • Learners subtract 4-digit numbers with borrowing. • Learners solve word problems involving subtraction. 	<p>add 4-digit numbers with carrying.</p> <p>subtract 4-digit numbers with borrowing.</p> <p>solve word problems involving addition and subtraction.</p>	<p>Dienes blocks</p> <p>Linking blocks</p> <p>Abacus</p> <p>Concrete materials from the immediate environment</p> <p>Counters</p> <p>Subtraction chart</p> <p>Work cards</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
5. use fractions: $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{12}$ accurately	Concepts Skills Manipulation Logical thinking Critical thinking Accuracy Addition Subtraction Values and attitudes Appreciation Cooperation Confidence Patience	<ul style="list-style-type: none"> Learners show numerators and denominator of given fractions. Learners show fractions on the fraction board. Learners draw diagrams and shade parts according to the given fractions. Learners write the unshaded fractions Learners form their own diagrams to show other fractions. Learners write fractions in symbols and words. Learners share objects according to the given fractions. 	represent fractions diagrammatically. write fractions in symbols. write fractions in words.	Fraction board Shapes Concrete/real materials from immediate environment Work cards Mathematics charts Mathematics kit
6. compare Lesotho, RSA and Swazi currency in terms of shape, colour, size and value.	Concepts Currency Coins and bank notes Skills Comparing Observation Manipulation Logical thinking Critical thinking Accuracy Decomposition Values and attitudes Appreciation Cooperation Confidence Honesty	<ul style="list-style-type: none"> Learners compare money both real and improvised. Learners rub coins on paper to produce token money. Learners identify shape and size of coins using token money. Learner compare money both notes and coins in terms of colour using real money. Learners compare money by value. 	identify shape and size of coins and banknotes. compare coins and banknotes in terms of colour. compare money by value.	Improvised money Real money Teacher's Guide Maloti Lisente RSA coins (Rands and cents) Swaziland coins (Emalengeni and cents)

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
7. use currency in circulation for buying and selling (Maluti and Rands).	<p>Concepts Addition Subtraction Coins and notes</p> <p>Skills Comparing Manipulation Critical thinking Accuracy Keeping of records Decomposition</p> <p>Values and attitudes Appreciation Cooperation Confidence Honesty</p>	<ul style="list-style-type: none"> Learners price items to be sold in their tack shops. Learners sell items and give change accurately. Learners check their profits or losses. Learners keep records. 	<p>price items.</p> <p>sell items and give change accurately.</p> <p>calculate profit or loss.</p>	<p>Improvised money</p> <p>Real money</p> <p>Items from the immediate environment</p> <p>Mathematics kit</p> <p>Coins</p> <p>Banknotes</p>
8. relate hours to days to solve real life problems.	<p>Concepts Time Hour Day</p> <p>Skills Comparison Observation Manipulation Logical thinking Accuracy</p> <p>Values and attitudes Appreciation Cooperation Confidence Honesty</p>	<ul style="list-style-type: none"> Learners relate events that happen in the morning at home and at school Learners find out how long each event can take in terms of hours Learners estimate the number of hours both in the morning and afternoon Learners find out the number of hours in a day Learners use a.m. and p.m. in relation to events given Learners calculate number of days per given hours Learners calculate number of hours per given number of days. 	<p>estimate number of hours in the morning and afternoon.</p> <p>use a.m. and p.m. in relation to events.</p> <p>calculate number of days per given hours.</p> <p>calculate number of hours per given number of days.</p>	<p>Mathematics kit</p> <p>Work chart</p> <p>Calendar</p> <p>Clock faces</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
<p>9. estimate and measure length and height in millimetres, centimetres, metres and kilometres.</p>	<p>Concepts Length Height millimetres centimetres metres kilometres measure abbreviation</p> <p>Skills Reading Writing Measuring Estimation Accuracy Addition</p> <p>Values and attitudes Appreciation Cooperation Objectivity</p>	<ul style="list-style-type: none"> • Learners estimate lengths of objects and heights of different objects. • Learners measure lengths and heights of different objects in the classroom in centimetres and metres. • Learners measure distances outside the classroom in metres and kilometres. • Learners in groups draw lines of different lengths and measure in millimetres and centimetres. • Learners record length of lines. 	<p>estimate lengths and heights of objects.</p> <p>measure lengths of different objects.</p> <p>measure distances outside the classroom in metres and kilometres.</p> <p>draw and measure lines of different lengths.</p>	<p>Trundle wheel</p> <p>Metre sticks</p> <p>Tape measure</p> <p>Strings</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
10. estimate and measure mass of different objects using scale balance, bean bags, and sand bags.	<p>Concept Mass Milligram Gram Kilogram Abbreviation measurement</p> <p>Skills Reading Writing Measuring Estimation Accuracy Addition</p> <p>Values and attitudes Appreciation Cooperation Objectivity</p>	<ul style="list-style-type: none"> Learners bring containers labelled in mg, g and kg, including empty containers of maize meal, sugar, salt and tablets where possible. Learners estimate mass of different objects. Learners measure mass using standard measures: milligrams, grams, and kilograms. Record mass of various items and compare their masses. Learners use abbreviated form of measurement of mass. 	<p>estimate mass of different objects.</p> <p>measure mass using standard measures: milligrams, grams, and kilograms.</p> <p>use abbreviated form of measurement of mass.</p>	<p>Mathematics kit</p> <p>Scale balance</p> <p>Bean bags</p> <p>Concrete objects</p>
11. use millilitres and litres in practical situation.	<p>Concepts Measurement Millilitre (ml) Litre (L)</p> <p>Skills Reading Writing Measuring Estimation Accuracy</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Learners bring containers labelled in millilitre and litre including cans, bottles and medicinal containers. Learners measure liquids in millilitres. Learners use litres to measure liquids. Learners estimate liquids in unmarked containers in relation to millilitres and litres. Learners measure volume of different unmarked containers Learners compare volume of unmarked container. Learners record volume of containers. 	<p>estimate liquids in relation to millilitre and litres.</p> <p>measure liquids in millilitre and litres.</p> <p>measure volume of different containers.</p> <p>compare volume of unmarked container.</p>	<p>Mathematics kit</p> <p>Cylinders of different sizes</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
12. draw different types of lines: vertical, horizontal, diagonal and curving lines.	<p>Concepts Line Vertical Horizontal Diagonal Curving lines</p> <p>Skills Drawing Identification Naming</p> <p>Values and attitudes Appreciation Cooperation Objectivity</p>	<ul style="list-style-type: none"> Learners work in groups to identify different types of lines in the classroom. Learners identify different types of lines in their immediate environment. Learners draw patterns using different lines. Learners discuss types of lines they used in their patterns. 	<p>identify different types of lines.</p> <p>draw patterns using different lines.</p>	<p>Chart paper</p> <p>Shapes</p> <p>Mathematics charts</p>
13. identify polygons: pentagon and hexagon, both regular and irregular.	<p>Concepts Pentagon Hexagon</p> <p>Skills Naming Identification</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> In groups learners find properties of pentagons and hexagons Learners record properties in a table Learners compare the properties of polygons Learners draw polygons. Learners identify examples of pentagon and hexagon from real life. 	<p>mention properties of pentagons and hexagons.</p> <p>compare properties of polygons.</p> <p>draw pentagon both regular and irregular.</p> <p>draw hexagon both regular and irregular.</p>	<p>Mathematics kit</p> <p>Shapes</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
14. identify and use line(s) of symmetry from objects found in the immediate environment.	<p>Concepts Line of symmetry</p> <p>Skills identification drawing</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Learners identify lines of symmetry from the environment. Learners identify lines of symmetry from paper folding. Learners identify lines of symmetry from some letters of the alphabet. Learners use ink devils to show the lines of symmetry. Learners identify lines of symmetry in regular shapes. 	<p>identify lines of symmetry from the environment.</p> <p>identify lines of symmetry from paper folding.</p> <p>identify lines of symmetry in regular shapes.</p>	<p>Shapes</p> <p>Paper</p> <p>Coloured liquids</p> <p>Concrete objects</p>
15. calculate perimeter of regular shapes.	<p>Concepts Perimeter Measurement Irregular Regular Centimetres</p> <p>Skills Measure Estimate Accuracy Recording Reporting Comparing</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Learners cut and classify regular and irregular shapes. Learners measure perimeter of regular and irregular shapes using the strings and 30cm ruler. Learners record perimeter of shapes. Learners draw regular shapes and measure sides of drawn shapes. Learners calculate perimeter of drawn shapes using dimensions of each side. 	<p>measure perimeter of regular and irregular shapes.</p> <p>compare perimeter of different shapes.</p> <p>measure sides of shapes.</p> <p>calculate perimeter of shapes.</p>	<p>Mathematics kit</p> <p>Shapes</p> <p>Rulers</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
16. find area of shapes, both regular and irregular.	<p>Concepts Area Square unit</p> <p>Skills Counting Recording Reporting Comparing Accuracy</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher provides learners with squared papers, geo-boards, rubber bands and shapes • Learners in groups draw different shapes on squared paper, and count number of squares and part squares. • Learners use geo-boards and rubber bands to form shapes then count complete squares and part squares. • Learners record areas of different shapes • Learners estimate area of shapes to the nearest unit square. 	<p>count the number of squares and part squares in a shape.</p> <p>use geo-boards to find area of shapes.</p> <p>compare area of different shapes.</p>	<p>Mathematics kit</p> <p>Squared paper</p> <p>Ruler</p> <p>Rubber bands</p> <p>Geo-boards</p>
17. collect data in their immediate environment.	<p>Concepts Data collection Tally marks</p> <p>Skills Data handling Recording Reporting Comparing Manipulating Counting</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Learners collect data about their clans, villages, animals and types of trees around the school and villages. • Learners use tally marks to classify data. • Learners use bar charts to represent data. 	<p>collect data in different situations.</p> <p>use tally marks to classify data.</p> <p>use bar charts to represent data.</p>	<p>Chart paper</p> <p>Concrete objects</p>

Unit 2: My Health and Safety

Overview of unit

Learning outcomes: at the end of this unit learners should be able to:	
1.	demonstrate ways of taking care of sense organs.
2.	identify equal and not equal sets and use symbols (= and \neq) correctly.
3.	identify physical changes in males and females at puberty.
4.	explain the importance of keeping their sexual parts clean.
5.	arrange 4-digit in terms of smallest and largest sizes.
6.	write 4-digit numbers using expanded notation.
7.	perform physical activities of stretching arms and legs and running three legged race
8.	recognise inappropriate touching regardless of who does it.
9.	protect oneself from sexual abuse.
10.	add 4-digit numbers with carrying and subtract 4-digit numbers with borrowing. TG
11.	perform aerobics movements by matching, raising knees, in time with a music/clapping.
12.	explain the body's immune system and how it keeps us healthy. TG
13.	reject myths relating to the mode of HIV transmission. TG
14.	support each other in making healthy choices in relation to HIV and AIDS.
15.	use symbols (<, > and =) to compare fractions.
16.	identify health and social impacts of infectious diseases on people. TG
17.	identify signs and symptoms of infectious diseases and their impact on plants and animals. TG
18.	design warning signs that prevent injuries at school and in the village. TG
19.	identify causes of accidents at school and how they can be prevented. TG
20.	practise athletics by running 100 and 200m.
21.	read and demonstrate time on a clock face in 15 and 5 minutes intervals.
22.	adapt crossword puzzle to promote healthy life styles. TG
23.	measure length and height using millimetres, centimetres, metres and kilometres.
24.	measure mass using milligram, grams, and kilograms.
25.	identify three food groups and their functions.

Literacy window		Numeracy window
Sesotho	English	
Learners deepen their knowledge of antonyms and punctuation, action words and conjunctions.	Introduction to the protocol used in speech making at school and the expression of social graces.	Identification of equal and not equal sets and the use of symbols correctly.
They are also introduced to pronouns and instructions on how to perform a task.	Sentences construction with close attention to the correct use of tense, subject-verb agreement.	Knowledge of the value of numerals and place value of 4-digit numbers using Dienes blocks, abacus and base 10 equipment.
Learners appreciate proverbs, riddles, factual stories and traditional folklore which focus on health and safety issues.	Extension of vocabulary: kinship terms, names of animals and their young and introduction to words which are spelt and sound the same but have different meaning (homographs and homophones).	Addition of 4-digit number with carrying and subtraction of 4-digit numbers with borrowing.
		Comparison of fractions using symbols <, > and = in solving real-life problems.
		Draw pictograms, identify and name 2D shapes heptagon and octagon both regular

- 26. demonstrate the hygienic methods of handling food. TG
- 27. prepare soft porridge. TG
- 28. measure volume using millilitre and litre.
- 29. identify parts of a digestive system and their functions.
- 30. multiplication of 4-digit numbers by one and two digit numbers.
- 31. practise three basic skills for ball games.
- 32. calculate area of shapes, square and rectangle, in square centimetres (cm²).
- 33. state the effects of natural hazards on people's lives. TG
- 34. state the precautions for natural hazards. TG
- 35. identify and name 2D shapes heptagon and octagon both irregular and regular.
- 36. draw pictograms.

	<p>Ongoing development of the skills of reading, writing speaking and listening, with focus on developing both a critical attitude and confidence in their use.</p>	<p>and irregular shapes.</p> <p>Identify and draw lines of symmetry and apply them in the basic shapes and environment. Calculate area and perimeter of squares and rectangles of basic shapes.</p> <p>Identify basic shapes.</p>
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Unit 2: My Health and Safety

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
1. demonstrate ways of taking care of sense organs.	<p>Concepts Care of sense organs</p> <p>Skills Identification Observation Effective Communication Action Competence</p> <p>Values and Attitudes Caring Responsibility Appreciation Cleanliness</p>	<p>Learners:</p> <ul style="list-style-type: none"> discuss ways of keeping sense organs clean. suggest ways of taking care of sense organs. demonstrate ways of taking care of sense organs using dolls. <p>Teacher:</p> <ul style="list-style-type: none"> shows learners the proper ways of taking care of sense organs. demonstrate ways of cleaning sense organs using a doll, soap, water, washing basin, vaseline and a towel. invites a resource person to demonstrate proper care of sense organs. 	<p>mention proper ways of taking care of sense organs.</p> <p>clean sense organs properly.</p>	<p>Dolls</p> <p>Pictures</p> <p>Water</p> <p>Soap</p> <p>Washing basin</p> <p>Towel</p> <p>Vaseline</p> <p>Resource person</p> <p>Teacher's Guide</p>
2. identify equal and not equal sets.	<p>Concepts Equal set (=) Not equal set (\neq)</p> <p>Skills Drawing Critical thinking Logical thinking Manipulation Decision making</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Teacher introduces equal using objects from the immediate environment Learners form equal sets using concrete materials Learners draw equal sets. Teacher introduces not equal set using objects from the immediate environment learners form not equal sets using concrete materials Learners draw not equal sets. 	<p>form equal sets.</p> <p>form not equal sets.</p>	<p>Concrete objects from the immediate environment</p> <p>Mathematics kit</p> <p>Mathematics chart paper</p> <p>Posters</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
3. identify physical changes in males and females at puberty.	<p>Concepts Physical changes at puberty</p> <p>Skills Observation Identification</p> <p>Values and Attitudes Awareness Appreciation Caring Responsibility Cleanliness</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss puberty. • discuss physical changes in males. • discuss physical changes in females. • discuss the challenges of puberty and precautionary measures. • Resource person talks to learners about physical changes at puberty. • Learners compare physical changes in both males and females. 	<p>write physical changes in both males and females.</p> <p>compare physical changes in both males and females.</p> <p>discuss the challenges of puberty and its precautionary measures.</p>	<p>Pictures</p> <p>Charts</p> <p>Resource person</p> <p>Teacher's Guide</p>
4. explain the importance of keeping their sexual parts clean.	<p>Concepts Valuing one's health Sexual parts</p> <p>Skills Self-awareness Self esteem Critical thinking</p> <p>Values and Attitudes Self-respect cleanliness</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the importance of keeping clean. • Learners form groups based on gender to discuss ways of keeping sexual parts clean. • Learners give reports of their work from different groups. • Teacher and learners discuss ways of keeping sexual body parts clean 	<p>briefly explain the importance of keeping the body parts clean.</p> <p>mention ways of keeping the sexual parts clean.</p>	<p>Braille material (if relevant)</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
5. arrange 4-digit numbers in terms of smallest and largest sizes.	<p>Concepts Ordering Reading Place value</p> <p>Skills Reading Ordering Logical thinking Manipulation</p> <p>Values and Attitudes Appreciation Cooperation Confidence</p>	<ul style="list-style-type: none"> • Teacher provides learners with work cards. • Teacher guides learners to arrange 4-digit numbers starting with the smallest to the largest. • Learners arrange 4-digit numbers in descending order. • Learners arrange 4-digit numbers of their choice in descending and ascending order. 	<p>arrange 4-digit numbers in descending order.</p> <p>arrange 4-digit numbers in descending order.</p>	<p>Mathematics kit</p> <p>Improvised abacus</p> <p>Work cards</p>
6. write 4-digit numbers using expanded notation.	<p>Concepts Expanded notation 4-digit number Place value</p> <p>Skills Logical thinking Manipulation Representation</p> <p>Values and Attitudes Appreciation Cooperation Confidence</p>	<ul style="list-style-type: none"> • Teacher demonstrates expanded notation of 4-digit numbers on the board • Teacher provides learners with work card • In groups learners write 4-digit numbers, from work cards provided, in expanded notation with the work cards • Learners present numbers written on the board in expanded notation. 	<p>present 4-digit numbers in expanded notation</p>	<p>Mathematics kit</p> <p>Work cards</p> <p>Number strips</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
7. perform physical activities of stretching arms and legs and running three legged race.	<p>Concepts Three legged race</p> <p>Skills Stretching Running Pace keeping</p> <p>Values and Attitudes Cooperation Appreciation Competitiveness Endurance commitment</p>	<ul style="list-style-type: none"> Teacher and learners talk about the importance of playing and doing games of sports together and list the games they play in teams and pairs Teacher/ resource person demonstrates running three legged race, emphasising the importance of keeping pace and cooperation with partner Learners choose partners and under supervision, practise three legged race Learners run three legged race unsupervised and show cooperation, commitment and endurance 	<p>list three team games they know.</p> <p>demonstrate one team game with a partner.</p> <p>run three legged race with a partner.</p>	<p>Play ground</p> <p>Resource person</p>
8. recognise inappropriate touching regardless of who does it.	<p>Concepts Sexual Abuse and Violence: Difference between good and bad touches</p> <p>What they are Who are possible perpetrators</p> <p>Skills Assertiveness Self esteem negotiation</p> <p>Values and Attitudes Respect</p>	<p>Teacher and learners discuss what is good touching and bad touching</p> <p>Learners:</p> <ul style="list-style-type: none"> Analyse a case study identifying bad touching and perpetrators. Learners outline situations that may lead to bad touching and possible perpetrators 	<p>identify good and bad touching.</p> <p>analyse a case study.</p> <p>mention situations that may lead to bad touching.</p>	<p>Braille material (if relevant)</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
9. protect oneself from sexual abuse.	<p>Concepts Sexual abuse Inappropriate touches</p> <p>Protecting Oneself Rejecting bad touches Reporting bad touches</p> <p>Skills Effective communication Negotiation Assertiveness</p> <p>Values and Attitudes Safety Respect</p>	<p>Teacher:</p> <ul style="list-style-type: none"> invite a child protection expert to about how to say no to bad touches and what to do when a person attempts to touch you badly <p>Learners:</p> <ul style="list-style-type: none"> role-play scenarios to identify and reject bad touches. list people to report to when they are badly touched. design and make posters showing what to do when they are badly touched. display posters on the walls and explain them to the class. 	<p>identify bad touches.</p> <p>describe different ways of rejecting bad touches.</p> <p>list people and places where you can report bad touching.</p> <p>design posters that carry a message.</p> <p>explain posters to other learners.</p>	Braille material (if relevant)
10. add 4-digit numbers with carrying and subtract with borrowing.	<p>Concepts Addition Subtraction</p> <p>Skills Manipulation Logical thinking Accuracy Addition Subtraction</p> <p>Values and Attitudes Appreciation Cooperation Confidence</p>	<ul style="list-style-type: none"> Teacher demonstrates addition of 4-digit numbers with carrying Learners add 4-digit numbers with carrying Teacher demonstrates subtraction of 4-digit numbers with borrowing Learners subtract 4-digit numbers with borrowing Learners solve real life problems involving addition of subtraction of 4-digit numbers. 	<p>add 4-digit numbers without carrying.</p> <p>add 4-digit numbers with carrying.</p> <p>subtract 4-digit numbers without borrowing.</p> <p>subtract 4-digit numbers with borrowing.</p>	<p>Dienes blocks</p> <p>Linking blocks</p> <p>Abacus</p> <p>Teacher's Guide</p> <p>Counters</p> <p>Addition chart</p> <p>Subtraction chart</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
11. perform aerobics movements by matching, raising knees, in time with a music/clapping.	<p>Concepts aerobics</p> <p>Skills Matching Raising knees Making steps Rhythm keeping</p> <p>Values and Attitudes Appreciation Cooperation commitment</p>	<ul style="list-style-type: none"> Teacher and learners revise aerobics movements. Resource person demonstrates aerobics by matching, raising knees, stretching arms and making steps Learners perform the same movements with and without supervision. 	<p>demonstrate aerobics movements they know.</p> <p>perform the newly learned aerobics under supervision.</p> <p>perform aerobics un-supervision.</p>	<p>resource person</p> <p>music</p>
12. explain the body's immune system and how it keeps us healthy.	<p>Concepts HIV and AIDS Immune system and its roles</p> <p>Skills Critical thinking Effective Communication</p> <p>Values and Attitudes Respect Acceptance</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> Discuss what learners know about HIV and AIDS <p>Learners:</p> <ul style="list-style-type: none"> Perform a skit to demonstrate how the body's immune system works <p>Teacher and learners:</p> <ul style="list-style-type: none"> discuss the role that the immune system plays in keeping the body healthy discuss the sequence of HIV infection; from HIV to AIDS 	<p>briefly explain how the immune system works.</p> <p>describe the sequence of HIV infection from HIV to AIDS.</p> <p>state differences between air-borne and blood-borne diseases.</p>	<p>Braille material (if relevant)</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
13. reject myths relating to the mode of HIV transmission.	<p>Concepts Transmission of STIs and HIV: Myths about HIV Facts about HIV</p> <p>Skills Assertiveness Refusal Effective communication</p> <p>Values and Attitudes Acceptance</p>	<p>Learners</p> <ul style="list-style-type: none"> • revise the sequence of HIV infection • play a game : “agree or disagree” on how HIV is transmitted (myths and facts) • analyse a case study on HIV transmission • play game of card sorting on HIV transmission • Teacher and learners discuss different methods of HIV transmission 	<p>distinguish between facts and myths related to HIV transmission.</p> <p>analyse a case study on HIV transmission.</p> <p>mention different methods of HIV transmission.</p> <p>reject myths related to HIV transmission.</p>	Teacher's Guide
14. support each other in making healthy choices in relation to HIV and AIDS.	<p>Concepts Care, Support and Treatment of STIs and HIV Practices that facilitate HIV infection Rights and responsibilities of children living with HIV</p> <p>Skills Empathy Tolerance</p> <p>Values and Attitudes Respect Caring Safety Non-discrimination Bodily integrity</p>	<ul style="list-style-type: none"> • Teacher and learners discuss proper care for sick people. <p>Learners in groups:</p> <ul style="list-style-type: none"> • perform a skit on supporting one another to be healthy when infected and affected by HIV • Buzz on non-discrimination and stigmatization of HIV infected people. • Teacher and learners discuss ways of supporting one another when we are infected or affected by HIV • Learners identify rights and responsibilities of children living with HIV • Teacher and learners discuss rights responsibilities of children living with HIV 	<p>mention ways of caring for people who are infected and affected by HIV.</p> <p>briefly explain what stigmatization and discrimination mean.</p> <p>show different ways of supporting people who are infected and affected by HIV.</p> <p>list rights and responsibilities of children living with HIV.</p>	Braille material (if relevant)

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
15. use symbols: <, > and = to compare fractions.	<p>Concepts Greater than > Less than < Equal = Fraction Numerator Denominator</p> <p>Skills Comparing Observation Logical thinking Critical thinking Accuracy</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher compares fractions concrete materials. • Teacher uses a fraction board to compare fractions. • Learners use greater than sign to compare fractions. • Teacher compares fractions using a loaf of bread, orange or apple. • Teacher uses a fraction board to compare fractions. • Learners use the equality sign to compare fractions. • The teacher uses a fraction board to compare fractions. 	compare fractions using symbols < less than, > greater than and = equal).	<p>Mathematics kit</p> <p>Fraction board</p> <p>Loaf of bread</p> <p>Apples</p> <p>Oranges</p> <p>Work cards</p>
16. identify health and social impacts of infectious diseases on people.	<p>Concepts Infectious diseases: Measles Chicken pox Common cold Influenza (flu) Typhoid Dysentery</p> <p>Skills Discussion Critical thinking</p> <p>Values and Attitudes Empathy Responsibility</p>	<ul style="list-style-type: none"> • Learners mention infectious diseases. • Learners brainstorm ways of reducing the spread of infectious diseases • Teacher and learners discuss the impacts of infectious diseases on health • Teacher and learners discuss the social impacts of infectious diseases. • Learners, in groups, discuss ways of taking care of people who are infected. 	<p>state the impacts of infectious diseases on health.</p> <p>state the social impacts of infectious diseases.</p> <p>mention ways of taking care of people who are infected.</p>	Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
17. identify signs and symptoms of infectious diseases and their impact on plants and animals.	<p>Concepts Infectious diseases: - TB - Potato blight - Newcastle Signs and symptoms</p> <p>Skills Observation Identification Communication Critical thinking</p> <p>Values and Attitudes Responsibility Appreciation Awareness</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> discuss signs and symptoms of infectious diseases. <p>Learners:</p> <ul style="list-style-type: none"> explore their surroundings to identify signs of infectious diseases on both plants and animals. identify sense organs used to detect signs and symptoms of infectious diseases. Resource person explains infectious diseases, their signs and symptoms. <p>Teacher and learners:</p> <ul style="list-style-type: none"> discuss the impact of infectious diseases on production. discuss the impact of infectious diseases on reproduction. 	<p>differentiate between a sign and symptom.</p> <p>mention signs of infectious diseases of both plants and animals.</p> <p>report their findings.</p>	<p>Teacher's Guide</p> <p>Resource persons</p> <p>Pictures</p>
18. design warning signs that prevent injuries at school and in the village.	<p>Concept: Warning signs</p> <p>Skills: Design, Creativity, Artistry, Problem solving.</p> <p>Values and Attitudes: Competence, Workmanship, Tidiness Commitment</p>	<ul style="list-style-type: none"> Teacher and learners revise warning signs. Teacher and learners explore school surroundings and identify places that can cause injuries. Teacher and learners explore the village and identify places that can cause injuries Learners design signs that can prevent injuries and place them at the identified places 	<p>give examples of warning signs.</p> <p>list two places around the school that can cause injuries</p> <p>make warning signs that prevent injuries.</p>	<p>Scissors</p> <p>Coloured markers</p> <p>Rulers</p> <p>Poles/sticks</p> <p>Paint</p> <p>Clue</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
19. demonstrate ways of preventing accidents at school.	<p>Concepts Causes of accidents Ways of preventing accidents</p> <p>Skills Effective communication Discussion Cooperation Creativity Problem-solving Observation Critical thinking</p> <p>Values and Attitudes Awareness Caring responsibility</p>	<ul style="list-style-type: none"> • Teacher and learners discuss causes of accidents at school • Learners identify areas where accidents can take place in their classroom and school environment. • Learners draw a map of their school and show areas where accidents can occur. • Teacher and learners discuss ways of preventing accidents at school. • Learners act out ways of preventing accidents at school. • Learners write on the charts ways of preventing accidents and present • Learners write posters for Awareness and place them to prone areas 	<p>list things that cause accidents at school.</p> <p>draw map of their school and locate areas where accidents can occur.</p> <p>mention ways of preventing accidents at school.</p> <p>act out ways of preventing accidents at school.</p>	<p>Teacher's Guide</p> <p>Charts</p> <p>Felt pens</p> <p>Drawing pens</p>
20. practise athletics by running 100m and 200m.	<p>Concepts Running Warm-up</p> <p>Skills Warming-up Starting Sprinting breathing</p> <p>Values and Attitudes Commitment Competitiveness</p>	<ul style="list-style-type: none"> • Teacher supervises learners to do warm-up and running 50m race • Learners under the supervision of resource, continue to practise starting and proper breathing, run 100m, while those with good endurance, run 200m as well. • Learners practise running 100m and 200m competing in groups • Learner do cool-down exercises after every activity. 	<p>perform warm-up activities.</p> <p>perform starting correctly.</p> <p>run 100m and 200m races.</p>	<p>Play ground</p> <p>Resource person</p> <p>whistle</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
21. read and demonstrate time on a clock face in 15 and 5 minutes intervals.	<p>Concepts Time Am and pm notation</p> <p>Skills Comparing Reading Observation Values and</p> <p>Attitudes Cooperation Appreciation Tolerance Confidence Punctuality</p>	<ul style="list-style-type: none"> • Teacher guides learners to make improvised clock faces.. • Teacher demonstrates time in 15 minute intervals • Learners read time on the clock faces in 15 minute intervals. • Teacher introduces learners to the concepts of “ past” and “to” • Learners read time from the clock faces. • Learners write time from the clock faces. • Teacher introduces 5 minutes intervals from a clock face. • Learners use clock faces to demonstrate time in 5 minutes intervals • Learners relate events of the day to 15 and 5 minutes intervals. 	<p>read time on clock faces using am and pm notations.</p> <p>demonstrate time on clock faces using am and pm notations.</p>	<p>Mathematics kit</p> <p>Clock faces</p>
22. adapt crossword puzzle to promote healthy life styles.	<p>Concept Crossword puzzle</p> <p>Skills Creativity Critical thinking Problem solving Manipulation</p> <p>Values and Attitudes Cooperation Competitiveness Commitment</p>	<ul style="list-style-type: none"> • Teacher explains crossword puzzles and their importance. • Teacher demonstrates how to play crossword puzzle. • In groups, teacher assists learners practise playing crossword puzzle. • In groups teacher assists learners make cross word puzzle that promote healthy life styles 	<p>fill in three words on a cross word puzzle to promote healthy life styles.</p> <p>make crossword puzzle to promote healthy life styles.</p>	<p>Crossword puzzle</p> <p>Paper</p> <p>Pencils</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
23. measure length and height using millimetres, centimetres, metres and kilometres.	<p>Concepts Measurement Millimetres (mm) Centimetres (cm) Metres (m) Kilometres (km)</p> <p>Skills Measuring Estimation Matching Accuracy</p> <p>Values and Attitudes Objectivity Appreciation</p>	<ul style="list-style-type: none"> Teacher introduces millimetres, centimetres, metres and kilometres with real life examples using appropriate units for each Teachers provides learners with metre sticks, tape measures, trundle wheels in groups to measure distance in and outside the classroom Learners record results using appropriate units, and report their work 	<p>measure length and height.</p> <p>use units of length correctly.</p>	<p>Rulers</p> <p>Metre stick</p> <p>Tape measure</p> <p>Trundle wheel</p>
24. measure mass using milligram, grams, and kilograms.	<p>Concepts Measurement Milligram (mg) Gram (g) Kilogram (kg)</p> <p>Skills Measuring Estimation Matching Accuracy</p> <p>Values and Attitudes Objectivity Appreciation</p>	<ul style="list-style-type: none"> Teacher introduces milligram, grams, and kilograms with real life examples using appropriate units for each Teacher provides learners with a beam balance to measure mass of different objects in groups Learners record results using appropriate units, and the report their work 	<p>measure mass.</p> <p>use units milligram, grams, and kilograms correctly.</p>	<p>Beam balance</p> <p>Weights</p> <p>Containers</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
25. identify three food groups and their functions.	<p>Concepts Food groups Functions of food groups</p> <p>Skills Observation Identification sorting</p> <p>Values and Attitudes Awareness Appreciation Caring</p>	<p>Learners:</p> <ul style="list-style-type: none"> • mention different types of foods. • sort different types of foods into three groups. • state the functions of three food groups. • draw examples of three food groups. 	<p>mention any two examples of foods for each food group.</p> <p>mention functions of food groups.</p> <p>draw example of foods for each group.</p>	<p>Foods</p> <p>Charts</p> <p>Pictures</p> <p>Books</p> <p>Magazines</p> <p>Posters</p>
26. demonstrate the hygienic methods of handling food.	<p>Concepts Hygienic methods of handling foods: food hygiene kitchen hygiene</p> <p>Skills Manipulation Observation Decision-making Demonstration</p> <p>Values and Attitudes Cleanliness Caring Responsibility Commitment</p>	<ul style="list-style-type: none"> • Teacher and learners discuss hygienic methods of handling food. <p>Teacher demonstrates:</p> <ul style="list-style-type: none"> • proper way of washing hands. • a proper way of washing kitchen utensils. <p>Learners practise:</p> <ul style="list-style-type: none"> • cleaning of kitchen utensils using washing basins, soap and cleaning agents. • washing hands. • covering of left-over food. • cleaning of working area for food preparation. • disposing of kitchen wastes. 	<p>clean kitchen utensils using washing basins, soap and cleaning agents.</p> <p>wash hands with water and soap.</p> <p>cover left-over food.</p> <p>clean working area for food preparation.</p> <p>dispose of kitchen wastes.</p>	<p>Charts</p> <p>Washing basins</p> <p>Soap</p> <p>Food</p> <p>Cleaning agents</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
27. prepare soft porridge.	<p>Concepts Soft porridge</p> <p>Skills Manipulation Measuring Accuracy Decision making</p> <p>Values and attitudes Appreciation Awareness Caring Cleanliness</p>	<ul style="list-style-type: none"> Teacher and learners discuss how soft porridge is prepared Teacher: <ul style="list-style-type: none"> guides learners in reading and following the recipe of soft porridge. demonstrates the measuring of ingredients for soft porridge preparation. demonstrate preparation of soft porridge following recipe. Learners: <ul style="list-style-type: none"> in groups collect ingredients and equipment. measure ingredients. prepare soft porridge after observation. serve the soft porridge. 	<p>read recipe well.</p> <p>measure ingredients accurately.</p> <p>list the steps in order when making soft porridge.</p> <p>identify utensils they used during the preparation of soft porridge.</p> <p>prepare of soft porridge.</p>	<p>Kitchen utensils</p> <p>Chart</p> <p>Protective clothing</p> <p>Ingredients</p> <p>Teacher's Guide</p>
28. measure volume using millilitre and litre.	<p>Concepts Measurement Millilitre (ml) Litre (L)</p> <p>Skills Measuring Estimation Matching Accuracy</p> <p>Values and Attitudes Objectivity</p>	<ul style="list-style-type: none"> Teacher introduces millilitre and litre with real life examples using appropriate units for each Teacher asks learners to bring containers marked ml and L from the immediate environment In groups learners categorise containers according to the unit marked on them 	<p>measure volume.</p> <p>use units millilitre and litre correctly.</p>	<p>Measuring cylinder</p> <p>1 litre bottle</p> <p>Containers</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
29. identify parts of a digestive system and their functions.	<p>Concepts Parts of a digestive system Functions of the parts</p> <p>Skills Identification Manipulation Observation Effective Communication</p> <p>Values and Attitudes Awareness appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the chicken digestive system. • Learners explore the different parts of the digestive system using live specimen. • Teacher and learners discuss the functions of individual parts of the digestive system. • Learners match parts of the digestive system with their functions. • Learners draw the digestive system. 	<p>mention the name of the parts of the digestive system.</p> <p>state the functions of the parts of the digestive system.</p> <p>draw the digestive system of a chicken and label the parts.</p> <p>match parts of the digestive system with their functions.</p>	<p>Charts</p> <p>Pictures</p> <p>Live specimen</p>
30. multiplication of 4-digit numbers by one and two digit numbers.	<p>Concepts Multiplication Place value</p> <p>Skills Multiplying Manipulating Problem solving Critical thinking Decision making</p> <p>Values and Attitudes Appreciation</p>	<ul style="list-style-type: none"> • Teacher introduces learners on how to multiply numbers the product being up to 4-digit numbers • Teacher demonstrates multiplication using Dennis blocks • Learners use multiplication chart to multiply numbers • Learners multiply numbers to obtain a 4-digit number. • Learners solve problems involving multiplication. 	<p>multiply numbers up to 4-digit numbers.</p>	<p>Mathematics kit</p> <p>Multiplication table</p> <p>Multiplication chart</p> <p>Concrete materials</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
31. practise three basic skills for ball games.	Concepts Ball Skills Kicking Passing heading Values and Attitudes Commitment Cooperation Competitiveness endurance	<ul style="list-style-type: none"> Teacher and learners discuss the reasons for playing games to deepen their understanding Teacher/ resource person introduce other skills in ball games and demonstrate kicking, passing and heading Learners practise the introduced skills under supervision Learners. In groups, practise skills and compete 	demonstrate two ball game skills of kicking, passing and heading. demonstrate two ball game skills of kicking, passing and heading.	Play ground Ball Resource person
32. calculate area of shapes, square and rectangle, in square centimetres (cm ²).	Concepts Area Square Centimetres (cm ²) Calculation Skills Drawing Critical thinking Problem solving Values and Attitudes Appreciation Cooperation	<ul style="list-style-type: none"> Teacher introduces learners on how to calculate area of shapes in square centimetres (cm²). Learners calculate area of given shapes in centimetre squares (cm²). 	calculate area of shapes in square centimetres (cm ²).	Squared paper

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
33. state the effects of natural hazards on people's lives.	<p>Concepts Effects of natural hazards on people's lives</p> <p>Skills Effective communication Discussion Critical thinking</p> <p>Values and Attitudes Empathy Awareness</p>	<ul style="list-style-type: none"> • Teacher provides pictures showing effects of natural hazards on people's lives. • With the aid of pictures, learners, in pairs, discuss the effects of natural hazards on people's lives. • Learners present their work. • Teacher and learners discuss the effects of natural hazards on people's lives. 	mention the effects of natural hazards on people's lives.	<p>Teacher's Guide</p> <p>Charts</p> <p>Std 4 social studies textbooks</p>
34. state the precautions for natural hazards.	<p>Concepts Precaution for natural hazards Preparedness</p> <p>Skills Effective communication Discussion Problem-solving Preparedness Information findings Reporting</p> <p>Values and Attitudes Responsibility Awareness Caring</p>	<ul style="list-style-type: none"> • Learners mention natural hazards. • Teacher and learners discuss precautions for different natural hazards. • Learners find out how people prepare themselves for natural hazards. • Learners report their finding. 	<p>list natural hazards.</p> <p>find information on preparedness for natural hazards.</p> <p>mention precautions for natural hazards.</p> <p>report their findings.</p>	<p>Teacher's Guide</p> <p>Charts</p> <p>Std 4 social studies textbooks</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
35. identify and name 2D shapes heptagon and octagon both irregular and regular.	<p>Concepts Regular and irregular shapes Heptagon Octagon</p> <p>Skills Manipulation Identification Problem solving Modelling</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher introduces heptagon • Learners identify characteristics of heptagon, both regular and irregular • Learners draw heptagonal shapes • Teacher introduces octagon • Learners identify characteristics of octagon, both regular and irregular • Learners draw octagonal shapes 	<p>identify characteristics of heptagon.</p> <p>draw heptagonal shapes.</p> <p>identify characteristics of octagon.</p> <p>draw octagonal shapes.</p>	<p>Mathematics kit</p> <p>Pencils</p> <p>Paper</p> <p>Card board</p> <p>Clay</p> <p>Pair of scissors</p> <p>Adhesives</p>
36. draw pictograms.	<p>Concepts Bar chart Tally marks Data collection</p> <p>Skills Data handling Recording Recording Comparing Manipulation Drawing Counting</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher guides learners to collect data in their immediate environment • In groups learners classify collect data • Teacher demonstrates how to represent data in a bar chart • In groups learners classify the collected data • In groups learners represent data in a bar chart • Learners draw and record information represented by a pictogram 	<p>classify data.</p> <p>draw bar chart.</p>	<p>Chart paper</p> <p>Objects from immediate environment</p> <p>Graph books</p>

Literacy Window: Sesotho

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
1. mamela lipale tse khutšoanyane tse fanang ka tsebo.	<p>Moko-tabana lipale tse khutšoanyane</p> <p>Litsebo-ketso ho: mamela, bua, bala, ngola, hlalosa, fana ka sesosa le litholoana, akaretsa, fuputsa, araba</p> <p>Makhabane Mongolo o balehang</p>	<ul style="list-style-type: none"> Bana ba fuputse ka taba eo ba tliil'o e balloa. Tichere e buisane le bana ka litlaleho tsa bona. Tichere e balle bana pale e phetang taba 'me ba memele ka hloko. Tichere e botse bana lipotso tse hlohang hore ba hlalose, akaretse, ba bolele sesosa le litholoana malebana le seo ba se baletsoeng. Bana ba ngole mantsoe ao ba a bitsetsoang. Bana ba iketsetse lipolelo tse ncha ka mantsoe ao ba ithutileng 'ona. 	<p>botsa ha a sa utloisise.</p> <p>tlaleha taba eo a e fupulitseng.</p> <p>araba lipotso malebana le seo a se baletsoeng.</p> <p>fana ka sesosa sa taba le litholoana tsa eona.</p> <p>hlalosa taba ka mantsoe a hae.</p> <p>akaretsa litaba ka bokhutšoanyane.</p> <p>ngola mantsoe ao a a bitsetsoang ka nepo.</p> <p>iketsetsa lipolelo ka mantsoe a macha ao a ithutileng 'ona.</p> <p>fana ka keletso mabapi le taba.</p>	Teacher's Guide
2. sebelisa mantsoe a hananang lipolelong ka nepo.	<p>Moko-tabana nyoloha – theoha lahla – thola rua – futsaneha hoeshetsa – hooeletsa/hoelehetsa boreleli - mahoashe</p> <p>Litsebo-ketso Ho: mamela bua bala ngola</p>	<ul style="list-style-type: none"> Bana ba fane ka mantsoe a hananang. Bana ba sebelise mantsoe a hananang lipolelong. Tichere e fe bana lipolelo tse nang le mantsoe a sheletsoeng, le mantsoe hananang le 'ona, bana ba khetha a nepahetseng. Tichere e fe bana lethathamo la mantsoe ba fane ka a hananang le 'ona. 	<p>fana ka mantsoe a hananang le a mang.</p> <p>khetha mantsoe a hananang le a fanoeng.</p> <p>sebelisa mantsoe a hananang lipolelong.</p>	<p>Libuka tsa bana</p> <p>Mahlaseli</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
3. bapala morabaraba oa mantsoe ka nepo	<p>Moko-tabana morabaraba oa mantsoe</p> <p>Litsebo-ketso Ho: mamela bua bala ngola boinahano bo tebileng</p> <p>Makhabane Boitšepo</p>	<ul style="list-style-type: none"> Bana ba bope mantsoe kahar'a morabaraba oa lithaku. Bana ba lothane ka ho hlalosa ntho ka botlalo (e joang, e tlhaku li kae, e fumaneha kae, e sebelisoa joang) joale ba mametseng ba e bolele. Tichere e lobokanye lithaku tsa mantsoe, bana ba a ngole ka nepo. Tichere e fe bana lithaku ba bope mantsoe ka tsona. 	<p>bopa mantsoe kahar'a morabaraba oa lithaku.</p> <p>lotha ba bang ka ho hlalosa ntho ka botlalo.</p> <p>rarolla selotho sa mantsoe.</p> <p>bopa mantsoe ka nepo ka lithaku tse lobokantseng.</p> <p>bopa mantsoe ka lithaku tse fanoeng.</p>	'Teacher's guide'
4. sebelisa matšoao ka nepo lipolelong.	<p>Moko-tabana Lipolelo tse khutšoanyane Matšoao: Khutlo (.) Potso (?) Feeloeane (,) Makalo (!) (ho khotsa: Ao! Ache! Khili! Khele!) Tlhaku e kholo (mabitso a batho, libaka, lithaba, maemo a batho)</p> <p>Litsebo-ketso Ho: mamela, bua, bala, kopitsa, peleta, ngola, hlalohanya, bopa lipolelo</p> <p>Makhabane Makhethe Boikarabello Thahasello</p>	<ul style="list-style-type: none"> Tichere a buisane le bana ka matšoao ao ba a tsebang le tšebeliso ea 'ona. Tichere a buisane le bana ka tsebeliso ea tlhaku e kholo (qalong ea polelo, qalo ea lebitso le fane, lebitso la sebaka). Tichere a ngolle bana lipolelo tse khutšoanyane, ba li kopitse. Bana ba etse lipolelo ba shebile litšoantšo. Bana ba bale lipolelo tseo ba li ngotseng. Bana ba ngole lipolelo ba ela hloko tšebeliso ea matšoao. Tichere e ngolle bana lipolelo tse se nang matšoao, bona ba kenye matšoao a nepahetseng. Tichere e fe bana seratsoana ba se bale, ba nt'o ngola lipotso mabapi le sona.** 	<p>sebelisa matšoao ka nepo.</p> <p>sebelisa tlhaku e kholo qalong ea lebitso la motho le ea polelo.</p> <p>sebelisa tlhaku e kholo qalong ea lebitso la sebaka.</p> <p>sebelisa tlhaku e kholo qalong ea lebitso la thaba.</p> <p>sebelisa makalo ho bontša ho khotsa.</p> <p>sebelisa feeloane ho kolokisa lintho polelong.</p> <p>sebelisa letšoao la potso ka nepo polelong.</p> <p>iketsetsa lipotso holim'a seo a se balileng.</p> <p>bala polelo e nang le feeloane, potso le makalo ka nepo.</p>	Buka ea bana Mahlaseli

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>5. sebelisa mantsoe a bontšang hore taba ea etsahala, e tla etsahala, e etsahetse.</p>	<p>Moko-tabana mantsoe a bontšang ketso: e etsahalang e etsahetseng e tla etsahala</p> <p>Litsebo-ketso Ho mamela, bua bala, ngola, hlalohanya, kananelo</p>	<ul style="list-style-type: none"> • Bana ba bolele tseo ba ntseng ba li etsa • Bana ba bolele tseo ba li entseng • Bana ba bolele tseo ba tla li etsa ha sekolo se e-tsoa • Bana ba ngole lipolelo tsa bona letlapeng • Tichere e buisane le bana ka lipolelo tsa bona, e hlakise mantsoe a bontšang hore taba ea etsahala, e tla etsahala, e etsahetse. • Ka bo-mong bana ba iketsetse lipolelo ba be ba sehelle mantsoe a bontšang hore taba ea etsahala, e etsahetse, e tla etsahala. 	<p>bolela tseo a ntseng a li etsa ka tataiso ea tichere.</p> <p>bolela tseo a ntseng a li etsa a sa tataiso.</p> <p>ngola lipolelo.</p> <p>arola/kopanya mantsoe ka nepo.</p> <p>peleta mantsoe ka nepo.</p> <p>qolla mantsoe a bontšang ketso.</p> <p>sebelisa mantsoe a bontšang ketso.</p>	<p>Litšoantšo</p>
<p>6. hlalosa lijo tsa Sesotho.</p>	<p>Moko-tabana Lijo tsa Sesotho: lihoapa, makoakoa, khoahla, lefotho, sebera, potele,</p> <p>Litsebo-ketso Ho: mamela, bua, bala, bapisa, ngola, fuputsa, araba</p>	<ul style="list-style-type: none"> • Bana ba fuputse tlhaloso ea lijo tsa Sesotho hae. • Tichere a bontše bana litšoantšo tsa lijo kapa ba tle le tsona hae. • Bana ba bolele mabitso a lijo. • Bana ba bapise mabitso a lijo le litšoantšo. • Tichere e ka qapa pina e amanang le lijo, bana ba e bine. • Bana ba ngole lijo tsa Sesotho ka ho kopitsa le ka pitsetso. • Tichere le bana ba buisane ka melemo ea lijo • Bana ba sebelise mabitso a lijo lipolelong. • Bana ba ka toro ea lijo. 	<p>hlalosa lijo tsa Sesotho.</p>	<p>Litšoantšo</p> <p>Likarete tsa mantsoe</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlalosoang: tichere e hlallobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>7. lothana ka lilothe tse bontšang bophelo bo botle le polokeho.</p>	<p>Moko-tabana Lilothe tse tloaelehileng Moetlo oa ho lothana: Ka u lotha? ka'ng? Ka... Ka se reka; jaa khomo ea hao u ntšiele masapo.</p> <p>Lilothe tse bontšang bophelo bo botle le polokeho</p> <p>Litsebo-ketso Ho bua Ho mamela Boinahano bo tebileng</p> <p>Makhabane boinehelo</p>	<ul style="list-style-type: none"> • Tichere a buisane le bana ka moetlo oa ho lothana. • Tichere a buisane le bana ka lilothe tseo likarabo tsa tsona e leng litho tsa 'mele. • Tichere a lothe bana, 'me bana ba arabe. Ha ba sa tsebe ba se reke kapa tichere a ba bolelle karabo. • E mong oa bana a lothe sehlopha, sona se arabe. • Bana ba lothane ka lihlotšoana kapa ka bobeli. 	<p>o sebelisa mantsoe a nepahetseng ha a kopa motho e mong hore ba lothane.</p> <p>o sebelisa mantsoe a nepahetseng ha a motho e mong a mo kopa hore ba lothane.</p> <p>o sebelisa mantsoe a nepahetseng ha a bolela hore ha a tsebe karabo ea selotho.</p> <p>o sebelisa mantsoe a nepahetseng ha a bolela hore o feletsoe ke lilothe.</p> <p>o bapala papali ea ho lothana ka lilothe tseo likarabo tsa tsona e leng litho tsa 'mele.</p>	<p>Teacher's Guide</p>
<p>8. bala ka kutloisiso litaba tse hlalosing lisebelisoa le mokhoa oa ho etsa lintho</p>	<p>Moko-tabana Ho bala Liresepe: mokhoa oa ho lila, polecha lieta, hlatsoa lijana</p> <p>Litsebo-ketso ho: bua, boha, bala, ngola, tšoantšisa.</p> <p>Makhabane Makhethe Mongolo o balehang</p>	<ul style="list-style-type: none"> • Tichere e fe bana litšoantšo tse phetang taba, bana ba bolele ka mantsoe hore na li bolela'ng • Bana ba fuputse bohlokoa ba resepe 'me ba tlalehele sehlopha phuputso ea bona. • Tichere e buisane le bana ka bohlokoa ba liresepe. • Bana ba ingolle lisebelisoa le mokhoa oa ho etsa lintho tsa khetho ea bona. • Bana ba tšoantšise mokhoa oa ho etsa lintho tsa khetho ea bona. • Ka lihlotšoana, bana ba ngole mokhoa oa ho etsa (ntho ea boikhethelo ba bona). 	<p>hlalosa taba e boleloang ke setšoantšo ka mantsoe.</p> <p>tlaleha bohlokoa ba resepe.</p> <p>ngola lisebelisoa ka tekanyo le mokhoa oa ho etsa lintho.</p> <p>hlahlamanya mehato ea ho etsa lintho ka nepo.</p> <p>tšoantšisa mokhoa oa ho etsa lintho.</p> <p>etsa lintho ho latela litaelo.</p> <p>ngola mokhoa oa ho etsa lintho.</p>	<p>Teacher's Guide</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>9. hlalosa maele a bontšang bophelo bo botle le polokeho ka nepo</p>	<p>Moko-tabana Maele a bontšang bophelo bo botle le polokeho: -Masene ha se boi; -Monna haa bone habeli; -Pela ho phela e itebelang</p> <p>Litsebo-ketso Ho mamela, bua bala, ngola, fuputsa, hlalosa, boinahano bo tebileng</p>	<ul style="list-style-type: none"> • bana ba fuputse maele ka ntja, poli, le nku • bana ba tlahehe liphuputso tsa bona • tichere e tataise bana ho hlalosa maele • tichere e ngolle bana maele le lithaloso tsa 'ona bana ba a ngole ka libukeng tsa bona. • Bana ba sebelise maele lipolelong • Moo ho lumellehang, bana ba tšoantšise maele. • Tichere e balise bana liratoana/ lipolelo tse nang le maele ao ba ithutileng 'ona. • Bana ba qolle maele seratoaneng/ polelong. 	<p>tlaleha phuputso ea bona.</p> <p>hlalosa maele ka tataiso ea tichere.</p> <p>hlalosa maele a sa tataiso.</p> <p>sebelisa maele lipolelong ka nepo.</p> <p>qolla maele lipolelong/ liratoaneng.</p>	<p>'Teacher's Guide'</p>
<p>10. sebelisa mantsoe a ka emang bakeng sa mabitso</p>	<p>Moko-tabana Mantsoe a ka emang bakeng sa mabitso: 'Na, Uena, Rona, Lona, Sona, Oona, Eona, Tsona,</p> <p>Litsebo-ketso Ho mamela, bua bala, ngola, fuputsa, hlalosa, hlalohanya</p>	<ul style="list-style-type: none"> • Tichere e balise bana lipolelo tse nang le mabitso, e be e tataisa bana ho bolela mantsoe a ka emelang mabitso moo a leng teng. • Tichere e fe bana mantsoe a emelang mabitso bona ba fane ka mabitso. • Bana ba tle le litšoantšo, ba bolele mabitso a tsona le mantsoe a ka emelang mabitso ao. • Tichere e fe bana seratoana se nang le mabitso, bana ba a qolle ba be ba se ngole ka mantsoe a emelang mabitso ao. 	<p>bala lipolelo.</p> <p>bolela mantsoe a emelang mabitso.</p> <p>bolela mabitso a emetsoeng ke mantsoeng.</p> <p>qolla mabitso liratoaneng.</p> <p>ngola seratoana ba sebelisa mantsoe a emelang mabitso.</p>	<p>Libuka tsa bana</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
11. pheta tšomo ea 'Sekholomi leTakalasi'.	<p>Moko-tabana Moetlo oa ho pheta tšomo: ho hloma lehlokoa hloohong, qalo (Ba re e ne e re) karabo (E/Qoi) ntšetso-pele (E le...) qetello (Ke tšomo ka mathetho) Tšomo: <i>Sekholomi leTakalasi</i></p> <p>Litsebo-ketso Ho: mamela pheta lokolisa lintlha tsa tšomo</p>	<ul style="list-style-type: none"> • Tichere a buisane le bana ka lintlha tsa bohlokoa tse lateloang ha ho phetsoa tšomo. • Bana ba phete litšomo tseo ba li tsebang. • Tichere a phetele bana tšomo ea 'Sekholomi leTakalasi', e e phelise ka ho tšoantšisa liketso tse etsahalang tšomong. • Tichere a buisane le bana ka mantsoe a ba thatafallang a hlahang tšomong. • Tichere a botse bana lipotso tse batlang kutloisiso ea bona ea tšomo. • Tichere a buisane le bana ka thuto e fumanoang tšomong ea 'Sekholomi leTakalasi'. • Bana ba tšoantšise litaba tsa tšomo. • Ka lihlotšoana, bana ba phetelane tšomo ea 'Sekholomi leTakalasi'. 	<p>o phetha litloaelo tsa ho pheta tšomo ha ba hopotsoa.</p> <p>o phetha litloaelo tsa ho pheta tšomo a sa hopotsoe.</p> <p>o pheta litšomo tseo ba li tsebang.</p> <p>o araba lipotso tse hloakang kutloisiso ea hae ea tšomo.</p> <p>o tšoantšisa litaba tsa tšomo.</p> <p>o bolela thuto ea tšomo ea <i>Sekholomi leTakalasi</i>.</p> <p>o pheta tšomo ea <i>Sekholomi leTakalasi</i>.</p>	
12. sebelisa mantsoe a kopanyang mantsoe a mang kapa lipolelo.	<p>Moko-tabana le kapa empa hobane joaloka</p> <p>Litsebo-ketso Ho: mamela bua bala ngola</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka mosebetsi oa 'le, kapa, empa, hobane, joaloka' polelong. • Tichere e ngolle bana lipolelo tse peli, e 'ngoe e na le lentsoe le kopanyang e 'ngoe e se na lona, bana ba bolele e nepahetseng. • Tichere e ngolle bana lipolelo tse nang le likheo ba tlatse mantsoe a kopanyang. • Tichere e ngolle bana lipolelo tse nang le mantsoe a kopanyang ba a sehelle. • Bana ba iketsetse lipolelo tse nang le mantsoe a kopanyang. 	<p>bolela mantsoe a kopanyang a mang kapa lipolelo.</p> <p>qolla mantsoe a kopanyang lipolelong.</p> <p>sebelisa mantsoe a kopanyang mantsoe a mang kapa lipolelo.</p>	<p>Libuka tsa bana</p> <p>Mahlaseli</p>

Literacy Window: English

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
1. Sounds: read words properly formed from sounds	<p>Concepts Spelling Pronunciation Letter sounds</p> <p>Skills Speaking Listening Readiness Writing Cooperation Accuracy</p> <p>Values and Attitudes Respect Awareness</p>	<ul style="list-style-type: none"> Learners form words out of the sounds given by the teacher. Learners read formed words properly The teacher dictates words for learners to write and read. 	<p>pronounce words properly.</p> <p>spell words.</p> <p>form words.</p> <p>create words.</p> <p>spell words correctly.</p>	<p>Pictures that begin with the sounds to deal with</p>
2. use opposite doing words.	<p>Concepts Opposite doing words:</p> <p>Skills Listening Speaking Writing Interpretation Matching</p>	<ul style="list-style-type: none"> Creates a situation in which learners will follow different instructions. Describe actions performed by others using appropriate doing words. Learners carrying out contradicting actions and describe them using opposite doing words. Learners give one another instructions using opposite doing words. 	<p>follow instructions.</p> <p>describe contradicting actions using appropriate doing words.</p> <p>identify actions using opposite words.</p>	<p>Charts</p> <p>Word cards</p> <p>Markers</p> <p>Teachers' guide</p>

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
3. write a composition of about two to three paragraphs.	<p>Concepts Guided composition Punctuation marks</p> <p>Skills Reading Listening Logical thinking Creativity Writing</p> <p>Values and Attitudes Needy</p>	<ul style="list-style-type: none"> • Teacher provides learners with guiding points for composition citing. • Teacher provides learners with clear guiding points for composition writing. • Teacher provides learners with related questions to write about. • Teacher provides learners with pictures to cite and write a composition. 	<p>cite a composition out of guiding points.</p> <p>write a composition with guiding points.</p> <p>use capital letter, comma, and a full stop in the composition.</p>	<p>Text books</p> <p>Charts</p> <p>Pictures</p> <p>Teacher's Guide</p>
4. read for information and enjoyment.	<p>Concepts Short story Characterization Character Theme Setting</p>	<ul style="list-style-type: none"> • Teacher asks learners to read story in turns. • Teacher guides them with questions to enable them understand the story. • Characters • Characterization • Setting • Theme • Learners analyze given stories through questioning. 	<p>read.</p> <p>analyze stories.</p>	<p>Text books</p> <p>Newspapers</p> <p>Charts</p>

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
5. read for a specific information	<p>Concepts Passage</p> <p>Skills Reading Analyzing Writing</p> <p>Values and Attitudes Confidence fluency</p>	<ul style="list-style-type: none"> • Teacher provides learners with passages to read. • Teacher asks learners questions on the passage • Learners re-read passages to seek for specific information required. 	<p>come up with a specific information from the passage.</p> <p>re-read to clarify meaning.</p> <p>pay attention to punctuation when reading.</p>	<p>Short stories</p> <p>Passages</p> <p>Textbooks</p> <p>Newspapers</p> <p>Teacher's Guide</p>
6. listen to different texts and respond.	<p>Concepts Stories Descriptions Instructions Directions Sounds</p> <p>Skills Listening Speaking Writing Interpretation Reading</p>	<ul style="list-style-type: none"> • Teacher reads a story for learners while they will be listening attentively. • Teacher asks learners "Wh" questions "who, what, when, whose, why, where and how" • Learners listen to different sounds and respond accordingly. • Learners listen to descriptions, instructions and directions. • Teacher dictates new words and learners write them. 	<p>respond to "Wh" questions.</p> <p>pronounce words correctly.</p> <p>respond to different sounds</p> <p>respond to descriptions, instructions and directions.</p> <p>spell and read new words correctly.</p>	<p>Stories</p> <p>Teacher's Guide</p>

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
7. use prepositions correctly in sentences	<p>Concepts Behind, near, to, on, in, under, at, for, before, opposite, with, without, after, across, next to, in front of</p> <p>Skills Speaking Listening Writing Identification Differentiation</p> <p>Values and Attitudes Awareness</p>	<ul style="list-style-type: none"> Teacher uses new prepositions in sentences Teacher assists learners identify prepositions in sentences Teacher creates a situation in which learners use prepositions. Learners role-play the situation in which they use prepositions Learners fill-in the gaps in written texts with correct prepositions Learners construct their own sentences using appropriate prepositions. Learners revise the prepositions they know with the teacher. 	<p>list prepositions.</p> <p>identify prepositions in sentences.</p> <p>use prepositions guided by the teacher.</p> <p>use prepositions correctly in sentences.</p>	<p>Textbooks</p> <p>Readers</p> <p>Word cards</p> <p>Pictures</p> <p>Charts</p> <p>Markers</p>
8. use words which show male and female in sentences.	<p>Concepts father – mother king – queen cock – hen dog – bitch aunt - uncle ram (sheep)– ewe stallion(horse) – mare boy – girl brother – sister bull – cow</p> <p>Skills Speaking Listening Paraphrasing Reading Writing</p>	<ul style="list-style-type: none"> Teacher provides learners with words which denote male and they find out their female counter parts. Teacher and learners discuss the correct forms of male and female... Teacher provides learners with sentences in which they fill either the male or the female of an animal or people. Learners draw a person or an animal of their choice and describe it using words which show male and female. Learners use words which show female and male status of an animal/person in sentences. 	<p>draw a person or an animal of their choice.</p> <p>describe their drawing using words which show male and female.</p> <p>fill in sentences using either the male or the female of an animal or people.</p> <p>use words which female and male in sentences.</p>	

Numeracy Window

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
1. identify equal = and not equal \neq sets.	<p>Concepts Equal set (=) Not equal set (\neq)</p> <p>Skills Drawing Critical thinking Logical thinking Manipulation Decision making</p> <p>Values and attitudes Appreciation Cooperation Confidence</p>	<ul style="list-style-type: none"> Learners in groups form equal and unequal sets using concrete objects. Learners use the signs = and \neq to show equal and unequal sets. Learners draw sets in their books and use symbols appropriately. 	<p>form equal sets using concrete objects.</p> <p>form unequal sets using concrete objects.</p> <p>use the signs = and \neq correctly.</p> <p>draw equal and unequal sets.</p>	<p>Concrete objects</p> <p>Mathematics chart</p> <p>Chart</p>
2. write 4-digit numbers in ascending and descending order.	<p>Concepts Ordering Reading Place value</p> <p>Skills Reading Ordering Logical thinking Manipulation</p> <p>Values and attitudes Appreciation Cooperation Confidence Patience</p>	<ul style="list-style-type: none"> Teacher provides learners with numbers to compare in terms of smallest and largest. Learners arrange numbers on the cards in descending order. Learners read numbers considering the place value of each number. Learners arrange numbers in descending order and check the place value. Learners arrange numbers in ascending and descending order in their exercise books. 	<p>arrange numbers in ascending order.</p> <p>arrange numbers in descending order.</p> <p>write numbers in ascending and descending order.</p>	<p>Work cards</p> <p>Mathematics cards</p> <p>Concrete objects</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
3. use abacus to identify place value	<p>Concepts Expanded notation 4-digit number Place value</p> <p>Skills Logical thinking Manipulation Representation</p> <p>Values and attitudes Appreciation Cooperation Confidence Patience</p>	<ul style="list-style-type: none"> • Learners use abacus to identify place value • Learners write numbers represented on the abacus • Learners write numbers in expanded notation • Learners write missing numbers written in expanded notation • Learners in groups give one another numbers to write in expanded notation 	write numbers in expanded notation.	<p>Mathematics kit</p> <p>Work cards</p> <p>Mathematics chart</p> <p>Chart paper</p>
4. find factors and multiples of numbers up to 50.	<p>Concepts Factors Multiples</p> <p>Skills Logical thinking Manipulation</p> <p>Values and attitudes Appreciation Cooperation Confidence Patience</p>	<ul style="list-style-type: none"> • Teacher and learner s build multiplication tables of given numbers. • Teacher provides numbers and learners give factors of those numbers. • Learners work individually to find factors of given numbers. • Learners work in groups to find multiples of numbers up to 50. 	<p>identify factors up to 50.</p> <p>identify multiples up to 50.</p>	<p>Mathematics kits</p> <p>Work cards</p> <p>Multiplication chart</p> <p>Chart paper</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
5. use Dienes blocks to identify place value of 4-digit numbers, including zero as a placeholder.	<p>Concepts Place value</p> <p>Skills Manipulation Reading of numbers</p> <p>Values and attitudes Appreciation Cooperation Confidence</p>	<ul style="list-style-type: none"> • Teacher provides learners with Dienes blocks. • Learners use Dienes blocks to demonstrate and write 4-digit numbers. 	<p>use Dienes blocks and linking blocks to demonstrate 4-digit numbers.</p> <p>use zero as a number.</p> <p>use zero as a placeholder.</p>	<p>Dienes blocks</p> <p>Linking blocks</p> <p>Abacus</p>
6. add 4-digit numbers with carrying and subtract with borrowing.	<p>Concepts Addition Subtraction</p> <p>Skills Manipulation Logical thinking Critical thinking Accuracy Addition Subtraction</p> <p>Values and attitudes Appreciation Cooperation Confidence Patience</p>	<ul style="list-style-type: none"> • Learners add 4-digit numbers with carrying. • Learners subtract 4-digit numbers with borrowing. 	<p>add 4-digit numbers with carrying.</p> <p>subtract 4-digit numbers with borrowing.</p>	<p>Dienes blocks</p> <p>Linking blocks</p> <p>Abacus</p> <p>Concrete materials from the immediate environment</p> <p>Counters</p> <p>Addition chart</p> <p>Subtraction chart</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
7. compare fractions using symbols: <, > and =.	<p>Concepts Greater than > Less than < Equal = Fraction Numerator Denominator</p> <p>Skills Comparing Logical thinking Critical thinking Accuracy</p> <p>Values and attitudes Appreciation Cooperation Confidence</p>	<ul style="list-style-type: none"> • Teacher provides fraction boards to learners. • Learners work in groups to show fractions on the board. • Learners compare fractions in terms of size from the biggest to smallest • Learners use symbols <, > and = to compare fractions • Learners form their own comparison of fractions 	<p>compare fractions in terms of size from the biggest to smallest.</p> <p>compare fractions in terms of size from the smallest to biggest.</p> <p>use symbols <, > and = to compare.</p> <p>form fractions.</p>	<p>Mathematics kit</p> <p>Mathematics chart</p> <p>Charts</p> <p>Fraction board</p> <p>Work cards</p>
8. demonstrate time on a clock face in 15 and 5 minutes intervals.	<p>Concepts Time Am and pm notation</p> <p>Skills Comparing Reading Observation Values and</p> <p>Attitudes Cooperation Appreciation Tolerance Confidence Punctuality</p>	<ul style="list-style-type: none"> • Learners draw clock faces in terms of 15 minutes intervals. • Learners write time shown on clock faces in figures and words. • Learners tell time in 15 minutes intervals. • Learners demonstrate time on clock faces and use words "past" and "to". • Learners draw clock faces in terms of 5 minutes intervals. • Learners write time shown on clock faces in figures and words. 	<p>tell time in 15 minutes intervals.</p> <p>show time on clock faces.</p> <p>write time shown on clock faces.</p> <p>use words "past" and "to" in telling time.</p>	<p>Mathematics kit</p> <p>Calendar</p> <p>Chart paper</p> <p>Work cards</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
9. measure length and height using millimetres, centimetres, metres and kilometres	<p>Concepts Measurement Millimetres (mm) Centimetres (cm) Metres (m) Kilometres (km)</p> <p>Skills Measuring Estimation Matching Accuracy</p> <p>Values and attitudes Objectivity Endurance Appreciation</p>	<ul style="list-style-type: none"> • Learners measure their books exercise books and tables/desks in millimetres and centimetre • Learners in pairs measure their heights in metres and centimetres • Learners measure thousand metres distance (1 kilometre) • Learners estimate number of kilometers or metres from home to school, • Learners discuss estimated lengths 	<p>measure length of objects in millimetres and centimeter.</p> <p>estimate distance in kilometers or metres.</p>	<p>30 cm Rulers</p> <p>Metre stick</p> <p>Tape measure</p> <p>Trundle wheel</p>
10. measure mass using milligram, grams, and kilograms	<p>Concepts Measurement Milligram (mg) Gram (g) Kilogram (kg)</p> <p>Skills Measuring Estimation Matching Accuracy</p> <p>Values and attitudes Objectivity Appreciation</p>	<ul style="list-style-type: none"> • Learners collect items measured in milligrams • Using mathematics kit teacher provides measuring scale to learners to measure in grams • Learners list items that are measured in kilograms 	<p>list items that are measured in milligrams, grams and kilograms.</p> <p>measure mass in grams and kilograms.</p>	<p>Mathematics kit</p> <p>Scale balance</p> <p>Bean bags</p> <p>Sand bags</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
11. measure volume using millilitre and litre	<p>Concepts Measurement Millilitre (ml) Litre (L)</p> <p>Skills Measuring Estimation Matching Accuracy</p> <p>Values and attitudes Objectivity Endurance Appreciation</p>	<ul style="list-style-type: none"> Learners measure volume in millilitres (ml) and litres (L) Learners in groups measure using measuring cylinder from the mathematics kit Learners in groups measure in millilitres in intervals of 10ml, 20ml, and 50ml pouring in 1 litre measuring cylinder. Learners discuss their findings/results of how many millilitres make one litre. Learners estimate volume of unmarked containers. 	<p>measure volume in millilitres (ml) and litres (L).</p> <p>estimate volume of unmarked containers.</p>	<p>Cylinder</p> <p>Containers</p> <p>Water</p> <p>1 Litres bottles</p>
12. draw pictograms	<p>Concepts Bar chart Tally marks Data collection</p> <p>Skills Data handling Recording Recording Comparing Manipulation Drawing Counting</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Teacher asks learners to form 5 to 6 groups Teacher asks one member from each group to come to the front Teacher asks how many members is each one of them representing Teacher the total number of members represented Draw pictogram and label how many is each group representing 	<p>represent collected data using pictograms.</p> <p>draw pictograms.</p>	<p>Mathematics kit</p> <p>Chart paper</p> <p>Wooden blocks</p> <p>Dienis blocks</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
13. identify and name 2D shapes heptagon and octagon both irregular and regular	<p>Concepts Regular shapes Irregular shapes Heptagon Octagon</p> <p>Skills Manipulation Identification Decision making Problem solving Modelling</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Teacher introduces heptagon and octagon building from the hexagon, by: increasing one side on top of six to make heptagon; on hexagon increase two sides to make octagon Teacher provides different polygons and learners name them Learners draw heptagon and hexagon Learners count the sides and corners 	<p>relate sides and corners of polygons.</p> <p>draw heptagon and hexagon.</p>	<p>Mathematics kit</p> <p>Shapes</p> <p>Mathematics chart</p> <p>Chart paper</p>
14. identify and draw lines of symmetry for basic shapes rectangle, square and kite.	<p>Concepts Lines of symmetry Basic shapes Rectangle Square Kite, etc.</p> <p>Skills Drawing Critical thinking Problem solving</p> <p>Values and attitudes Appreciation Cooperation Confidence</p>	<ul style="list-style-type: none"> Learners identify lines of symmetry by folding shapes. Learners draw lines of symmetry for the given shapes Learners draw shapes and draw lines of symmetry Learners cut shapes according to their lines of symmetry Learners investigate letters of the alphabet which have lines of symmetry 	<p>identify lines of symmetry by folding shapes.</p> <p>mention letters of the alphabet that have lines of symmetry.</p> <p>draw lines of symmetry.</p>	<p>Mathematics kit</p> <p>Mathematics chart</p> <p>Shapes</p> <p>Chart paper</p> <p>Pair of scissors</p> <p>Teacher's Guide</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
15. calculate area of shapes, square and rectangle, in square centimetres.	<p>Concepts Area Square centimetres (cm²) Calculation</p> <p>Skills Drawing Critical thinking Problem solving</p> <p>Values and attitudes Appreciation Cooperation Confidence</p>	<ul style="list-style-type: none"> • Teacher introduces area of square and rectangle. • Learners calculate area of squares and rectangles of different sizes. • Learners draw rectangles and squares to the given dimensions. • Learners calculate area of the drawn shapes. 	<p>draw square and rectangle using given dimensions.</p> <p>calculate area of square and rectangle in square centimetres.</p>	<p>Shapes</p> <p>Chart paper</p>
16. identify part of the circle	<p>Concepts Parts of a circle Circumference Radius Diameter</p> <p>Skills Manipulation Drawing</p> <p>Values and attitudes Appreciation Cooperation Confidence</p>	<ul style="list-style-type: none"> • teacher guides learners to draw line which divides a circle into two equal parts and labels it diameter. • teacher defines the distance around a circle as the circumference. • Learners draw circles in their exercise books. • Learners label parts of a circle. 	<p>identify circumference, radius and diameter from a circle.</p> <p>draw circles using circular objects.</p>	<p>Mathematics kit</p> <p>Shapes</p> <p>Chart paper</p> <p>Circular shapes</p>

Unit 3: Understanding and Sustaining the Environment

Overview of unit

Learning outcomes: at the end of this unit learners should be able to:	
1.	identify physical features in their local environment.
2.	demonstrate understanding of equivalent and not equivalent set.
3.	describe soil erosion.
4.	round off whole numbers to the nearest 10.
5.	divide 4-digit numbers by one and two digit number(s).
6.	describe effective ways of managing their local environment.
7.	demonstrate different methods of weed control.
8.	relate hours, days, weeks and months.
9.	perform physical activities of stretching arms and legs, bending and running carrying bottles on their heads.
10.	state causes of noise pollution and suggest ways of controlling it. TG
11.	estimate and measure length and height in millimetres, centimetres, metres and kilometres.
12.	distinguish various sounds from the environment made by animals, birds or sounds in town to create a graphic score. TG
13.	describe effects of weather.
14.	identify parts of a circle.
15.	perform dance movements of cha-cha in tune with music/hands clapping
16.	describe the four seasons of the year. TG
17.	state effects of natural hazards on the environment. TG
18.	state basic differences between plants and animals as living things.TG
19.	practise athletics by running 200m and 400m race. TG
20.	interpret bar chart. TG
21.	classify different types of seeds.
22.	identify flowers found in the immediate environment. TG
23.	identify the external parts of a simple flower and their functions. TG
24.	calculate area of shapes: triangle, square, rectangle in square centimetres (cm ²).
25.	classify non-living things into solid, liquid and gas.TG

Literacy window		Numeracy window
Sesotho	English	
Learners are introduced to personal pronoun /ik/ and /nk/, continuation of nouns, adverbs of number, and adjectives.	Development of sentence construction, focussing on the use of possessive determiners and pronouns, appropriate prepositions and adverbs of time and place.	Consolidation of set formation using equivalent and not equivalent sets including the use of set notations appropriately.
Appreciation of proverbs, riddles, factual stories and traditional folklore which focus on environment and its sustainability.	Reinforcement of the contrast between the simple present, past and future tenses.	Estimate and compare 4-digit numbers using symbols <, > and =. Round off whole numbers to the nearest 10.
Study skills, listening and speaking skills are sharpened through directions and poetry. Viewing, reading and writing are sharpened through composition through pictures.	Ongoing development of fluency and confidence in oral skills: storytelling, conducting simple debates, singing rhymes and reciting poems.	Conversions of units of length, mass and volume. Calculation of area and perimeter of shapes.
	Ongoing confidence building and development of critical abilities in	Draw parallel lines and identify formation of angles in relation to a right angle.
		Division of 4-digit numbers by one digit number with and without a remainder and apply division sign to solve real life problems.

- 26. demonstrate properties of water. TG
- 27. demonstrate properties of air. TG
- 28. state different natural resources and their uses.
- 29. play net-ball.
- 30. demonstrate understanding of addition and subtraction of fractions with the same denominator.
- 31. demonstrate proper use of measuring instruments to aid sense organs.
- 32. identify objects in the environment using sense organs. TG
- 33. convert units of measure: metres to kilometres, grams to kilograms millilitres to litres.
- 34. identify different members of the solar system. TG
- 35. identify phases of the moon.TG
- 36. give clear directions and follow given directions. TG
- 37. form angles in relation to a right-angle.
- 38. undertake a mini project to address an environmental challenge at school. TG
- 39. explain the importance of visits and visitors in their districts.

	reading, writing and listening.	
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Unit 3: Understanding and Sustaining the Environment

Activity Plan

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
1. identify physical features in their local environment.	<p>Concepts Physical features; Mountains Plateaus Ridges Rivers Plains Trees Bushes Grasses</p> <p>Skills Observation Drawing Modeling</p> <p>Values and attitudes Appreciation Awareness</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Take a field trip to observe outstanding features in their local environment • Discuss physical features found in their local environment • List physical features found in their local environment • Identify outstanding physical features in their local environment. • Learners are divided into groups and each group is given a task to construct a model of a physical feature they have identified in their local environment. • Learners present and display their models to the class. • Teacher and learners locate some of the physical features in their local environment 	<p>identify physical features found in their local environment.</p> <p>identify outstanding physical features found in their local environment.</p> <p>locate outstanding physical features found in their local environment.</p>	<p>Atlases</p> <p>Wall maps</p> <p>Local environment</p> <p>T.V.</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
2. demonstrate understanding of equivalent and not equivalent set.	<p>Concepts Equivalent sets Not equivalent sets Symbols \leftrightarrow and \nleftrightarrow</p> <p>Skills Manipulation Critical thinking Problem solving</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Teacher ask learners to form sets of different objects Teacher guides learners to identify sets that have equal number of elements Teacher introduces equivalent sets and not equivalent sets taking examples of the sets on the board Teacher introduces the symbols for both equivalent and not equivalent sets Learners in draw sets and put appropriate symbol between them 	<p>identify equivalent sets.</p> <p>identify not equivalent sets.</p> <p>draw equivalent and not equivalent sets.</p> <p>use symbols equivalent and not equivalent sets correctly.</p>	<p>Mathematics kit</p> <p>Chart paper</p> <p>Objects from the immediate environment</p>
3. Describe soil erosion.	<p>Concepts Agents of soil erosion: -Man/animal -Wind -water Effects of soil erosion</p> <p>Skills Observation Identification Creativity Critical thinking Decision-making Problem solving</p> <p>Values and Attitudes Awareness Appreciation Responsibility</p>	<ul style="list-style-type: none"> Teacher and learners discuss causes of soil erosion. Teacher and learners discuss agents of soil erosion. <p>Learners:</p> <ul style="list-style-type: none"> discuss agents of soil erosion in groups demonstrate how water, wind and animals causes soil erosion. take field trips to observe eroded places. Teacher and learner discuss effects of soil erosion. Learners do a mini-project to prevent at least one prevailing result of soil erosion in their local environment. 	<p>mention agents of soil erosion.</p> <p>demonstrate how water, animals and wind cause soil erosion.</p> <p>mention negative effects of soil erosion.</p> <p>Prevent soil erosion</p>	<p>Local Environment</p> <p>Water</p> <p>Pictures</p> <p>Charts</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
4. round off whole numbers to the nearest 10.	<p>Concepts Reading Rounding off Whole number</p> <p>Skills Reading Manipulation</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher demonstrates how to round off numbers to the nearest 10 using a number line. • In groups learners use a number line to round off numbers to the nearest 10. • Individual learners round off numbers given by the teacher to the nearest 10. 	round off numbers to the nearest 10.	<p>Number strips</p> <p>Chart paper</p> <p>Work cards</p>
5. divide 4-digit numbers by one and two digit number(s).	<p>Concepts Division Place value</p> <p>Skills Dividing Problem solving Decision making</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher demonstrates how to divide 4-digit numbers by one digit number without a remainder • Learners carry out activities by dividing 4-digit numbers by one digit number with a remainder • Learners carry out activities using division of 4-digit numbers. • Teacher helps learners to identify the relationship of multiplication and division • Learners carry out activities to demonstrate relationship between multiplication and division. 	<p>divide 4-digit one digit number without remainder.</p> <p>divide 4-digit one digit number without remainder.</p> <p>demonstrate relationship between multiplication and division.</p>	<p>Multiplication chart</p> <p>Abacus</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
6. describe effective ways of managing their local environment.	<p>Concepts Environmental management -protection -conservation -reclamation</p> <p>Skills Observation Problem solving Decision making</p> <p>Values and attitudes Appreciation Awareness Caring</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss some good practices of protecting their local environment (cleanliness, tidiness, attractiveness). • discuss different ways of conserving the environment (vegetative cover, paving, drainage channels). • discuss different ways of reclaiming (landfill, silt-traps) their local environment. <p>Learners:</p> <ul style="list-style-type: none"> • explore the environment. • identify different ways of improving and protecting their local environment. • Carry out a mini-project to conserve their environment. • under the supervision of a teacher, learners undertake a mini-project to reclaim land in their local environment. • under the supervision of a teacher, learners undertake a mini-project to conserve land in their local environment. 	<p>list different ways of protecting the environment.</p> <p>protect the environment.</p> <p>conserve the environment.</p> <p>reclaim the environment.</p>	Local environment

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
7. demonstrate different methods of weed control.	<p>Concepts Methods of weed control: Mechanical Biological Chemical</p> <p>Skills Observation Demonstration Communication Problem-solving</p> <p>Values and Attitudes Patience Co-operation Commitment Responsibility caring</p>	<ul style="list-style-type: none"> Teacher and learners the difference between a weed and a crop. Learners identify weeds and crops on their plots. Teacher and learners discuss different methods of weed control. Teacher emphasises safety measures when handling tools and herbicides during weed control. <p>Learners:</p> <ul style="list-style-type: none"> practise mechanical weeding as a method of weed control using a hoe. practise biological weeding as a method of weed control using a hand-pulling technique. practise chemical weeding as a method of weed control using a herbicide. 	<p>differentiate between a weed and a crop.</p> <p>mention different methods of weed control.</p> <p>observe safety measures when weeding.</p> <p>demonstrate mechanical and biological weeding as methods of weed control.</p> <p>demonstrate chemical weeding as a method of weed control.</p>	<p>Hoes</p> <p>Protective clothing</p> <p>Plots</p> <p>Herbicides</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
8. relate hours, days, weeks and months.	<p>Concepts Hours Days Weeks Months Conversion a.m. p.m.</p> <p>Skills Reading manipulation Logical thinking Accuracy Estimation</p> <p>Values and Attitudes Cooperation Appreciation Confidence</p>	<ul style="list-style-type: none"> • Teacher guides learners to find number of in a day. • Teacher introduces a.m. and p.m. • Learners write time using a.m. and p.m. notations. • Teacher guides learners to investigate hours that make a day from the clock faces. • Learners convert days to hours. • Learners count days that make a week. • Learners convert days to weeks and weeks to days. • Learners relate number of weeks that make a month using a calendar. • Learners find number of days that make a month using a calendar. 	<p>demonstrate hours that make a day.</p> <p>write time using a.m. and p.m. notations.</p> <p>convert days to weeks and weeks to days.</p> <p>relate weeks and month.</p>	<p>Clock faces</p> <p>Calendar</p>
9. perform physical activities of stretching arms and legs, bending and running carrying bottles on their heads	<p>Concepts Bottle race</p> <p>Skills Stretching Bending Running Balancing</p> <p>Values and Attitudes Commitment Cooperation Ccompetence</p>	<ul style="list-style-type: none"> • Teacher and learners discuss how the physical activities help them in their daily lives • Resource person introduces learners to running balancing bottles on their heads • Learners practise running balancing bottles under supervision • In groups, learners compete in running carrying bottles on their heads 	<p>mention two ways in which physical activities help</p> <p>compete in running carrying bottles on their heads</p>	<p>Play ground</p> <p>Bottles</p> <p>Resource person</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
10. state causes of noise pollution and suggest ways of controlling it.	<p>Concepts Noise pollution Causes of noise pollution Ways of controlling noise pollution</p> <p>Skills Observation Interpretation Critical thinking Problem solving Reporting skills Recording skills</p> <p>Values and Attitudes Caring Responsibility</p>	<ul style="list-style-type: none"> • Teacher and learners discuss noise pollution. • Teacher Play recorded sounds of the following: hooter, siren for ambulance, fire, and emergencies for learners. • Teacher and learners brainstorm examples of noise pollution found in their local environment. • Learners take a field trip to the nearest market place/bus terminal to identify and record machines or objects/vehicles which contribute to noise pollution. • Teacher and learners discuss causes of noise pollution found in their environment. • Teacher and learners discuss proper ways of controlling noise pollution. • Teacher and learners discuss appropriate behaviour when hearing the following sounds: a normal vehicle hooter, siren for ambulance, fire, emergencies, reversing machine or vehicle, and emergency breaking of a vehicle, or collision sound. 	<p>describe noise pollution.</p> <p>state causes of noise pollution.</p> <p>suggest ways of controlling noise pollution.</p>	<p>Local environment</p> <p>Machines</p> <p>Vehicles</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
11. estimate and measure length and height in millimetres, centimetres, metres and kilometres.	<p>Concepts Length Height millimetres centimetres metres kilometres</p> <p>Skills Read Write Measuring Estimation Accuracy Addition</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Learners estimate lengths of objects and heights of different objects. Learners measure lengths and heights of different objects in the classroom in centimetres and metres. Learners measure distances outside the classroom in metres and kilometres. Learners in groups draw lines of different lengths and measure in millimetres and centimetres. Learners record length of lines. 	<p>estimate lengths and heights of objects.</p> <p>measure lengths of different objects.</p> <p>measure distances outside the classroom in metres and kilometres.</p> <p>draw and measure lines of different lengths.</p>	<p>Trundle wheel</p> <p>Metre sticks</p> <p>Tape measure</p> <p>Strings</p>
12. distinguish various sounds from the environment made by animals, birds or sounds in town to create a graphic score.	<p>Concept: Graphic score Pitch Sound</p> <p>Skills: Listening Imitate Exploring Creativity Artistry</p> <p>Values and Attitudes: Appreciation Competence Perseverance</p>	<ul style="list-style-type: none"> Teacher revises graphic score and how is played Teacher introduces pitch Learners the environment for various sounds Learners differentiate sounds according to high-low, loud-soft, and long-short Teacher and learners revise graphic score. In groups learners practise making graphic score based on sounds made by animals, birds or various sounds in town Learners play graphic score 	<p>give meaning of pitch.</p> <p>sort sounds into different pitches.</p> <p>make graphic score based on sounds made by animals at home, birds in the environment or various sounds in town.</p> <p>play graphic score.</p>	<p>Environment</p> <p>Animals</p> <p>Birds</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
13. describe effects of weather	<p>Concepts Effects of weather on: -plants -animals -people</p> <p>Skills Identification Observation Drawing Creativity Reporting Interpretation Recording Labelling</p> <p>Values and Attitudes Awareness Appreciation</p>	<p>Teacher and learners</p> <ul style="list-style-type: none"> • discuss different weather conditions. • discuss how weather affects plants and animals. • discuss effects of weather on houses. <p>Learners:</p> <ul style="list-style-type: none"> • explore environment to observe effects of weather on plants, animals and people. • collect pictures illustrating effects of weather on animals, plants and people. • use collected pictures to show results of different weather conditions on plants. • draw pictures to illustrate the results of different weather conditions on plants. • match effects of different weather conditions with the aspect of the biosphere it affects most. • List weather conditions that are more harmful to houses. • Identify type of houses, in terms of construction, plans and roofing that can resist harmful weather conditions. • Identify type of houses, in terms of construction, plans and roofing that are vulnerable to harmful weather conditions. 	<p>mention effects of different weather conditions on plants, animals and people.</p> <p>Illustrate effects of weather on plants, animals and people.</p> <p>Interpret collected pictures</p> <p>list harmful weather conditions.</p> <p>sort effects of weather on property into bad and good</p> <p>state effects of weather condition on property.</p> <p>mention type of houses which are resistant to harsh weather conditions and those that are vulnerable</p>	<p>chart papers</p> <p>drawing books</p> <p>T.V.</p> <p>Radio</p> <p>magazines</p> <p>Newspapers</p> <p>Markers</p> <p>Rulers</p> <p>pencils</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
14. identify parts of a circle.	<p>Concepts Parts of a circle Circumference Radius Diameter</p> <p>Skills Manipulation Drawing</p> <p>Values and Attitudes Appreciation Cooperation Confidence</p>	<ul style="list-style-type: none"> • teacher guides learners to draw circles using circular objects • teacher guide learners to identify parts of a circle by folding the provided circular shapes • individual learners draw circles using circular objects • learners label different parts of a circle. 	<p>identify different part of a circle.</p> <p>draw circles using circular objects.</p> <p>label different parts of a circle.</p>	<p>Strings</p> <p>Circular objects</p> <p>Pencils</p>
15. perform dance movements of cha-cha in tune with music/hands clapping	<p>Concepts Cha-cha</p> <p>Skills Stepping Twisting Accuracy Rhythm keeping clapping</p> <p>Values and Attitudes Commitment Cooperation Competitiveness Endurance Agility</p>	<ul style="list-style-type: none"> • Teacher and learners demonstrates waltz and other dance movements they know • Teacher/resource person introduce another dance another dance movement of cha-cha and demonstrate it • Learners practise cha-cha using the right steps and twisting in tune with the music/hands clapping under supervision • Learners perform cha-cha in pairs unsupervised 	<p>perform waltz and one other dance movements.</p> <p>demonstrate right steps and twisting for cha –cha.</p> <p>perform cha-cha with a partner accurately.</p>	<p>Resource person</p> <p>Music</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
16. describe the four seasons of the year.	<p>Concepts Seasons of the year</p> <p>Skills Record keeping Observation</p> <p>Values and attitudes Appreciation Awareness</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> Teacher and learners discuss the four seasons of the year and their associated weather conditions. Teacher and learners record weather conditions for a month noting the weather condition which occurred most. <p>Learners:</p> <ul style="list-style-type: none"> Learners keep records for a period of three months at end of which they review their observations. Learners identify the most predominant human activity during each season. <p>Teacher and learners:</p> <ul style="list-style-type: none"> discuss the most predominant human activities (the clothes they wear, the food they eat, their duties, and the games they play) during each season. discuss animals' and birds' behaviour during each season. discuss effects of different seasons of the year on land. Learners identify conditions of plants during each season. 	<p>record weather conditions for a month.</p> <p>mention the most predominant weather condition.</p> <p>state how the four seasons of the year affects people.</p>	<p>Local environment</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
17. state effects of natural hazards on the environment.	<p>Concepts Effects of natural hazards on the environment</p> <p>Skills Effective communication Discussion Critical thinking</p> <p>Values and Attitudes Empathy Awareness</p>	<ul style="list-style-type: none"> • Learners brainstorm hazards • Teacher and learners discuss natural hazards. • Teacher provides pictures of natural hazards. • Learners identify natural hazards from the list. • Teacher provides pictures showing effects of natural hazards on the environment. • Learners, in pairs, discuss the effects of natural hazards on the environment. • Learners identify places that are prone to natural hazards. 	<p>list hazards they know.</p> <p>mention the effects of natural hazards on the environment.</p> <p>identify places that are prone to natural hazards.</p>	<p>Teacher's Guide</p> <p>Charts</p> <p>Std 4 social studies textbooks</p>
18. state basic differences between plants and animals as living things.	<p>Concepts Living things -plants -animals</p> <p>Skills Observation Identification Classification Manipulation Drawing Decision-making</p> <p>Values and Attitudes Appreciation Caring Responsibility Co-operation</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • revise characteristics of living and non-living things as done in the previous class. • discuss common characteristics of plants and animals. • Learners explore and record how animals and plants eat, grow, breath and excrete. • Teacher and learners discuss their findings. 	<p>mention basic differences between plants and animals.</p>	<p>Plants</p> <p>Animals</p> <p>Chart</p> <p>Containers</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
19. practise athletics by running 200m and 400m race.	<p>Concepts Running Warm-up Cool down</p> <p>Skills Warming-up Starting Running Breathing</p> <p>Values and Attitudes Commitment appreciation Competitiveness endurance</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the importance of warm-up and cool down in practising running any distance • Teacher/resource person supervises warm-up activities, accurate starting and breathing. • learners practise running 200m and 400m • Learners practise running 200m and 400m in competing groups • Learners do cool-down exercises after every activity. 	<p>perform two warm-up activities.</p> <p>run 200m doing accurate start and breathing.</p> <p>compete running 200m and 400m.</p>	<p>Resource person</p> <p>Play ground</p> <p>Teacher's Guide</p>
20. interpret bar chart.	<p>Concepts Bar chart Tally marks Data collection</p> <p>Skills Data handling Reporting Comparing Manipulating</p> <p>Values and Attitudes Cooperation Appreciation</p>	<ul style="list-style-type: none"> • Teacher guides learners to collect data in their immediate environment. • Learners classify data using tally marks. • Teacher guides learners to represent their classified data in bar charts. • Teacher guides learners to interpret the drawn bar charts. • Learners interpret the provided data represented in bar charts. 	<p>collect data in their immediate environment.</p> <p>classify data using tally marks.</p> <p>represent classified data in bar charts.</p>	<p>Chart paper</p> <p>Squared paper</p> <p>Graph paper</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
21. classify different types of seeds.	<p>Concepts Seeds Monocotyledon Dicotyledon</p> <p>Skills Observation Identification Drawing Sorting manipulation</p> <p>Values and Attitudes Awareness Appreciation</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Collect variety of seeds and observe them. Then record their findings. • soak the seeds collected overnight. Then, they observe the seeds the following day and record their observations. • Teacher and learners study the structure of a seed. • Learners observe the parts inside the seed and record their findings. • Teacher and learners discuss monocotyledons and dicotyledons. • Learners group the seeds according to the number of cotyledons found in the seed. • Learners draw monocotyledon and dicotyledon seeds. 	<p>draw monocotyledon seed.</p> <p>draw dicotyledon seed.</p> <p>report their findings.</p>	<p>Fruits</p> <p>Seeds</p> <p>Water</p> <p>Containers</p>
22. identify flowers found in the immediate environment.	<p>Concepts Identification of flowers</p> <p>Skills Identification Effective Communication Drawing Sorting</p> <p>Values and Attitudes Awareness Appreciation Aesthetic</p>	<ul style="list-style-type: none"> • Teacher and learners take a field trip to observe flowers growing at: <ul style="list-style-type: none"> - local gardens - local park - waste land - pasture land • Learners explore the environment to identify flowers found in their immediate environment. 	<p>name flowers found in their environment.</p> <p>sort flowers by their shape looking alike.</p> <p>draw shapes of flowers.</p>	<p>Environment</p> <p>Flowers</p> <p>Coloured pencils</p> <p>Chart</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
23. identify the external parts of a simple flower and their functions.	<p>Concepts Parts of a simple flower functions</p> <p>Skills Observation Identification Sorting drawing</p> <p>Values and Attitudes Awareness Appreciation</p>	<ul style="list-style-type: none"> • Teacher brings a sample of flowers from the local environment. • Learners discuss what they see. Then, give the names or descriptions of the parts of the flower they see. • Teacher use big flowers to show learners the parts of the flower using correct names and descriptions for each part and talk about what each part does. • Teacher shows learners how to cut open the flower (or take a flower to pieces) to be able to look at all external parts of the flower. • Learners cut open the flower (or take a flower to pieces) to be able to look at all external parts of the flower. • Learners draw the parts of the flower. • Learners make model flowers from petal and sepal paper cuttings, white, green and yellow plasticine and sticks. • Learners display their model flowers on the display area. 	<p>draw a structure of a simple flower.</p> <p>label parts of a simple flower.</p> <p>state functions of the parts of simple flower.</p>	<p>Flowers</p> <p>Coloured pencils</p> <p>Cards</p> <p>Charts</p> <p>Paper cuttings</p> <p>Plasticine</p> <p>sticks</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
24. calculate area of shapes: triangle, square, rectangle in square centimetres (cm ²).	<p>Concepts Area Triangle Square Rectangles</p> <p>Skills Identification Manipulation</p> <p>Values and Attitudes Cooperation Appreciation</p>	<ul style="list-style-type: none"> Teacher demonstrates how to find the area of regular shapes. Teacher introduces methods of finding area of regular shapes. In groups, learners find area of regular shapes. Individually, learners calculate area of different shapes. 	<p>find area of different shapes by counting the squares enclosed within.</p> <p>calculate area of rectangular shapes.</p>	<p>Mathematics kit</p> <p>Multiplication chart</p>
25. classify non-living things into solid, liquid and gas.	<p>Concepts Solids Liquids Gas</p> <p>Skills Sorting Observation Identification Critical thinking Decision-making</p> <p>Values and Attitudes Patience</p>	<ul style="list-style-type: none"> Teacher shows learners a collection of items and name cards. In small groups learners find name cards and match them with the corresponding items. Learners write sentences about their matched items: (item 1 is -----). Learners group each of the provided items as solid, liquid or gas. Teacher provides learners with pictures of living things and non-living things. Learners choose pictures of non-living things from the provided pictures. Learners group the chosen pictures of non-living things into solid, liquid or gas. 	<p>list examples of: solids, liquids, gas.</p> <p>group provided example items into solid and liquid.</p> <p>group provided example items into solid, liquid or gas.</p>	<p>Water</p> <p>Stones</p> <p>Pens</p> <p>Papers</p> <p>Charts</p> <p>Name cards</p> <p>Posters</p> <p>Magazine cuttings</p> <p>Methylated spirit</p> <p>Plastic bag</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
26. demonstrate properties of water.	<p>Concepts Properties of water: -Transparency -Colourless -Tasteless -Flowing -Indefinite shape</p> <p>Skills Observation Comparison Manipulation Drawing</p> <p>Values and Attitudes Awareness Caring Cooperation</p>	<ul style="list-style-type: none"> Teacher and learners discuss properties of water which are familiar to the learners. <p>Learners:</p> <ul style="list-style-type: none"> Collect bottles or containers of different colours (red, yellow, and green, blue). They pour water in each container and look at the bottom through the water. Observe what colour they see in each case. Then suggest a reason for their observations. investigate properties of water by carrying out a series of activities found in the teacher's Guide. 	<p>list properties of water.</p> <p>describe properties of water.</p>	<p>Water (clean)</p> <p>Bottles of different colours</p> <p>Milk</p> <p>Soft drinks</p> <p>Methylated spirit</p> <p>Cooking oil</p> <p>Paraffin</p>
27. demonstrate properties of air.	<p>Concepts Properties of air: - has mass -It Occupies space -Can be squeezed</p> <p>Skills Observation Identification Demonstration Manipulation Designing</p> <p>Values and Attitudes Awareness Appreciation</p>	<p>Teacher:</p> <ul style="list-style-type: none"> Encourage learners to think about air by asking them questions such as: Can you see air? Can you smell air? Can you feel air? Can you collect air? <p>Learners:</p> <ul style="list-style-type: none"> investigate properties of air. Put a paper fish on the floor and investigate how they can make it move by flapping air at the fish. design and make flappers. Colour their fish and race them along the floor. Find out the best way to flap 	<p>list properties of air.</p> <p>demonstrate two examples of properties of air used in our daily life.</p>	<p>Bucket of water</p> <p>Balloons</p> <p>Paper fish</p> <p>Card paper</p> <p>Plastic bags</p> <p>String</p> <p>Plastic bottles</p> <p>Rulers</p> <p>Sticks</p> <p>Tape</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
28. state different natural resources and their uses.	<p>Concepts Uses of the following natural resources: Water Plants Rocks</p> <p>Skills Discussion Observation Identification Drawing</p> <p>Values and Attitudes Awareness Appreciation Responsibility</p>	<ul style="list-style-type: none"> • Teacher defines the word resource. • Teacher states different types of resources (natural, man-made and human resources). • Learners mention the natural resources. • Learners bring natural resources from their environment. • Learners bring pictures of natural resources. • Teacher and learners discuss the uses water, rocks and plants. • Teacher and learners discuss effects of misuse and overuse of the natural resources. 	<p>list different types of resources.</p> <p>mention the natural resources.</p> <p>draw natural resources.</p> <p>state the uses of natural resources.</p> <p>list the effects of misuse and overuse of natural resources.</p>	<p>Teacher's Guide</p> <p>Natural resources</p> <p>Pictures of natural Resources</p>
29. play net-ball	<p>Concepts Net-ball</p> <p>Skills Throwing Catching Aiming Scoring Jumping defending balancing</p> <p>Values and Attitudes Cooperation Agility Competitiveness</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the rules of netball. • Resource person demonstrates skills of aiming, scoring, defending and balancing. • Learners practise the skills mentioned earlier under supervision • Learners form teams then observe the rules, compete and play netball 	<p>mention four rules of playing netball.</p> <p>mention the number of players in netball.</p> <p>demonstrate three of the additional skills in netball.</p> <p>play netball and score accurately.</p>	<p>Resource person</p> <p>Ball</p> <p>Play ground</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
30. demonstrate understanding of addition and subtraction of fractions with the same denominator.	<p>Concepts Fractions Numerator Denominator Addition Subtraction</p> <p>Skills Identification Manipulation Decision making</p> <p>Values and Attitudes Appreciation</p>	<ul style="list-style-type: none"> • Teacher uses shaded sectors to add fractions with the same denominator • Learners use number line and fraction board to add fractions with the same denominators • Learners add fractions with the same denominator • Learners use number line and fraction board to subtract fractions with the same denominators • Learners subtract fractions with the same denominators. 	<p>add fractions with the same denominator.</p> <p>subtract fractions with the same denominator.</p>	<p>Fraction board</p> <p>Shaded sectors</p>
31. demonstrate proper use of measuring instruments to aid sense organs	<p>Concepts measuring instruments of: -Length -Volume -Time -Mass -pH Temperature</p> <p>Skills Reading Handling Manipulation Measuring Observation Accuracy</p> <p>Values and Attitudes Awareness Responsibility</p>	<p>Learners:</p> <ul style="list-style-type: none"> • estimate length, volume, time, temperature and mass using sense organs. • identify the instruments that measure Length, Volume, Time, Mass, pH accurately • use trundle wheel, measuring tape and cyclometer to measure length accurately. • use calibrated jug to measure volume accurately. • use stop watch to measure time accurately. • use kitchen scale to measure mass accurately. • use indicator paper to measure pH accurately. 	<p>mention appropriate instruments that can measure volume, mass, temperature and time accurately.</p> <p>measure volume, mass, temperature, pH and time accurately using appropriate instruments. relate units to their parameters correctly.</p>	<p>Trundle wheel</p> <p>Measuring tape</p> <p>Cyclometer</p> <p>Calibrated jug</p> <p>Stop watch</p> <p>Kitchen scale</p> <p>Indicator paper</p> <p>Thermometer</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>32. identify objects in the environment using sense organs.</p>	<p>Concepts Sense organs Ear Eye Nose Skin Tongue</p> <p>Senses Hearing Sight Smell Touch taste</p> <p>Skills Observation Identification Manipulation Sorting Effective communication</p> <p>Values and Attitudes Appreciation Awareness Respect Responsibility</p>	<p>Teacher's supervises Learners:</p> <ul style="list-style-type: none"> • collect materials/objects from the environment. • sort the collected materials/objects in terms of sound, smell, taste, touch. • Teacher hides materials/objects and asks learners to list items that they saw. <p>Learners:</p> <ul style="list-style-type: none"> • identify and name the heard sound from the environment. • are blind folded and made to listen to sounds which they hear from the environment. • are blind folded and made to identify objects they touched. • are made to taste edible items and tell the different tastes • are blind folded and made to taste and tell the names of edible items they tasted. • are blind folded and made to tell the names of the items they smell. • match senses in relation to sense organs • are blind folded and made to smell and taste then tell the names of edible items they smelt and tasted. 	<p>use one sense organ to identify objects.</p> <p>use two sense organs to identify objects.</p> <p>identify objects using a combination of two senses.</p> <p>relate a sense organ used to identify objects.</p> <p>group objects that can be identified using different senses.</p>	<p>Objects found on the environment.</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
33. convert units of measure: metres to kilometres, grams to kilograms millilitres to litres.	<p>Concepts Metres Kilometres Grams Kilograms Millilitres Litres Conversion</p> <p>Skills Comparing Measuring Accuracy</p> <p>Values and Attitudes Cooperation Appreciation</p>	<ul style="list-style-type: none"> • Teacher demonstrates the relationship between m and km • Learners convert distance from metres to kilometres and kilometres to metres. • Teacher demonstrates the relationship between grams and kilograms. • Learners convert mass from grams to kilograms and from kilograms to grams. • Teacher demonstrates the relationship between millimetres and litres. • Learners convert volume from millilitres to litres and litres to millilitres. 	<p>convert length from metres to kilometres and kilometres to metres.</p> <p>convert mass from grams to kilograms and from kilograms to grams.</p> <p>convert volume millilitres to litres and litres to millilitres.</p>	<p>Rulers</p> <p>Metre sticks</p> <p>Tape measure Trundle wheel</p>
34. identify different members of the solar system.	<p>Concepts members of the solar system: Stars(Sun) Moons Planets</p> <p>Skills Observation Identification Effective communication drawing</p> <p>Values and Attitudes Appreciation Awareness Cooperation</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss the solar system. • discuss different types of stars • discuss members of the solar system (sun, moons, and planets). <p>Learners:</p> <ul style="list-style-type: none"> • divide into groups and use the atlas to identify the position of the following members of the solar system: planets, moon in relation to the sun. • arrange the planets in order of their distance from the sun. • draw the solar system to show sun and planets 	<p>identify at least two members of the solar system.</p> <p>use an atlas to identify the position of members of the solar system.</p> <p>draw the solar system to show the sun and planet.</p>	<p>Local environment</p> <p>Atlases</p> <p>Chart papers</p> <p>Drawing books</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
35. identify phases of the moon.	<p>Concepts Phases of the moon: Full moon Crescent Quarter New moon</p> <p>Skills Identification Observation Recording Discussion Drawing</p> <p>Values and Attitudes Awareness Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners discuss the movement of the moon around the earth. <p>Learners:</p> <ul style="list-style-type: none"> observe and name the movement of the moon around the earth over a period of 28 days. record the shapes of the moon they observe. discuss different shapes of the moon they have observed over a period of 28 days display their observations. use the atlases and calendars to identify the phases of the moon. draw the phases of the moon. 	<p>explain the movement of the moon around the earth.</p> <p>describe different shapes of the moon around the earth for a period of time (28 days).</p> <p>draw different shapes of the moon.</p>	<p>Local environment</p> <p>Atlases</p> <p>Chart papers</p> <p>Drawing books</p> <p>Calendar</p> <p>Coloured pencils</p> <p>Teacher's Guide</p>
36. give clear directions and follow given directions.	<p>Concepts Cardinal Points: -North -South -East -West</p> <p>Skills Speaking Listening Accuracy Drawing</p> <p>Values and Attitudes Identification Awareness</p>	<p>Teacher and learners</p> <ul style="list-style-type: none"> revise directions as done in the previous grades. use the Atlas to identify the four cardinal points on the map of Lesotho. <p>Learners</p> <ul style="list-style-type: none"> use the globe to identify the four cardinal points. practice giving directions and carrying them out in class. draw different school maps, villages, towns in groups and show the four cardinal points. 	<p>use correct cardinal points in giving directions.</p> <p>follow given directions correctly.</p> <p>give correct cardinal points.</p>	<p>Charts</p> <p>Atlas</p> <p>Village map</p> <p>School maps</p> <p>Drawing books</p> <p>Coloured pencils</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
37. form angles in relation to a right-angle.	<p>Concepts Right-angle Acute angle Straight angle</p> <p>Skills Manipulation Identification Decision making</p> <p>Values and Attitudes Cooperation Appreciation Awareness Appreciation</p>	<ul style="list-style-type: none"> • Teacher provides learners with readymade right angles • Teacher demonstrates how to form angles less than a right angle • Learners form angles less than a right angle • Learners form angles greater than a right angle • Teacher introduces names of angles • Learners identify and name angles from objects in their immediate environment 	<p>form angles.</p> <p>identify angles.</p> <p>name angles.</p>	<p>Concrete objects</p> <p>Teacher's Guide</p>
38. undertake a mini project to address an environmental challenge at school.	<p>Concept Project</p> <p>Skills Cooperation Action competence Critical thinking Problem-solving Team work Decision-making</p> <p>Values and Attitudes Awareness Appreciation Tolerance Assertiveness</p>	<ul style="list-style-type: none"> • Teacher defines the concept project in simple terms. • Learners brainstorm environmental challenges in their school. • Learners choose the projects they want to undertake. • Learners collect appropriate resources for the projects. • Learners carry out the projects • Teacher monitors the progress. • Learners evaluate their projects. (learners mention problems encountered) • Learners report their work and give recommendations. 	<p>state the challenges in their school.</p> <p>choose the projects.</p> <p>collect appropriate resources for the projects.</p> <p>carry out the projects.</p> <p>evaluate projects.</p> <p>report and make recommendations.</p>	<p>Resources depend on the nature of the project</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
39. explain the importance of visits and visitors in their districts	<p>Concepts Visits Visitors/Guests Host</p> <p>Skills Dramatising Decision making Discussion Travelling Effective communication Guiding Hospitality Interpersonal skills</p> <p>Values and attitudes Friendliness Accommodating Respect Responsibility Tidiness patriotism</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss reasons for visiting, preparations that should be made before travelling, behaviour while on visits and benefits of travelling. • discuss the meaning of visitors/guests, host/hostess, and the importance of good attitudes for both guests and host. • discuss advantages and disadvantages of visits. • discuss the importance of providing guidance to visitors/guests, communicating effectively, as well as keeping the environment tidy and clean at all times. <p>Learners:</p> <ul style="list-style-type: none"> • role-play situations of visiting, including all preparations before travelling and good behaviour while on visit as a guest. • play a role as hosts displaying good attitudes and providing guidance, showing patriotism and keeping the environment clean and tidy. 	<p>Mention four reasons for visiting</p> <p>Give two benefits of visitors</p> <p>State two ways of preparing for visitors</p> <p>List two advantage and disadvantages of guests/visitors.</p> <p>Mention three good attitudes of a host</p> <p>Mention two bad attitudes of a host</p>	<p>Costume props</p> <p>Local environment</p>

Literacy Window: Sesotho

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
1. bala lipale tse khutšoanyane tse fanang ka tsebo.	<p>Moko-tabana lipale tse khutšoanyane</p> <p>Litsebo-ketso ho: mamela, bua, bala, ngola, hlalosa, fana ka sesosa le litholoana, akaretsa, fuputsa, araba</p> <p>Makhabane Mongolo o balehang</p>	<ul style="list-style-type: none"> Bana ba fuputse ka taba eo ba tliil'o e bala. Tichere e buisane le bana ka litlaleho tsa bona. Ka lihlotšoana bana ba bale pale e phetang taba. Tichere e botse bana lipotso tse hlokanang hore ba hlalose, akaretse, ba bolele sesosa le litholoana malebana le seo ba se baletsoeng. Bana ba ngole mantsoe ao ba a bitsetsoang. Bana ba iketsetse lipolelo tse ncha ka mantsoe ao ba ithutileng 'ona. 	<p>botso ha a sa utloisise.</p> <p>tlaleha taba eo a e fupulitseng.</p> <p>araba lipotso malebana le seo a se baletsoeng.</p> <p>fana ka sesosa sa taba le litholoana tsa eona.</p> <p>hlalosa taba ka mantsoe a hae.</p> <p>akaretsa litaba ka bokhutšoanyane.</p> <p>ngola mantsoe ao a a bitsetsoang ka nepo.</p> <p>iketsetsa lipolelo ka mantsoe a macha ao a ithutileng 'ona.</p> <p>fana ka keletso mabapi le taba.</p>	Teacher's Guide
2. sebelisa mantsoe a ngoloang ka ho tšoana empa meelelo e fapane lipolelong.	<p>Moko-tabana sela, sefe, sena, sola, seba, senya</p> <p>Litsebo-ketso Ho: mamela bua bala ngola fuputsa</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka mantsoe a tšoanang empa a na le meelelo e fapaneng. Bana ba fuputse meelelo e fapaneng ea mantsoe. Bana ba sebelise mantsoe ao lipolelong ho bontša meelelo e fapaneng. 	<p>hlalosa meelelo e fapaneng ea mantsoe.</p> <p>sebelisa mantsoe a ngoloang ka ho tšoana empa meelelo e fapane lipolelong.</p>	Libuka tsa bana

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
3. hlahohanya mabitso a likokonyana	<p>Moko-tabane mabitso a likokonyana: tšintši, monoang, tšutšulupa, seqhomelankong, khola-bolokoe, tšitšili, letseetse, nta, boseleise, lerutle</p> <p>Litsebo-ketso Ho mamela, bua bala, ngola, fuputsa</p>	<ul style="list-style-type: none"> Bana ba tle le likokonyana tse seng kotsi ho bona. Tichere e bontše bana litšoantšo tsa likokonyana. Bana ba toroee kokonyanana ea boikhethelo ba bona ba be ba e hlalose. Tichere e etsetse bana thothokiso ka kokonyana e 'ngoe feela. Bana ba qape lithothokiso ka likokonyana tsa boikhethelo ba bona. 	<p>toroee kokonyana</p> <p>hlahosa kokonyana</p> <p>qapa thothokiso ka kokonyana</p>	<p>Litšoantšo</p> <p>Tikoloho</p>
4. hlahosa lintho ba sebelisa lipalo ho tloha ho 'ngoe ho ea ho sekete	<p>Moko-tabane Linomoro: 'ngoe-sekete Lipolelo</p> <p>Litsebo-ketso Ho mamela, bua bala, ngola, hlahosa</p>	<ul style="list-style-type: none"> Bana ba bale ka mantsoe ho tloha ho "ngoe ho ea ho sekete. Bana ba bokelle lintho tseo ba ka li balang. Tichere e thuse bana ho beha lintho tseo ba balang ka tsona ka lihlotsoana tsa lipalo tse fapaneng tse lekanang. Bana ba bale hore na lihlotsoana tse etsang sekete li kae. Tichere e ngole lipalo bana ba li fetolele mantsoeng. Tichere e ngole lipalo ka mantsoe bana ba li fetolele linomorong. Bana ba hlahlose lintho ka lipalo. 	<p>bala mantsoe ho tloha ho "ngoe ho ea ho sekete</p> <p>beha lintho ka lihlotsoana tse lekanang</p> <p>bala lihlotsoana tse ka etsang sekete</p> <p>fetolela lipalo mantsoeng</p> <p>fetolela linomoro lipalong</p>	<p>Litšoantšo</p> <p>Tikoloho</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
5. latela le ho fana ka litšupiso.	<p>Moko-tabana Litšupiso: - kathoko -qalong -bohareng -qetellong -kantle ho -kahar'a</p> <p>Litsebo-ketso Ho: mamela, bua, latela tšupiso, fana ka tšupiso, taka</p>	<ul style="list-style-type: none"> • Tichere e fe bana mamele litšupiso 'me ba li latele. • Ka bobeli kapa ka lihlotšoana, bana ba fanane litšupiso 'me ba li latele. • Bana ba bapale lipapali le lipina tse nang le litšupiso (Tlaase popoiki). • Bana ba toroee ho bontša kutloisiso ea litšupiso. • Bana ba bolele moo lintho li leng teng ba sebelisa litšupiso. 	<p>latela litšupiso tsa libaka tse fanoeng ka tataiso ea tichere</p> <p>botsa ha a sa utloisise</p> <p>latela litšupiso tsa libaka tse fanoeng a sa tataisoe</p> <p>hlalosa moo ntho e leng teng ka tšebeliso ea litšupiso</p> <p>fana ka litšupiso ka tataiso ea tichere</p> <p>fana ka litšupiso a sa tataisoe.</p>	<p>Tikoloho</p> <p>Litšoantšo</p> <p>Libuka tsa bana</p> <p>Mahlaseli</p> <p>Limakasine</p>
6. pheta lithothokiso tse buang ka likoluo ka nepo ba qapolla mantsoe.	<p>Moko-tabana Lithothokiso Morethetho</p> <p>Litsebo-ketso Ho: mamela bua pheta boikemelo</p>	<ul style="list-style-type: none"> • Tichere a phetele bana thothokiso 'me ba e etsise. • Tichere a buisane le bana ka mantsoe ao ba sa a tsebeng. • Bana ba phete lithothokiso ka nepo ba bile ba etsa se boleloang ke tsona. • Bana ba phete lithothokiso ka lihlotšoana, ba etse tholisano. • Tichere e bitsetse bana mantsoe a tsoang thothokisong bana ba a ngole. • Bana ba iketsetse lipolelo ka mantsoe a tsoang thothokisong. 	<p>tšoantšisa thothokiso</p> <p>peleta mantsoe a macha</p> <p>bopa lipolelo ka mantsoe a macha</p> <p>pheta lithothokiso ka bolokolohi ba bile ba ela hloko morethetho.</p>	<p>Litšoantšo</p> <p>Buka ea lithothokiso</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>7. pheta tšomo ea <i>Leeba le Motinyane</i>.</p>	<p>Moko-tabane Moetlo oa ho pheta tšomo: ho hloma lehlokoa hloohong, qalo (Ba re e ne e re) karabo (E/Qoi) ntšetso-pele (E le...) qetello (Ke tšomo ka mathetho) Tšomo: <i>Leeba le Motinyane</i></p> <p>Litsebo-ketso Ho: mamela pheta lokolisa lintlha tsa tšomo</p> <p>Makhabane Kelo-hloko</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka lintlha tsa bohlokoa tse lateloang ha ho phetsoa tšomo. • Bana ba phete litšomo tseo ba li tsebang. • Tichere e phetele bana tšomo ea ‘<i>Leeba le Motinyane</i>’ a e phelise ka ho tšoantšisa liketso tse etsahalang tšomong. • Tichere e buisane le bana ka mantsoe a ba thatafallang a hlahang tšomong. • Tichere e botse bana lipotso tse batlang kutloisiso ea bona ea tšomo. • Tichere e buisane le bana ka thuto e fumanoang tšomong ea <i>Leeba le Motinyane</i> • Bana ba tšoantšise litaba tsa tšomo. • Ka lihlotšoana, bana ba phetelane tšomo ea <i>Leeba le Motinyane</i>. 	<p>phetha litloaello tsa ho pheta tšomo ha ba hopotsoa.</p> <p>phetha litloaello tsa ho pheta tšomo a sa hopotsoe.</p> <p>pheta litšomo tseo ba li tsebang.</p> <p>araba lipotso tse hlokanang kutloisiso ea hae ea tšomo</p> <p>tšoantšisa litaba tsa tšomo</p> <p>bolela thuto ea tšomo ea <i>Leeba le Motinyane</i></p> <p>pheta tšomo ea <i>Leeba le Motinyane</i></p>	

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
8. hlalosa maele a supang kelo-hloko ka tikoloho	<p>Moko-tabane Maele ka tikoloho: -Bo-ja-bo-tšeha ba Mariha; -O hlaba khora ka se-fee-maeba; -Le sele le bohoeng ba ntja; -Re qetoa ke tlala ea leqeme</p> <p>Litsebo-ketso Ho mamela, bua bala, ngola, fuputsa, hlalosa, boinahano bo tebileng</p> <p>Makhabane Poulelo ea tikoloho</p>	<ul style="list-style-type: none"> • Bana ba fuputse maele a supang kelo-hloko ea tikoloho. • Bana ba tlalehe liphuputso tsa bona. • Tichere e tataise bana ho hlalosa maele a supang kelo-hloko ea tikoloho. • Tichere e ngolle bana maele le litlhaloso tsa 'ona bana ba a ngole ka libukeng tsa bona. • Bana ba sebelise maele lipolelong • Moo ho lumellehang, bana ba tšoantšise maele. • Tichere e balise bana liratoana/lipolelo tse nang le maele ao ba ithutileng 'ona. • Bana ba qolle maele seratoaneng/polelong. 	<p>tlaleha phuputso ea bona</p> <p>hlalosa maele ka tataiso ea tichere</p> <p>hlalosa maele a sa tataiso</p> <p>sebelisa maele lipolelong ka nepo</p> <p>qolla maele lipolelong/liratoaneng</p>	'Teacher's Guide'
9. hlalosa likhoeli tsa selemo	<p>Moko-tabane Likhoeli tsa selemo</p> <p>Litsebo-ketso Ho: mamela, bua bala, ngola, fuputsa, hlalosa, boinahano bo tebileng</p> <p>Makhabane Lerato la bochaba Kananelo ea bochaba</p>	<ul style="list-style-type: none"> • Bana ba fuputse likhoeli tsa selemo le litlhaloso tsa tsona. • Tichere le bana ba buisane ka litlhaloso tsa likhoeli. • Tichere e buisane le bana ka mantsoe a ba thatafallang. • Bana ba sebelise mantsoe a macha lipolelong. • Bana ba lokolise likhoeli ba qala ka khoeli ea pele (Phato) ea selemo sa Basotho. • Bana ba ngole likhoeli tsa selemo le litlhaloso tsa tsona. 	<p>sebelisa puo e hloekileng ha a tlaleha phuputso ea hae</p> <p>lokolisa likhoeli tsa selemo a qala ka Phato</p> <p>bapisa likhoeli le litlhaloso tsa tsona</p> <p>sebelisa mantsoe a macha lipolelong le meqoqong</p> <p>hlalosa likhoeli tsa selemo</p>	"Teacher's Guide"

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
10. hokela /ik-/ le /nk-/ mantsoeng a qalang ka a, e, i, o, le u.	<p>Moko-tabane /nk-/ /ik-/ Litsebo-ketso Ho: mamela, bua, bala, ngola,</p> <p>Makhabane Tšebeliso-'moho</p>	<ul style="list-style-type: none"> Bana ba fane ka mantsoe a qalang ka a, e, i, o, u. Ha ba ntse ba fana ka oona, ba a ngole letlapeng. Bana hokele /ik-/ le /nk-/ qalong ea mantsoe a qalang ka a, e, i, o, u, 'me ba a bale ba be ba a ngole. Bana ba etse lipolelo ka mantsoe a hoketsoeng /ik-/ le /nk-/. Tichere e fe bana lipolelo tse nang mantsoe a fosahetseng, bana ba li lokise (Thabiso o 'nyemetse. Thabiso o nkemetse). 	<p>bitsa mantsoe ka nepo</p> <p>ngola mantsoe ka nepo</p> <p>sebelisa mantsoe a hoketsoeng /nk-/ polelong</p> <p>sebelisa mantsoe a hoketsoeng /ik-/ polelong</p> <p>itokisetsa polelo ha a sebelisitse mantsoe a fosahetseng</p>	<p>Libuka tsa bana</p> <p>Chate</p> <p>"Marker"</p>
11. sebelisa mantsoe a supang nako ka nepo	<p>Moko-tabane Maobane Kajeno Hosasa Maoba Ngoaha Lipolelo tse bontšang nako ea hoseng</p> <p>Litsebo-ketso Ho mamela, bua bala, ngola, fuputsa, hlalosa, boinahano bo tebileng, hlalohanya</p> <p>Makhabane Kelo-hloko Boitsepo</p>	<ul style="list-style-type: none"> Ka lihlotšoana bana ba ngole lethathamo la mantsoe a supang nako. Sehlopha ka seng se tlahe tsebetso ea sona. Tichere e fe bana lethathamo la mantsoe a supang nako, ba fuputse litlhaloso tsa oona. Tichere le bana ba buisane ka litlaleho tsa bana. Bana ba sebelise mantsoe a bontšang nako lipolelong le meqoqong. Tichere e fe bana seratsoana ba qole mantsoe a bontšang nako. 	<p>peleta mantsoe a supang nako ka nepo</p> <p>bua ka bolokolohi ha a tlaheha</p> <p>hlalosa mantsoe a supang nako</p> <p>hlalosa mantsoe a supang nako ea hoseng</p> <p>sebelisa mantsoe a bontšang nako lipolelong le meqoqong</p> <p>qolla mantsoe a bontšang nako seratsoaneng</p>	<p>Libuka tsa bana</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>12. hlophisa batho le liphoofole ho latela botona, botšehali, malinyane le bolulo ba tsona.</p>	<p>Moko-tabana -monna, mosali, ngoana, ntlo; -pere, 'meri, petsana, setala -mokoko, sethole, tsuonyana, serobe -morena, mofumahali, khosana/khosatsana, ntlo -pheleu, sethole, konyana, lesaka -phooko, poli, potsanyana, lesaka -poho, sethole, namane, lesaka -pheeke, ntja, mootloane, serobe</p> <p>Litsebo-ketso Ho: mamela, bua bala, ngola, fuputsa, hlalosa, hlophisa, bapisa, hlalohanya, toroea.</p>	<ul style="list-style-type: none"> • Bana ba fuputse botona/ botsehali ba liphoofole • Bana ba fuputse malinyane a liphoofole le moo li lulang teng. • Ka lihlotšoana, bana ba etse pokello ea botona, botsehali, malinyane le matlo a liphoofole. • Tichere e fe bana litšoantšo tsa bolulo ba liphoofole, bana ba bolele liphoofole tse lulang moo. • Bana ba sebelise mantsoe a macha lipolelong. • Bana ba toroe liphoofole le matlo ao li lulang ho oona. • Tichere e fe bana morabaraba o amanang le liphoofole bana ba o tlatse. • Ka lihlotšoana, bana ba fuputse ka bophelo ba phoofole ea boikhethelo ba be ba qape thothokiso ka phoofole eo. 	<p>tlaleha botona le botsehali ba liphoofole</p> <p>tlaleha malinyane le matlo a bolulo ba liphoofole</p> <p>sebelisa mantsoe a macha lipolelong</p> <p>toroea liphoofole le moo li lulang</p> <p>tlatse morabaraba oa mantsoe</p> <p>qapa thothokiso</p>	<p>“Teacher’s Guide”</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
13. ngola moqoqo o tataisitsoeng ka litšoantšo	<p>Moko-tabane Moqoqo Liratsoana Matšoao</p> <p>Litsebo-ketso Ho: mamela, bua, bala, ngola,</p> <p>Makhabane Tšebeliso-'moho Makhethe Mongolo o balehang</p>	<ul style="list-style-type: none"> • Tichere e bokelle litšoantšo tse ahang taba, e buisane le bana ka tsona. • Ka lihlotšoana bana ba ngole moqoqo ka litšoantšo tseo ho buisanoeng ka tsona. • Bana ba tle le litšoantšo tseo ba tli'o etsa moqoqo ka tsona. • Bana ba hlalose litšoantšo tsa bona. Ha ba ntse ba hlalosa, tichere 'moho le bana ba bang ba botse lipotso. • Bana ba ngole moqoqo o hlahlang litšoantšo tsa bona. • Tichere e lobokanye lipolelo tse ahang seratsoana, bana ba li hlahlamanye. • Tichere e lobokanye litšoantšo tse phetang taba, bana ba li hlahlamanye. • Tichere e fe bana litšoantšo 'me ba ngole moqoqo ka tsona. • Bana ba toroee lintho tseo ba li ratang 'me ba li hlalose ka mongolo. • Bana ba ballane meqoqo ea bona 	<p>aha seratsoana</p> <p>araba lipotso ka litaba tse amanang le se botsitsoeng</p> <p>lokolisa/hlahlamanya lintlha tse ahang taba ka nepo</p> <p>tšehetsa ntlha ea hae ka mabaka</p> <p>peleta mantsoe ka nepo</p> <p>arola/kopanya mantsoe moo ho lokelang ha a bopa polelo</p> <p>sebelisa matšoao ka nepo</p> <p>khefutsa moo ho lokelang ha a bala</p> <p>ngola moqoqo o tataisitsoeng ka litšoantšo</p>	<p>Teacher's Guide</p> <p>Litšoantšo</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-taba, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>14. lothana ka lilothe tse bontšang kelo-hloko ka tikoloho.</p>	<p>Moko-taba Lilothe tse tloaelehileng Moetlo oa ho lothana: Ka u lotha? ka'ng? Ka... Ka se reka; jaa khomo ea hao u ntšiele masapo.</p> <p>Lilothe tse bontšang kelo-hloko ka tikoloho: -Mala a nku marang-rang? mohloa -Setoto sa tlala ntlo? moraha -Lia anehoa, tsa tsoha li ile? linaleli -Nthethe a bina, moholo a lutse? Sefate le makala</p> <p>Litsebo-ketso Ho bua Ho mamela Boinahano bo tebileng</p> <p>Makhabane Boinehelo Kelo-hloko ka tikoloho</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka moetlo oa ho lothana. • Tichere e buisane le bana ka lilothe tse bontšang kelo-hloko ea tikoloho. • Tichere e lothe bana, 'me bana ba arabe. Ha ba sa tsebe ba se reke kapa tichere a ba bolelle karabo. • E mong oa bana a lothe sehlopha, sona se arabe. • Bana ba lothane ka lihlotšoana kapa ka bobeli. 	<p>sebelisa mantsoe a nepahetseng ha a kopa motho e mong hore ba lothane</p> <p>sebelisa mantsoe a nepahetseng ha a motho e mong a mo kopa hore ba lothane</p> <p>sebelisa mantsoe a nepahetseng ha a bolela hore ha a tsebe karabo ea selotho</p> <p>sebelisa mantsoe a nepahetseng ha a bolela hore o feletsoe ke lilothe</p> <p>bapala papali ea ho lothana ka lilothe tse bontšang kelo-hloko ka tikoloho</p>	<p>Teacher's Guide</p>

Literacy Window: English

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
1. talk about past, present future tense.	<p>Concepts Sentence construction Tense: Simple present Simple past Present continuous Past continuous Future</p> <p>Skills Writing Reading Listening</p> <p>Values and Attitudes Cooperation</p>	<ul style="list-style-type: none"> Teacher provides a series of pictures showing different activities and asks learners to construct sentences based on those activities. They then discuss the sentences to agree on when each activity took place (present or past). Teacher provides learners with a simple topic Learners divide themselves into four groups, the first group constructs sentences in simple present tense, the second group changes them to simple past, third group to past continuous and the fourth group to future tense. 	<p>construct sentences based on the pictures using correct tense.</p> <p>change sentences from one tense to another.</p>	Pictures charts
2. use words which show who has done an action and to whom appropriately in sentences.	<p>Concepts Reflexive pronouns Myself Yourself/ ves Himself, herself Themselves, itself Ourselves</p> <p>Skills Reading Writing Speaking</p> <p>Values and Attitudes Cooperation Respect</p>	<ul style="list-style-type: none"> Teacher gives learners tasks that help them to be aware that they do things by themselves. eg. Who did this thing? (question) Who helped you? (question) <p>Myself (response) Ourselves (response)</p>	use reflexive pronouns appropriately in sentences.	Charts that have tasks.

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
3. Use words of similar meaning in sentences.	<p>Concepts Words of similar meaning</p> <p>Skills Speaking Reading Writing Identification</p>	<ul style="list-style-type: none"> • Teacher makes sentences using words which are not often used. • Learners use words which are commonly used in real life situation to explaining what the teacher means. • Learners identify words of similar meaning in given sentences. • Teacher writes different sentences and underlines words to be replaced with words in similar meaning. • Learners replace underlined words in sentences. • Learners list their own synonyms. • Learners use given synonyms in sentences. 	<p>list synonyms.</p> <p>substitute words with their synonyms.</p> <p>use synonyms interchangeably.</p> <p>match synonyms.</p>	<p>Textbooks</p> <p>Charts</p> <p>Word cards</p> <p>markers</p>
4. write a friendly letter.	<p>Concepts Friendly letters Layout</p> <p>Skills Reading Writing Critical thinking Creativity Differentiation</p> <p>Values and Attitudes Respect Fluency Precision</p>	<ul style="list-style-type: none"> • Teacher and learners discuss parts of the friendly letter. • Teacher reads a friendly letter to learners. • Teacher asks learners about the writer of the letter: • Where she/ he lives? Who is a recipient? How is she or he related to the writer? • Learners write letters to one another. 	<p>identify parts of the letter.</p> <p>write a friendly letter, guided by the teacher.</p> <p>write a friendly letter. Not guided by the teacher.</p> <p>place the address correctly.</p> <p>address be placed on the far right margin of the paper.</p> <p>write an appropriate greeting.</p> <p>write the ending.</p>	<p>Chart</p> <p>Word cards</p> <p>Written friendly letter</p> <p>Marker</p> <p>Scissors</p>

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
5. read for information and enjoyment.	Concepts Short story Characterization Character Theme Setting	<ul style="list-style-type: none"> • Teacher asks learners to read story in turns. • Teacher guides them with questions to enable them understand the story. • Characters • Characterization • Setting • Theme • Learners analyze given stories through questioning. 	read. analyze stories.	Text books Newspapers Charts
6. recite poems	Concepts Poetry: rhythm Rhyme Stanzas Skills Speaking Listening Reciting Pronunciation Values and Attitudes Confidence	<ul style="list-style-type: none"> • Teacher makes learners aware of different types of layouts. • Teacher asks learners to read a poem. • Learners analyse given poems. • Learners read a poem in turns • Teacher reads a poem for learners • Teacher and learners discuss the poem • Learners identify new words • Teacher and learners discuss the message of the poem. • Learners recite poems. 	read a poem identify rhythms. read a poem pronouncing words correctly. identify new words from the poem recite own poems.	Poems Textbooks Charts Dictionaries Textbooks Charts Marker

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
7. read for a specific information	<p>Concepts Passage</p> <p>Skills Reading Analyzing Writing</p> <p>Values and Attitudes Confidence fluency</p>	<ul style="list-style-type: none"> • Teacher provides learners with passages to read. • Teacher asks learners questions on the passage • Learners re-read passages to seek for specific information required. 	<p>come up with a specific information from the passage</p> <p>re-read to clarify meaning</p> <p>pay attention to punctuation when reading.</p>	<p>Short stories Passages Textbooks Newspapers</p> <p>Teacher's Guide</p>
8. listen to different texts and respond.	<p>Concepts Stories Descriptions Instructions Directions Sounds</p> <p>Skills Listening Speaking Writing Interpretation Reading</p>	<ul style="list-style-type: none"> • Teacher reads a story for learners while they will be listening attentively. • Teacher asks learners "Wh" questions "who, what, when, whose, why, where and how" • Learners listen to different sounds and respond accordingly. • Learners listen to descriptions, instructions and directions. • Teacher dictates new words and learners write them. 	<p>respond to "Wh" questions.</p> <p>pronounce words correctly.</p> <p>respond to different sounds</p> <p>respond to descriptions, instructions and directions.</p> <p>spell and read new words correctly.</p>	<p>Stories</p> <p>Teacher's Guide</p>

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
9. talk about topics within a given time	<p>Concepts Talking without preparation</p> <p>Skills Speaking Reading Critical thinking Creativity</p> <p>Values and Attitudes Confidence</p>	<ul style="list-style-type: none"> Teacher and learners discuss points to consider when elaborating on a topic. Learners talk about items in their homes. Teacher writes different topics on cards for learners to talk about within a given time. 	<p>list points to consider when elaborating on a topic.</p> <p>talk about items in their homes.</p> <p>elaborate on a topic within a given time.</p>	Word cards
10. write about things they see, smell, taste, touch and hear	<p>Concepts Words that describe: smell taste sight touch hearing</p> <p>Skills Speaking Listening Paraphrasing Reading Writing</p>	<ul style="list-style-type: none"> Teacher and learners bring food describe how they taste, smell or feel to touch. In groups, learners classify food according to how they taste, smell and feel to touch. Teacher and learners discuss the meaning of hoarse, noisy, loud, whisper and melodious. Learners listen to different sounds and describe them using hoarse, noisy, loud, whisper and melodious. Learners explore the environment and describe what they see using colour, size and shape. Learners use words which describe hearing, taste, touch, smell and sight in sentences. Teacher dictates words which describe taste, smell, touch, hearing and sight to learners. 	<p>describe how different food/ fruits/vegetables taste, smell or feel to touch.</p> <p>learners classify food according to how they taste, smell and feel to touch.</p> <p>describe sound using hoarse, noisy, loud, whisper and melodious.</p> <p>describe what they see using colour, size and shape.</p> <p>write words which describe taste, smell, touch, hearing and sight using correct spelling.</p> <p>write a short composition in which they describe a scenario using all their senses.</p>	

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
11. Identify adults and their young	<p>Concepts horse – foal goat – kid sheep – lamb lion – cub hen? – chicken cow – calf dog – puppy person – baby king – prince/princess pig – piglet</p> <p>Skills Speaking Listening Reading Writing</p>	<ul style="list-style-type: none"> • Teacher and learners identify adults they know. • Teacher and learners discuss the young ones in relation to identified adults. • Learners match adults with their correct young ones. • Learners match young ones with correct adults. • Learners draw different animals and their young ones. • Learners fill in both adults and young ones in a short passage. 	<p>draw different animals and their young ones.</p> <p>match young ones with correct adults.</p> <p>fill in both adults and young ones in a short passage.</p>	

Numeracy Window

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
1. multiplication of numbers the product being up to 4-digit numbers	<p>Concepts Multiplication Place value</p> <p>Skills Multiplying Manipulating Problem solving Critical thinking Decision making</p> <p>Values and attitudes Appreciation</p>	<ul style="list-style-type: none"> Learners multiply 3-digit numbers by one digit number the product being 4-digit numbers. Learners multiply 2 digit numbers by 2 digit numbers the product being 4-digit numbers Learners use multiplication charts to multiply numbers 	<p>multiply 3-digit numbers by one digit to obtain a 4-digit number.</p> <p>multiply 2-digit number by 2-digit number to obtain a 4-digit number</p> <p>use multiplication charts to multiply numbers.</p>	<p>Mathematics kit Multiplication table Multiplication chart Concrete materials</p>
2. demonstrate understanding of equivalent and not equivalent set	<p>Concepts Equivalent sets Not equivalent sets Symbols \leftrightarrow and \nleftrightarrow</p> <p>Skills Manipulation Critical thinking Problem solving</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Learners form sets that illustrate equivalent and not equivalent. Learners use set symbols and Learners compare sets that involve equivalent and not equivalent sets. Learners use concrete objects to illustrate equivalent and not equivalent sets. 	<p>use concrete objects to illustrate equivalent and not equivalent sets.</p> <p>form equivalent and not equivalent sets.</p> <p>use notations for equivalent and not equivalent sets correctly.</p> <p>compare sets that involve equivalent and not equivalent sets.</p>	<p>Mathematics kit</p> <p>Chart paper</p> <p>Objects from the immediate environment</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
3. compare 4-digit numbers using symbols $<$, $>$ and $=$	<p>Concepts 4-digit number Comparison Symbols: $<$, $>$ and $=$</p> <p>Skills Decision making Comparing numbers</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Learners work in groups to compare 4-digit numbers. Learners write in their exercises numbers and compare symbols $<$, $>$ and $=$. Learners provide numbers and ask others to compare those numbers using $<$, $>$ and $=$ 	<p>compare 4-digit numbers in terms of their magnitude.</p> <p>use symbols: $<$, $>$ and $=$ correctly for comparing numbers.</p>	<p>Mathematics kit</p> <p>Objects from the immediate environment</p>
4. addition and subtraction of fractions with the same denominator	<p>Concepts Fractions Numerator Denominator Addition Subtraction</p> <p>Skills Identification Manipulation Decision making</p> <p>Values and attitudes Appreciation</p>	<ul style="list-style-type: none"> Learners add fractions with the same denominators Learners count indicated steps to the right to add fractions on the number line. Learners do various activities to add fractions with the same denominators. Learners subtract fractions with the same denominator. Learners display their work. 	<p>add fractions with the same denominators.</p> <p>use concrete number fractions to add fractions.</p> <p>use number line to add fractions.</p> <p>subtract fractions with the same denominator.</p>	<p>Fraction board</p> <p>Shaded sectors</p> <p>Number line</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
5. round off whole numbers to the nearest 10.	<p>Concepts Reading Rounding off Whole number</p> <p>Skills Reading Manipulation Observation</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Learners round off numbers to nearest 10. • Learners round numbers to the nearest 10 using the number liner. • Learners in groups provide numbers to be rounded off by other learners.. • Learners round off numbers to the nearest 10 individually in their exercise books. 	round off numbers to nearest 10.	Mathematics kit
6. demonstrates time on a clock face in one minute intervals using a.m. and p.m. and relate hours, days, weeks, and months	<p>Concepts Reading time</p> <p>Skills Reading Manipulation Observation</p> <p>Values and attitudes Punctuality Accuracy Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher writes time on work cards and asks learners to demonstrate time shown • Learners draw and read time to events. • Learners relate events using a.m. and p.m. 	<p>demonstrate time on clock faces.</p> <p>relate events using a.m. and p.m.</p>	<p>Clock faces</p> <p>Work cards</p> <p>Mathematics kit</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
7. relate hours, days, weeks and months	<p>Concepts Hours Days Weeks Months Conversion</p> <p>Skills Reading manipulation Logical thinking Accuracy Estimation</p> <p>Values and attitudes Cooperation Appreciation Confidence</p>	<ul style="list-style-type: none"> • Learners calculate hours in a given number of days • Learners calculate days in a given number of weeks • Learners calculate the number of weeks per given days • Learners calculate weeks in a given number of months • Teacher demonstrates how to convert days into months (vice versa) • Learners convert number of months into a year and vice versa • Teacher demonstrates how to convert days into a year and vice versa 	<p>hours in a given number of days.</p> <p>calculate days in a given number of weeks.</p> <p>convert days to months and months to days.</p> <p>convert weeks to months and months to weeks.</p> <p>convert number of months to years and years to months.</p>	<p>Clock faces</p> <p>Calendar</p>
8. convert length from cm to m and m to km.	<p>Concepts Conversion Millimetres Centimetres Metres Kilometres</p> <p>Skills Comparing Measuring Accuracy</p> <p>Values and attitudes Cooperation Appreciation</p>	<ul style="list-style-type: none"> • Teacher introduces the relationship between cm, m, and km in numbers • Learners convert cm to m and m to km using numbers 	<p>convert length from cm to m, and m to km.</p>	<p>Rulers</p> <p>Metre sticks</p> <p>Tape measure</p> <p>Trundle wheel</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
9. interpret bar chart	<p>Concepts Bar chart Tally marks Data collection</p> <p>Skills Data handling Recording Reporting Comparing Manipulating</p> <p>Values and attitudes Cooperation Appreciation</p>	<ul style="list-style-type: none"> • Teacher provides learners with a variety of bar charts. • Learners interpret bar charts • Learners draw bar charts using numbers and interpret them 	interpret bar chart.	Chart paper Squared paper Graph paper
10. convert mass from milligram to grams and grams to kilograms	<p>Concepts Conversions Milligram (mg) Gram (g) Kilogram (kg)</p> <p>Skills Comparing Measuring Accuracy</p> <p>Values and attitudes Cooperation Appreciation</p>	<ul style="list-style-type: none"> • Teacher introduces the relationship between milligrams and grams, grams and kilograms • Learners convert milligrams to grams and grams to kilograms 	convert mass from milligrams to grams and grams to kilograms.	Mathematics kit Empty containers

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
11. convert volume from millilitre to litre	<p>Concepts Conversions Millilitres Litres</p> <p>Skills Comparing Measuring Accuracy</p> <p>Values and attitudes Cooperation Appreciation</p>	<ul style="list-style-type: none"> Teacher introduces relationship between millilitre to litre Learners convert ml to L using numbers 	convert numbers.	<p>Mathematics kit</p> <p>Empty containers</p>
12. calculate area of shapes, triangle, square, rectangle	<p>Concepts Area Triangle Square Rectangles</p> <p>Skills Identification Manipulation Decision making</p> <p>Values and attitudes Cooperation Appreciation Awareness</p>	<ul style="list-style-type: none"> Learners calculate area of triangle, square and rectangle. Learners confirm area of shapes by counting the number of squares. Learners calculate area of given shapes on a plain sheet with measurements (length and width in centimetres). 	<p>calculate area of triangle, square and rectangle.</p> <p>calculate area of given shapes on a plain sheet.</p>	<p>Flat shapes</p> <p>Multiplication chart</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
13. identify parts of a circle	<p>Concepts Centre Radius Diameter Circumference</p> <p>Skills Drawing Manipulation</p> <p>Values and attitudes Cooperation Appreciation Awareness</p>	<ul style="list-style-type: none"> • Learners draw circle using any object • Learners identify parts of a circle • Learners label parts of a circle • Learners observe parts of a circle from real life contexts. 	<p>draw circle using circular objects.</p> <p>identify parts of a circle.</p>	<p>Strings</p> <p>Circular objects</p>
14. draw parallel lines	<p>Concepts Horizontal line Vertical line diagonal line</p> <p>Skills Manipulation Identification Decision making Drawing</p> <p>Values and attitudes Cooperation Appreciation Awareness Appreciation</p>	<ul style="list-style-type: none"> • Learners identify parallel lines from the environment • Learners draw parallel lines 	<p>identify parallel lines.</p> <p>draw parallel lines.</p>	<p>Concrete objects</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
15. form angles in relation to a right angle	<p>Concepts Horizontal line Vertical line Sloping line</p> <p>Skills Manipulation Identification Decision making</p> <p>Values and attitudes Cooperation Appreciation Awareness Appreciation</p>	<ul style="list-style-type: none"> Learners identify right angles from different objects Learners form angles less than a right angle using body parts Learners draw right angle and angles less than right angle Learners name angles 	<p>identify right angles.</p> <p>form angles less than a right angle</p> <p>draw right angle</p> <p>draw angles less than right angle.</p>	<p>Mathematics kit</p> <p>Concrete objects</p>
16. classify sets into equivalent and not equivalent up to 10 element	<p>Concepts Classification of sets Set symbols and Elements of a set</p> <p>Skills Manipulation Logical thinking Decision making</p> <p>Values and attitudes Cooperation Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners form sets of different types of numbers up to 10 elements Learners classify sets using the symbols \leftrightarrow and \nleftrightarrow individually 	<p>form sets of up to 10 elements.</p> <p>use set notations correctly to classify equivalent and not equivalent sets.</p>	<p>Mathematics kit</p> <p>Chart paper</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
17. compare 4-digit numbers using the symbols: <, > and =	<p>Concepts Number Comparison of numbers symbols: <, > and =</p> <p>Skills Decision making Comparison Reading numbers</p> <p>Values and attitudes Cooperation Appreciation</p>	<ul style="list-style-type: none"> • Teacher provides groups of learners charts and work cards • Learners use charts to and work cards to formulate 4-digit numbers • Learners compare 4-digit numbers using symbols: <, > and = 	<p>use charts to and work cards to formulate 4-digit numbers.</p> <p>compare 4-digit numbers using symbols: <, > and = correctly.</p>	<p>Work cards</p> <p>Number charts</p> <p>Mathematics kit</p>
18. divide 4-digit numbers by one digit number with and without a remainder	<p>Concepts Division Place value</p> <p>Skills Dividing Problem solving Decision making</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Learners divide 4-digit numbers by one digit number without a remainder • Learners divide 4-digit numbers by one digit number with a remainder • Learners carry out activities demonstrating relationship between multiplication and division. 	<p>divide 4-digit numbers by one digit number without a remainder.</p> <p>divide 4-digit numbers by one digit number with a remainder.</p>	<p>Multiplication chart</p>

Unit 4: Survival and Self Reliance

Overview of Unit

Learning outcomes: at the end of this unit learners should be able to:	
1.	make portraits to communicate. TG
2.	make a print using rubbing technique. TG
3.	paint using primary and secondary colours. TG
4.	round off whole numbers to the nearest 100.
5.	create 2D and 3D models.
6.	design signs and symbols for public places: banks, schools, parking, filling stations, police stations, post offices, hotels and tourist information centres.
7.	apply 2D shapes, tessellations and lines of symmetry in the environment.
8.	perform the basic functions of a word processing software and draw graphics. TG
9.	practise physical activities of squatting, making different letters of the alphabet with their heads and sack racing.
10.	design two different traditional costumes found in their district. TG
11.	sew different clothes for dolls using back stitch. TG
12.	crochet simple items or motifs using treble, chain and double crochet stitches. TG
13.	knit simple items using stocking stitch. TG
14.	describe importance of proper feeding of farm animals.
15.	demonstrate understanding of sets in real life situation.
16.	reuse materials to promote sustainable use of resources (plastic, tin and bottle).
17.	recycle materials to promote sustainability and self-reliance.
18.	use grass and trees to make crafts. TG
19.	practise gymnastics of "see-saw", " what's the time" and " front support lift"
20.	relate activities in terms of hours, days, weeks, months and years in which they occur.
21.	apply measurement of lengths, mass and volume in real life situation.
22.	construct diatonic scales with degrees and intervals. TG
23.	construct chromatic scales with intervals.
24.	play musical instruments (sekhankula, sekupu and mamokhorong).
25.	advertise using puppetry and posters. TG

Literacy window		Numeracy window
Sesotho	English	
Learners appreciate the contribution of traditional proverbs, riddles and traditional folklore to survival. They also read and write factual stories on survival.	Vocabulary development through introduction of homophones and easily-confused words. Sentence construction, with focus on correct punctuation and the correct use of tense: constructing sentences in both their present and past forms.	Demonstrate understanding and application of sets in real life situation. Demonstrate understanding of number patterns and round off number to nearest 100.
Their speaking and critical and logical thinking skills are sharpened through impromptu speech, creating poems, map reading and telling jokes.	Ongoing development of listening and speaking skills, including authentic activities such as telling jokes and anecdotes, with focus on pronunciation.	Relate days, weeks, month and years. Conversion of units of length, mass and volume. Use of fractions in real life situations.
There is also focus on letter writing and dramatising effectively as survival skill.	Ongoing development of reading and writing	Apply bar charts in real life contexts in order to make informed decisions. Calculate area of shapes and apply area in practical activities and use fractions in practical situations. Apply 2D shapes, tessellations and line(s) of symmetry in the environment. Relate

26. demonstrate understanding of number patterns.
27. state reasons for career preferences.
28. dramatise four most common natural disastrous situations in their area.
29. dramatise four most common man-made disastrous situations in their area (fires, road accidents, poisons, gas from coal fires, paraffin and gas-stoves and local conflicts).
30. compose poems on loyalty, responsibility and courage.*
31. demonstrate proper use and care of garden tools.
32. practise athletics by running relay 100 x 4m.
33. find area in real life situation. TG
34. demonstrate methods of sowing vegetable crops.
35. classify livestock according to their use.
36. demonstrate proper feeding of livestock for production.
37. suggest ways of preventing vandalism in the community.
38. classify resources into needs and wants for everyday life.
39. relate parts of the circle.
40. describe goods and services for everyday life.
41. play soccer/football practising additional skills of trebling, tackling and scoring.
42. indentify factors and multiples within the range 1 – 100.
43. use fractions to solve real life problems.
44. exchange goods and services using two forms of trade.
45. apply bar chart in different contexts.

	<p>skills, including authentic everyday activities such as writing short messages and letters.</p>	<p>parts of a circle and apply the use of parts of a circle in different contexts. Finally, learners identify factors and multiples within the range 1 – 100.</p>
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Unit 4: Survival and Self Reliance

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
1. make portraits to communicate.	<p>Concepts Portrait</p> <p>Skills Effective communication Drawing Sketching Observation</p> <p>Values and Attitudes Patience Aesthetic Competency</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the meaning of a portrait. • Learners observe the teacher illustrates how to sketch and draw a portrait on the board. • Learners practice sketching and drawing portraits depicting various emotions of their choice. • Learners display their work. • Learners interpret the emotions depicted by different portraits. 	<p>give meaning of a portrait</p> <p>sketch a portrait.</p> <p>draw a portrait.</p> <p>interpret the emotions depicted by different portraits.</p>	<p>Paper</p> <p>Pencils</p> <p>Rubber</p> <p>crayons</p> <p>Scissors</p> <p>Teachers' guide</p>
2. make a print using rubbing technique.	<p>Concept Printing.</p> <p>Skills Rubbing Accuracy Creativity</p> <p>Values and Attitudes Commitment Competence Neatness Workmanship</p>	<ul style="list-style-type: none"> • Teacher demonstrates printing using rubbing technique. • Learners practice rubbing technique on various textures. 	<p>print using rubbing technique.</p>	<p>Paper</p> <p>Pencils</p> <p>Crayons</p> <p>Objects with rough surfaces</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
3. paint using primary and secondary colours.	<p>Concept Painting primary colours secondary colours</p> <p>Skills Colouring Painting Observation Creativity</p> <p>Values and Attitudes Commitment Competence Neatness Workmanship</p>	<ul style="list-style-type: none"> • Teacher explains primary colours. • Teacher demonstrates painting using primary colours. • Learners practice painting different shapes using primary colours. Teacher explains secondary colours • Teacher demonstrates producing secondary colours and learners observe. • Learners practice painting using secondary colours. • Learners display their work. 	<p>paint using primary colours.</p> <p>paint using secondary colours.</p>	<p>Paints</p> <p>Brushes</p> <p>Containers</p> <p>Paper</p> <p>Teacher's Guide</p>
4. round off whole numbers to the nearest 100.	<p>Concepts Rounding off numbers</p> <p>Skills Logical thinking Manipulation Decision making</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher demonstrates how to round off numbers to the nearest 100. • Learners count in hundreds the number of trees and animals in their school and villages. • Learners round off the number of trees and animals to the nearest 100. • Learners investigate number of people in their villages. • Learners round off number of people in their villages to the nearest 100. 	<p>round off numbers to the nearest 100.</p>	<p>Number strips</p> <p>Chart paper</p> <p>Work cards</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
5. create 2D and 3D models.	<p>Concept Models</p> <p>Skills Creativity Manipulation Observation Cutting Joining</p> <p>Values and Attitudes Workmanship Aesthetics Appreciation Commitment</p>	<ul style="list-style-type: none"> • Teacher explains the meaning of 2D and 3D models. • Teacher demonstrates how to make 2D models using plastic container. • Learners practise making 2D models. • Teacher demonstrates how to make 3D models using paper mache. • Learners practise making 3D models. • Learners display their work. 	<p>identify 2D and 3D models.</p> <p>create 2D and 3D models.</p>	<p>Models Clay Clay Paper mache Papers Plastic container Wire Grass Teacher's Guide Cardboard</p>
6. design signs and symbols for public places: banks, schools, parking, filling stations, police stations, post offices, hotels and tourist information centres.	<p>Concept Signs and symbols for public places</p> <p>Skills Designing Painting Observation</p> <p>Values and Attitudes Commitment Neatness Workmanship Cooperation Responsibility Awareness</p>	<ul style="list-style-type: none"> • Teacher and learners discuss importance of signs and symbols for public places. • Learners brainstorm various signs and symbols for public places. • Teacher displays a public place poster and discusses it with learners. • Teacher organises an excursion for learners to visit the nearest town to see some of the mentioned signs and symbols • Learners create various signs and symbols for different public places in their area. • Learners display their work. 	<p>mention the importance of signs and symbols for public places.</p> <p>design signs and symbols for public places.</p>	<p>Public place posters Coloured pencils Pencils Pair of scissors Adhesive Sticks</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
7. apply 2D shapes, tessellations and lines of symmetry in the environment.	<p>Concepts Shapes Tessellations Symmetry</p> <p>Skills Manipulation Drawing Problem solving Critical thinking</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher introduces 2D shapes by displaying and drawing different objects. • Learners list materials from the environment which have similar features with the drawn shapes. • Learners draw 2D shapes. • Learners make patterns with different shapes to form tessellations. • Learners identify lines of symmetry from shapes and different objects. 	<p>apply and relate 2D shapes to different contexts.</p> <p>form tessellations with shapes.</p> <p>use lines of symmetry in different contexts.</p>	<p>Mathematics kit</p> <p>Concrete material from the environment</p> <p>Shapes</p>
8. perform the basic functions of a word-processing software and draw graphics.	<p>Concepts Computer Word processing</p> <p>Skills Observation Identification Manipulation Typing Creativity reading</p> <p>Values and Attitudes Awareness Appreciation Responsibility Humanity</p>	<ul style="list-style-type: none"> • Learners open a Microsoft word to write their biography and save it properly. • Teacher and learners correct spelling on the written paragraphs using the spell-check icon. • Teacher and learners correct the grammar on the written paragraph. • Learners save the document using an appropriate file name. • Teacher helps learners to access paint icon. • Teacher demonstrates how to draw stickman. • Learners practise drawing stickman • Teacher demonstrates colouring 	<p>open a Microsoft word.</p> <p>write their biography and save it properly.</p> <p>open a folder, give it a name and save the two documents properly.</p> <p>access paint programme on the computer.</p> <p>use the programme to draw and colour stickman, faces, animals and houses.</p> <p>use computer to make graphics.</p>	<p>Computer</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
9. practise physical activities of squatting, making different letters of the alphabet with their heads and sack racing	<p>Concepts sack race</p> <p>Skills Squatting Racing balancing</p> <p>Values and Attitudes Commitment persistence Competitiveness endurance</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the letters of the alphabet that can be made with one's head • Teacher/resource person introduce sack race and demonstrate how it is run • Learners choose partners under supervision to practise sack racing • Learners compete in sack racing without supervision 	<p>make four letters of the alphabet with their heads.</p> <p>perform squatting.</p> <p>play sack racing with their partners.</p>	<p>Resource person</p> <p>Play ground</p> <p>Sacks</p>
10. design two different traditional costumes found in their district.	<p>Concept : Costume Design</p> <p>Skills: Creativity Design Observation Identification</p> <p>Values and Attitudes: Workmanship Tidiness Commitment Appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss different traditional costumes. • Teacher and learners undertake a fieldtrip to town to observe and identify different traditional costumes • Learners design different traditional costumes • Learners display their work. 	<p>mention two different traditional costumes.</p> <p>design one traditional costume.</p>	<p>Cloth off- cuts</p> <p>Pencils</p> <p>Scissors</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
11. sew different clothes for dolls using back stitch.	<p>concepts : Sewing Stitches : backstitch</p> <p>Skills Sewing Creativity Cutting Observation</p> <p>Values and Attitudes: Workmanship Tidiness Commitment Appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners revise tacking, running and back stitches • Learners practise the three sewing stitches • Learners use previously designed traditional costumes to sew doll clothes using back stitch • Learners display their work with to promote their products 	<p>demonstrate backstitch.</p> <p>make clothes for dolls.</p> <p>promote/market their product.</p>	<p>Scissors</p> <p>Needles and threads</p> <p>Cloth off-cuts</p> <p>Measuring tape</p>
12. crochet simple items or motifs using treble, chain and double crochet stitches.	<p>Concepts Motifs Crochet stitches: Treble Chain Double crochet</p> <p>Skills Crocheting Counting Handling manipulating</p> <p>Values and Attitudes Care Commitment Neatness Workmanship Aesthetic</p>	<ul style="list-style-type: none"> • Teacher and learners discuss crochet stitches they know and demonstrate them. • Teacher describes a motif and illustrates how treble, chain and double crochet stitches are done. • Learners practise the three crochet stitches illustrated to them. • Learners produce small and simple motifs. • Learners display their motifs by pasting them in their books. 	<p>mention two crochet stitches they know.</p> <p>make chain and double crochet stitches.</p> <p>produce a motif using chain, treble and double crochet stitches.</p>	<p>Crochet hook</p> <p>wool</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
13. knit simple items using stocking stitch.	<p>Concepts Stocking stitch</p> <p>Skills Knitting Casting Counting Manipulating Handling</p> <p>Values and Attitudes Caring Commitment Workmanship Aesthetic</p>	<ul style="list-style-type: none"> • Teacher and learners discuss knitting stitches, casting on and counting stitches. • Teacher demonstrates stocking stitch. • Learners practise stocking stitch. • Learners knit simple items of their choice in stocking stitch. • Learners display their items. 	<p>mention three types of contemporary dance movements they know.</p> <p>mention two knitting stitches.</p> <p>make or do purl and knit stitches.</p> <p>produce a small simple item in stocking stitch.</p>	<p>Knitting needles</p> <p>wool</p>
14. describe importance of proper feeding of farm animals.	<p>Concepts Proper feeding</p> <p>Skills Observation Identification Recording</p> <p>Values and Attitudes Responsibility Cleanliness Care</p>	<ul style="list-style-type: none"> • Teacher and learners discuss types of livestock feeds. • Learners use cards to match feeds with livestock. • Teacher demonstrates proper way of measuring feeds for each livestock. <p>Learners:</p> <ul style="list-style-type: none"> • discuss proper feeding of livestock. • practise proper way of measuring feeds for each livestock. • Teacher and learners discuss other factors to be considered when feeding livestock 	<p>match animals with their feeds.</p> <p>measure different types of livestock feeds.</p> <p>mention factors to consider for proper feeding of livestock.</p> <p>feed livestock properly.</p>	<p>Livestock feeds</p> <p>Animal feeders</p> <p>Protective clothing</p> <p>Charts</p> <p>Cards</p> <p>Pictures</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
15. demonstrate understanding of sets in real life situation.	<p>Concepts Empty set Equal set Not equal set Equivalent set Not equivalent set</p> <p>Skills Manipulation Critical thinking Problem solving</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher guides learners to draw sets representing ethnic groups, chiefs, kings, clans, and traditional dishes in their community. • Learners draw sets in groups. • Learners identify: empty sets, equal sets, not equal sets, equivalent sets, not equivalent sets using elements found in the immediate environment. • Learners use notations of empty set, equal set, not equal set, equivalent set and not equivalent set appropriately. 	<p>draw sets using elements found in different contexts.</p> <p>use set notations appropriately.</p>	<p>Mathematics kit</p> <p>Objects from the immediate environment</p> <p>Charts</p>
16. re-use materials to promote sustainable use of resources (plastic, tin and bottle).	<p>Concepts Re-use Sustainability</p> <p>Skills Manipulation Creativity Observation Problem-solving Critical-thinking</p> <p>Values and Attitudes Competence Workmanship Tidiness Co-operation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the importance of re-using materials • Teacher explains the impact of re-using materials on sustainability • Learners collect plastic, tin, bottle and demonstrate how they can be re-used. • Display re-used items with the purpose of marking 	<p>state the importance of re-using materials.</p> <p>re-use materials.</p>	<p>Plastics</p> <p>Tins</p> <p>Bottles</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
17. recycle materials to promote sustainability and self-reliance.	<p>Concepts Re-cycling Sustainability Self-reliance</p> <p>Skills Manipulation Creativity Observation Problem-solving Critical-thinking</p> <p>Values and Attitudes Competence Workmanship Co-operation</p>	<ul style="list-style-type: none"> Teacher explains the impact of re-cycle materials on sustainability Learners collect plastic, tin, bottle and demonstrate how they can be re-cycled. Display re-cycled items with the purpose of marketing Teacher and learners discuss the importance of recycling materials as a way of generating income. Learners carry out the recycling project Learners price their products and sell them. 	<p>state the importance of re-cycling materials.</p> <p>re-cycle materials.</p> <p>state the importance of recycling for income generating.</p> <p>price their products.</p>	<p>Paper</p> <p>Plastics</p> <p>Tins</p> <p>Bottles</p>
18. use grass and trees to make crafts.	<p>Concept: Craft-making</p> <p>Skills Crafting Creativity Observation Problem-solving Threading Sewing Cutting Measuring</p> <p>Values and Attitudes: Tidiness Workmanship Competence Co-operation</p>	<ul style="list-style-type: none"> Teacher explains crafts Learners mention crafts that they know Teacher demonstrates how to make a craft item Learners list different forms to make crafts using grass and trees Display their craft items with the purpose of marketing 	<p>list forms of crafts made of grass and trees.</p> <p>make craft items.</p>	<p>Grass</p> <p>Timber/branches</p> <p>Thread</p> <p>Needles</p> <p>Scissors</p> <p>Saw</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
19. practise gymnastics of "see-saw", " what's the time" and " front support lift".	<p>Concepts "see-saw " "what's the time" " front support lift"</p> <p>Skills Lifting Pulling Pushing Balancing</p> <p>Values and Attitudes Cooperation Commitment Risk-taking</p>	<ul style="list-style-type: none"> • Teacher and learners discuss what gymnastics are and their importance as part of healthy life styles • Teacher show the learners the illustrations of the three gymnastics of "see-saw", "what's the time " and " front support lift" • Learners imitate the illustrations and practice the activities and compete 	<p>mention one reason why gymnastics are part of healthy lifestyles.</p> <p>demonstrate one of the illustrated activities.</p> <p>demonstrate the three illustrations with a partner.</p>	<p>Resource person</p> <p>Play ground</p>
20. relate activities in terms of days, weeks, months and years in which they occur.	<p>Concepts Days Weeks Months Years Calendar</p> <p>Skills Reading Logical thinking Accuracy Estimation Calculation</p> <p>Values and Attitudes Appreciation Cooperation Confidence</p>	<ul style="list-style-type: none"> • Teacher demonstrates the relationship between days, weeks, months and years. • Learners relate activities that can be carried out within a given time in terms of days and weeks. • Learners locate activities that are carried out in certain months using a calendar. • Learners use a calendar to locate their birthdays. • Learners classify months according to their number of days. • Learners count number of weeks and months in a year using a calendar. 	<p>locate activities that are carried out in certain months.</p> <p>relate activities that can be carried out within a given time in terms of days and weeks.</p> <p>count number of weeks and months in a year using a calendar.</p> <p>classify months according to their number of days.</p>	<p>Mathematics kit</p> <p>Calendar</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
21. apply measurement of lengths, mass and volume in real life situation.	<p>Concepts Length Mass Volume</p> <p>Skills Measuring Accuracy Comparing Estimation Critical thinking</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher guides learners to estimate the length of objects at home in mm, cm, m, and km. • Learners report their estimated lengths. • Learners collect empty containers marked in mg, g and kg from their immediate environment. • Learners sort containers in mg, g and kg in terms of their magnitude. • Learners estimate different amounts of mass used at home for different activities. • Learners estimate the volume of different liquids used at home and compare their amounts in millilitres and litres. • Learners discuss activities that involve the use of volume of liquids at home. 	<p>estimate the length of objects in mm, cm, m, and km.</p> <p>estimate different amounts of mass in mg, g and kg.</p> <p>sort containers in mg, g and kg in terms of their magnitude.</p> <p>estimate volume of different liquids in millilitres and litres.</p>	<p>Mathematics kit</p> <p>Objects from the immediate environment</p> <p>Charts</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
22. construct diatonic scales with degrees and intervals.	<p>Concept Diatonic scales Degree Interval</p> <p>Skills Interpretation Reading Writing Listening Singing</p> <p>Values and Attitudes Appreciation Commitment Competence Cooperation</p>	<ul style="list-style-type: none"> • Teacher and learners revise and sing diatonic scale • Teacher introduces degrees of the diatonic scale • Learners write diatonic with degrees • Learners write the diatonic scale with degree • Teacher introduces intervals (tones and semi-tones) and show learners how to locate them on the scale • Teacher improvises a keyboard labelled with tonic notes to help him/her illustrate clearly the positions of tones and semitones • Teacher and learners practise singing of the scale up and down by the help a keyboard for accuracy • Teacher provides a plain keyboard and learners insert tonic notes and locate tones and semitones 	<p>write diatonic scale with degrees.</p> <p>locate intervals on the diatonic scale.</p>	Keyboard poster

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
23. construct chromatic scales with intervals.	<p>Concept Chromatic scale Interval Ascending Descending</p> <p>Skills Interpretation Reading Writing Listening Singing</p> <p>Values and Attitudes Appreciation Commitment Competence Cooperation</p>	<ul style="list-style-type: none"> • Teacher and learners review diatonic and its intervals • Teacher introduces chromatic scales with intervals (semi-tones) and show learners how to locate them on the scale • Learners copy the scale as introduced by the teacher • Teacher introduces ascending sounds • Learners add ascending sounds in their scales • Teacher introduces descending sounds • Teacher and learners practise singing chromatic scale ascending and descending 	<p>locate interval on a chromatic scale.</p> <p>differentiate ascending and descending chromatic scale.</p> <p>construct chromatic scale.</p>	<p>Melodica</p> <p>Pitch pipe</p> <p>Teacher's Guide</p>
24. play musical instruments (sekhankula, sekupu and mamokhorong).	<p>Concept Musical instruments (traditional and modern)</p> <p>Skills Play Handling Listening Observation</p> <p>Values and Attitudes Commitment Perseverance Caring Appreciation</p>	<ul style="list-style-type: none"> • Teacher explains musical instruments • Teacher invites resource persons to demonstrate how to play different musical instruments • Learners practise playing instruments 	<p>identify three traditional and modern musical instruments.</p> <p>play musical instruments.</p>	<p>Musical instruments</p> <p>Resource persons</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
25. advertise using puppetry and posters.	<p>Concept Advertisement Puppetry</p> <p>Skills Cutting Creativity Discussion Marketing</p> <p>Values and Attitudes Workmanship Cooperation Persuasiveness Commitment Humour</p>	<ul style="list-style-type: none"> • Teacher explains meaning of advertisement and provide examples of advertisement • Teacher explains puppetry as a method of advertising and demonstrates how it works • In groups learners create their own puppets to advertise different products of their choice • Teacher introduces poster as a method of advertising • Learners make their own posters to advertise products of their choice 	<p>interpret the advertisement.</p> <p>make puppets.</p> <p>make posters.</p> <p>advertise.</p>	<p>Advertisements</p> <p>Puppets</p> <p>Paper</p> <p>Scissors</p> <p>Crayons</p> <p>Pencils</p> <p>Posters</p> <p>Teacher's Guide</p>
26. demonstrate understanding of number patterns in relevant contexts.	<p>Concepts Odd numbers Even numbers Sequence</p> <p>Skills Ordering Manipulation Decision making</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher introduces odd and even numbers • Teacher provides learners with number charts, multiplication chart and calendars. • Learners use 100 square chart to identify odd and even numbers in their groups. • Individually, learners list odd and even numbers from 1 to 100. • Teacher guides learners to identify odd and even numbers on post office box numbers and their textbooks' page numbers. 	<p>identify odd numbers from 1 to 100.</p> <p>identify even numbers from 1 to 100.</p>	<p>Mathematics kit</p> <p>Multiplication chart</p> <p>Number chart</p> <p>Calendar</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
27. state reasons for career preferences.	<p>Concepts Career preferences.</p> <p>Skills Information findings Effective communication Decision-making Self Awareness Reporting</p> <p>Values and Attitudes Self esteem Appreciation Observation Confidence Acceptance</p>	<ul style="list-style-type: none"> • Teacher and learners discuss importance of different careers. • Learners indicate their career preferences. • Learners mention reasons for their career preferences. • Learners find out what different careers entail. • Learners report their findings. • Learners bring pictures showing different careers. • Learners write reasons for their choice of careers on the charts and display them. 	<p>mention reasons for career preference.</p> <p>state what careers of his/her choice entail.</p> <p>report their findings.</p> <p>state their career preferences.</p>	<p>Pictures</p> <p>Charts</p>
28. dramatise four most common natural disastrous situations in their area.	<p>Concept Natural disasters Drama</p> <p>Skills Acting Listening Speaking Creativity Discussion</p> <p>Values and Attitudes Commitment Awareness Empathy</p>	<ul style="list-style-type: none"> • Teacher and learners brainstorm most common disasters in their area. • Teacher and learners discuss listed disasters. • Teacher supervises groups and each group decides on the type of disasters to role play. • Teacher emphasises the three important stages to observe in a disaster; preparedness, appropriate behaviour during the disaster and activities after the disaster stage. 	<p>mention three stages of a disaster.</p> <p>list the most common natural disasters in their area.</p> <p>dramatise situations depicting natural disaster.</p>	<p>Costumes</p> <p>Improvised props</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>29. dramatise four most common man-made disastrous situations in their area (fires, road accidents, poisons, gas from coal fires, paraffin and gas-stoves and local conflicts).</p>	<p>Concept Drama Man-made disaster</p> <p>Skills Acting Listening Speaking Creativity discussion</p> <p>Values and Attitudes Commitment Awareness Empathy</p>	<ul style="list-style-type: none"> • Teacher and learners brainstorm most common man-made disastrous situations in their area • Teacher and learners discuss listed man-made disasters • Teacher supervises groups and each group decides on the type of disastrous situations to role play • Teacher emphasises the three important stages to observe in a disaster and activities after the disaster 	<p>mention three stages of a man-made disaster.</p> <p>list the most man-made common disasters in their area.</p> <p>dramatise situations depicting man-made disaster.</p>	<p>Costumes</p> <p>Improvised props</p>
<p>30. compose poems on loyalty, responsibility and courage.*</p>	<p>Concept Poetry</p> <p>Skills Creativity, Writing, Reciting</p> <p>Values and Attitudes Assertiveness Competence Commitment Loyalty Responsibility Confidence Disposition courage</p>	<ul style="list-style-type: none"> • Teacher explains a poem and gives an example. • Learners recite poems that they know. • Teacher and learners discuss the meanings of loyalty, responsibility and courage. • In pairs, learners compose a poem on one of the themes (loyalty, responsibility and courage) • Learners recite own poems to the class. • Teacher invites a resource person to recite a short poem emphasising figures of speech and rhythm. 	<p>to recite poems they know.</p> <p>compose own poem on one of the theme.</p> <p>recite own poem.</p>	<p>Resource person</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
31. demonstrate proper use and care of garden tools.	<p>Concepts Proper use and care of garden tools: Spade Rake Watering can Digging fork Hoe Garden line Wheel barrow</p> <p>Skills Identification Demonstration</p> <p>Values and Attitudes Responsibility Cleanliness</p>	<p>Learners:</p> <ul style="list-style-type: none"> brainstorm names of garden tools they know. draw garden tools. Teacher and learners discuss uses of garden tools. <p>Learners:</p> <ul style="list-style-type: none"> write uses of garden tools. demonstrate cleaning of garden tools. identify proper ways of caring for garden tools. 	<p>mention garden tools.</p> <p>draw garden tools.</p> <p>name uses of garden tool.</p> <p>demonstrate cleaning of garden tools.</p> <p>state proper ways of caring for garden tools.</p>	<p>Garden tools</p> <p>Water</p> <p>Oil brush</p>
32. practise athletics by running relay 100 x 4m.	<p>Concepts Relay race Warm-up</p> <p>Skills Warming-up Starting Running breathing</p> <p>Values and Attitudes Commitment Cooperation Competitiveness endurance</p>	<ul style="list-style-type: none"> Teacher supervises the learners to do warm-up activities in preparation for relay race Teacher and learners discuss relay race they have seen and how they are run Teacher/resource person demonstrates how relay races are run the proper way of handing and receiving a bat Learners choose teams and practise relay race under supervision Learners compete running 400m and 100x400m relay race 	<p>demonstrate on warm-up exercises.</p> <p>mention how many people run a 100x4m relay race.</p> <p>demonstrate handing and receiving a bat.</p> <p>run 400m race.</p>	<p>Resource person</p> <p>Bats</p> <p>Play ground</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
33. find area in real life situations.	<p>Concepts Area</p> <p>Skills Manipulation Problem solving Critical thinking</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Teacher guides learners to find area of their tables and plots using squares from mathematics kit. Learners count the number of tiles fitted in their classroom. 	find area using squares.	<p>Mathematics kit</p> <p>Concrete objects from the immediate environment</p> <p>Teacher's Guide</p>
34. demonstrate methods of sowing vegetable crops.	<p>Concepts Methods of sowing: - drilling - broadcasting - transplanting Plot preparation</p> <p>Skills Demonstration Manipulation Spacing</p> <p>Values and Attitudes Appreciation Responsibility Caring</p>	<ul style="list-style-type: none"> Teacher and learners discuss methods of sowing vegetable crops. Teacher demonstrates: preparation of a plot for sowing vegetable crops using garden tools. Drilling, broadcasting and transplanting as methods of sowing vegetable crops using seeds and seedlings. Learners: prepare plots for sowing vegetable crops garden tools. practise drilling, broadcasting and transplanting as methods of sowing vegetable crops using seeds and seedlings. 	<p>state different methods of sowing vegetable crops.</p> <p>demonstrate different methods of sowing vegetable crops.</p> <p>leave a recommended space between vegetable crops.</p>	<p>Seeds</p> <p>Plot</p> <p>Seedlings</p> <p>Garden tools</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
35. classify livestock according to their use.	<p>Concepts Livestock: Poultry Pig Sheep Goat Cattle Equines (horse, donkey, mule)</p> <p>Skills Identification Sorting</p> <p>Values and Attitudes Responsibility Awareness Caring</p>	<ul style="list-style-type: none"> Learners brainstorm uses of different livestock. Teacher and learners discuss the uses of different livestock. <p>Learners:</p> <ul style="list-style-type: none"> sort types of livestock according to their uses using cards. collect livestock pictures from magazines, newspapers and match them with their uses. present their work to the whole class. display their work on the walls. 	<p>mention uses of each type of livestock.</p> <p>match livestock with their uses.</p>	<p>Pictures</p> <p>Textbooks</p> <p>Chart paper</p> <p>Cards</p>
36. demonstrate proper feeding of livestock for production.	<p>Concepts Proper feeding</p> <p>Skills Observation Identification Recording</p> <p>Values and Attitudes Responsibility Cleanliness Care</p>	<ul style="list-style-type: none"> Teacher and learners discuss types of livestock feeds. Learners use cards/pictures to match feeds with livestock. Teacher demonstrates proper way of measuring feeds for each livestock. <p>Learners:</p> <ul style="list-style-type: none"> discuss proper feeding of livestock. practise proper way of measuring feeds for each livestock. Teacher and learners discuss other factors to be considered when feeding livestock. 	<p>match animals with their feeds.</p> <p>measure different types of livestock feeds.</p> <p>mention factors to consider for proper feeding of livestock.</p> <p>feed livestock properly.</p>	<p>Livestock feeds</p> <p>Animal feeders</p> <p>Protective clothing</p> <p>Charts</p> <p>Cards</p> <p>Pictures</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
37. suggest ways of preventing vandalism in the community.	<p>Concepts: Community property vandalism</p> <p>Skills Problem solving Critical thinking Decision making</p> <p>Values and Attitudes: Responsibility Caring</p>	<ul style="list-style-type: none"> • Teacher introduces vandalism and community property to learners. • Teacher and learners discuss community property. • Teacher and learners discuss care of community property. • Learners make rules of caring for community property. • Teachers and learners discuss various ways of vandalising community property • Teacher and learners discuss appropriate measures normally used to prevent vandalism • In groups learners come up with improved ways of preventing vandalism 	<p>list three ways of caring for school property.</p> <p>write one rule of caring for community property.</p>	Community property
38. classify resources into needs and wants for everyday life.	<p>Concept Resources Needs Wants.</p> <p>Skills Classification Critical thinking Decision making,</p> <p>Values and Attitudes patience appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss resources • Learners list resources • Teacher explains needs and wants in relation to resources • Learners classify resources into needs and wants. 	<p>list four resources.</p> <p>name four needs and four wants.</p> <p>classify resources into needs and wants.</p>	Teacher's guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
39. relate parts of the circle.	<p>Concepts Parts of a circle Circumference Radius Diameter</p> <p>Skills Manipulation Drawing</p> <p>Values and attitudes Appreciation Cooperation Confidence</p>	<ul style="list-style-type: none"> Teacher guides learners to identify parts of a circle in different contexts. Learners use strings to form circles in the play ground. Learners identify the circumferences of formed circles. Teacher guides learners to locate centres, diameters and radii of the formed circles. Learners find number of radii in a diameter. 	<p>identify parts of a circle.</p> <p>form circles.</p> <p>locate centre, diameter, radius and circumference of a circle.</p>	<p>Mathematics kit</p> <p>Strings</p> <p>Circular objects</p>
40. describe goods and services for everyday life.	<p>Concepts: goods services</p> <p>Skills: effective communication Problem solving Critical thinking Decision making negotiation</p> <p>Values and Attitudes: Cooperation Patience Acceptance Appreciation Awareness</p>	<ul style="list-style-type: none"> Teacher introduces learners to goods and services in relation to needs and wants Teacher and learners discuss goods and services available in their district Learners decide on their choices of goods and services and give reasons for their choices 	<p>mention three goods and three services in their district.</p> <p>mention two scarce goods and services state one important.</p> <p>reason for making choices.</p> <p>give one idea of improving availability of goods or services.</p>	

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
41. play soccer / football practising additional skills of trebling, tackling and scoring.	<p>Concepts football</p> <p>Skills Trebling Running Tackling Scoring Balancing Catching Accuracy Throwing</p> <p>Values and Attitudes Commitment Persistence Competitiveness Endurance Risk-taking</p>	<ul style="list-style-type: none"> Teacher and learners talk about football and clubs they know and favour Teacher/resource person demonstrate the added skills of trebling, tackling and scoring, emphasising the importance of balancing, aiming and accuracy in scoring Learners practise the added skills as well as balancing, aiming and accuracy in scoring 	<p>mention one football club team of their district.</p> <p>demonstrate two of the added skills.</p> <p>demonstrate the three added skills.</p>	<p>Resource person</p> <p>Ball</p> <p>Play ground</p>
42. identify factors and multiples within the range 1 – 100.	<p>Concepts Factors Multiples</p> <p>Skills Logical thinking Manipulation</p> <p>Values and Attitudes Appreciation Cooperation Confidence Patience</p>	<ul style="list-style-type: none"> Teacher guides learners to build multiplication tables, the product been up 100. Learners identify any two numbers that give a product of a given number on the work card. Teacher introduces factors of numbers. Individual learners identify factors of given numbers. Learners identify multiples of numbers. 	<p>identify factors of a given number.</p> <p>identify multiples of numbers.</p>	<p>Mathematics kits</p> <p>Work cards</p> <p>Multiplication chart</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
43. use fractions to solve real life problems.	<p>Concepts Fractions</p> <p>Skills Manipulation Decision making Problem solving</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher guides learners to identify situations of sharing at home and at school. • Learners demonstrate activities of sharing equally using different items. • Learners share items to emphasise fractions. • Learners write in words and numbers symbols fractions represented diagrammatically. • Learners solve problems using sharing and addressing fractions. 	<p>demonstrate activities of sharing equally.</p> <p>write in words and numbers symbols fractions represented diagrammatically.</p>	<p>Mathematics kit</p> <p>Different fruits</p> <p>Ingredients for cooking</p>
44. exchange goods and services using two forms of trade.	<p>Concept: trade, Forms of trade. -barter system -token money</p> <p>Skills Critical thinking Problem solving Decision making Negotiation</p> <p>Values and Attitudes Assertiveness Acceptance Cooperation Commitment</p>	<ul style="list-style-type: none"> • Teacher explains trade. • Teacher explains forms of trade. • Learners practise barter system using available items. • Learners make token money with the assistance of the teacher. • Learners practise using token money to trade • Learners compare and contrast barter system with money economy. 	<p>mention two forms of trade.</p> <p>give one advantage of each form of trade.</p>	<p>Classroom items</p> <p>Token money</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
45. apply bar chart in different contexts.	<p>Concepts Bar chart Tally marks Data collection Data interpretation</p> <p>Skills Data handling Recording Comparing Manipulating</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher guides learners to collect data in their community showing the number of: chiefs, clans, nurses and teachers. • Learners use tally marks to classify data. • Learners represent data in bar charts in their groups. 	<p>to collect data.</p> <p>use tally marks to classify data.</p> <p>represent data in bar charts.</p>	<p>Objects from the immediate environment</p> <p>Charts</p>

Literacy Window: Sesotho

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>1. bala lipale tse khutšoanyane tse khothaletsang boitšematlelo.</p>	<p>Moko-tabana Ho mamela Lipale tse khutšoanyane</p> <p>Litsebo-ketso ho: mamela, bua, bala, ngola, tšoantšisa, botsa, rarolla mathata, noha/lepa</p> <p>Makhabane Boikemelo Mongolo o balehang</p>	<ul style="list-style-type: none"> • Tichere e bontše bana sehlooho sa pale, 'me bana ba nohe/lepe tse tla etsahala. • bana ba bale pale ka hloko. • Tichere e fe bana monyetla oa ho botsa moo ba sa utloisiseng. • Bana ba fane ka mabaka ao liketsahalo li etsahalang ka oona. • Bana ba lokolise liketsahalo tsa pale. • Bana ba fane ka tharollo ea bothata ka ho araba potso e reng "ha u ne u le... u ne u ka etsa'ng?". • Bana ba fane ka maikutlo holim'a seo ba se baletsoeng. • Bana ba iketsetse lipolelo ka mantsoe a macha. • Tichere e bitsetse bana mantsoe a hlahang paleng. • Bana ba toroee karoloana eo ba e ratang ea pale ba be ba e hlalose. • Bana ba tšoantšise litaba tsa pale. 	<p>bolela tse tla etsahala a ipapisitse le sehlooho.</p> <p>bolela tse tla etsahala a ipapisitse le litaba tseo a li utloileng.</p> <p>botsa ha a sa utloisise.</p> <p>fana ka mabaka ao liketsahalo li etsahalang ka oona.</p> <p>lokolisa liketsahalo tsa pale.</p> <p>fana ka tharollo ea mathata (ha u ne u le... u ne u ka etsa'ng?)</p> <p>fana ka maikutlo holim'a seo a se mametseng.</p> <p>hlalosa litaba tsa pale ka mantsoe a hae.</p> <p>ngola mantsoe ao a a bitsetsoang ka nepo.</p> <p>iketsetsa lipolelo ka mantsoe a macha ao a ithutileng 'ona.</p> <p>tšoantšisa litaba tsa pale.</p>	<p>Teacher's Guide</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
2. hlalosa maele a bontšang boipheliso.	<p>Moko-tabana Maele a bontšang boipheliso: -Matsoho a lemisetsa 'metso; -Mekoko ha e qhoaelane; -Lekanyane ho phela le liretsana; -'Mesa-mohloane ha a fanye.</p> <p>Litsebo-ketso Ho mamela, bua bala, ngola, fuputsa, hlalosa, boinahano bo tebileng</p> <p>Makhabane Boipheliso</p>	<ul style="list-style-type: none"> • bana ba fuputse maele a bontšang boipheliso • bana ba tlalehe liphuputso tsa bona • tichere e tataise bana ho hlalosa maele • tichere e ngolle bana maele le litlhaloso tsa 'ona bana ba a ngole ka libukeng tsa bona. • Bana ba sebelise maele lipolelong • Moo ho lumellehang, bana ba tšoantšise maele. • Tichere e balise bana liratswana/ lipolelo tse nang le maele ao ba ithutileng 'ona. • Bana ba qolle maele seratswaneng/ polelong. 	<p>tlaleha phuputso ea bona.</p> <p>hlalosa maele ka tataiso ea tichere.</p> <p>hlalosa maele a sa tataiso.</p> <p>sebelisa maele lipolelong ka nepo.</p> <p>qolla maele lipolelong/ liratswaneng.</p>	Teacher's Guide'
3. mamela lipale tse khutšoanyane tse fanang ka tsebo.	<p>Moko-tabana lipale tse khutšoanyane</p> <p>Litsebo-ketso ho: mamela, bua, bala, ngola, hlalosa, fana ka sesosa le litholoana, akaretsa, fuputsa, araba</p> <p>Makhabane Mongolo o balehang</p>	<ul style="list-style-type: none"> • Bana ba fuputse ka taba eo ba tlil'o e balloa. • Tichere e buisane le bana ka litlaleho tsa bona. • Tichere e balle bana pale e phetang taba 'me ba memele ka hloko. • Tichere e botse bana lipotso tse hlokang hore ba hlalose, akaretse, ba bolele sesosa le litholoana malebana le seo ba se baletsoeng. • Bana ba ngole mantsoe ao ba a bitsetsoang. • Bana ba iketsetse lipolelo tse ncha ka mantsoe ao ba ithutileng 'ona. 	<p>botsa ha a sa utloisise.</p> <p>tlaleha taba eo a e fupulitseng.</p> <p>araba lipotso malebana le seo a se baletsoeng.</p> <p>fana ka sesosa sa taba le litholoana tsa eona.</p> <p>hlalosa taba ka mantsoe a hae.</p> <p>akaretsa litaba ka bokhutšoanyane.</p> <p>ngola mantsoe ao a a bitsetsoang ka nepo.</p> <p>iketsetsa lipolelo ka mantsoe a macha ao a ithutileng 'ona.</p>	Teacher's Guide

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
4. bapala tšoantšiso ka nepo.	<p>Moko-tabana Ho tšoantšiso Baphetoa</p> <p>Litsebo-ketso Ho bua Ho mamela Boinahano bo tebileng Ho tšoantšisa</p> <p>Makhabane</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka sebopelo sa tšoantšiso. • Tichere e fe bana tšoantšiso ba e hlahlobe, 'me ba tlalehe sebopelo sa eona. • Bana ba ikhethela baphetoa 'me ba hlahlobe libopelo tsa bona, mantsoe ao ba a sebelisang, maikutlo a bona. • Tichere e buisane le bana ka lintlha tseo ba lokelang ho li ela hloko ha ba tšoantšisa. • Ka lihlotsoana, bana ba buisane ka liaparo tse ka tenoang ke motšoantšisi ka mong. • Bana ba bapale tšoantšiso 'me ba fele ba etsise baphetoa bao ba ba khethileng. • Bana ba buisane ka mokhoa oo ba tšoantšisiseng ka oona 'me ba fane ka likhothaletso tsa litokiso. 	<p>bua ka nako ea hae.</p> <p>phahamisa lentsoe ha a bua.</p> <p>qolla baphetoa tšoantšisong.</p> <p>bontsa maikutlo a mophetoa ka seo a se etsang sefahlehong.</p> <p>bontsa maikutlo a mophetoa ka lentsoe la hae.</p>	Teacher's Guide
5. mamela le ho etsa metlae.	<p>Moko-tabana metlae</p> <p>Litsebo-ketso ho: mamela, bua, bala, ngola, tšoantšisa, botsa, rarolla mathata</p> <p>Makhabane Bosoasoi</p>	<ul style="list-style-type: none"> • Bana ba etse metlae • Bana ba botse lipotso • Tichere e tataise bana ho sebelisa puo e hloekileng • Tichere le bana ba buisane ka melemo ea metlae • Tichere e etse metlae • Bana ba etsetsane metlae 	<p>botsa lipotso.</p> <p>etsa metlae.</p> <p>natefelo a ke metlae.</p>	Teacher's Guide

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>6. pheta tšomo ea <i>Pitso ea linonyana</i>.</p>	<p>Moko-tabana Moetlo oa ho pheta tšomo: ho hloma lehlakoa hloohong, qalo (Ba re e ne e re) karabo (E/Qoi) ntšetso-pele (E le...) qetello (Ke tšomo ka mathetho) Tšomo: <i>Pitso ea linonyana</i></p> <p>Litsebo-ketso Ho: mamela pheta lokolisa lintlha tsa tšomo</p> <p>Makhabane Kelo-hloko</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka lintlha tsa bohlokoa tse lateloang ha ho phetoa tšomo. Bana ba phete litšomo tseo ba li tsebang. Tichere e phetele bana tšomo ea ' <i>Pitso ea linonyana</i> a e phelise ka ho tšoantšisa liketso tse etsahalang tšomong. Tichere e buisane le bana ka mantsoe a ba thatafallang a hlahang tšomong. Tichere e botse bana lipotso tse batlang kutloisiso ea bona ea tšomo. Tichere e buisane le bana ka thuto e fumanoang tšomong ea <i>Pitso ea linonyana</i> Bana ba tšoantšise litaba tsa tšomo. Ka lihlotšoana, bana ba phetelane tšomo <i>Pitso ea linonyana</i> 	<p>o phetha litloaelo tsa ho pheta tšomo ha ba hopotsoa.</p> <p>o phetha litloaelo tsa ho pheta tšomo a sa hopotsoe.</p> <p>o pheta litšomo tseo ba li tsebang.</p> <p>o araba lipotso tse hlohang kutloisiso ea hae ea tšomo.</p> <p>o tšoantšisa litaba tsa tšomo.</p> <p>o bolela thuto ea tšomo ea <i>Pitso ea linonyana</i>.</p> <p>o pheta tšomo ea <i>Pitso ea linonyana</i>.</p>	<p>Teacher's Guide</p>
<p>7. bua ka boitšepo ka taba eo a sa itokisetsang eona.</p>	<p>Moko-tabana Moqoqo oa tsome</p> <p>Litsebo-ketso ho: bua, mamela, boinahano bo tebileng, boinahano bo tatileng, kelo-hloko</p> <p>Makhabane Boitšepo</p>	<ul style="list-style-type: none"> bana ba qoqe ka lintho tseo ba kopaneng le tsona tseleng. Tichere le bana ba buisane ka lintlha tse ka kengoang ha ho buisanoa ka taba bana ba phete litaba ka lintho tse teng mahabo bona. tichere e ngole mantsoe a fapaneng lipampiring tse fapaneng, bana ba nke ka lotho pampiri 'me ba bue ka se ngotsoeng ho eona. 	<p>lokolisa lintlha tse ka kengoang ha ho buuo ka taba.</p> <p>lokolisa lintlha.</p> <p>hlalosa taba.</p> <p>phahamisa lentsoe ha a bua.</p> <p>inahana kapele.</p>	<p>Teacher's Guide</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
8. ngolla motsoali/ motsoalle lengolo.	<p>Moko-tabana Lengolo Aterese Liratsoana Matšoao</p> <p>Litsebo-ketso ho: mamela, bua, bala, ngola,</p> <p>Makhabane Tšebelisano-'moho Makhethe Mongolo o balehang</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka litšobotsi tsa lengolo (aterese, letsatsi, tumeliso, bohare, qetello). • Tichere e buisane le bana ka molemo oa liratsaana • Tichere e fe bana lipotso tse ka ahang seratsaana. • Bana ba ballane mangolo a bona 	<p>lokolisa/hlahlamanya lintlha tse arabang taba ka nepo.</p> <p>tšehetsa ntlha ea hae ka mabaka.</p> <p>ngola lengolo.</p> <p>peleta mantsoe ka nepo arola/kopanya mantsoe moo ho lokelang.</p> <p>sebelisa matšoao ka nepo.</p> <p>khefutsa moo ho lokelang ha a bala.</p>	Teacher's Guide
9. hlalosa liphoofole ba sebelisa mebala ka nepo.	<p>Moko-tabana Mebala ea Liphoofole: khunong – khunoana ntso – tsoana phatšoa – phatšoana nala – nalana khoarahla - khoarahlana Lipolele</p> <p>Litsebo-ketso Ho mamela, bua bala, ngola, fuputsa</p>	<ul style="list-style-type: none"> • Bana ba fuputse mebala ea liphoofole le tlhaloso ea eona. • Bana ba tlalehe phuputso ea bona. • Tichere e buisane le bana ka botona le botšehali ba mebala ea liphoofole. • Tichere e fe bana litšoantšo tsa liphoofole ba bolele mebala ea tsoana ba ela hloko botona/ botšehali ba phoofole. • Bana ba etse lipolele ba sebelisa mebala ea liphoofole ka nepo. 	<p>bolela mebala ea liphoofole.</p> <p>hlalosa mebala ea liphoofole.</p> <p>hlalohanya mebala ea liphoofole ho latela botona/botšehali ba tsona.</p> <p>sebelisa mebala ea liphoofole ka nepo lipolelong.</p>	Litšoantšo

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
10. qapa thothokiso.	<p>Moko-tabana Mekhabo-puo: -Papiso -Thehello Ho qapa thothokiso</p> <p>Litsebo-ketso Ho: mamela, bua bala, ngola, fuputsa, hlalosa, qapa, boinahano bo tebileng</p> <p>Makhabane Boitšepo Boqapi</p>	<ul style="list-style-type: none"> Tichere e balle bana thothokiso e nang le papiso le thehello ba be ba buisane ka eona. Tichere e khethe sehlooho, 'moho le bana, ba etse pokello ea mantsoe a ka se hlalolang (sebopeho, 'mala, mosebetsi, bohlokoa) Ka lihlotšoana, bana ba qape/ngole thothokiso ka sehlooho seo ho buisanoeng ka sona. Sehlotšoana ka seng se bale thothokiso ea sona. Ngoana ka mong a iqapele thothokiso ka sehlooho sa boikhethele ba hae. Ngoana ka mong a balle sehlopha thothokiso ea hae. 	<p>khetha mantsoe a ka hlalolang sehlooho.</p> <p>khetholla papiso ho thehello.</p> <p>qolla papiso polelong.</p> <p>qolla thehello polelong.</p> <p>sebelisa papiso le thehello thothokisong.</p> <p>sebetša 'moho le babang sehlotšoaneng.</p> <p>bala/pheta thothokiso a bile a etsa se bolelang ke eona.</p> <p>iqapela thothokiso.</p>	
11. bala 'mapa.	<p>Moko-tabana Ho bala 'mapa Bochabela Bophirima Leboea Boroa</p> <p>Litsebo-ketso Ho: mamela, bua bala, ngola, toroea, hlalosa, fana ka litsupiso</p> <p>Makhabane Kananelo</p>	<ul style="list-style-type: none"> Ka lihlotšoana bana ba toroea 'mapa oa phaposi eo ba ruteloang ho eona. Lihlopha li fapanyetsane 'mapa ea tsona, sehlopha ka seng se bale 'mapa oa sehlopha se seng se sebelisa mantsoe a bontsang litsupiso (Leboea, pel'a...) Tichere e toroele bana 'mapa o sa fellang oa phaposi ea bona, bana ba o qetele. Bana ba hlalose hore na ntho e iteng e fumaneha kae ba shebile 'mapa Bana ba fane ka tlaloso ea hore na ha ba tloha sebakeng se seng ba ea ho se seng ba tsamaea joang ba shebile 'mapa. Ngoana ka mong a toroea 'mapa oa tsela e tlohang sekolong e eang habo, a supe libaka tsa bohlokoa tseo a fetang ho tsona. 	<p>qetela 'mapa.</p> <p>bala 'mapa.</p> <p>sebelisa mantsoe bochabela, bophirima, leboea, boroa ka nepo.</p> <p>hlalosa moo sebaka se fumanehang teng.</p>	Teacher's Guide

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso, makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>12. lothana ka lilothe tse bontšang boipheliso.</p>	<p>Moko-tabana Lilothe tse tloaelehileng Moetlo oa ho lothana: Ka u lotha? ka'ng? Ka... Ka se reka; jaa khomo ea hao u ntšiele masapo.</p> <p>Lilothe tse bontšang boipheliso:</p> <p>Litsebo-ketso Ho bua Ho mamela Boinahano bo tebileng</p> <p>Makhabane Boinehelo Boipheliso</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka moetlo oa ho lothana. • Tichere e buisane le bana ka lilothe tse bontšang boipheliso. • Tichere e lothe bana, 'me bana ba arabe. Ha ba sa tsebe ba se reke kapa tichere a ba bolelle karabo. • E mong oa bana a lothe sehlopha, sona se arabe. • Bana ba lothane ka lihlotšoana kapa ka bobeli. 	<p>sebelisa mantsoe a nepahetseng ha a kopa motho e mong hore ba lothane.</p> <p>sebelisa mantsoe a nepahetseng ha a motho e mong a mo kopa hore ba lothane.</p> <p>sebelisa mantsoe a nepahetseng ha a bolela hore ha a tsebe karabo ea selotho.</p> <p>sebelisa mantsoe a nepahetseng ha a bolela hore o feletsoe ke lilothe.</p> <p>bapala papali ea ho lothana ka lilothe tse bontšang boipheliso.</p>	<p>Teacher's Guide</p>

Literacy Window: English

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
<p>1. combine simple sentences through the use of connecting words.</p>	<p>Concepts Sentence construction: Joining words Or/ but And/ yet</p> <p>Skills Speaking Listening Reading Writing Identification Differentiation</p> <p>Values and Attitudes Fluency Awareness</p>	<ul style="list-style-type: none"> • Teacher brings pictures representing different activities and asks learners to construct sentences b • Teacher provides learners with a list of sentences containing these four joining words and asks them to underline words which have joined these sentences. • Learners identify sentences which show/ represent addition and those representing (contrast) contradictions. • Learners join those sentences correctly. 	<p>underline, circle/ pick joining words from given sentences.</p> <p>fill in appropriate joining words in given sentences.</p> <p>construct sentences and join them correctly.</p> <p>construct sentences based on the given pictures and join them correctly.</p> <p>spell words correctly.</p> <p>read their own sentences.</p>	<p>pictures</p>
<p>2. use opposite describing words.</p>	<p>Concepts Opposite describing words</p> <p>Skills Speaking Reading Writing Identification Differentiation</p> <p>Values and Attitudes Fluency Awareness</p>	<ul style="list-style-type: none"> • Teacher helps learners identify opposite describing words. • Teacher creates a situation in which learners use describing words appropriately in different contexts. 	<p>identify opposite describing words.</p> <p>use opposite describing words appropriately in different contexts.</p>	<p>Charts</p> <p>Word cards</p> <p>Pictures</p> <p>Teacher's Guide</p>

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
3. read for information and enjoyment.	<p>Concepts Short story Characterization Character Theme Setting</p> <p>Skills Reading Analyzing Writing</p> <p>Values and Attitudes Confidence Fluency</p>	<ul style="list-style-type: none"> • Teacher asks learners to read story in turns. • Teacher guides them with questions to enable them understand the story. • Learners analyze given stories through questioning. 	<p>read.</p> <p>analyze stories.</p>	<p>Text books</p> <p>Newspapers</p> <p>Charts</p>
4. read for a specific information.	<p>Concepts Passage</p> <p>Skills Reading Analyzing Writing</p> <p>Values and Attitudes Confidence fluency</p>	<ul style="list-style-type: none"> • Teacher provides learners with passages to read. • Teacher asks learners questions on the passage • Learners re-read passages to seek for specific information required. 	<p>come up with a specific information from the passage.</p> <p>re-read to clarify meaning.</p> <p>pay attention to punctuation when reading.</p>	<p>Short stories</p> <p>Passages</p> <p>Textbooks</p> <p>Newspapers</p> <p>Teacher's Guide</p>

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
5. listen to different texts and respond.	<p>Concepts Stories Descriptions Instructions Directions Sounds</p> <p>Skills Listening Speaking Writing Interpretation Reading</p> <p>Values and Attitudes Fluency Awareness</p>	<ul style="list-style-type: none"> Teacher reads a story for learners while they will be listening attentively. Teacher asks learners "Wh" questions "who, what, when, whose, why, where and how" Learners listen to different sounds and respond accordingly. Learners listen to descriptions, instructions and directions. Teacher dictates new words and learners write them. 	<p>respond to "Wh" questions.</p> <p>pronounce words correctly.</p> <p>respond to different sounds</p> <p>respond to descriptions, instructions and directions.</p> <p>spell and read new words correctly.</p>	<p>Stories</p> <p>Teacher's Guide</p>
6. ask /wh-/ questions based on what they have read and heard.	<p>Concepts /Wh-/ questions: Question mark</p> <p>Skills Asking Answering Listening Speaking Reading Writing Critical thinking</p> <p>Values and Attitudes Fluency Awareness</p>	<ul style="list-style-type: none"> Teacher and learners discuss situations under which who? what? and where? are asked. In groups, learners read a short story of their choice and formulate the who, what, and where questions. Teacher reads a short listening comprehension, then ask learners the when, why, and how questions. Teacher and learners discuss situations under which when? why? and how? are asked. Learners read a short story of their choice and formulate the when, why and how questions. Individually, learners ask /wh-/ questions. 	<p>state situations under which who? what? and where? are asked</p> <p>formulate the who, what, and where questions.</p> <p>use question mark appropriately when he/she writes questions.</p> <p>answer the who, what and when questions correctly.</p> <p>situations under which when? why? and how? are asked</p> <p>answer the when, why and how questions.</p>	<p>Children literature</p> <p>Learner's textbooks</p>

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
7. view and write about pictures.	<p>Concepts Pictures Paragraphs Punctuation marks</p> <p>Skills Speaking Listening Reading Writing Interpretation</p> <p>Values and Attitudes Fluency Awareness</p>	<ul style="list-style-type: none"> Teacher provides learners with a picture and learners brainstorm words which describe it. In groups learners write about the picture they just described and present their work to the whole class. Teacher provides learners with a series of pictures, in a wrong order for them to arrange such that they tell a story. Learners tell a story about the pictures they have just re-arranged. Learners draw anything they like and describe it in writing. Learners read their descriptions to one another, pausing where there is a punctuation mark. 	<p>describe pictures in words.</p> <p>order a series of pictures in such a way that they tell a story.</p> <p>tell a story from a series of pictures.</p> <p>describe their own drawing in words.</p> <p>use punctuation marks correctly in writing a story.</p> <p>pause where appropriate when they read their stories.</p>	
8. use basic terminology of books.	<p>Concepts author, title, table of contents</p> <p>Skills Speaking Listening Paraphrasing Reading Writing Cooperation</p> <p>Values and Attitudes Fluency Awareness</p>	<ul style="list-style-type: none"> Learners explore the outer cover of a book and list what they see. Teacher and learners discuss the importance of title and author of a book. Learners find a section from the book without using the table of contents. Learners discuss what is found under the table of contents, and use it to find a section from the book. Learners find a section of a book using the table of contents. Learners predict the gist of the story by looking at the title of the book. Learners read in order to determine whether they were correct. Learners paraphrase what they read. 	<p>list what is on the cover page.</p> <p>explain importance of title and author of a book.</p> <p>state what is found under the table of contents.</p> <p>predict the gist of the story.</p> <p>paraphrase what they read.</p> <p>describe a book by author and title.</p> <p>say where a section of the book is found using table of contents.</p>	

Learning outcomes: At the end of this unit, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
9. give and follow instructions on how to perform a particular task.	<p>Concepts Giving instructions Following instructions</p> <p>Skills Speaking Listening Reading Writing Reporting</p> <p>Values and Attitudes Fluency Awareness</p>	<ul style="list-style-type: none"> • In groups, learners write out instructions on how to bathe. • Learners present their work to the whole class and agree on how instructions should follow one another. • Learners write instructions on how to perform a task of their choice and supervise other learners carry them out. • Teacher and learners discuss what learners did and the consequences of not following instructions. 	<p>write instructions on how to perform a task of their choice.</p> <p>consequences of not following instructions.</p>	
10. use words with the same sound but different spelling and meaning.	<p>Concepts Words with the same sound</p> <p>Skills Speaking Listening Paraphrasing Reading Writing</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the meanings of different words which sound the same but are written differently. • Learners match words with same sound but different spelling. • Learners complete sentences by choosing the correct word to use. • Teacher dictates sentences and learners write them using correct spelling for words which sound the same. • Teacher provides learners with words, and they write their own sentences. 	<p>give the correct meaning of a word depending on how it is spelled.</p> <p>match words with same sound but different spelling.</p> <p>complete sentences by choosing the correct word to use.</p> <p>write sentences using correct spelling for words which sound the same.</p>	

Numeracy Window

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
1. demonstrate understanding of sets in real life situation.	<p>Concepts Empty set Equal set Not equal set Equivalent set Not equivalent set</p> <p>Skills Manipulation Critical thinking Problem solving</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Learners form sets: empty sets. Learners form equal and unequal sets. Learners form equivalent and not equivalent sets. Learners use notations: \emptyset, $\{ \}$, \leftrightarrow, \nleftrightarrow correctly. 	form sets: empty sets. form equal and unequal sets. form equivalent and not equivalent sets. use notations: \emptyset , $\{ \}$, \leftrightarrow , \nleftrightarrow correctly.	Mathematics kit Charts
2. demonstrate understanding of number patterns.	<p>Concepts Odd numbers Even numbers Sequence</p> <p>Skills Ordering Manipulation Decision making</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Learners use mathematics chart to find odd numbers. Learners cross out even numbers on the hundred square chart. Learners draw their hundred square chart and identify even and odd numbers. Learners generate sequences including odd and even numbers. 	identify even and odd numbers. generate sequences of odd and even numbers.	Mathematics kit Multiplication chart Number chart Calendar

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
3. round off whole numbers to the nearest 100.	<p>Concepts Rounding off numbers</p> <p>Skills Logical thinking Manipulation Decision making</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • In groups, learners round off numbers to the nearest 100 • Individually, learners round off numbers given by the teacher to the nearest 100. • Learners round off numbers to the nearest 100. • Learners assign numbers to other members of the group to round them to the nearest 100. 	round off numbers to the nearest 100.	<p>Number strips</p> <p>Chart paper</p> <p>Work cards</p>
4. relate days, weeks, months and years.	<p>Concepts Days Weeks Months Years Conversion Calendar sequence</p> <p>Skills Reading Manipulation Logical thinking Accuracy Estimation Calculation</p> <p>Values and attitudes Appreciation Cooperation confidence</p>	<ul style="list-style-type: none"> • Learners calculate days in given number of weeks. • Learners calculate weeks in a given number of months. • Learners calculate months in a given number of years. • Learners count number of weeks and months in a year using a calendar. 	<p>count number of weeks and months in a year using a calendar.</p> <p>calculate days in given number of weeks.</p> <p>calculate weeks in a given number of months.</p> <p>calculate months in a given number of years.</p>	<p>Mathematics kit</p> <p>Calendar</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
5. convert units of lengths, mass and volume.	<p>Concepts Length Mass Volume</p> <p>Skills Measuring Accuracy Comparing Estimation Critical thinking</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Learners convert cm to m and m to km Learners convert g to kg. Learners convert millilitre to litre. 	<p>convert cm to m and m to km.</p> <p>convert g to kg.</p> <p>convert ml to L.</p>	<p>Mathematics kit</p> <p>Charts</p>
6. apply bar charts in different contexts.	<p>Concepts Bar chart Tally marks Data collection</p> <p>Skills Data handling Recording Comparing Manipulating</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Learners classify the provided data using tally marks. Learners draw bar charts using classified data. 	<p>classify data using tally marks.</p> <p>draw bar charts using classified data.</p>	<p>Mathematics kit</p> <p>Chart paper</p> <p>News paper</p> <p>Magazines</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
7. calculate area.	<p>Concepts Area</p> <p>Skills Manipulation Drawing Problem solving Critical thinking</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher provides learners with the drawn rectangular shapes. • Learners measure dimensions of rectangular shapes. • Teacher guides learners to calculate area of rectangular shapes. • Learners draw rectangular shapes using given dimensions. • Learners calculate area of the drawn shapes. 	<p>measure dimensions of rectangular shapes.</p> <p>draw rectangular shapes using given dimensions.</p> <p>calculate area of rectangular shapes.</p>	Mathematics kit
8. use fractions in practical situations.	<p>Concepts Fractions</p> <p>Skills Manipulation Decision making Problem solving</p> <p>Values and attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Learners show numerators and denominator of given fractions. • Learners draw diagrams and shade parts according to the given fractions. • Learners show fractions on the number line. • Learners form their diagrams to show other fractions. • Learners write fractions in symbols and words. • Learners share objects according to the given fractions. 	<p>draw diagrams to show fractions.</p> <p>write fractions in symbols and words.</p>	<p>Different fruits</p> <p>Mathematics kit</p> <p>Ingredient for cooking</p>

LEARNING OUTCOMES: At the end of the unit learners should be able to:	Concepts skills, values and attitudes	Suggested learning experiences	What to assess: Teachers should assess learners' ability to:	Suggested resources
9. apply 2D shapes, tessellations and lines of symmetry in the environment.	Concepts Shapes Triangle Rectangle Square Tessellations Symmetry Skills Drawing Problem solving Values and Attitudes Appreciation	Learners: <ul style="list-style-type: none"> compare money both real and improvised. rub coins on paper to produce token money. identify shape and size of coins using token money. compare money both notes and coins in terms of colour using real money. compare money by value. 	form tessellations with regular shapes. draw tessellations with shapes. draw lines of symmetry of different shapes.	Mathematics kit Shapes
10. relate parts of the circle.	Concepts Parts of a circle Skills Manipulation Drawing Values and attitudes Appreciation Confidence	Learners: <ul style="list-style-type: none"> draw and cut circles of different sizes. identify circumferences of each circle. fold circles to find diameter of each circle. fold semi-circle to locate the centre and radius of a circle. find number of radii in a diameter. 	identify circumferences of a circle. find diameter of each circle. locate the centre and radius of a circle. find number of radii in a diameter.	Mathematics kit Strings Circular objects
11. identify factors and multiples within the range 1 – 100.	Concepts Factors Multiples Skills Logical thinking Manipulation Values and attitudes Appreciation Cooperation	Learners: <ul style="list-style-type: none"> use mathematics chart to identify factors from 1 - 100. build multiplication tables. work in groups to find out factors of given numbers. work in groups to identify multiples of numbers. find factors and multiples of numbers of their choice. 	find factors of numbers. find multiples of numbers.	Mathematics kits Work cards Multiplication chart