ENGLISH LANGUAGE SYLLABUS FOR

UPPER PRIMARY (P4-P6)

Second Edition

KIGALI, 2026

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FOREWORD

The Rwanda Basic Education Board (REB) is honoured to present the second edition of the upper Primary English syllabus (P4–P6). This syllabus serves as an offic l guide to competence-based teaching and learning, providing coherence and consistency in the delivery of quality basic education across the country. Developed through the collective expertise of subject specialists, educators, and curriculum developers, it stands as a key resource in advancing the Competence-Based Curriculum (CBC) and reflects Rwanda's continued commitment to nurturing knowledge, skills, values, and positive attitudes among learners.

Quality basic education is the foundation for Rwanda's sustainable development and prosperity. In line with the country's education philosophy, this syllabus emphasizes critical thinking, creativity, inclusiveness, and holistic learner development. It seeks to empower young people with the competencies necessary to achieve their full potential, equipping them with relevant knowledge, practical skills, and the right attitudes and values to integrate effectively into society and seize employment opportunities in a competitive world

Anchored in Rwanda Vision 2050 and the National Strategy for Transformation (NST2), this syllabus supports the nation's goal of building a knowledge-based economy driven by innovation, resilience, and global competitiveness. It prioritizes learner-centred pedagogy, active learning, and the practical application of knowledge to prepare pupils not only for academic success but also to become responsible, ethical, and productive citizens capable of contributing to Rwanda's continued transformation.

This syllabus reflects our determination to equip learners with 21st-century skills, foster innovation, and instill values of integrity, social responsibility, and lifelong learning. Its success depends largely on the dedication and professionalism of teachers and school leaders. We therefore call upon all educators to embrace the approaches, methodologies, and assessment strategies outlined herein with commitment and passion, transforming classrooms into dynamic spaces of curiosity, creativity, and inspiration.

On behalf of REB, I extend my heartfelt appreciation to all who contributed to the development of this syllabus. Your expertise and dedication have been instrumental in shaping a curriculum that responds to the needs of our learners and supports.

Rwanda's national aspirations. Together, we can ensure that education continues to be a powerful driver of our nation's development and prosperity.

Dr. MBARUSHIMANA Nelson

Director General

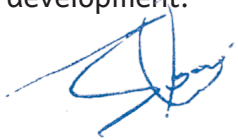
ACKNOWLEDGEMENT

The development of this syllabus has been a collective effort that reflects the dedication, expertise, and commitment of many stakeholders. On behalf of the Curriculum, Teaching and Learning Resources Department of the Rwanda Basic Education Board (REB), I wish to express my deepest appreciation to all who contributed to the successful preparation of this Upper Primary English syllabus (P4–P6).

Special thanks go to the subject experts, curriculum developers, teachers, and education partners whose insights, feedback, and professional contributions have been invaluable in shaping this syllabus. Your collaboration has ensured that the syllabus is not only aligned with Rwanda's Competence-Based Curriculum but also responsive to the aspirations of Vision 2050 and the National Strategy for Transformation (NST2).

We also acknowledge the invaluable support of development partners and education stakeholders who have consistently provided technical assistance in curriculum adaptation. Your partnership has greatly contributed to strengthening the quality of Rwanda's education system.

Finally, we call upon teachers, school leaders, and all education practitioners to use this syllabus with commitment and professionalism, ensuring that classrooms become vibrant learning environments that nurture knowledge, skills, values, and positive attitudes among learners. Through your dedication, this syllabus will fulfil its purpose of empowering learners to realize their full potential and contribute meaningfully to Rwanda's sustainable development.



MURUNGI Joan

Head of Curriculum, Teaching and Learning Resources Department

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1. INTRODUCTION

1.1. Background to syllabus adaptation

The adaptation of the English syllabus for lower primary reflects Rwanda's ongoing commitment to strengthening the Competence-Based Curriculum (CBC), first rolled out in 2015. Continuous feedback from teachers, school leaders, and education partners highlighted the need for improvements in content delivery, time allocation, and responsiveness to learner needs.

This second edition incorporates the Ministerial directive to harmonize school hours to five per day and 33 weeks of learning annually and ensures greater coherence, inclusiveness, and alignment with national priorities such as *Vision 2050* and the *National Strategy for Transformation (NST2)*, which emphasize a knowledge-based economy, responsible citizenship, and sustainable development.

Through this subject, pupils acquire knowledge, skills, attitudes, and values that prepare them to address real-life challenges, make sound judgments, and grow into responsible, productive citizens.

2. TEACHING AND LEARNING ENGLISH

2.1. Rationale

English is a global language of education, information, trade, diplomacy, science, technology, the internet, and travel. It is the international common tongue and the most widely learned foreign language in the world. In Rwanda—an English-speaking nation, and a member of both the East African Community and the Commonwealth—English serves as the language of instruction and a vital link to regional and global communities. Mastery of English at the upper primary level is essential not only for enhancing learning across the curriculum but also for preparing learners to communicate effectively in diverse national and international contexts

The current English curriculum is competence-based, focusing on developing the whole learner by equipping them with strong oral, reading, and writing skills, alongside critical thinking, collaboration, and positive attitudes. Learning activities are designed to move beyond mere language knowledge, enabling pupils to use English to reason, express themselves, and solve problems in varied real-life situations. This approach ensures that learners can compete favourably, participate fully in East Africa and the wider global community, and achieve higher levels of learning achievement.

2.1.1. English and society

Communication lies at the heart of every development trend in any country, and this is especially true for Rwanda. Learning English will not only help pupils succeed in their examinations but will also equip them with skills that will enable them, after school, to conduct business effe tively and seize opportunities both locally and internationally, particularly in contexts where English proficiency is a key requirement

For this reason, English is taught as a subject from nursery through to university and is fully used as the language of instruction from Primary level onwards. At lower primary level, pupils are expected to build on the solid language foundation acquired in pre-primary education.

Before English was adopted as both an officia language and the language of instruction in Rwandan schools, Rwandans faced challenges in engaging effectively, conducting business, and fully benefiting from opportunities in East Africa, the Commonwealth, and the wider English-speaking world. The introduction of English in Rwanda addresses these challenges and opens up broader social, academic, and economic prospects for learners.

2.1.2. English and the Pupils

English is essential for pupils at this level as it enables them to progress and succeed in other subjects at higher levels of education, since it serves as the medium of instruction from primary school onwards. As one of Rwanda's officia languages, English also equips pupils with the skills needed to participate effectively in business and professional settings within the country.

As a member of the East African Community and the Commonwealth, Rwanda offers opportunities through these political and economic alliances. Mastery of English allows students to take advantage of these opportunities and to remain competitive in the job market.

Furthermore, English is a global language, particularly in the fields of science and technology. Students with higher educational aspirations will benefit greatly from learning English, as it opens doors to educational opportunities abroad and access to a vast range of international knowledge and resources.

2.2. Competences

A competence is the ability to use an appropriate combination of knowledge, skills, attitudes, values, and behaviours to accomplish a task successfully. In this syllabus, competences reflect a holistic blend of these elements, enabling learners to apply them confidently and appropriately in diverse real-life situations

By acquiring these competences, learners become better equipped to handle challenges, make informed decisions, act responsibly, and contribute positively as active members of society. The competences are embedded in the broad subject competences, yearly objectives, and unit-specific learning comptencies. Both generic competences and basic competences must be emphasized and consistently reflected in the teaching and learning process

Teachers are encouraged to design learning experiences that engage learners in meaningful tasks, allowing them to practice and demonstrate competences both during and at the end of the learning process.

2.2.1. Generic competences

- **Critical and problem-solving skills:** Learners develop the ability to think broadly and objectively, evaluate their causes and consequences, and suggest peaceful and practical solutions that contribute to harmony and sustainable living in their communities.
- **Creativity and innovation:** The acquisition of such skills will help learners to take the initiative and use imagination beyond the knowledge provided, to generate new ideas and construct new concepts.

- **Research**: This will help learners acquire the ability to gather, analyze, and interpret information from a variety of sources, including community elders, English texts, and cultural traditions. This competence enables them to solve problems related to morality, cultural values, technologies, and everyday behaviors based on informed and ethical principles.
- **Communication in officia languages:** Teachers, irrespective of not being teachers of language, will ensure the proper use of the language of instruction. This will help learners develop the capacity to communicate clearly, confidently, and respectfully in both spoken and written forms. By using appropriate vocabulary and structures in social, economic, political, religious, and cultural contexts, they engage in meaningful dialogue, debates, and discussions that promote coherent and logical exchange of ideas.
- **Cooperation, interpersonal management and life skills:** This competence helps learners to work collaboratively with others, respect diverse opinions, and demonstrate empathy in group tasks. It also cultivates positive moral values, responsibility, and participation in practical activities such as environmental protection, health promotion, community service and responding creatively to the variety of challenges encountered in life.
- **Lifelong learning**: Learners cultivate curiosity and adaptability by linking classroom knowledge to real-life experiences. This equips them with the ability to update knowledge and skills independently, cope with evolving societal needs, and pursue personal growth and continuous development.

2.2.2. Broad English syllabus competences

The competences listed below describe the educational purposes of the English subject at upper primary level. They outline the context in which the syllabus content should be taught and learned. These competences apply to all pupils and are not listed in order of priority. They may be developed through the use of suitable local, international, or historical examples, authentic language materials, and a variety of interactive learning activities such as group discussions, role plays, presentations, and collaborative projects.

At the upper primary level, pupils should be able to:

- **Read and understand** a variety of texts, including stories, poems, and factual passages, and use reading strategies such as skimming and scanning to locate specific information within them
- **Write** clear and grammatically correct sentences and paragraphs, using appropriate vocabulary, correct punctuation, and logical organisation.
- **Listen actively** to a variety of spoken texts, including stories, instructions, conversations, and descriptions, identifying main ideas and specific details, and respond accurately and respectfully to oral questions or instructions.
- **Speak clearly and confidentl** in different situations, including answering questions, describing events, expressing opinions, and giving instructions, while using correct grammar, appropriate vocabulary, and polite expressions in conversations and discussions

2.2.3. English and developing competences

National policies highlight the need to develop competences that foster higher-order thinking and guide learners to become responsible, virtuous, and engaged citizens. These competences are built through interactive activities such as discussions, group work, presentations, role-plays, case studies, and practical problem-solving.

Through English, learners acquire critical thinking, analytical skills, observation, research, communication, interpersonal awareness, inter-cultural understanding, and cooperation. These skills enable them to navigate challenges, participate responsibly in society, and express ideas, argue, and debate logically and respectfully.

2.3 Values

Values are enduring beliefs, principles, and dispositions that influence how individuals think, feel, make decisions, interact with others, and apply knowledge, skills, and attitudes in different situations. Within the Competence-Based Curriculum, values provide the ethical, social, and cultural foundation for learning and responsible citizenship. The Rwanda Curriculum Framework recognizes two complementary categories of values:

- Curriculum Values, which guide the philosophy, design, and implementation of education
- Basic Values, which represent the moral, civic, and character attributes that learners are expected to internalize and demonstrate in their daily lives. Together, these values shape the development of competent, responsible, self-reliant, and socially engaged citizens.

2.3.1 Curriculum Values

Excellence: Striving for the highest standards in learning, behaviour, and performance by consistently producing quality work, using feedback for improvement, and taking pride in achievement. It is reflected in accuracy, continuous growth, and encouraging excellence in others.

Aspiration and Optimism: Believing in one's potential and pursuing ambitious goals with confidence, perseverance, and a positive outlook. It involves viewing challenges as opportunities for growth and inspiring hope in oneself and others.

Equity and Inclusiveness: Valuing the dignity and worth of every individual by promoting fairness, equal participation, and opportunities for all. It is demonstrated through respect for diversity, support for others, and opposition to discrimination and exclusion.

Openness and Transparency: Acting honestly, ethically, and accountably while fostering trust and participation. It is reflect d in clear communication, responsible decision-making, openness to feedback, and fairness in interactions with others.

Importance of Family, Rwandan culture and heritage: Recognizing the role of family, culture, and heritage in shaping identity, values, learning, and social development. It is demonstrated through respect for family relationships, participation in community life, and appreciation of cultural traditions and responsibilities.

Learner-centredness: Placing learners at the heart of education by recognizing their needs, interests, abilities, and experiences while promoting active engagement and ownership of learning. It is reflected in inclusive, supportive learning environments where learners participate, explore, collaborate, reflect, and take responsibility for their learning.

2.3.2 Basic Values

Dignity and Integrity: Upholding self-worth and acting consistently according to moral and ethical principles. It is demonstrated through honesty, responsibility, respect for self and others, and doing what is right even when unsupervised.

Self-Reliance: Taking responsibility for one's learning, decisions, and well-being through initiative, confidence, and independent action. It involves solving problems, managing resources effectively, and making informed choices.

National and Cultural Identity: Appreciating and promoting Rwanda's heritage, values, language, traditions, and national aspirations. It is reflected in national pride, respect for cultural heritage and institutions, and commitment to unity and social cohesion.

Peace and Tolerance: Living harmoniously with others by respecting differences and resolving conflicts constructively. It is demonstrated through empathy, respectful dialogue, reconciliation, and support for peaceful coexistence.

Justice: Promoting fairness, equity, and respect for rules, rights, and responsibilities. It is reflected in impartial decision-making, ethical judgement, consistent application of rules, and opposition to unfair treatment.

Respect for Others and Human Rights: Recognizing and upholding the dignity, rights, and freedoms of every person. It is demonstrated through courtesy, active listening, inclusion, respect for diversity, and protection of the rights of others.

Solidarity and Democracy: Working collaboratively for the common good while respecting participation, shared responsibility, and collective decision-making. It is reflected in teamwork, community service, social responsibility, and respect for diverse views.

Patriotism: Demonstrating love, loyalty, and commitment to the wellbeing and development of Rwanda. It is expressed through civic responsibility, community participation, promotion of national unity, and positive representation of the country.

Hard Work: Applying consistent effort, diligence, and responsibility in pursuing goals and fulfilling duties. It is demonstrated through persistence, productive use of time, initiative, and commitment to quality outcomes.

Commitment and Resilience: Remaining dedicated to goals and continuing to make progress despite difficultie and setbacks. It is refle ted in perseverance, adaptability, learning from mistakes, emotional self-control, and determination to succeed.

3. PEDAGOGICAL APPROACH

The pedagogical approach in English under the CBC emphasizes learner-centered, participatory, and inclusive methods that develop knowledge, skills, values, and competences for responsible citizenship. Teaching is interactive and active, engaging learners through debates, discussions, role-plays, storytelling, field visits, projects, research, case studies, and reflective activities. These approaches ensure that learning is enjoyable, personalized, and connected to real-life situations, while also fostering critical thinking, moral reasoning, and problem-solving.

3.1. Role of the teacher

Teachers act as facilitators and guides, shifting away from traditional rote instruction. They organize learners individually, in pairs, or in groups, and design purposeful tasks that promote inquiry, collaboration, and autonomy. Teachers apply pedagogical principles of progression—moving from simple to complex, concrete to abstract, and from learners' experiences to broader knowledge rooted in social, moral, and religious contexts. They integrate cross-cutting issues such as peace, gender equality, environmental conservation, health, and cultural values, while ensuring sensitivity to learners' diverse backgrounds. In Religious Education, teachers adopt an inclusive approach by presenting different faiths objectively, encouraging respect, understanding of diverse beliefs, and appreciation of moral and spiritual values.

3.2. Role of the Learner

Learners are active participants and co-creators of knowledge. They engage in inquiry, debates, problem-solving, and group collaboration while drawing connections between personal experiences, social realities, and religious teachings. Through these activities, learners develop critical thinking, communication, respect for diversity, moral responsibility, and the ability to apply knowledge in everyday life and societal challenges.

3.3. Inclusive and Special Needs Education

In line with Rwanda's inclusive education policy, all learners regardless of ability have the right to access quality education. Teachers adapt teaching methods, materials, and assessment strategies to meet diverse needs, including those of learners with disabilities. Differ ntiated instruction, assistive technologies, peer support, and individualized approaches are used to ensure equitable participation and achievement of learning outcomes. This inclusive approach recognizes learners' varied paces, experiences, and abilities, creating an environment where every learner can thrive.

4. Assessment Approach

Assessment within the CBC is a fundamental component of the teaching and learning process. It is designed to evaluate learners' progress across knowledge, skills, attitudes, and values, while simultaneously supporting continuous learning and development. Unlike traditional models, CBC assessment emphasizes real-life problem-solving, requiring learners to apply acquired competences to complex, everyday situations.

Assessment entails the systematic collection and interpretation of evidence to measure learner performance against established standards. Beyond measuring achievement, it informs instructional improvement and provides constructive feedback to learners, parents, and educators, thereby fostering accountability and guiding educational decision-making.

4.1. Levels of assessment across terms and national examinations

To provide a comprehensive picture of learner achievement and development, assessment is conducted at multiple levels:

i) **Diagnostic**: Conducted before instruction to identify learners' prior knowledge and skills; administered at the beginning of a unit or lesson to guide teaching.

ii) **Formative / Continuous**: Carried out during the learning process to track progress and provide feedback; implemented continuously through quizzes, projects, class activities, and teacher observations.

iii) **Summative assessment:**

- **End Term I:** Administered after instruction to evaluate learners' achievement of Term I content; conducted at the end of the first term as a school-based assessment
- **End Term II**: District-coordinated assessment designed to measure achievement of Term II content; developed by schools and quality-checked at district level.
- **End Term III**: National assessment to evaluate mastery of the entire year's content; prepared, set, and moderated by NESA at the end of the third term.
- **National Examinations (NESA)**: High-stakes assessments for certification, selection, and accountability; administered nationally at the end of key education cycles (P6, S3, S6) under NESA's authority. This examination integrates objective questions, structured responses, and applied tasks aligned with CBC principles to holistically measure learner achievement.

Average scores from school, district, and comprehensive summative assessments will be weighted and included in the final national examination grading, initially contributing **10%**, with the percentage gradually increasing as teachers gain experience and confidence in assessment practices

4.2. Record keeping

Accurate record keeping is essential for monitoring learner progress and informing instructional decisions. Teachers use tools such as portfolios, checklists, and report books to collect evidence of learning. Portfolios include samples of learners' work, test results, projects, and self-reflections, serving as both a record of achievement and a diagnostic tool for guiding remedial action. These records provide data for feedback to learners, teachers, and parents, and contribute to final evaluations

4.3. Item writing in summative assessment

Summative assessment items must be valid, fair, reliable, and aligned with CBC principles. They should test a range of competencies, including knowledge recall, application, analysis, and values integration, while reflecting real-life contexts. Item writers follow a structured process that involves:

- Identify topic areas to be tested from the subject syllabus.
- Outline subject matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Preparing a test blueprint or table of specifications
- Using verbs that require higher-order thinking beyond memorization;
- Applying transparent and consistent marking schemes.
- Greater weight is given to higher-order cognitive skills as stated in the syllabus.

4.4. Structure and format of assessment for English Language:

At the upper primary level, the English assessment will consist of one paper with three sections compulsory for the written national examination, and three additional sections that are optional for the national examination but strongly recommended for School-level assessment. These sections are designed to test pupils' mastery of all English language competencies as outlined in the Competence-Based Curriculum.

A) Compulsory for written national examination

Section A: Reading comprehension

Tests pupils' ability to read, understand, interpret, and respond to a variety of texts. This includes answering literal, inferential, and evaluative questions based on the given text.

Section B: Vocabulary and language use

Tests learners' ability to use a wide range of vocabulary accurately and appropriately in context. This includes correct spelling, word meaning, and effective use of vocabulary within sentences and short texts, assessed through reading and writing tasks rather than isolated grammar items.

Section C: Composition and functional writing

Tests pupils' ability to write coherent and well-structured paragraphs, short essays, letters, messages, or other functional texts tailored to specific purposes and audiences

B) Optional for national examination but recommended for school-based assessment

- **Oral Reading for Fluency**

  Tests pupils' ability to read a grade-level passage aloud with accuracy, correct pronunciation, appropriate intonation, natural expression, and steady pace.

- **Listening Comprehension**

  Tests pupils' ability to listen attentively to a spoken text and respond appropriately to questions, focusing on comprehension, recall of details, and interpretation of meaning.

- **Speaking**

  Tests pupils' ability to communicate orally through short dialogues, role plays, or presentations, demonstrating clarity, fluency, confidence, and effective interaction skil

4.5. Reporting to parents

Regular communication with parents is an essential component of the CBC. This is achieved through progress reports, parent–teacher meetings, and school community activities. Since the CBC emphasizes a wide range of learning outcomes: knowledge, skills, attitudes, and competences—a single mark is insufficien to capture learner progress. Effective reporting should highlight areas where learners are excelling as well as those requiring improvement. Using descriptive feedback or simple rating scales (e.g., meeting expectations very well, meeting expectations, not meeting expectations) across knowledge, subject-specific skills, and competences provides a clearer and more comprehensive picture than numerical grades alone. This approach fosters meaningful parental involvement and supports learners' continued growth.

5. RESOURCES

The effective implementation of the English syllabus requires the provision and utilization of appropriate resources. These resources include both teaching and learning materials and qualified human personnel, without which the delivery of the syllabus would be ineffective

5.1. Materials needed for implementation

Teaching and learning of English are presented in context to give pupils meaningful opportunities to practice the language. Effective implementation of this curriculum requires a variety of teaching and learning materials. These include: textbooks, teachers' guides, audio-visual resources, charts, flashcards, real objects, maps, pictures, storybooks, graded readers, and supplementary reading materials. ICT tools such as language learning software, videos, and digital dictionaries can also enhance learning. To cover all language skills, teachers should use materials that support listening (audio recordings, songs, dialogues), speaking (role-play materials, conversation cards), reading (graded texts, storybooks), writing (workbooks, writing prompts), grammar and vocabulary (posters,

word cards, games), and sounds/spelling (phonics charts, letter-sound cards). The careful use of these resources ensures that pupils engage actively with all components of English and develop balanced language competence.

5.2. Human Resource

The successful implementation of this syllabus relies heavily on qualified, competent, and motivated human resources. The following are key personnel required:

- **Teachers:** Professional and well-trained teachers with subject expertise and strong pedagogical skills in learner-centered, participatory, and inclusive methods. Teachers should model integrity, tolerance, respect, and responsibility, and apply effective assessment strategies
- **Community resource persons:** cultural leaders, and professionals from different sectors who can be invited as guest speakers, mentors, or facilitators to enrich classroom learning with practical, authentic perspectives and contextual insights.
- **Parents and guardians:** Partners in education who provide moral support, monitor learner progress, and collaborate with teachers to reinforce values, attitudes, and competences at home, thereby ensuring holistic learner development.

Effective collaboration among these stakeholders fosters an enabling learning environment, equipping learners not only with academic knowledge but also with values and competences required for responsible citizenship, ethical conduct, and social harmony.

5.3. Skills Required for the Teacher of English

Effective teaching of English requires teachers to possess a broad set of professional, pedagogical, and interpersonal skills. These competencies enable them to deliver accurate subject content, promote values and attitudes, and foster holistic learner development in line with the Competence-Based Curriculum. The essential skills include:

a) Subject matter expertise

- Strong mastery of English, ethics, and cultural practices to ensure accurate and comprehensive content delivery.
- Ability to make meaningful connections between English and other disciplines, linking classroom learning to real-life contexts.

b) Pedagogical and instructional skills

- Capacity to design and implement learner-centered, participatory, and inclusive lessons using debates, role-plays, storytelling, projects, and discussions.
- Competence in integrating cross-cutting issues such as peace, gender, human rights, and environmental sustainability.
- Creativity and innovation in developing and applying diverse teaching resources, including ICT tools, realia, and community-based materials.
- Ability to adjust instruction to learners' levels, ensuring inclusivity and engagement for all.

c) Assessment skills

- Proficiency in designing and applying formative and summative assessments aligned with curriculum competencies.
- Effective use of rubrics, portfolios, checklists, and performance tasks to monitor knowledge, skills, and values acquisition.
- Skill in giving constructive feedback that motivates learners and guides improvement.

d) Classroom management and facilitation

- Ability to establish a respectful, safe, and inclusive learning environment that promotes tolerance and values diversity.

- Proficiency in managing group work, discussions, and collaborative learning activities
- Sensitivity and neutrality in addressing religious, ethical, and cultural issues.

e) Communication and interpersonal skills

- Strong oral and written communication to simplify complex ideas, stimulate dialogue, and foster critical reflection
- Active listening and empathy to respond effectively to learners' academic and personal needs
- Collaboration with colleagues, parents, school leaders, and community stakeholders to support holistic learner growth.

f) Guidance and counseling skills

- Ability to provide moral, spiritual, and emotional guidance to learners, supporting their ethical development and social well-being.
- Demonstrating passion, impartiality, and genuine care for children in the teaching and learning process.

g) Professional and ethical competence

- Commitment to continuous professional development through reflective practice, training, and peer collaboration.
- Integrity, impartiality, and ethical conduct, serving as a role model for learners.
- Capacity to balance academic instruction with the cultivation of values and responsible citizenship.

h) Research and innovation skills

- Engagement in reflective practice and classroom-based research to improve teaching and learning
- Adaptation of innovative approaches and ICT tools to enhance learner participation.
- Ability to contextualize global knowledge within Rwanda's socio-cultural environment.

6. SYLLABUS UNITS

6.1. Presentation of the structure of the syllabus

The English syllabus is designed as a single, integrated syllabus implemented uniformly across all grades. Its structure follows a logical progression that ensures clarity, consistency, and alignment with the Competence-Based Curriculum approach.

At each grade level, the syllabus is organized into two main topic areas: **oral communication** and **written communication**, which apply across all levels of education. English is taught through different contexts and situations, which are presented as learning units.

Every unit is characterized by the following features:

1. **Alignment with Lessons**: Each unit corresponds to a specified number of lessons, ensuring effecti e time allocation and instructional planning.
2. **Key Unit Competence**: Every unit is built around *a Key Unit Competence* that guides all teaching and learning activities. This competence represents the overall learning goal to be achieved by both teacher and learners.
3. **Learning Objectives**: Each key unit competence is translated into specific learning objectives, categorized as follows:
    - **Type I (Knowledge and Understanding):** Focused on foundational knowledge and comprehension, often referred to as *Lower Order Thinking Skills (LOTS).*
    - **Type II and Type III (Skills, Attitudes, and Values):** Aimed at developing practical skills, critical thinking, ethical values, and positive attitudes. These objectives, known as *Higher Order Thinking Skills (HOTS),* form the core focus of the adapted Competence-Based Curriculum.
4. **Content Specification** Each unit outlines the scope of content to be taught and learned, ensuring that teachers and learners work within the boundaries set by the stated learning objectives.

6.2. English Syllabus for Primary four

6.2.1. Key competences at the end of P4

By the end of P4, the Pupil should be able to:

Reading

- Read and show understanding of short, simple texts of **50–80 words**, identifying main ideas and some supporting details.
- Recognise and read common sight words, and use context to guess meanings of simple unfamiliar words.

Writing

- Write short guided sentences and simple paragraphs of **30–50 words** for familiar purposes (e.g., describing self, family, daily activities).
- Use basic punctuation (full stop, question mark, capital letters) and common linking words (e.g., and, because).

Listening

- Listen to and show understanding of short-spoken texts of **30–50 words** (stories, instructions, conversations) and identify main ideas.
- Follow **two-step oral instructions** accurately.

Speaking

- Speak in simple sentences of **5–8 words** to describe, tell short stories, or give information about familiar topics.
- Participate in short dialogues, asking and answering simple questions politely.

6.2.2. Primary Four Units

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English			**UNIT 1: OUR SCHOOL**	**Periods: 39**
Key unit competence: Communicate effectively about school life while promoting punctuality, care for the school environment, and respect for teachers and classmates.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Name different school subjects like English, Science, and Mathematics. Tell the time and days when subjects are studied.	Ask and answer questions about timetables and school subjects. Use "There is" and "There are" to describe things in a school.	Show interest in learning all school subjects. Talk positively about school and learning with friends. Respect their timetable and attend lessons on time.	**Language use** **Talking about subjects and timetable** What subjects do you study? We study many interesting subjects like English, Mathematics, Kinyarwanda, Science, and Social Studies. What is your favourite subject? My favourite subject is English because I enjoy speaking and singing in English.	• Explore school life through reading and questions • In pairs, read a dialogue and answer questions about school subjects • Work in pairs. Write about favourite subject and its time on the timetable • Listen and answer about school subjects.

Recognise common places in a school such as the library, playground, and classrooms. Identify words that show quantity, time, and location. Describe what people do in school using correct subject–verb agreement.	Write a short paragraph about a school or future dream job. Talk about how they come to school and how long it takes. Use "want to," "would like to," and prepositions of place in short conversations.	Care for school property like books, computers, and classrooms. Encourage others to work hard and speak kindly about their dreams	When do you have SET on your timetable? We have SET 3 times a week. We study living and non-living things in SET. How many lessons of Kinyarwanda do you have? We have eight Kinyarwanda lessons every week. **Language structure** Present simple tense (forms, verb changes with he/she/it). **Describing future hopes** • My name is Alice. I want to be a teacher. I would like to teach children at my village school. I will study hard to become a good teacher. • What do you want to be when you grow up? When I grow up, I want to be a doctor because I like helping people. • I don't want to be just any farmer; I want to be a professional farmer.	• In groups, construct negative and interrogative sentences and complete sentences using the correct verb form • Create a timetable and write sentences to describe it • Identify and talk about common jobs using pictures • Identify different occupations from visual prompts and use simple present tense to talk about what people do. • Read a story and answer questions about future dreams

			Language structure • Sentences and questions with "want to" and "would like to". **Describing the size of the school** • At my school, there are two hundred pupils and thirty teachers • How many teachers are there in your school? There are some desks. There are many books. • Are there any chairs? No, there aren't any. **Language structure** • Some, many, a few, a lot of, any. There is/are **Walking to school** • My sister and I always walk to school. **It takes** us 30 minutes. It is a long walk, but we enjoy it because we walk with our friends.	• In groups, identify meanings of common jobs and places • Take turns. Say and ask about future dreams. • Write and present a short paragraph on future aspirations • Read a short text and answer questions about the size of a school and the people who work there. • Ask and answer about school facilities • Write complete and grammatically correct sentences, using "there is" and "there are"

			• **How long** does it take you to reach your School? We go to school on foot. It takes us only 10 minutes. **Language structure** How long does it take...? It takes... .+(minutes/hours) **Talking about our school plan** • The staff room is next to the office. The library is in fron of the classes. The playground is behind the classrooms. The office is between two rooms The dining hall is opposite the gate. There is a garden near our classes **Language structure** • Prepositions of place. (next to, in front of, behind,...), Definite and indefinite Articles (a, an, the)	• Describe school items using quantifiers • Writing a descriptive paragraph about the school using quantifiers • Read a text and answer questions about ways of going to school • In pairs, ask and answer questions about time and transport used to come to school. • Listen and answer questions about a school journey • Write a short paragraph about journey to school.

			Sounds and spelling • Recognise and pronounce sounds: /**ai**/, /**oa**/, and /**ie**/ and use rhythm and stress correctly. Spell correctly **Vocabulary** • **Subjects:** History, Maths, science, social studies, etc. • **School:** Lesson, pupil, teacher, classroom, etc.	• Read the text and answer questions about school plan • Identify and name common school facilities such as library, garden, playground, etc • Give and follow directions using a school map focusing on spatial terms like go straight, turn left, next to, behind, opposite, etc. • Identify and use the articles *a*, *an*, and *the* correctly in sentences. • Describe the location of objects using prepositions such as on, under, next to, in front of, behind, between, above, and opposite.

				• Write five sentences describing the school using articles and prepositions of place. • Listen and repeat the words with the sounds: /**ai**/, /**oa**/, **and /ie/**

Links to other subjects: *Social studies: transport and travel, and school timetable*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- Communication in offic l languages: Developed as learners describe their school, talk about school routines, ask and answer questions, and express future aspirations.
- Cooperation, interpersonal management, and life skills: Developed as learners work in pairs and groups, share ideas, support one another, and participate in activities that promote care for the school.
- Creativity and innovation: Developed as learners design timetables, describe the school environment, and share their future dreams through speaking and writing activities.

Basic Values

The following basic values are promoted throughout this unit:

- Respect for others and human rights: Promoted as learners respect teachers and classmates, listen to others, and value different opinions.
- Dignity and integrity: Promoted as learners respect school rules, use time wisely, care for school property, and participate in keeping the school clean.
- Solidarity and democracy: Promoted as learners cooperate, take turns, share responsibilities, and participate actively in classroom activities.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- Peace and Values Education: Promoted as learners demonstrate respect, cooperation, empathy, and responsible behaviour during classroom activities.
- Gender Education: Promoted as girls and boys participate equally in all learning activities and express their ideas and aspirations without gender bias.
- Standardization Culture: Promoted as learners follow the timetable, arrive on time, keep the school clean, and use school facilities responsibly.

Assessment criteria: *can express future hopes and read, write and talk about school journeys. Can name school subjects and give simple opinions, can ask and answer about school timetables using the present simple, can use* ***"what time…?", "when…?", "i have…" correctly.***
Materials*: school timetable template, maps of school layouts, flashcards: professions (teacher, doctor), pictures for school facilities (library, playground). Flashcards of school subjects, sample timetables (real or created)., clocks or clock faces for time-telling, dialogue strips or role-play cards.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English	**UNIT 2: MY FRIENDS AND I**		**Periods: 37**	
Key unit competence: Communicate effectively about oneself, friends, hobbies, past activities, and future plans while promoting friendship, mutual support, and appreciation of individual talents.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify and explain vocabulary related to friendship, hobbies, personal descriptions, and comparisons. Explain when and how to use **present simple, past simple, and future tense with**	Read and comprehend short stories and dialogues to answer questions. Express their hobbies, past activities, and future plans	Appreciate the importance of teamwork, friendship, and helping others. Show respect and kindness	**Language use** **Talking about my hobbies** I like reading. He plays football. What do you like doing? Do you enjoy playing music? **Language structure** **Like/enjoy + -ing** when expressing hobbies and interests.	• Read a short story, answer comprehension questions, and reflect on personal experiences of friendship. • Talk about personal hobbies and those of others using the correct form of present simple verbs. • Read a short story about hobbies, answer comprehension questions, and reflect on their own hobbies.

"going to" in real-life communication. Recognise the correct use of **like/ enjoy + -ing** when expressing hobbies and interests. Identify and use **comparative adjectives** to describe differences between people. Recognize and define the function of **question tags** in spoken and written English.	clearly using appropriate tenses and vocabulary. Describe themselves and others using accurate adjectives for appearance and personality. **Compare people** using comparative structures in both spoken and written English.	when talking about others. Value different talents and abilities among friends. Express thankfulness and politeness in conversations. Develop confidence to talk about oneself and others in English. Promote cooperation by working in pairs or groups during class activities.	**Telling stories** One Saturday, I went to the market with my mother. I wanted a new school dress and a pair of black shoes. What did Patricia do yesterday? Did you go to the market? **Language structure** • Past simple tense **Talking about future plans** On Saturday we're going to visit my cousin. What are they going to do? What are you going to do this weekend? Are you going to play at school? **Language structure** Future with going to.	• Complete a short paragraph using words related to hobbies and practise reading aloud. • Work in pairs. Practise asking and answering questions about hobbies using full sentences. • Use negative sentences and questions correctly in the simple present tense. • Write a short poem about hobbies using the simple present tense, and recite it confidently to the class. • Read a story about past events and answer questions about it. • Look at the pictures. Write correct sentences using the past simple tense to describe past activities.

Distinguish between sounds / ee/ and /oo/ and apply correct spelling patterns in context	**Write structured texts,** such as poems, descriptions, and short paragraphs, based on real or imagined experiences. Use **correct sentence patterns,** including negative forms, questions, and tag questions in communication.		**Describing people** She is tall. Isn't she? He is slim. Isn't he? No he isn't. He is overweight. How does Rugira look? **Language structure** Question Tags Short answers in simple present tense: Yes he is, no he isn't, yes she does, no she doesn't, etc.	• Walk around the classroom. Asking and answering about the past • Work in pairs, Rearrange the words to make correct past tense questions. • Work in pairs. Rearrange the sentences to make a good story. Read the story to the class. • Read a conversation between two friends and answer comprehension questions, and express own plans in English. • Use "going to" to ask and answer questions about personal future plans confidently and clearl • Form questions with "going to" • Write about future plans, e.g. for the weekend, focusing on going to.

	Listen and distinguish specific sounds (/**ee**/ and /**oo**/) and apply correct spelling of related words.		**Comparing people** Kaliza is shorter than Munezero, but she is more careful with her schoolwork. What is Kaliza better at doing? I am taller than Peter. Ange is taller than Peter. Who is taller than me? **Language structure** - Comparatives: taller than, more careful than. **Sounds and Spelling** Sounds /**ee**/ and /**oo**/ /**ee**/: s**ee**, m**ee**t, sw**ee**t, /**oo**/: b**oo**k, look, c**oo**k,	• Read aloud short poems to practise describing people's physical appearance using adjectives and short tag questions • Work in pairs, Match the adjectives to their correct meanings • Listen to a text and describe people based on physical appearance and character" • Form groups and talk about your group mates. • Describe and confirm physical appearance of classmates • Work in pairs, Identify and classify adjectives for colours and sizes. • In pairs. Use question tags and short answers to confirm descriptions

			Vocabulary **Hobbies and leisure activities:** Play, read, visit, swim, etc. **Appearance:** Tall, short, thin, attractive, etc. **Personality:** Happy, funny, shy, talkative, confident, etc	• Write a description of a friend using appearance and personality adjectives • Read a text about two friends, then answer comprehension questions about their characteristics and relationship. • Write about pictures of people and compare their appearance. • Write about a friend's appearance, personality, etc., • Listen to a story. Write words that describe people from the story • Listen to and accurately pronounce words with the vowel sounds /ee/ and /oo/ to improve spelling and speaking skills.

				• Read a text about a person and make notes under categories, e.g. appearance, personality, where they live, what they like, etc. • Listen to texts describing people and write about their personality features and appearance, etc. • Complete sentences using comparatives. • Write about friends, using comparatives.

Links to other subjects: *Religious studies: personality and appearance. Physical education and Kinyarwanda: hobbies and leisure.*

Generic Competences

- Communication in officia languages: Developed as learners discuss hobbies, describe friends, share past experiences, and express future plans through speaking, listening, reading, and writing activities.
- Cooperation, interpersonal management, and life skills: Developed as learners work in pairs and groups, share ideas, appreciate one another's talents, and complete collaborative tasks.
- Creativity and innovation: Developed as learners compose poems, tell stories, describe people, and write about real or imagined experiences.

Basic Values

- Solidarity and cooperation: Promoted as learners support one another and work together during pair and group activities.
- Respect for diversity: Promoted as learners appreciate different talents, abilities, and interests among their classmates.
- Kindness and empathy: Promoted as learners include others in activities, encourage friends, and show care and respect in their interactions.

Cross-Cutting Issues

- Peace and Values Education: Promoted as learners practise kindness, respect, sharing, and teamwork in classroom activities.
- Inclusive Education: Promoted as learners participate in activities that value and include classmates with different abilities and interests.
- Gender Education: Promoted as girls and boys participate equally in discussions, games, and other learning activities.

Assessment criteria: *can describe hobbies and appearances using adjectives, use comparatives and short answers, write a short paragraph or poem about a friend.*

Materials: *picture cards of hobbies (painting, football.....) , adjective charts (tall/short, kind/friendly), project: "friendship tree" poster with leaves for positive traits, pictures of people doing activities, word cards (tall, short, kind, etc.), sentence starters or guided writing frames.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English		**UNIT 3: OUR DISTRICT**		**Periods: 22**
Key unit competence: Communicate effectively about places and facilities in the district while promoting appreciation of community services and care for public facilities.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify common places and facilities in a district (e.g., school, mosque, bank, police station). Understand correctly prepositions of place *(e.g., next to, behind, in front of, opposite)* in sentences	Read and comprehend short texts about a district and its places. Answer questions based on reading and listening passages. Ask and answer questions about places using prepositions of place in speaking activities.	• Show interest in learning about one's home, school, and district. • Appreciate and value the places and facilities in the local community. • Respect directions and public places by using them responsibly.	**Language use** **Talking about the place where you live** I live near District office. Where do yo live? What do you like about your place? I like the school. It is clean and big. **Language structure** • Preposition of place (*in front of, behind, across, in the middle of, next to, etc...*)	• In pairs, read a short passage about one's district and answer simple comprehension questions. • Draw a simple map and show and describe different places in a district. • Write sentences saying where places are on the map in relation to other places.

Recognize and use vocabulary related to districts and public places (*e.g., post office, market, and airport*). Understand the meaning of the sounds /**ou**/ and /**oi**/ and identify them in words	Match vocabulary to meanings and opposites. Draw and label simple maps based on written descriptions. Write short descriptive and directional paragraphs using correct grammar and prepositions. Pronounce and spell words with /**ou**/ and /**oi**/ sounds correctly.	• Demonstrate cooperation by working in pairs or groups to complete tasks. Develop confidence in expressing personal ideas about one's surroundings	**Talking about facilities** How can I get to the health centre? Go straight. It is opposite the bank. Where is the mosque located? Walk past the post office and yo will see the mosque behind it. **Language structure** • Preposition of place (*in front of, behind, across, in the middle of, next to, etc…*) • Directions words: *Go straight, turn left, turn right, walk down,…* **Sounds and spelling** S**ou**nds /**ou**/ and /**oi**/ /**ou**/: h**ou**se, r**ou**nd, **ou**tside /**oi**/: n**oi**se, p**oi**nt, j**oi**n, v**oi**ce	• Match words with their opposites to demonstrate understanding of vocabulary related to places and descriptions • Talk with a partner ask and answer questions about where someone lives and what they like about their place. • In pair, fill in the blanks using the correct preposition in brackets. Then, read the sentences aloud. • Draw a simple picture of the school and the buildings or places around it. Then, write four sentences using the prepositions "**next to**," «**behind**," and "o**pposite.**"

			Vocabulary • **Directions:** *Turn left, turn right, Go straight, Behind, Next to, Opposite, Across from, In front of* • **Places:** *Market, Post office, Mosque, Bank, Airport, Shop, Office, Health centre, Petrol station, Park, Café* • **Actions**: *Walk, Buy, Pray, Send, Collect, Study, Work*	• Work in pair, learn places words. Use each word in a sentence • In groups, read the passage about district exhibition and answer the questions about it. • Role-play: asking and giving directions • Listen to a story and answer questions • Write and share a paragraph giving directions to an important place in the village. • Listen carefully and repeat the words after the teacher. • Recognise and complete words with /ou/ and /oi/ sounds
Links to other subjects: *Social Studies: localities, community facilities,*				

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- Communication in official languages: Developed as learners describe places in the district, give and follow directions, and use prepositions of place in speaking, reading, listening, and writing activities.
- Critical thinking and problem-solving: Developed as learners interpret simple maps, identify locations, choose appropriate prepositions, and find suitable routes to different places
- Cooperation, interpersonal management, and life skills: Developed as learners work in pairs and groups, ask and answer questions, give directions politely, and discuss the importance of community facilities.

Basic Values

The following basic values are promoted throughout this unit:

- Patriotism and community pride: Promoted as learners appreciate places and facilities that serve their community.
- Responsibility: Promoted as learners discuss caring for public places and using community facilities responsibly.
- Respect for others: Promoted as learners show appreciation for people who provide services in the community.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- Financial Education: Promoted as learners discuss the roles of markets, banks, and shops in the community.
- Disaster Risk Reduction and Management: Promoted as learners identify emergency facilities and discuss safe routes to important places.
- Standardization Culture: Promoted as learners discuss keeping public places clean and using community facilities responsibly.

Assessment criteria: *Can locate community facilities on a map, give directions and say where people live.*
Materials: *Simple maps with landmarks (market, clinic). direction cards («Turn left,» «Go straight»), school drawings, and directional posters*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English		**UNIT 4: WEATHER**		**Periods: 26**
Key unit competence: Communicate effectivel about weather conditions and their effects while promoting personal safety and responsible responses to weather challenges.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify and name different types of weather (e.g., sunny, rainy, windy, cloudy, hot, cold).	• **Read and comprehend** texts and passages about different weather conditions and their effects • **Communicate clearly** about the current and past weather using correct sentence structures and tenses.	**Show curiosity and appreciation for** how weather affects communities and nature. **Demonstrate responsibility and safety** by describing what to do in bad weather (e.g., strong rain or heat).	**Language use** **Talking about today's weather** • Today it's sunny. Today the weather is sunny. Today it's cool. Today the weather is hot. It's raining. The sun is shining. What's the weather like today? **Language structure** • Present continuous	• In pairs, read the story about weather and answer to the questions. • Work in pairs, look at the pictures and read aloud the weather words related to the weather. • Read a passage about weather in different places and answer the questions about it.

Explain how weather affects daily life (e.g., clothing, farming, movement, and health). **Distinguish between past and present weather conditions** using correct grammatical structures.	• **Ask and answer questions** orally in pairs about the weather in their district using present and past tenses. • Write short paragraphs and meaningful sentences about what people do indifferent types of weather.	**Promote environmental awareness** by suggesting ways to respond to weather challenges (e.g., planting trees in drought).	**Talking about weather in the past** • Last week it was sunny. Last week the weather was rainy. Yesterday it was cold. Last week it rained. What was the weather like last week? On Tuesday, it was sunny, and children played happily outside. **Language structure** • Past simple tense. • Adverbs of time: last week, today, in May. **Talking about weather in our district** • In our district it is wet in January. The dry season lasts from March to June. What is the weather like in June? When is the rainy season? We have less rain in June. When it is sunny, I like playing with my friends.	• In groups, find the weather words in a word puzzle. • In pairs, talk about the weather in everyone's village using words that describe weather. • Take turns, ask and answer questions about weather. • Use correctly the weather words in given sentences, then after in their own sentences • Write a short paragraph about the weather in different places, focusing on the present continuous tense. • Read a story about weather in the past and the questions about it.

Describe weather patterns in Rwanda's districts, including rainy and dry seasons Recognize weather-related vocabulary and word sounds (/**ou**/, /**oi**/, /**ue**/) in listening and spelling activities.	• **Spell and pronounce** words with common vowel digraphs (/**ou**/, /**oi**/, /**ue**/) related to weather. • **Interpret and give direction**s about weather conditions using vocabulary in context (e.g., maps, regions). • **Listen actively and respond** to oral weather reports and stories	**Show empathy** toward those affected by extreme weather (e.g., floods, droughts) and propose simple solutions.	**Language structure** • When clauses. **Describing the advantages disadvantages of weather** • Rain helps farmers grow crops. It keeps the soil soft and helps grass, trees, and flowers grow • When there is too much rain, the harvest can be bad. • Sunshine gives us light and warmth. It helps our bodies to stay strong and healthy. • **When** there is too much sunshine, the crops can be dry. What happens **when** there is **too much** rain? **Too much** sunshine causes drought. **Too much** wind destroys crops.	• Look at the pictures and ask questions about the weather they display • Use adverbs of time to complete sentences about weather. • Read the passage about "weather in our District" work in groups to answer the questions. • In pairs, rearrange words to make meaningful sentences about weather. • Complete the sentences with activities people do in different kinds of weather focusing on the use of "*when – Clause"*

			Language structure More, less, too much.... **Sounds and spelling** Sound **/ue/:** bl**ue**, cl**ue**, resc**ue**, tr**ue**, gl**ue** **Vocabulary** **Weather:** Rainy, windy, dry season, hot, cold, foggy, etc. **Pros and cons of weather:** Harvest, destroy, drought, crop, etc. **Uses of weather**: Help to, give, provide, etc	• In groups, Read a text and answer questions about advantages and disadvantages of weather. • Role-play about weather problems and solutions • Write a short paragraph about how bad weather affects people • Listen and repeat words with phonic sound /eu/ • Complete and read words with the phonics sound /ue/.

Links to other subjects: *elementary science and technology: weather and farming.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- Communication in offici languages: Developed as learners describe weather conditions, discuss their effects, and suggest appropriate actions through listening, speaking, reading, and writing activities.
- Critical thinking and problem-solving: Developed as learners compare weather conditions, identify their effects, and propose appropriate responses to different weather situations

Basic Values

The following basic values are promoted throughout this unit:

- Responsibility: Promoted as learners discuss and communicate appropriate safety measures during different weather conditions.
- Environmental care: Promoted as learners use English to discuss protecting the environment through practices such as planting trees and conserving water.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- Environment and Sustainability: Promoted as learners discuss environmental conservation and responsible use of natural resources in English.
- Disaster Risk Reduction and Management: Promoted as learners use English to describe weather hazards and discuss appropriate safety measures during extreme weather conditions.

Assessment criteria: *can describe the weather today and yesterday, interpret a weather chart for Rwanda, describe local weather during the year, and describe some of the positive and negative effects of types of weather. Can name local places and describe their location, can give and follow simple directions, can compare places using "more/less", "better/worse".*

Materials: *weather symbol cards (sun, rain, cloud), season comparison charts (dry vs. Rainy), weather flashcards or posters, weather calendar or chart, real photos showing different weather conditions, sentence cards with "when it is sunny, I ....*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English		**UNIT 5: JOBS AND ROLES IN HOME AND COMMUNITY**		**Periods: 26**
Key unit competence: Communicate effectively about jobs and roles at home and in the community while promoting responsibility, discipline, and active participation in household and community work.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify and name common jobs at home and in the community (e.g., farmer, teacher, doctor, carpenter...).	**Use appropriate vocabulary** to talk about roles and responsibilities at home and in the community.	**Demonstrate a positive attitude** toward helping at home and participating in community work like Umuganda.	**Language use** **Talking about how often you do jobs** • What is her job? She is a teacher. How often do you sweep the floor? I usually sweep the floor in the morning. How many times do you wash dishes at home? I sometimes wash dishes.	• Repeat job names (e.g., teacher, doctor...). • Identify jobs in pictures. • Play a word-rearrangement game. • Read a story and answer questions. • Pair work-ask/answer about chores.

Describe what people do in different jobs and how they contribute to the home, school, and society. **Understand and use adverbs of frequency** (always, usually, sometimes, rarely, never) to talk about how often they do activities. Differentiate between common and proper nouns in context.	**Read and comprehend** short stories and dialogues related to family and community support (e.g., Umuganda). **Engage in role plays and dialogues** to ask and answer questions about frequency and future actions.	**Show responsibility and discipline** by talking about their own contributions to household and community activities. **Promote unity and teamwork** through group tasks and role plays.	**Language structure** • Adverbs of frequency (always, sometimes, usually, never...) **Talking about helping in the community.** • Every month we do community work. They clean the roads. When do people in the village do Umuganda? What do you do during Umuganda? I clean the playground and help to plant trees. **Language structure** • Nouns: Common and Proper Nouns **Talking about future activities** • On Saturday they will do community work. I will plant trees. When will they do community work? • On Friday she will clean the house. I will clean and plant flowers	• Write sentences using adverbs of frequency. • Read about *Umuganda* and answer questions. • Role-play a dialogue. • Listen to a story and answer multiple-choice questions. • Classify common/ proper nouns. • Write benefits of *Umuganda*. • Read a story and answer questions. • Role-play a dialogue about community help. • Complete sentences with *will* + verb.

Recognize future tense structures using "will" for planned community activities. Identify and pronounce correctly the vowel sounds **/or/** and **/ar/** in relevant vocabulary	Write grammatically correct sentences and short paragraphs using adverbs of frequency, proper/common nouns, and the future tense **("will").** **Play vocabulary games** to enhance word recognition and spelling related to jobs. **Collaborate in group discussions** to generate ideas about community improvement and teamwork. **Actively listen and respond** to oral stories and instructions from the teacher.	**Respect and value different job** and recognize the importance of each role in building a peaceful community. **Display empathy and care** for others through discussions about kindness, cooperation, and service.	**Language structure** • Future with «will» **Sounds and spelling** Sounds **/or/** and **/ar/** **/or/:** doct**or**, w**or**ker, st**or**e, m**or**ning, **/ar/:** f**ar**mer, m**ar**ket, c**ar**penter, h**ar**d, **Vocabulary** **Jobs:** Carpenter, nurse, teacher, doctor, etc. **Community work:** Plant, build, clean, etc. **Household jobs:** Collect, firewood, cook, cooking, etc	• Discuss and write about community contributions. • Listen/repeat words with **/or/** and **/ar/.** • Fill in missing letters **(-or-** or **-ar-).**
Links to other subjects: *Social studies: jobs, household activities, and community work.*				

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- Communication in officia languages: Developed as learners discuss jobs, roles, responsibilities, routines, and future activities through listening, speaking, reading, and writing activities.
- Cooperation, interpersonal management, and life skills: Developed as learners discuss shared responsibilities at home and in the community and participate in pair and group activities.

Basic Values

The following basic values are promoted throughout this unit:

- Dignity and integrity: Promoted as learners discuss the importance of respecting every job and role in the family and community.
- Responsibility and discipline: Promoted as learners discuss carrying out duties responsibly at home and in the community.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- Gender Education: Promoted as learners discuss the fair sharing of household and community responsibilities between girls and boys.
- Peace and Values Education: Promoted as learners use English to discuss cooperation, kindness, and community service through activities such as Umuganda.

Assessment criteria: *can name jobs and say how often they are done, can use regular/irregular adjectives correctly, can express future plans using "will" and gerunds.*

Materials: *job flashcards or picture cards, community role images (teacher, farmer, nurse), adverb cards (always, sometimes, etc.)., listening scripts or dialogues on job routines.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English		**UNIT 6: WILD ANIMALS**		**Periods: 25**
Key unit competence: Communicate effectively about wild animals and their habitats while promoting wildlife protection and appreciation of Rwanda's biodiversity.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify various wild animals found in Rwanda (e.g., lion, elephant, giraffe, buffalo zebra). **Describe animal groups** (e.g., pride of lions, herd of elephants, flock of birds, school of fish)	**Read and comprehend** short texts and conversations about wild animals in Rwanda. **Answer oral and written questions** based on reading passages and class discussions.	**Show appreciation for Rwanda's biodiversity** and national parks. **Understand the importance of protecting wild animals** and their habitats.	**Language use** **Naming and classifying animals** • This is a spider. What's this? • A lion is a carnivore. Is an elephant an herbivore? Yes it is. No it isn't • In Akagera Park, you can see lions, giraffes, and elephants • A group of lions is called a pride. A group of elephants is a herd. • Herbivores like elephants eat only plants.	• Identify wild animals in pictures. • Read about animal groups and answer questions. • Match animal group names (e.g., *pride*). • Pair work—ask/answer about animal names. • Fill in missing letters to spell animal names. • Compare animals using pictures (e.g., *taller than*).

Classify animals based on what they eat (herbivores, carnivores, omnivores). Distinguish between wild and domestic animals and explain the difference	**Compare animals** using comparative and superlative adjectives (e.g., *The giraffe is taller than the elephant*). **Describe their personal experiences** of seeing wild animals using the **present perfect tense**.	**Express pride** in Rwanda's natural heritage (e.g., Akagera, Nyungwe, Volcanoes National Parks). **Demonstrate responsibility and empathy** by discussing how they can help protect animals and nature.	**Language structure** Demonstratives: What is this? This is... Collective nouns (herd, pride, school, ...) **Comparing animals** • Lions are bigger than monkeys. Cheetahs are the fastest animals. The giraffe is taller than the lion. The elephant is the biggest animal. • Cheetahs run faster than buffaloes **Language structure** • Comparatives/Superlatives **Talking about wild animals in Rwanda** • Nyungwe Park has chimpanzees and monkeys.	• Circle correct comparatives/superlatives. • Read about national parks and answer questions. • Pair work: ask/answer about Rwandan animals. • Change singular sentences to plural. • Choose correct plural nouns. • Read a dialogue and answer questions. • Find animal names in a word puzzle. • Write sentences from a graph (present perfect tense). • Listen/repeat words with **/er/.** • Fill in missing letters **(-er-).**

Use correct grammar structures such as comparatives and superlatives (*e.g., bigger, biggest*) Singular and plural nouns (*e.g., buffalo → buffaloes, mouse → mice*) Present perfect tense to talk about experiences (*e.g., I have seen a lion*) **Recognize and pronounce correctly** sounds such as **/ar/, /or/,** and **/er/.**	**Engage in dialogues and role plays** about wild animals and parks in Rwanda. Ask and answer questions about wild animals **Write grammatically correct sentences and short paragraphs** about animals, national parks, and conservation.		• Volcanoes Park is home to mountain gorillas. • We must protect animals and their habitats. There are a lot of monkeys in Rwanda. Are there any zebras in Rwanda? **Language structure** • Singular and plural nouns • There are. Are there? • Determiners of quantity: most/ some/a few/a lot of. Any with negatives **Talking about experiences of wild animals** • Have you ever seen a zebra? Yes, I have! My sister has visited Akagera National Park. • I have never seen a gorilla.	

			Language structure Present Perfect **Sounds and spelling** Sound **/er/** A hun**ter** looks for animals. Spid**er**s have eight legs. **Vocabulary** **Animals:** Monkey, zebra, spider, eagle etc. **Compass points**: North, south, southeast, etc. **Animal classes**: Herbivores, carnivores, omnivores, etc.	

Links to other subjects: *Social studies: wild animals, animal classes and animal habitats.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- Communication in offici languages: Developed as learners describe wild animals, their habitats, diets, and characteristics through listening, speaking, reading, and writing activities.
- Critical thinking and problem-solving: Developed as learners classify animals, compare their characteristics, identify threats to wildlife, and suggest ways of protecting animals and their habitats.

Basic Values

The following basic values are promoted throughout this unit:

- Environmental care: Promoted as learners discuss the importance of protecting wild animals and their habitats.
- Patriotism and national pride: Promoted as learners use English to appreciate Rwanda's national parks and wildlife.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- Environment and Sustainability: Promoted as learners discuss the conservation of wild animals, forests, and national parks.
- Financial Education: Promoted as learners discuss the contribution of wildlife tourism to national development.

Assessment criteria: *can locate animals in Rwanda, can name and classify wild animals using collective nouns, can use comparatives and superlatives to compare animals, can describe personal experiences using the present perfect*

Materials: *animal flashcards or pictures, word cards for animal groups (a herd of elephants, etc.),short videos or sounds of animals, sentence stems with "have/has seen..."*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English		**UNIT 7: RIGHTS, RESPONSIBILITIES AND NEEDS**		**Periods: 18**
Key unit competence: Communicate effectively about rights, responsibilities, and basic needs while promoting respect for others' rights and responsible fulfilment of duties				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify **children's rights and responsibilities** in texts and express them in speech and writing. **Explain the importance of following rules** at school, home, and in the community by giving examples and stating consequences of disobedience.	Read and comprehend short texts, conversations, and rules. Create short dialogues or role plays to express ideas about fairness, kindness, and personal experiences.	Show respect for other people's rights, ideas, and feelings. Appreciate the importance of going to school, being safe, and living in a clean environment.	**Language use** **Talking about our rights and responsibilities** • We have a right to education. What are our rights? We have the right to be safe, and we must help others stay safe too. • We must be honest. We must respect other people.	• Read a story about children's rights and answer questions. • Recite a dialogue about school responsibilities. • Fill in blanks with must or must not to discuss rules. • Read about school rules and their impact. • Group work: Create a list of «Dos and Don'ts» for school.

Recognize and describe basic human needs (e.g. food, education, shelter) and their connection to rights and responsibilities. -Identify the use of modal verbs must/ mustn't and the first conditional. State the basic vocabulary of rights, responsibilities and needs in society.	Analyse stories and texts to identify children's rights being denied or fulfilled Discuss consequences of breaking rules and suggest solutions. Reflect on personal actions that contribute to a safe and fair school environment.	Demonstrate kindness, responsibility, and fairness in daily activities.	**Language structure** • Modal verb: must/ must not. **Talking about rules and consequences** • If you follow rules, you will be rewarded. • If you shout, you will miss break time. • We must keep the classroom clean. If we fight, we will be punished. **Language structure** • First Conditional (If 1) **Sounds and spelling** **Sounds /ch/, /sh/** • **Ch**ildren **sh**ould share toys.	• Complete sentences using the first conditional (e.g., If you follow rules, you will...). • Write sentences about rules and consequences.

			• Tea**ch**ers puni**sh** those who break rules. **/ch/: ch**ildren, **ch**airperson, **ch**oose, **ch**at, tea**ch** **/tch/:** fe**tch**, ca**tch**, ma**tch** **Vocabulary** **Rights:** Education, water, health, etc. **Responsibilities:** Honest, kind, respect, help, etc.	• Listen and repeat words with **/ch/, /tch/,** and **/sh/.** • Fill in missing letters (-ch- or -sh-)
Links to other subjects: *Social Studies: Rights and duties of citizens.*				

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- Communication in officia languages: Developed as learners discuss rights, responsibilities, basic needs, and rules through listening, speaking, reading, and writing activities.
- Critical thinking and problem-solving: Developed as learners analyse situations involving rights and responsibilities, predict the consequences of actions, and suggest appropriate solutions.

Basic Values

The following basic values are promoted throughout this unit:

- Respect for others and human rights: Promoted as learners discuss respecting other people's rights, ideas, and feelings.
- Responsibility and accountability: Promoted as learners discuss following rules, making responsible choices, and accepting the consequences of their actions.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- Peace and Values Education: Promoted as learners use English to discuss respect for rights, fairness, and responsible behaviour.
- Comprehensive Sexuality Education: Promoted as learners discuss personal safety, protection from harm, and seeking help from trusted adults when necessary.

Assessment criteria: *Identify and explain children's rights and responsibilities, can use must/must not and the first conditional correctly, can read and answer questions about texts on rules and rights, speak and write about needs and responsibilities clearly, apply positive behaviour (respect, kindness) in group work and classroom routines.*

Materials: *Charts with rights/responsibilities, Flashcards with* ***/ch/, /sh/, /tch/*** *words, Storybooks about children's rights, Picture cards of basic needs (food, water, shelter,...), Sentence strips for matching grammar activities.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English		**UNIT 8: TALKING ABOUT THE PAST**		**Periods: 23**
Key unit competence: Communicate effectively about past events and changes between traditional and modern life while promoting respect for cultural heritage and appreciation of innovation				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify differences between traditional and modern life (farming, tools, homes, utensils, and daily practices).	**Listen and read** with understanding to identify key ideas in texts about past events, traditional and modern life.	Appreciate the value of cultural heritage and traditional tools or practices.	**Language use** **Recount past activities** • Yesterday I watched TV. Last weekend she went s/hopping with her friend. What did you do? "We visited the museum last month." • "I saw traditional pots for storing milk" **Language structure** • Simple past tense	• Read a letter about visiting a museum and answer questions. • Sequence events from the letter. • Write about a place you visited (who, what, where). • Read about tools used in the past and present. • Fill in blanks with traditional/modern tool names.

Describe traditional and modern tools, utensils, and farming methods by interpreting short texts and images. **Explain the importance of learning about the past** by discussing museums, stories, and cultural practices.	**Speak and write** clearly about traditional and modern tools, utensils, and farming practices using accurate grammar and vocabulary. **Compare** traditional and modern lifestyles using appropriate language structures such as comparatives, superlatives, and determiners of quantity.	Show curiosity about how things have changed over time and express gratitude for improvements in daily life.	**Describing traditional and modern tools and utensils** • People used hoes. We use machines. • People used grinding stones to make flour • Today, we use blenders and gas stoves. **Language structure** • Simple past tense: Use of regular verbs **Describing and comparing traditional and modern farming** • People grew few crops. They kept cattle. We grow beans. In the past, farmers grew fewer crops. • Now we grow more vegetables for sale.	• Group discussion: Compare past and present tools. • Write sentences in past tense about traditional practices. • Read a dialogue about crops grown in the past vs. today. • Role-play the dialogue. • Correct sentences using the appropriate quantifiers (e.g., **“fewer” vs. “less”).** • Write a paragraph comparing past and present farming. • Listen and repeat words with **/th/** and **/qu/.** • Fill in missing letters **(-th-** or **-qu-)**

Compare past and present using appropriate vocabulary and structures (e.g., *long ago, today, in the past, now*). Use the correct grammar to recount past events	**Use past tenses** and structured paragraphs to recount events and describe changes between the past and present in familiar contexts.	Respect different ways of life and recognize the importance of innovation and progress	**Language structure** • Determiners of quantity: much, a lot of, many, more, fewer, less, etc. **Sounds and spelling** **Sounds /th/, /qu/** *Think before you throw trash.* • *The queen visited our village.* **/th/: th**ink, **th**ank, **th**ird, **th**row, both, bath **/qu/: qu**ick, **qu**iet, **qu**estion, **qu**een, **qu**ite **Vocabulary** **Tools:** Hoe, axe, machete, etc. **Farm products:** Cattle, chicken, sorghum, millet, rice, etc. **Household objects:** Pot, chair, furniture, jewellery, etc.	

Links to other subjects: *Elementary science and technology: traditional tools, traditional farming, and crafts.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- Communication in official languages: Developed as learners describe past activities and compare traditional and modern tools, farming methods, and ways of life through listening, speaking, reading, and writing activities.
- Critical thinking and problem-solving: Developed as learners interpret texts and pictures, compare changes over time, and discuss advantages and challenges of traditional and modern practices.

Basic Values

The following basic values are promoted throughout this unit:

- Cultural identity: Promoted as learners use English to discuss and appreciate traditional ways of life and cultural practices.
- Openness to innovation: Promoted as learners discuss useful changes, modern practices, and the importance of progress.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- Genocide Studies: Promoted as learners discuss lessons from the past that encourage unity, peace, and responsible citizenship.
- Environment and Sustainability: Promoted as learners compare farming practices and discuss responsible use of natural resources.

Assessment criteria: *Can describe past events using simple past and past continuous, can compare traditional and modern tools/objects/farming.* *Can use determiners of quantity like "much", "many", "fewer".*
Materials: *Traditional tools, old photos, storytelling circles, timeline posters or storyboards, real/traditional tools or images, verb cards for regular/irregular verbs, comparison chart templates.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION		
P4 English	**UNIT 9: COUNTRIES, RIVERS AND FAMOUS ARCHITECTURAL STRUCTURES OF THE WORLD**	**Periods: 27**

Key unit competence: Communicate effectively about countries, nationalities, rivers, cities, and famous landmarks while promoting curiosity about the world and respect for cultural diversity.

Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify and name countries, nationalities, major rivers, cities, and famous landmarks around the world. Say why it is good to learn about people from other countries.	**Read and listen** to texts about different countries, landmarks, and people to extract key	**Show curiosity** about different countries, cultures, and landmarks around the world. **Appreciate** the diversity of people, places, and traditions across nations.	**Language use** **1.Talking about countries and nationalities** • I am Rwandan. My friend is Nigerian.» • «She comes from France. She is French.» • Luca is from Italy. He is Italian. • What is Luca's nationality?	• Read about friends from different countries and answer questions. • Match countries to nationalities (*e.g., Rwanda → Rwandan*). • Practice introductions: *Where are you from? I am…*

Use appropriate grammar to describe nationality, compare places, and talk about past experiences (present perfect tense, comparatives, superlatives, adverbs of manner). Recognize and distinguish between the **/th/** (as in *this*, *fa**th**er*) and **/ng/** (as in *si**ng***, *morni**ng***) sounds in spoken words.	information and develop global awareness. **Use present perfect tense and comparatives/ superlatives** accurately when speaking or writing about personal, family, and international experiences. **Express and compare** information about cities, rivers, buildings, and nationalities using correct grammar and vocabulary.	**Be proud of** their own country's rivers, buildings, and global presence. **Respect** for others when discussing different cultures, experiences, and opinions.	**Language structure** • Adjectives of nationality **2.Talking about personal and family experiences of countries** • My uncle has climbed Mount Kilimanjaro. • Have you ever seen the Nile? No, I haven't. • My uncle has been to Tanzania. He has seen Mount Kilimanjaro. **Language structure** • Present perfect tense	• Write a paragraph about your nationality and a friend's. • Read sentences about famous places (e.g., Eiffel Tower) • Pair work: Ask/ answer about places you've seen (real or in pictures). • Listen to a story about travel and answer questions. • Write about a family member's travel experience. • Read about global landmarks (e.g., Nile River, Mount Kilimanjaro).

	Engage in meaningful conversations by asking and answering questions about countries, nationalities, and famous landmarks in polite and structured dialogue.		**3. Comparing cities, rivers, and buildings.** • The Nile is longer than the Congo River. • Burj Khalifa is the tallest building in the world. • What is the longest river in the world? The Nile River is the longest river in the world **Language structure** Comparatives and superlatives **5. Sounds and spelling** Sounds **/th/** and **/ng/** **/th/**:**th**is, **th**at, **th**ey, **th**em, mo**th**er, fa**th**er **/ng/:** si**ng**, stro**ng**, morni**ng**,	• Complete a table with comparatives/superlatives (*tall → taller → tallest).* • Write sentences comparing cities, rivers, or buildings. • Listen and repeat words with /**th**/ and /**ng**/. • Fill in missing letters (-**th**- or -**ng**-).

			Vocabulary **Rivers:** Amazon, Nile, Mississippi, Don, Yangtze, etc. **Countries:** China, the USA, Tanzania, France, etc. **Cities:** Population, capital, city, etc.	

Links to other subjects: *Social studies: rivers, buildings, cities, and countries.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners describe countries, nationalities, landmarks, and travel experiences through listening, speaking, reading, and writing activities.
- **Research:** Developed as learners gather and interpret information from texts, maps, pictures, and other resources about different countries, cultures, and places.

Basic Values

The following basic values are promoted throughout this unit:

- **Respect for cultural diversity:** Promoted as learners use English to discuss and appreciate diff rent countries, cultures, and traditions.
- **Tolerance and peaceful coexistence:** Promoted as learners listen to and respect different opinions, experiences, and cultural backgrounds.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Peace and Values Education:** Promoted as learners discuss respect, tolerance, and peaceful relationships among people from different countries and cultures.
- **Impact of Social Media:** Promoted as learners use information from digital sources responsibly when learning about world places and cultures.

Assessment criteria: *Can name countries and their nationalities, can describe personal or family experiences of countries using the present perfect. Can compare cities, rivers, and buildings using comparatives and superlatives, can use adverbs of manner correctly (quickly, carefully, etc.), can read and understand texts about countries and landmarks, can ask and answer questions about world places.*

Materials: *World map or globe, flashcards of countries, flags, and nationalities, picture cards of famous buildings, rivers, and cities, sentence strips using "has/have been to..." and adverbs of manner, comparison tables for buildings, rivers, etc., listening scripts or short paragraphs about world facts, dialogue role-play cards (e.g., "have you ever been to...?")*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English		**UNIT 10: CLIMATE CHANGE**		**Periods: 21**
Key unit competence: Communicate effectively about the causes, effects, and solutions of climate change while promoting environmental responsibility and commitment to sustainable practices.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain key aspects of **climate change**, such as droughts, floods, rising temperatures, and their effects on people and nature. • Identify actions that help protect the **environment**, including reducing waste, planting trees, and using fewer harmful materials.	• **Listen to and read** simple texts, poems, and conversations about climate change and environmental care. • **Create** short paragraphs and dialogues using appropriate vocabulary and grammar related to environmental protection.	• Show **concern and responsibility** for protecting the environment and reducing climate change effects • Demonstrate **cooperation** by working with others to suggest and take eco-friendly actions.	**Language use** **Describing aspects of climate change** • There is too much pollution in cities. • We have fewer trees now than before. People are cutting down too many trees.	• Read a dialogue about weather changes and answer questions. • Fill in blanks with climate terms (e.g., *drought*, *flood*) • Write a paragraph about local climate effects using *too much*, *less*, etc.

• Understand and correctly use key grammar for climate change discussions, including: • **"Let's"** for making suggestions • **"Must" and "mustn't"** to express responsibility and rules • Quantifiers: **too much, too many, so much, so many, less, fewer**	• **Pronounce, spell, and use** words with the **/air/** and **/ow/** sounds accurately. • **Collaborate with peers** to suggest actions and responsibilities for protecting the environment using correct sentence structures (Let's, Don't, Must, Mustn't).	• Appreciate the importance of **caring for nature** through tree planting, reducing waste, and saving water. • Develop a positive attitude toward **sustainable practices** in their homes, schools, and communities.	• The sun is shining too much these days. • We need trees to clean the air. **Language structure** **Quantifier** – too much, too many, fewer, less, so much, so many. **Describing our responsibilities** • We must use less water. We mustn't burn so much wood. We must cut down fewer trees.	• Read a poem about protecting Earth and answer questions. • Match environmental terms to meanings (e.g., *protect*, *rubbish*) • Group work: List actions to help/harm the environment. • Write rules using *Let's*, *Don't*, *Must/ Mustn't*. • Listen and repeat words with /air/ and /ow/. • Fill in missing letters (-air- or -ow) **Project activity** Group poster campaign: Illustrate a climate problem and solutions (e.g., *«Plant Trees!»*).

• Recognize and pronounce words with the **/air/** (e.g. *ch**air**, st**air***) and **/ow/** (e.g. *c**ow**, h**ow***) sounds, and understand their spelling patterns.			• Let's recycle more rubbish. Let's cut down fewer trees. • Don't cut down trees. Cut down fewer trees. Burn less wood. **Language structure** • Must, mustn't. • Let's. • Don't. **Vocabulary** **Causes of climate change:** Burn, cut down, wood, etc. **Sounds and spelling /air/, /ow/** • The ch**air** is near the st**air**s. • How can we help our planet n**ow**? **/air/:** h**air**, ch**air**, f**air**, p**air**, st**air** **/ow/:** c**ow**, h**ow**, n**ow**	

Links to other subjects: *Social studies: climate change and recycling.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages**: Developed as learners discuss climate change, its causes and eff cts, and environmental protection measures through listening, speaking, reading, and writing activities.
- **Critical thinking and problem-solving:** Developed as learners analyse environmental challenges, identify causes and effects, and suggest practical solutions to climate change.

Basic Values

The following basic values are promoted throughout this unit:

- **Environmental responsibility:** Promoted as learners use English to discuss and practise actions that protect the environment.
- **Solidarity and cooperation:** Promoted as learners work together to discuss and support environmental protection activities.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Environment and Sustainability:** Promoted as learners discuss reducing waste, planting trees, and protecting natural resources.
- **Disaster Risk Reduction and Management:** Promoted as learners discuss climate-related hazards and ways of preparing for them.

Assessment criteria: *can describe causes and effects of climate change using correct vocabulary and sentence structure. Can use present continuous tense, modal verbs (e.g., should, must), and conjunctions (e.g., because, and, but) accurately in speech and writing. Can suggest personal actions to protect the environment, demonstrating environmental awareness.*

Materials: *picture cards or posters showing climate effects (drought, floods, tree planting, pollution, etc.), word and phrase flashcards with target language (e.g., "too much," "should," "mustn't," "let's..."), role-play cards or sentence starters for group work (e.g., "let's plant...", "we must protect...")*

6.3. English Syllabus for Primary fiv

6.3.1. Key competences at the end of P5

By the end of P5, the Pupil should be able to:

Reading

- Read and show understanding of texts of **80–120 words**, identifying main ideas, supporting details, and the sequence of events.
- Skim and scan short texts for specific information and guess the meanings of unfamiliar words from context.

Writing

- Write short guided compositions of **50–80 words** for various purposes (stories, letters and descriptions).
- Organise ideas into paragraphs with correct punctuation and linking words (e.g., because, after that, so).

Listening

- Listen to and understand spoken texts of **40–60 words**, identifying main ideas and details.
- Follow **three-step oral instructions** accurately.

Speaking

- Speak clearly in sentences of **6–10 words** to express ideas, opinions, and experiences.
- Participate in role plays, short presentations, and dialogues, showing some fluency and correct pronunciation.

6.3.2. Primary Five Units

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		**Unit 1: PAST AND FUTURE EVENTS**		**Periods: 22**
Key unit competence: Communicate effectivel about past experiences and future plans while promoting truthfulness in recounting events and responsibility in planning future actions.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify and recall key ideas from life stories and personal experiences. Recognise the use of **simple past tense** to describe past events. Understand the use of **connectors of time** (first, then, after that, finally)	• Read and answer questions about real-life stories. • Use the **simple past tense** and **time connectors** to recount personal experiences.	Show appreciation for their own and others' life experiences. Value the importance of **working hard to achieve future goals**. Respect others' dreams and ambitions.	**Language use** **Telling your life stories** • I am thirteen-year-old boy. I was born in Muyange village. When I was born I weighed 3 kg. I got my first tooth when I was 1. As a child, I spent my days playing with friends in the fields and helping my parents with farm work. I started school when I was six years old. When were you born? Where were you born?	• In groups, read Amani's life story and answer questions. • In groups, fill in blanks with words (village, dream, future, and story). • Share life stories with a partner. • Listen to Sarah's story and answer True/False.

Identify the correct use of **"How old"** in questions. Recognise the structure and use of the **future tense** with *"going to"*, *"want to"*, and *"would like to"*. Recall the meaning of words related to personal stories (e.g., village, dream, future, story). Recognise the sounds patterns with /**ai/**, **ay**, /**ei/**, and **eigh**.	Ask and answer questions using "How old...?" correctly. • Write a short paragraph about a past event using proper grammar and sequence. • Share personal life stories verbally and in writing. • Act out short dialogues about past experiences with a partner.	Develop confidence in **sharing personal stories** and speaking in front of others. Understand the value of helping family and participating in home duties. Appreciate the importance of education in shaping the future. Be proud of your background and hopeful about your future.	**Language structure:** • Simple past tense and connectors of time **Recounting past experiences.** • How old were you when you first visited your grandparents? I was ten years old, What about you? I was twelve years old when I visited my grandparents. **Language structure:** • Past simple: questions with how old. • When clauses. **Talking about future plans** • I'm going to go to town. We're going to buy food. What is she going to do? She's going to look for a new skirt. • I would like to be a police officer - I want to build a goo house.	• In pairs, complete sentences with past tense verbs. • Fill blanks with connectors **(first, then, after that, before, finally)** • Write a paragraph about a past event using connectors. • Discuss past experiences based on pictures. • In pairs, read and answer questions about Amani and Amahoro's conversation.

	• Use **"going to," "want to,"** and **"would like to"** to talk about future plans. • Complete spelling and vocabulary tasks using correct words. • Recite a poem clearly and confidently		**Language structure:** • Future with going to. • Would like to, want to. **Sounds and spellings**: Sound of **/ai/** • **Alternative spellings ai, ay, ei, eigh** • Rain, train, aim, Cl**ay**, pl**ay**, r**ay**, st**ay**, d**ay**, • V**ei**n, v**ei**l, r**ei**n, • **Eigh**t, w**eigh**t, n**eigh**bour, **Vocabulary** **People**: teacher, doctor, engineer, builder, farmer, grandparents **Places:** birthplace, primary school, garden, college **Events:** childhood, first day, weekend, football match, movie,...	• Fill blanks with past tense verbs (visited, cleaned, played, etc.). • Act out a dialogue about last weekend. • Complete sentences with **«when + [event].»** • Write sentences about last Sunday using past tense. • Discuss future plans based on pictures. • Read **Muhirwa's dream** and answer questions.

			Concepts: memories, experiences, lessons, dreams **Actions:** helped, cooked, cleaned, visited, played, study, graduate, build, achieve	• Recite the poem «Me in Twenty Years from Now!» • Write future plans using ***«going to,» «want to,» «would like to.»*** • Fill in missing letters with sounds ***(-ai-, -ay-, -ei-, -eigh-).***
Links to other subjects: *Social studies: past events.*				

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners share life stories, describe past experiences, and express future plans through listening, speaking, reading, and writing activities.
- **Lifelong learning:** Developed as learners reflect on past experiences, set personal goals, and discuss ways of achieving their future aspirations.

Basic Values

The following basic values are promoted throughout this unit:

- **Dignity and integrity:** Promoted as learners share truthful experiences and make responsible plans for the future.
- **Respect for others and human rights:** Promoted as learners listen to and appreciate classmates' experiences, dreams, and opinions.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Peace and Values Education:** Promoted as learners share experiences respectfully, support others, and discuss responsible choices.
- **Gender Education:** Promoted as learners express their aspirations freely and recognise equal opportunities for girls and boys.

Assessment criteria: *Can read a simple story, follow a story read aloud, retell the story, write a letter, recount past experiences orally and in writing, describe planned activities in the future, express future hopes, and write a short text about a future activity.*

Materials: *Photographs and pictures.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		**Unit 2: CLASSROOM LANGUAGE**		**Periods: 25**
Key unit competence: Communicate effectively during classroom interactions while promoting attentive listening, respectful turn-taking, and cooperation in group work.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Identify the steps of the writing process: planning, drafting, revising, and final copy • Understand the use and meaning of **imperatives** (commands). • Recognise **time connectors** (first, next, then, finally) in writing and speech.	• Read and answer questions from stories and instructional texts. • Use **imperative sentences** to give instructions orally and in writing.	Show respect for others' ideas during group work. Appreciate the benefits of teamwork and cooperation. Take responsibility for your role in group activities.	**Language use** **Giving orders** • Spell, pronounce, repeat, etc. Look at page 23. Work in groups. Put your hands up. Please be quiet. **Language structure** • Imperatives: Use base verb (e.g., Listen carefully)	• In pairs, match instructions to pictures. • Give and follow classroom orders with a partner. • In pairs, complete imperatives (open, don't come, write). • In groups, write a classroom guide with imperatives.

• Understand the function of **reference books** like dictionaries, atlases, encyclopedias, and thesauruses. • Describe key vocabulary related to group work and classroom instructions. • Understand the meaning of words used to compare and contrast (although, while, whereas, but).	• Follow and give **classroom instructions** using clear commands. • Write a **group report** using appropriate sentence starters (is, means, refers to, is defined as). • Fill in blanks and rewrite sentences using **contrast words** (although, while, whereas).	Show interest in improving writing through planning and editing. Develop a habit of using reference materials to support learning. Appreciate different ways people live (in cities and villages). Be proud of following steps to complete tasks	**Talking during group work** • Work in groups. Let's choose a secretary. Do you have any more suggestions? You have five minutes. Are you ready to present? • Let's check the dictionary to see who is correct. Teamwork helps us learn better. Why is it important to share ideas in a group? **Contrasting** • The city is noisy, while the village is quiet. How is the city different from village **Language structure:** • Conjunctions for contrast: while, although, whereas, but.	• Read «project time» and answer questions. • In pairs, complete definitions (environment, conservation, etc.). • In pairs, fill blanks with correct verbs (means, refers, is). • Write a group report with definitions • In groups, read «the two friends» and answer questions. • In pairs, compare two places using contrasting words. • Listen to a story and answer questions.

Recognise the importance of working together and respecting others' ideas. • Identify the features of good group behaviour (listening, sharing, helping). • Define key environmental terms: environment, conservation, pollution, and endangered species.	• Speak in pairs or small groups to give and follow orders or directions. • Use **reference materials** (dictionary, atlas, etc.) to support learning. • Write a short paragraph by following the writing process: planning, drafting, revising, and editing	Respect classroom rules and follow instructions politely. Show patience and kindness when working with classmates.	**Using reference materials** • Look the word up in the dictionary. What's the dictionary definition? What's the word in Kinyarwanda? • My favourite reference book is the dictionary. It helps me to know the meaning of words. I use it when I am reading and when I want to write. I like it because it helps me to spell words correctly. **Planning and evaluating writing** • Writing steps like ***Planning, Drafting, Revising and Final copy*** Language structure: Connectors of time **(first, next, then, finally,...** Sounds and spelling Sound of **/ee/**	• In pairs, fill blanks with *although, while, whereas.* • Rewrite sentences with contrasting conjunctions. • Discuss sentences with contrasting meanings. • Read about reference books and answer questions. • Pronounce and rewrite reference book names. • Discuss favorite reference books in groups. • Write about using a reference book. • Read «Kwizera learns to write better» and answer questions. • Discuss writing steps with a partner.

	• Retell a sequence of events using **connectors of time**. • Compare and contrast two things using appropriate language		Alternative spellings: **ee, ea, e, y, ie, ey** e.g.: tr**ee**, f**ee**t, s**ee**, sl**ee**p r**ea**d, m**ea**t, t**ea**m, t**ea**, cl**ea**n m**e**, h**e**, sh**e**, w**e** happ**y**, bab**y**, sunn**y**, funn**y** f**ie**ld, ch**ie**f, th**ie**f, k**ey**, monk**ey**, donk**ey**, vall**ey** **Vocabulary** **School items**: instructions, commands, rules **Concepts:** silence, attention, teamwork, discussion, project, presentation, ideas, solution **Places:** city, village **Objects:** tall buildings, farms **Actions:** open, close, listen, write, raise, compare, agree, disagree **Adjectives:** noise, quiet, differences, similaritie	• In pairs, fill in blanks with connectors ***(first, next, then, finally).*** Pronounce words with **«ee»** sound.

Links to other subjects: *Kinyarwanda and French: dictionary use, planning and evaluating writing.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners give instructions, ask questions, and use polite expressions through speaking and writing activities.
- **Cooperation, interpersonal management, and life skills:** Developed as learners work in groups, listen to others, take turns, compare answers, and share ideas.

Basic Values

The following basic values are promoted throughout this unit:

- **Solidarity and democracy:** Promoted as learners cooperate in group activities, discuss ideas, and reach agreements respectfully.
- **Respect for others and human rights:** Promoted as learners listen to others, appreciate different ideas, and use polite language during interactions.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Standardization Culture:** Promoted as learners use dictionaries and other learning resources to check information and improve their work.
- **Peace and Values Education:** Promoted as learners use respectful language and practise peaceful communication during classroom activities.

Assessment criteria: *Can follow classroom instructions, work orally in groups, express a few common school language functions in writing, look up words in a monolingual or bilingual dictionary, and plan, write and evaluate a short text.*
Materials: *Dictionaries.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English	**UNIT 3: READING**			**Periods: 25**
Key unit competence: Communicate effectivel about texts, reading habits, and reading preferences while promoting regular reading, thoughtful interpretation, and respect for different opinions				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Identify different types of reading materials (storybooks, magazines, newspapers, etc.). • Match reading sources with the kind of information they provide.	Read and understand simple texts. Answer questions after reading a story. Tell the main idea of a story. Match words with their meanings.	Enjoy reading different types of texts. Respect books and take care of them. Show interest in learning new words. Be curious about stories and their lessons.	**Language use** **Telling stories** • One morning, the Fox said to his children, "I will find some eggs for breakfast." What did the fox want to get for breakfast? The fox saw an eagle's nest. Did the fox see an eagle's nest? **Language structure:** • Simple past tense	• In pairs, Read «The Eagle and the Fox» and answer questions. • Create a new ending for the story in groups. • In pairs, True/False questions about the story. • Write/collect an animal story to share. • Discuss reading habits based on pictures.

• Recall key details from a story (e.g. "The Eagle and the Fox"). • Identify the main characters and events in a story. • Recognize lessons or morals from stories. • Define new vocabulary from stories and activities. • Recognize and use the past simple tense in short sentences.	Use new words in their own sentences. Use adverbs of frequency to talk about reading habits. Talk about what they like reading and why. Skim and scan short texts for information. Speak clearly about a story they read. Use correct grammar in short conversations.	Listen to others when they talk about what they read. Be confident in sharing ideas about a story. Be honest when talking or writing about what happened in a story. Work well with others during reading activities. Develop a habit of reading regularly. Appreciate that reading helps them learn and grow.	**Saying what I like reading** • What kind of books do you like reading? I like reading story books **because** they help me understand new things. I like reading in my free time. What kind of books do you enjoy? **Language structure:** • Like + verb + ing. • Because- clauses **Talking about reading habits** • How often do you read story books? How often do you read at home? I **always** read after school. I often read stories when I am at school.	• In pairs, read a dialogue about reading preferences and answer questions. • Solve a word puzzle with reading-related words. • Survey classmates about reading preferences. • Compare reading likes with peers. • Form sentences about reading preferences. • Read «My Reading Habits» and answer questions. • In pairs, Match words to meanings (throw away, storybook, etc.). • In groups, discuss personal reading habits with a partner. • Fill blanks with adverbs of frequency.

• Name and describe personal reading habits. • Recognize common adverbs of frequency (always, sometimes, never, etc.). • Use **"like + verb-ing"** to talk about reading. • Understand and use "because" to give reasons. • Define the meaning of skimming and scanning. • Identify when to use skimming (for general ideas).	Write short answers or sentences after reading.		**Language structure:** • Adverbs of frequency **Skimming and scanning** • How do you find a date in a text quickly • Scan to find out the name of the main character. Skim and find out the topic. Skim the text to find the main idea Skim to get the general idea. Look at headings first Scan for specific words Check the table of contents. **Language structure:** • **Enough… to" and "Too…to/for"** Sounds and Spelling Sound of **/ie /** Alternative spellings **–ie-,- igh-, -y-** T**ie**, p**ie**, d**ie**, l**ie**. N**igh**t, l**igh**t, h**igh**, s**igh**t. Cr**y**, tr**y**, fl**y**, fr**y**, dr**y**.	• Read **«A Visit to the Library»** and answer questions. • Match words to meanings (skim, scan, library, etc.). • Discuss reading habits in pairs. • Scan a text to answer questions quickly. • Complete sentences with **«enough to»** or **«too…to.»** • In pairs, fill in missing letters (**-ie-, -igh-, -y-** sounds).

• Identify when to use scanning (for specific details). • Recognize and use **"enough to"** and **"too…to"** in context. • Identify common alternative spellings of the long **/i/**sound **(-ie-, -igh-,- y-).** • Fill in missing letters to complete words using correct sounds. • Match words with correct meanings from a word list. • Recall facts from a reading passage quickly (e.g. names, places)			Vocabulary **Literature:** dictionary, textbook, novel, magazine, comic, library **Story elements:** characters, plot, ending, moral **Animals:** fox, eagle **Places:** nest, island, shelf **Concepts:** facts, entertainment, bedtime **Objects:** pictures, articles **Actions:** borrow, return, trick **Emotional:** angry **Frequency:** daily, weekly, often, rarely	
Links to other subjects: *Kinyarwanda and French: reading stories.*				

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners read, discuss, and share ideas about stories, reading habits, and personal preferences through reading, speaking, and writing activities.
- **Lifelong learning:** Developed as learners practise regular reading using stories, newspapers, dictionaries, and other learning materials.

Basic Values

The following basic values are promoted throughout this unit:

- **Responsibility and discipline:** Promoted as learners develop reading habits, care for books, and use reading materials properly.
- **Respect for others and human rights:** Promoted as learners appreciate classmates' reading choices and opinions during discussions.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Financial Education:** Promoted as learners read and discuss texts related to saving, budgeting, and responsible use of resources.
- **Inclusive Education:** Promoted as learners engage with reading materials that reflect different cultures, abilities, and experiences.

Assessment criteria: *Can read a simple story, retell the story orally and in writing, describe preferred reading material and reading topics, skim, scan, and use a table of contents and index.*

Materials: *Reading materials e.g. cards, labels, shopping lists, comics, magazines, guides, pamphlets, newspapers, etc.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		**UNIT 4: ENVIRONMENT**		**Periods: 20**
Key unit competence: Communicate effectively about Rwanda's environment while promoting environmental responsibility and appreciation of biodiversity.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Name the provinces of Rwanda and nearby countries. Identify lakes, mountains, forests, and rivers in Rwanda. Describe how people use natural features (like farming or fishing)	Describe the Rwandan environment accurately using maps and correct language structures Read and understand simple texts about the environment.	Show pride in Rwanda and its beauty. Care for animals, trees, and clean water. Help to keep the environment clean. Enjoy learning about Rwanda and nature.	**Language use** **Describing a map of Rwanda** This is our province. The neighbouring countries are Tanzania and Uganda. Rwanda is bordered by Uganda to the north. Which countries share borders with Rwanda? What are the neighbouring provinces of your province? Rwanda has five provinces. Kigali is the capital city. Lake Kivu is in the west. Akagera Park is in the east	• In pairs, read about Rwanda's location and answer questions. • Study a map of Rwanda and answer questions. • In groups, locate provinces on the map and discuss. • Present about a province in groups. • Read about Rwanda's physical features and answer questions.

Explain why it is important to protect nature and animals. Use passive voice in simple sentences. Describe places using prepositions (e.g. *next to*, *on*, *in*). Identify and use correlative conjunctions (*both…and*, *either…or*). Spell and pronounce words with "oa" and "oe" sounds.	Talk and write about ways to protect and preserve the environment using relevant vocabulary and grammar. Read about wildlife in Rwanda and answer questions. Study a map of Rwanda and answer questions.	Use resources like water and trees wisely. Protect forests, rivers, and animals. Respect classmates' ideas and share your own. Support activities that protect nature. Take part in keeping your community safe. Celebrate Rwanda's nature and peaceful life	**Describing the uses of physical features** • Lakes and rivers are useful because they provide water. We grow crops in the soil. • Mountains are visited by tourists for hiking. • Water is collected from lakes and rivers. Lakes are used for fishing. Forests give us clean air. Rivers provide water. **Language structure:** Passive voice (simple present) **Describing wildlife in Rwanda** • Rwanda is home to not only wild animals but also beautiful birds. You can find both large animals and small ones in Rwanda. • **Correlative conjunctions (both…and, neither …nor,…)**	• In pairs, rewrite scrambled words (mountains, volcanoes, forests). • Write about a favorite place in Rwanda. • Identify/rewrite passive voice sentences. • Write a paragraph about a physical feature. • Discuss wildlife pictures. • Read about wildlife in Rwanda and answer questions. Create wildlife-

Use new vocabulary about nature, animals, and places. Recognise what makes Rwanda a special country.			**Vocabulary** • **Geography:** provinces, borders, neighbours, map, location, north, south, east, west, central • **Nature**: mountains, lakes, rivers, forests, hills, national park • **Animals**: lion, elephant, gorilla, bird • **Activities**: fishing, farming, tourism, conservation • **Concepts**: habitat, species • **Actions**: protect **Sounds and Spelling** Sound of **/oa** / **/oa/:** g**oa**t, s**oa**p, c**oa**t, b**oa**t **/oe/ :** d**oe** t**oe**, h**oe**, f**oe**	• related words from another word. • Recite a poem about wildlife. • In pairs, fill blanks with correlative conjunctions. • Write about a favorite wild animal. • Pronounce words with **«oa,» «oe»** sounds.
Links to other subjects: *Social studies: maps, Rwandan geography, and flora and fauna*				

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners describe Rwanda's physical features, plants, animals, and environmental conservation practices through speaking and writing activities.
- **Research:** Developed as learners gather and interpret information from maps, texts, pictures, and other resources about Rwanda's environment.

Basic Values

The following basic values are promoted throughout this unit:

- **Patriotism and national pride:** Promoted as learners use English to appreciate Rwanda's natural features, wildlife, and landscapes.
- **Environmental responsibility:** Promoted as learners discuss and suggest ways of protecting natural resources and habitats.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Environment and Sustainability:** Promoted as learners discuss conservation, pollution prevention, and protection of natural resources.
- **Financial Education:** Promoted as learners discuss how environmental conservation and tourism support livelihoods and national development.

Assessment criteria: *Can orally describe the location of Rwanda on a map of East Africa and describe the key geographical features of Rwanda using a map.*

Materials: *Maps, photographs, and pictures.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		**UNIT 5: MEASUREMENT**		**PERIODS: 21**
Key unit competence: Communicate effectively about measurements and comparisons of people, objects, and places while promoting accuracy, fairness, and respect for individual differences				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Identify vocabulary related to measurement • Recognize the correct use of comparative and superlative forms of adjectives.	• Ask and answer questions about the dimensions of people and places using appropriate question forms. • Use adjectives and comparatives correctly in writing and speaking.	• Show interest and curiosity in learning how to describe the world using measurements. • Show respect and appreciation for individual and physical differences among people and places.	**Language use** • **Saying and asking about dimensions** • The Nyabarongo River is 297 kilometers long. Lake Kivu is 480 meters deep. Mount Karisimbi is 4,507 meters high. Our classroom is 8 meters wide and 10 meters long.	• In pairs, read about measurements in daily life and answer questions • In groups, read and discuss a conversation about Rwanda's landmarks • In pairs, match measurement words to their meanings • Role-play conversations using measurement questions • Measure classroom objects and record results

Identify vocabulary related to measurements (length, weight, capacity)..	• Measure and describe objects using appropriate terms. • Listen to and follow measurement-related instructions. • Write simple sentences comparing lengths, weights, or capacities.	• Show curiosity in exploring and comparing things. • Use measuring tools carefully and responsibly. • Value accuracy and fairness in measurement. • Be patient and cooperative in measurement activities.	• How long is the Nyabarongo River? How high is Mount Karisimbi? What are the dimensions of your classroom? **Language structure:** Question forms (How long/deep/high/ wide...?). **Comparing dimensions of places** Nyungwe Forest is bigger than Gishwati Forest. Which forest is bigger than Gishwati? Lake Kivu is deeper than Lake Muhazi. Mount Karisimbi is the highest mountain in Rwanda. What is the highest mountain in Rwanda? Akagera National Park is the largest park in Rwanda.	• Read and discuss a comparison of places in Rwanda • Compare places using comparative adjectives • Complete sentences with comparative/superlative forms • Write a paragraph using measurement facts about Rwanda • Discuss people's heights and sizes in pairs • Write about personal height comparisons • Measure and record classmates' heights • Study population/ size tables and answer questions In pairs, fill in missing letters with «oo» sound words

			Language structure: • Comparatives and superlatives. **Discussing people's height and size** • Rwema is the tallest pupil in our class. Aline is shorter than Jane but runs faster. My brother is 1.5 meters tall. His shoes are size 38, but mine are size 36. • Who is the tallest in your family? What is your height? Are you taller than your best friend? • Which is bigger: your school or the market? **Vocabulary** **Measurements**: length, width, height, depth, distance **Tools:** ruler, tape **Units:** centimetres, meters, kilograms	

			Concepts: size **Actions:** measure, compare, estimate, weigh **Sounds and spelling:** **/oo/ /ew/ /ue/** **Eg:** b**oo**k, f**ew**, gl**ue** ...	

Links to other subjects: *Mathematics: measurement. Social Studies: Comparing communities or places (markets, schools, districts), Rwanda's landmarks (rivers, lakes, mountains) and their dimensions, SET: Physical properties of objects and people*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in official languages:** Developed as learners ask and answer questions about measurements, describe people, objects, and places, and compare dimensions through speaking, reading, listening, and writing activities.
- **Critical thinking and problem-solving:** Developed as learners measure, estimate, compare, and interpret measurement information to make accurate descriptions and decisions.
- **Cooperation, interpersonal management, and life skills:** Developed as learners work in pairs and groups to measure objects, record results, discuss comparisons, and respect individual differences

Basic Values

The following basic values are promoted throughout this unit:

- **Accuracy and responsibility:** Promoted as learners use measuring tools carefully, record correct measurements, and value accuracy in daily life.
- **Respect for diversity:** Promoted as learners discuss and compare people, objects, and places while appreciating different sizes, heights, and characteristics

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Standardization Culture:** Promoted as learners use standard units of measurement, measuring tools, and correct formats when recording and comparing measurements.
- **Inclusive Education:** Promoted as learners respect individual differences while discussing and comparing people's physical characteristics.

Assessment criteria: *Can identify and correctly use vocabulary related to measurement, can ask and answer questions about length, width, height, depth, or size using correct question forms (e.g., how high...? which is longer...?), can use comparative and superlative adjectives correctly in spoken and written sentences (e.g., taller, longest, heavier). Can write paragraphs and dialogues that include measurement vocabulary and comparative structures.*

Materials: *Rulers and tape measures, pictures or maps of Rwanda's landmarks (e.g., Mount Karisimbi, Lake Kivu), word cards with measurement-related vocabulary, charts/tables with measurement data (e.g., heights of students, sizes of places), Audio recordings or teacher-read texts for listening activities, Flashcards with /oo/ sound words for spelling and pronunciation, a large classroom wall chart or poster with comparative and superlative forms (e.g., long → longer → the longest)*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		**UNIT 6: TRANSPORT**		**Periods: 30**
Key unit competence: Communicate effectively about means of transport and travel experiences while promoting safety, responsible travel, and appreciation of transport services.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Identify different means of transport used on land, water, and in the air. • Classify transport based on where it is used (e.g., road, air, water).	Read and answer questions about dialogues, stories, and texts on transport. Match and reorder letters to form transport-related words.	Show interest in learning about how people travel. Appreciate the importance of transport in everyday life. Respect public transport and other passengers.	**Language use** **Talking about means of transport** We travel to school by bus every morning. My uncle uses a motorbike to deliver goods. Aeroplanes are the fastest way to travel abroad. How do you get to school? Which transport is cheapest in your area? Have you ever travelled by boat?	• In pairs, identify and discuss transport means in pictures • Read and discuss a dialogue about transport • In pairs, unscramble transport-related words. • Find transport words in a word search puzzle • Discuss commonly used transport in local areas. • Answer questions using «travel by» phrases.

• Describe the uses of various means of transport in daily life. • Recognise how means of transport differ in speed, cost, and purpose. • Use comparative adjectives to describe transport (e.g., faster, cheaper...). • Understand and use the present perfect tense in context (e.g., «I have visited...»).	Listen to short texts and respond accurately to questions. Talk about means of transport in your district using complete sentences. Write short paragraphs comparing types of transport. Use the present perfect tense in writing and speaking. Work with others to sort and classify transport examples.	Share personal travel experiences with confidence Cooperate with classmates in pair and group work. Value all kinds of transport and their different uses Take pride in Rwanda's transport systems and places. Show curiosity about places to visit in Rwanda.	Why do businesspeople prefer aeroplanes? **Language structure:** Prepositions (by bus, on foot) **Comparing means of transport** A bicycle is slower than a motorbike. A boat is the safest way to cross Lake Kivu. Taxis are more expensive than buses. Which is faster: a car or a bicycle? Which transport do you think is the most comfortable? **Language structure:** Comparatives (faster, more expensive)	• Write about transport in your district. • Read and discuss comparing transport methods. • Compare transport types in groups • Complete sentences with comparative forms • Write about transport differences in cost speed • Read about uses of transport and answer questions • Unscramble transport-related words • In pairs, match transport to their uses • Discuss transport uses in pairs

• Recognise the spelling and pronunciation of **«or», «aw»,** and **«au»** sounds. • Explain how transport supports business, travel, and trade. • Explain why people choose different transport methods. • Identify major places in Rwanda visited using different transport means.	Use maps and prior knowledge to describe how people travel. Spell and pronounce transport-related vocabulary correctly. Act out dialogues and role-plays on travel experiences.	Use kind words and polite speech when speaking about travel. Be responsible and safe when discussing or using transport.	**Describing uses of transport** Buses help pupils reach school safely. Lorries help to transport goods to markets. Ambulances help to take sick people to hospitals. How do buses help your community? Why are ambulances important? **Language structure:** Present simple for habits (help to) **Talking about visits in Rwanda** I have visited Akagera National Park twice. She has seen elephants and giraffes in Akagera National Park Have you ever been to Nyungwe Forest? What animals have you seen at Akagera? How many times have you visited Lake Kivu? **Language structure:** Present perfect tense (has/have + past participle)	• Listen and answer questions about transport uses • Write about transport uses using with **«help to»** • Read and discuss a conversation about travel experiences • Complete words about travel locations • Act out travel dialogues • Complete sentences with present perfect tense • Write about places visited using present perfect • Pronounce words with **«or/aw/au»** sounds

			Sounds and spelling (or/aw/au) **/or/:** f**or**k, st**or**m, h**or**n. **/aw/:** str**aw**, y**aw**n, dr**aw**. **/au/: Au**gust, s**au**ce, h**au**nt. **Vocabulary** **Vehicles:** bicycle, motorcycle, bus, boat, airplane **People:** driver, passenger **Objects:** fare, helmet, ticket **Concepts:** traffic, fuel, environment, distan **Adjectives:** fast, slow, cheap, expensive, comfortable	

Links to other subjects: *Social Studies: where pupils learn about different means of transport used in Rwanda and their importance for communities, trade, and movement; Mathematics: where pupils may read, draw, and interpret simple graphs or tables related to travel data, transport frequency, or distances between places.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners describe means of transport, share travel experiences, recite poems, sing songs, and write short texts about journeys and transport services.
- **Critical thinking and problem-solving:** Developed as learners read texts, compare diffe ent means of transport, discuss their advantages and disadvantages, and debate suitable transport choices for diff rent situations.
- **Cooperation, interpersonal management, and life skills:** Developed as learners participate in pair and group discussions, role plays, and presentations while sharing ideas and respecting others' opinions.

Basic Values

The following basic values are promoted throughout this unit:

- **Responsibility and discipline:** Promoted as learners discuss safe and responsible behaviour when using different means of transport.
- **Respect for others and human rights:** Promoted as learners listen to others' ideas during discussions and use polite language when expressing opinions.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Environment and Sustainability:** Promoted as learners read, discuss, and write about environmentally friendly transport options and ways of reducing pollution.
- **Inclusive Education:** Promoted as learners discuss and write about transport facilities that consider the needs of all people, including persons with disabilities.

Assessment criteria: *Can describe how and why people travel in the district, compare means of transport, and describe their uses in speech and writing, can use correct sentence forms including imperatives, prepositions, comparatives, and the present perfect tense, participate in dialogues and role-plays about travel, and pronounce and spell words with «or,» «aw,» and «au» sounds*

Materials needed: *pictures and photographs of various transport types in Rwanda to support vocabulary and discussion, tables or charts to compare transport types or record data, maps of Rwanda to identify travel routes and locations, word cards for vocabulary practice, audio recordings of transport-related dialogues to develop listening skills.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		**UNIT 7: HYGIENE AND HEALTH**		**Periods: 31**
Key unit competence: Communicate effectively about hygiene, diet, illness, and health practices while promoting healthy living, self-care, and community responsibility				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
List different types of food, food groups, and the importance of a balanced diet.	Act out short dialogues about food, health, and hygiene. Use quantifiers and countable/ uncountable nouns in sentences. Make a food plan for a balanced diet.	Show interest in healthy eating. Appreciate the need to eat different kinds of food. Care about keeping the body clean.	**Language use** **Describing diet** Rice gives us energy because it's a carbohydrate. Beans give proteins which help our muscles grow. We should eat fruits daily for vitamins. Too much sugar is bad for our teeth. Why is a balanced diet important?	• Identify and discuss food/ hygiene in pictures • Read and discuss a dialogue about diet • Complete health-related words • Match words to their meanings • Discuss meal habits with a partner • List and share personal food habits • Read about balanced diets and answer questions

Recognise the use of grammatical structures such as countable and uncountable nouns, quantifiers, modal verbs, and the first conditional related to hygiene and health. Recognise the spelling and pronunciation of «ou», «ow» sounds	Complete First Conditional sentences about food and health. Give advice using "should" and "should not". Create a short dialogue between a doctor and a patient. Say and spell words with *ou* and *ow* sounds. • Listen to/ read a short text about hygiene.	Develop the habit of washing hands and brushing teeth. Understand the value of staying healthy and avoiding illness. Respect and listen to advice from others about health. Be responsible for making good food and hygiene choices.	**How much** water should you drink daily? What do we eat to get energy? **Language structure:** • Quantifiers (a little, too much) **Describing food groups and a balanced diet** Carbohydrates like maize give us energy. Proteins like eggs help repair body tissues. Fats from avocados keep us warm. Vitamins in spinach protect us from diseases. Name three body-building foods.	• Play a food group matching game • Act out a dialogue about healthy eating • Complete sentences with quantifiers • Write sentences about healthy eating habits • Read and discuss a dialogue about diet/health • Role-play health conversations • Make a healthy eating plan • Complete health-related words • Read and discuss a hygiene poem • Match rhyming words from the poem • Match hygiene terms to meanings • Match hygiene actions to pictures

	• Make posters, write short poems and prepare short plays or songs about hygiene and health.		Why should we eat a variety of foods? What food group does fish belong to? How does water help our bodies? **Language structure:** • Countable and uncountable nouns • Quantifier **Talking about diet and health** If you eat junk food daily, you will gain weight. If I eat healthy food, I will feel strong. If you drink clean water, you won't get stomach infections. She will get sick if she doesn't eat vegetables. If children eat balanced meals, they will grow well. What will happen if you never eat fruits? How can poor diet affect your studies? Why do athletes need more proteins?	• Discuss hygiene practices in pairs • Act out hygiene actions • Complete «should/ should not» sentences

			What should you do if you feel weak? **Language structure:** First conditional (If + present simple, will + verb). **Talking about hygiene** You should wash your hands before eating. She shouldn't share toothbrushes to avoid germs. We must bathe daily to stay clean. They should trim their nails regularly. How often should you brush your teeth? What diseases can dirty toilets cause? Why shouldn't we wear dirty clothes? **Language structure:** Modal verbs (should, must, shouldn't).	• Write hygiene advice using modal verbs like 'should' and 'must. • Read and discuss a doctor-patient conversation • Role-play doctor-patient dialogues • Create original health dialogues • Pronounce words with **«ou/ow»** sounds

			Talking about illness He has a fever and a headache. If you have malaria, you will feel very weak. She vomited because she ate spoiled food. We should cover our mouths when sneezing. How can we prevent diarrhoea? When should you visit a clinic? **Language structure:** Advice with «should» (You should rest if you're sick). **Sounds and Spelling (ou/ow)** **/ou/:** m**ou**th, h**ou**se, cl**ou**d. **/ow/:** c**ow**, fr**ow**n, t**ow**el. e.g.: The l**ou**d s**ou**nd made the c**ow** run.	

			Vocabulary **Nutrition:** carbohydrates, proteins, vitamins, fats, energy, meal **Hygiene items:** soap, water, brush **Concepts:** germs, diseases **Actions:** grow, bathe, clean, prevent, boil, wash **Adjectives:** healthy, balanced	

Links to other subjects: *Science and Elementary Technology, where pupils learn about food groups, nutrition, diet, health, and hygiene in daily life, supporting their understanding of balanced diet eating, body care, and disease prevention.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners discuss food, hygiene, illnesses, and health advice through speaking, reading, listening, writing, poem recitation, and role-play activities.
- **Critical thinking and problem-solving:** Developed as learners analyse health situations, identify unhealthy habits, and suggest solutions through discussions and written activities.

Basic Values

The following basic values are promoted throughout this unit:

- **Dignity and responsibility:** Promoted as learners discuss personal hygiene, healthy eating habits, and caring for their bodies and surroundings.
- **Care and compassion:** Promoted as learners use English to share advice on helping others maintain good health and prevent illness.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Comprehensive Sexuality Education:** Promoted as learners discuss personal hygiene, body care, and healthy choices through age-appropriate language activities.
- **Environment and Sustainability:** Promoted as learners read, discuss, and write about clean water, proper waste disposal, and maintaining clean surroundings.

Assessment criteria: *can describe diet and classify it into vegetables, meat, etc., can define key food groups and explain their benefits, can give advice about keeping healthy using modal verbs and conditional sentences, can use countable and uncountable nouns and quantifiers in context.*

Materials: Materials needed: *pictures, diagrams, and photographs of food types and hygiene practices, word cards for vocabulary, posters showing food groups and hygiene steps, audio materials for listening and pronunciation of "ou" and "ow" sounds.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		**Unit 8: CRAFTS IN RWANDA**		**Periods: 24**
Key unit competence: Communicate effectively about traditional and modern crafts in Rwanda while promoting creativity, cultural pride, and preservation of cultural heritage.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Recognise the differences between traditional and modern crafts in Rwanda, including the materials and tools used. Identify the use of language structures such as the present simple passive and expressions like "used to," "used for," and "made by.	Describe traditional and modern crafts and their making processes using the present simple passive and other target expressions. Use appropriate grammar and vocabulary to talk or write about how crafts were made in the past and how they are made today	• Show respect and appreciation for Rwanda's cultural heritage and traditional craftsmanship. • Develop pride in local crafts and encourage preserving and promoting them as part of Rwanda's identity	**Language use** **Describing what people made in the past** People used to make baskets from papyrus reeds. Traditional pots were made from clay. They were used for cooking. Drums were made from hollowed wood and animal skins.	• Observe and discuss craft pictures • Read about traditional crafts and answer questions • Unscramble craft-related words • Interview elders about traditional crafts • Complete sentences with ***«used to»***

			What were clay pots used for in Rwandan homes? **Language structure:** Used to (past habits) **Describing what people used tools for** A hoe was used for digging and farming. Knives helped carve wood into tools. Gourds were used to store milk and water. What was a hoe used for? What was a pot used for? Language structure: Passive Voice Used for +verb -ing	• Write about past craft practices • Read and discuss traditional tool uses • Match tools to their traditional uses • Discuss tool uses with a partner • Complete sentences with *«used for»* • Read about modern/traditional crafts • Form sentences about craft materials • Discuss modern craft materials

			Describing modern handcrafts Today, artisans make jewellery from recycled paper beads. Woven baskets with colourful patterns are bought by tourists. Wooden sculptures are sold in craft markets. What materials were used to make jewellery? **Language structure:** • Passive voice (review) **Describing how to make craft objects** First, mix clay with water to make it soft. Then, shape the clay into a pot using your hands. After drying, bake the pot in a hot oven. Finally, decorate the pot with natural dyes.	• Listen and identify true/false statements • Rearrange words into craft sentences • Read pot-making instructions and answer questions • Match words to their opposites • Arrange Imigongo-making steps • Complete passive voice sentences • Change sentences from active to passive • Pronounce words with **«oi/oy»** sounds

			What is the first step in making a clay pot? What happens if you skip the drying step? **Language structure:** Sequencing Words: First, Next, Finally. Passive voice **Sounds and Spelling /oi/,/ oy/** **/oi/:** s**oi**l, b**oi**l, c**oi**n. **/oy/:** t**oy**, j**oy**, empl**oy**. e.g.: The b**oi**ling water ruined the t**oy**. **Vocabulary** **Crafts:** basket, pot, mat, jewellery, Imigongo, decoration **Materials:** clay, grass, beads, cow dung, plastic, thread	

			Business: market, income **Concepts:** patterns **Actions:** sell **Adjectives:** recycled, creative	

***Links to other subjects**: Arts and crafts: crafts, traditional crafts, and making craft objects.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners describe crafts, explain production processes, and share information about traditional and modern Rwandan crafts through speaking, reading, and writing activities.
- **Creativity and innovation:** Developed as learners design, describe, and present craft ideas using drawings, demonstrations, and creative language activities.

Basic Values

The following basic values are promoted throughout this unit:

- **Cultural identity and national pride:** Promoted as learners use English to appreciate and discuss Rwandan traditional crafts and heritage.
- **Creativity and self-reliance:** Promoted as learners describe how crafts are made and explore the use of available materials in creative ways.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Gender Education:** Promoted as learners participate equally in discussions, presentations, and activities related to crafts.
- **Financial Education:** Promoted as learners discuss how crafts contribute to income generation and support livelihoods.

Assessment criteria: *Can identify and describe traditional and modern crafts in Rwanda, can use the present simple passive and "used to" to explain how crafts were made, can use "used for + -ing" to describe the purpose of traditional tools and materials, can sequence steps to describe how crafts are made, can show appreciation for Rwanda's cultural heritage through discussion and writing*

Materials needed: *Teachers should use craft pictures, real or model tools, traditional/modern craft samples, recycled materials, and audio texts to support vocabulary, grammar, and cultural understanding.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		**UNIT 9: TRADITIONAL AND MODERN AGRICULTURE IN RWANDA**		**Periods: 33**
Key unit competence: Communicate effectively about traditional and modern agriculture in Rwanda while promoting respect for farmers, responsible use of resources, and appreciation of agricultural innovation.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify traditional and modern agricultural practices used in Rwanda. Recognize the main agricultural exports of Rwanda and their importance to the economy.	Describe agricultural activities using the past simple, present simple, and future tenses appropriately. Compare and contrast traditional and modern farming methods in oral and written forms	Appreciate the importance of agriculture in Rwanda's development. -Show respect for both traditional practices and modern innovations in farming.	**Language use** **Describing farming tools in the past** Farmers used hoes to dig the soil in the past. They did not use tractors long ago. Did people use sickles to harvest crops? A pickaxe was used to break hard ground. **Language structure:** Past simple tense (used to/did not use)	• Observe and discuss farming pictures • Read and discuss traditional farming tools • Find hidden tool words in a puzzle • Discuss past tools with a partner • Complete past tense sentences • Write about past farming practices

Identify and describe traditional and modern farming tools. Recognize crops grown in Rwanda.			**Describing farming in the past** People grew cassava and beans for food. They did not have modern irrigation systems. Did families keep goats and chickens? Baskets were used to carry crops. **Language structure:** **Past simple tense** (affirmative/negativ questions) **Describing agriculture in the present** Farmers grow tea and coffee for export. They do not rely only on rainwater now. Do farmers use tractors today? Terracing helps prevent soil erosion.	• Read about past farming and answer questions • Complete sentences about historical farming • Role-play conversations about past farming • Complete past tense verb forms • Change sentences to negative/interrogative • Read about modern agriculture and answer questions • Unscramble agriculture words • Match farming terms to meanings • Describe farming activities to class • Listen and answer farming questions

			Language structure: Present simple tense (do/does for habits/ facts) **Asking questions: What…/Do….** **Describing current agricultural exports and imports** Rwanda exports coffee to Germany. We do not import tea from China. Does Rwanda/sell tea to Pakistan? Imports include machines and fuel. **Language structure:** Present simple for routines/facts (export/import)	• Write about local farming • Complete present tense sentences • Read and discuss agricultural trade • Complete trade-related words • Match trade terms to meanings • Discuss exports/imports in pairs

			Describing agriculture in the future Farmers will use robots to plant seeds. They will not depend on old tools. Will Rwanda export more milk in 10 years? Greenhouses will grow more vegetables. **Language structure:** Future tense with «will» (predictions/plans) **Sounds and Spelling** **Sounds: /ar/,/air/** **Spellings: -ar-, -air-,- ear-,-are-** **/ar/:** F**ar**m, Farm**er**, H**ar**vest **/air/:** ch**air**, p**air**, st**air** **/ear/:** b**ear**, w**ear,** **/are/:** prep**are**, comp**are,** sh**are**	• Listen and answer trade questions • Read and discuss future farming • Complete future-related words • Fill blanks about future farming • Role-play future farming dialogues • Complete «will/won't» sentences • Pronounce words with «ar/air/are» sounds

			Vocabulary **Tools:** hoe, sickle, tractor, machete, **Farming:** irrigation, fertilizer, greenhouse, grow crops **Crops:** seeds, maize, beans, sorghum, cassava, coffee, te **Concepts:** harvest, export, profi	

***Links to other subjects: Social studies**: by exploring traditional and modern farming methods, tools, crops, and animals in Rwanda, as well as the historical development and economic importance of agriculture*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners describe farming activities, tools, crops, and agricultural practices through speaking, reading, listening, and writing activities.
- **Critical thinking and problem-solving:** Developed as learners compare traditional and modern farming methods, discuss their advantages, and suggest possible improvements in agriculture.

Basic Values

The following basic values are promoted throughout this unit:

- **Patriotism and national pride:** Promoted as learners use English to discuss the contribution of agriculture to Rwanda's development and food security.
- **Dignity of work:** Promoted as learners appreciate farmers' work and discuss the importance of agricultural activities in society.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Financial Education:** Promoted as learners discuss agricultural income, trade, and responsible management of farming resources.
- **Environment and Sustainability:** Promoted as learners read, discuss, and write about sustainable farming practices and protection of natural resources.

Assessment criteria: *Can describe farming tools and practices in Rwanda using past simple, present simple, and future tenses, can compare traditional and modern agriculture orally and in writing, and can explain the importance of agricultural exports and innovations.*

Materials needed*: Pictures and photographs of farming tools, crops, and activities from different periods, charts showing farming processes, word cards for vocabulary practice and audio recordings to support pronunciation of /ar/, /air/, and /are/ sounds.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		**UNIT 10: GEOGRAPHY OF THE WORLD**		**Periods: 33**
Key unit competence: Communicate effectivel about the geography of the world while promoting curiosity, global awareness, and respect for geographical and cultural diversity.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
Identify and name the continents, countries, and their capitals. Recognize and use geographical terms and prepositions of place.	Describe the location of countries and continents using correct prepositions and modal verb can. Construct conditional sentences, and geographical descriptions using appropriate language structures.	• Appreciate the diversity and uniqueness of different regions and countries around the world. • Show curiosity and respect for different geographical, cultural, and environmental features globally.	**Language use** **Naming continents, countries, and capitals** • There are seven continents in the world. • Antarctica does not have a capital. • Is Paris the capital of France? • Kigali is the capital of Rwanda. **Language structure:** There is/are for existence	• Study world map and answer questions • Read and discuss continents/ capitals • Complete geography-related words • Match geography terms to meanings • Present countries/ capitals in groups

	Analyze images and dialogues related to farming, extracting relevant information and drawing conclusions Practice spelling and pronunciation of agricultural vocabulary.		**Describing the position of countries** Rwanda is to the east of the Democratic Republic of Congo. Kenya is not in West Africa. Is Tanzania south of Uganda? Egypt borders the Red Sea. **Language structure:** Prepositions of place **(in, on, east of, next to…)** **Describing the physical geography of *a* country** There are many hills in Rwanda. There isn't *a* desert in Rwanda. Are there volcanoes in the north? Lake Kivu is in the western province.	• Quiz peers about countries/capitals • Complete «there is/are» sentences • Read about country locations and answer questions • Unscramble geography words • Match location terms to meanings • Describe country locations in pairs • Write about Rwanda's location • Rearrange location sentences • Read about Rwanda's geography and answer questions

			Language structure: «There is/are» **Describing a country** You can visit Maasai Mara in Kenya. You cannot swim in Lake Nakuru. Can tourists climb Mount Kenya? There are deserts in Namibia. If you went to Kenya, you would visit Maasai Mara. Rwanda is a mountainous country. **Language structure:** Modals («can/cannot»); Second conditional («If... would») **Sounds and Spelling** Dictation on Spelling	• Match geography terms to meanings • Describe natural features in pairs • Listen and identify natural features • Form «there is/are» sentences • Write about a natural feature • Complete «there is/are» verb forms • Change sentence structures • Read about Kenya and answer questions • Match tourism terms to meanings

			The cow is grazing in the field Listening focus (spelling patterns: /ar/, /oy/, etc.) **Vocabulary** **Places:** Africa, Asia, Europe, Rwanda, Kenya, France, China **Geography:** capital, population, borders, Coastline, landlocked mountains, beaches, deserts, landmarks **Culture:** tourism, culture, language, currency	• Write about visiting Kenya • Create «if...would» travel sentences • Rearrange travel sentences • Complete «can/cannot» sentences • Listen and write spelling words • Write dictated sentences

Links to other subjects: *This unit links to social studies through learning about countries, continents, capitals, and geographical features, and connects to map-reading skills, population studies, and understanding cultural and environmental diversity.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners name continents, countries, capitals, and geographical features and describe their locations through speaking, reading, and writing activities.
- **Critical thinking and problem-solving:** Developed as learners interpret maps, locate places, compare geographical information, and describe relationships between different places.

Basic Values

The following basic values are promoted throughout this unit:

- **Respect for cultural diversity:** Promoted as learners use English to discuss and appreciate people, countries, and cultures from different parts of the world.
- **Patriotism and environmental responsibility:** Promoted as learners describe Rwanda's geographical features and discuss ways of protecting the environment.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Peace and Values Education:** Promoted as learners discuss respect, tolerance, and peaceful coexistence among people from different countries and cultures.
- **Environment and Sustainability:** Promoted as learners read, discuss, and write about protecting geographical features and natural resources.

Assessment criteria: *Can name countries, continents, and capitals, locate countries on a map of the world, describe the position of countries using prepositions of place, write a short text about a country including its position, capital, exports, and tourist destinations, and can use modal verbs and conditional sentences in geographical descriptions.*

Materials: *World map, photographs of countries and landmarks, pictures showing geographical features, pencils, drawing paper, and word cards for geographical vocabulary practice, audio recordings for spelling and pronunciation practice, and a simple atlas or digital map tool.*

6.4. English Syllabus for Primary six

6.4.1. Key competences at the end of P6

At the end of P6, the pupil should be able to:

Reading

- Read and show understanding of texts of **150–200 words**, identifying main ideas, supporting details, and structure (beginning, middle and end).
- Skim and scan for specific information and interpret unfamiliar words using context

Writing

- Write guided compositions of **100–150 words** for different purposes (stories, letters, and descriptions) with correct grammar, punctuation, and structure.
- Revise and improve writing independently for clarity and accuracy.

Listening

- Listen to and understand spoken texts of **60–80 words**, identifying main ideas, details, and speaker's intent.
- Follow **multi-step oral instructions** accurately in different situations

Speaking

- Speak clearly in complete sentences of **8–12 words**, using correct grammar and vocabulary.
- Participate confidently in dialogues, role plays, and presentations, maintaining fluency, intonation, and pronunciation.

6.4.2. Primary Six Units

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION		
P6 English	**UNIT 1: LEISURE AND SPORTS**	**Periods: 31**

Key unit competence: Communicate effectively about leisure activities, music, and sports while promoting teamwork, respect for others' preferences, and healthy use of leisure time.

Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Identify vocabulary related to sports and leisure. • Recognize the importance of leisure for well-being. • Identify types of sports and games. • Explain the rules of common games	• Read and interpret texts about sports. • Write short descriptions of favourite sports or leisure activities. • Use present simple tense when talking about leisure activities.	• Appreciate the role of sports in promoting health. • Respect other people's hobbies and sports preferences. • Show cooperation during group games.	**Language use** **Talking about what you like doing** I like watching TV. She dislikes reading. What do you like doing? Do they like playing football? We prefer reading. What do you prefer doing?	• Observe and describe pictures related to leisure and sports activities. • Talk about what you like or dislike doing during leisure time and why.

• Recognize the structure and usage of the past simple tense. • Recognize how to use "like", "prefer," and "dislike" + -ing verbs. • Interpret the use of quantifiers (some, a few, a lot, most). • Identify and apply correlative conjunctions (both...and, either...or). • Explain the difference between soft and hard sounds of the letters **"c"** and **"g".**	• Listen and respond to conversations about games. • Talk about personal leisure routines. • Ask and answer questions about what classmates like or play	• Develop respect for game rules. Encourage team spirit. • Practice teamwork and fair play during sports or competitions. • Value diverse leisure activities across cultures.	**Language structure** Use of «like/dislike» and «prefer» followed by the ***''ing''*** form. **Describing past activities** Last weekend I went shopping. On Sunday we visited my uncle. What did you do last week? **Language structure** Past Simple Tense: *(went, played, saw)* Describing music I like **some** RnB songs by Tom Close. He released **many** popular tracks after forming his first group in 2006.	• Listen to or read stories and answer related comprehension questions. • Match leisure, music, and sports vocabulary with their definitions • Ask and answer questions in pairs about classmates' favourite activities. • Use «like», «dislike», and «prefer» + -ing in meaningful sentences. • Recite and analyse a poem about leisure and hobbies.

	• .		**A few** of his songs became hits across the region. He was born in Uganda in 1986, and his best album is **Subeza**, which includes **some** of his most loved songs **Language structure** **Determiners of quantity**: *(some, many, a few, most..)* Describing sportspeople My favourite sportsperson is a cyclist named Jeanne who is **both** fast **and** focused. She **not only** trains every morning **but also** eats healthy food to stay strong. In order to succeed in sports, you need **either** discipline **or** the willingness to help others, Jeanne has both.	• Read a story or letter about past events and talk about similar experiences. • Rewrite present tense sentences into the past simple tense. • Identify, name, and describe musical instruments and their use. • Complete sentences using determiners of quantity (some, many, a lot of, a few, etc.). • Complete sentences using correlative conjunctions (both... and, either...or, etc.). • Prepare and present orally about a sportsperson you admire.

			Language structure Correlative conjunctions: *(both....and, either.....or... not only...but also)* **Sounds and spelling** Soft letter sound ''c'' and ''g'' **Soft "c"** sounds like **/s/** before **e**, **i**, or **y** (***c****ity*, ***c****ent*, ***c****ycle*). **Soft "g"** sounds like **/j/** before **e**, **i**, or **y** (***g****iraffe*, ***g****entle*, ***g****ym*). Vocabulary **Leisure:** Hobbies like drawing, reading, singing, dancing, games, and cartoons. **Sports:** Football, volleyball, swimming, cycling, teamwork, champion, referee.	• Complete sentences using correlative conjunctions and soft **"c", "g"** sounds. • Plan and participate in a **"Mini sports and leisure day"** in groups.

			Music: Instruments (guitar, drums, piano, flute), traditional, modern, gospel, melody, lyrics. **Sportspeople:** Athlete, disciplined, determined, skilled, respectful, role model, training.	

Links to other subjects: *Physical education: sports, entertainment, and leisure. Mathematics: graphs.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners discuss leisure activities, music, sports, and hobbies through listening, speaking, reading, and writing activities.
- **Cooperation, interpersonal management, and life skills:** Developed as learners work in groups, share ideas, practise teamwork, and participate in activities related to sports and leisure.

Basic Values

The following basic values are promoted throughout this unit:

- **Respect for others and human rights:** Promoted as learners appreciate different hobbies, sports preferences, and opinions shared by classmates.
- **Dignity and integrity:** Promoted as learners discuss and practise fair play, discipline, respect for rules, and responsible behaviour during sports activities.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Peace and Values Education:** Promoted as learners use English to discuss teamwork, fair play, respect, and peaceful participation in sports and leisure activities.
- **Gender Education:** Promoted as learners express ideas about sports and hobbies while recognising equal opportunities for girls and boys to participate.

Assessment criteria: *Can talk about different leisure and sports activities, read and understand a text about leisure and sports, express opinions about favourite games or sports, write a short guided paragraph about leisure activities, appreciate teamwork, fairness, and respect during play.*

Materials: flashcards, *pictures and drawings, pencils; graph, photographs, audio clips and real objects*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION		
P6 English	**UNIT 2: MAKING FUTURE PLANS**	**Periods: 23**

Key unit competence: Communicate effectivel about future trips and tourist destinations while promoting responsible planning and appreciation of Rwanda's cultural heritage.

Learning objectives				
Knowledge and understanding	**Skills**	**Attitudes and values**	**Content**	**Learning activities**
• Identify future time expressions and structures (e.g., **«will», «shall», «going to»).** • Identify grammatical differences between present and future intentions. • Recognise modal auxiliaries used to express intentions and plans. • Identify and apply adverbials of time (e.g., tomorrow, next week).	• Read stories or dialogues discussing future intentions. • Write about personal future plans using "going to" (e.g., career, travel) • Engage in conversations about ambitions and career aspirations.	• Show curiosity and enthusiasm for future learning and career goals. • Respect classmates' aspirations and future dreams. • Display confidence when talking about one's ambitions.	**Language use** **Describing tourist destinations** I would like to visit Volcanoes National Park because I love nature and mountain gorillas. One day, I will go there with my family to explore the beautiful scenery. Where would you like to go for your next adventure?	• Observe and describe a picture about children's future dreams. • Talk about your future career and explain why you chose it. • Read or listen to texts about future plans and answer comprehension questions.

• Recognise expressions for making suggestions (e.g., “Let’s…”, “Shall we…”). • Identify key vocabulary related to trips, transport, and tourist destinations. • Explain the difference between “going to” and “would like to”. • Recognize silent letters in common English words (e.g., k, l, g, h, w).	• Listen to people talking about what they plan to do. • Write simple sentences about future events or dreams. • Use future tenses correctly when expressing personal or group plans.	• Encourage peers when discussing their dreams. • Appreciate goal-setting and planning. • Demonstrate a positive mindset toward life development. • Value cooperation and communication during group planning tasks.	**Language structure** **Future expressions:** *(will go, would like to visit)* Describing a trip Tomorrow, I’m going to visit Kigali. Next year, we’re going to visit my aunt in Huye. I would like to travel to Musanze someday because I’ve heard it’s beautiful. When are they going to visit Kigali?	• Match job-related vocabulary with their correct meanings. • Use **«will», «shall»** and **«be going to»** to express future intentions. • Write sentences and short paragraphs about personal and classmates’ future plans. • Work in pairs to ask, answer, or role-play dialogues about future activities. • Talk about a career role model and present your dream job to the class. • Recite and interpret a poem about hopes and dreams. • Create and present a project on **“My Dream Job”** using posters or drawings.

			Would you like to visit your parents next week? **Language structure:** **"Going to"**: For future plans **"Would like to" :**For wishes Adverbials of time: at 6.00 am, in the afternoon, etc. Making suggestions Shall we go shopping? Let's go shopping. **Language structure:** Use "Let's" + base verb (Let's go, let's help) Use "Shall we..." to ask for ideas. Sounds and spelling Silent letters *(**k**now, **k**nife, **k**nock.)*	

			Vocabulary **Destinations**: Lake Kivu, Akagera, Museum, volcano, forest, boat ride. **Travel preparations**: visit, journey, luggage, camera, tickets, guide, and schedule. **Suggestions**: plan, invite, decide...	

Links to other subjects: *Kinyarwanda and social studies: a journey and diaries.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners discuss tourist destinations, describe trips, give suggestions, and express future plans through speaking, listening, reading, and writing activities.
- **Critical thinking and problem-solving:** Developed as learners make choices, plan trips, and explain reasons for their decisions through discussions and written activities.

Basic Values

The following basic values are promoted throughout this unit:

- **Patriotism and national pride:** Promoted as learners use English to describe and appreciate Rwanda's tourist destinations and cultural heritage.
- **Responsibility and discipline:** Promoted as learners discuss planning, setting goals, and taking actions to achieve future aspirations.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Peace and Values Education:** Promoted as learners listen to and respect others' ideas, suggestions, and future aspirations during discussions.
- **Environment and Sustainability:** Promoted as learners discuss responsible tourism and the protection of natural and cultural attractions.

Assessment criteria: *Can talk about future plans using appropriate expressions, read and understand a text about future events, use the future tense correctly in speech and writing, write a short paragraph about their future career or plan, value planning and setting goals for a better future.*

Materials: *Photographs, pictures, timetables and calendars, audio dialogue and diary.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P6 English	**UNIT 3: WEATHER**			**Periods: 36**
Key unit competence: Communicate effectivel about current and future weather conditions while promoting preparedness, safety, and responsible planning for changing weather.				
Learning objectives				
Knowledge and understanding	**Skills**	**Attitudes and values**	**Content**	**Learning activities**
• Identify vocabulary related to types of weather. • Recognize sentence patterns used to describe weather conditions. • Identify the link between weather and daily human activities. • Interpret the use of present continuous and simple present in describing current conditions	• Read and understand weather forecasts or descriptions. • Identify different types of weather and their effects • Write simple weather forecasts using future tense and conditionals.	• Show appreciation for environmental awareness. • Demonstrate care in making weather-appropriate choices (clothing, travel, etc.). • Encourage discussion about weather-related safety.	**Language use** **Talking about the weather** The sun is shining now. Is it raining? It's raining. What's the weather like? Language structure Present simple Present continuous Predicting the weather On Sunday, it **might rain**. Tomorrow, the weather **will be** hot.	• Observe pictures and discuss the different weather conditions and describe them. • Match weather vocabulary with correct pictures or definitions • Use adverbs of frequency (always, sometimes, and often) to describe weather habits.

• Recognise the structure and function of the future with "will". • Explain how to use the first conditional to talk about possible future events. • Identify weather instruments and their purposes (e.g., thermometer, barometer). • Recognize the second conditional to describe imaginary weather situations	• Listen and respond to conversations about weather. • Describe current and past weather using appropriate expressions.	• Respect others' opinions in discussions about climate and weather. • Demonstrate readiness to adapt to weather-related challenges. • Appreciate the importance of weather forecasting for safety. • Value cleanliness and health during specific weather conditions. • Develop awareness of how human activities affect the climate.	What **may** the weather be like on Sunday? **Might** it rain? On Saturday, the temperature **may be** high. **Language structure** **Modal verbs:** *may, will, might* Describing future plans We're going to Kigali. I'm wearing my T-shirt. She's taking an umbrella. **Language structure:** Present continuous tense with future meaning **Planning future events** If it rains, we will play football. What will you do if it is sunny?	• Read the story/ poem and answer questions. • Match weather instruments with their uses • Talk about today's weather in your location • Write a weather forecast for tomorrow. • Use «will» to describe future weather. • Complete conditional sentences (If it rains.....).

			Language structure: Future with '**will**' First conditional **Describing seasons** If it **rained** in the rainy season, people **would stay** indoors. If the weather **were** hot in the dry season, we **would drink** more water. If the temperature were highest in September, farmers **would prepare** for the heat. If rainfall **were** low in July, the rivers **would dry** up. **Language structure:** Second conditional: For unreal or imaginary situations. Structure: *If + past simple, would + verb*	• In groups, discuss the current weather, paying attention to the present continuous tense • Listen to a weather forecast and show understanding by filling in a weather timetable. • Read texts about the Rwandan climate and answer comprehension question • Work in pairs to ask and answer questions about seasons in Rwanda.

			Sounds and spelling Doubling Rule CVC (run → running) **Vocabulary** **Weather conditions**: sunny, rainy, windy, cloudy, stormy, foggy, snowy, temperature. **Weather tools**: thermometer, barometer, anemometer, forecast, humidity. **Seasons**: dry season, rainy season, monsoon, drought, flood	• Identify sounds of weather-related vocabulary and practice pronunciation. • Create and present a mini-project on **"Weather in My District"**

Links to other subjects: *Social studies: weather, climate, forecasts*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners describe weather conditions, present weather reports, and share forecasts through listening, speaking, reading, and writing activities.
- **Critical thinking and problem-solving:** Developed as learners interpret weather information, analyse weather effects, and suggest appropriate actions in different weather situations

Basic Values

The following basic values are promoted throughout this unit:

- **Responsibility and safety:** Promoted as learners discuss using weather information to make safe decisions in daily activities.
- **Environmental responsibility:** Promoted as learners use English to discuss the relationship between human activities, weather, and environmental protection.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Disaster Risk Reduction and Management:** Promoted as learners read, discuss, and report on weather hazards and safety measures.
- **Environment and Sustainability:** Promoted as learners discuss how weather and human activities affect the environment and ways of protecting it.

Assessment criteria: *Can talk about weather conditions using appropriate vocabulary, describe different types of weather and their effects, read and understand weather related texts, write simple weather reports or forecasts, show awareness of how weather affects people and activities.*

Materials: *Weather flashcards, daily weather charts, real objects (e.g umbrella, coat...), photographs, and pictures, audio clips*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P6 English	**Unit 4: BEHAVIOUR, RULES AND LAWS**			**Periods: 36**
Key unit competence: Communicate effectively about behaviour, rules, laws, and consequences while promoting responsible conduct, respect for the law, and ethical decision-making				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Identify vocabulary related to discipline, rules, and laws. • Recognize the importance of rules in homes, schools, and communities. • Identify expressions for giving commands, advice, and warnings. • Recognize modal verbs («must», «must not», «and should») in giving obligations.	• Read and interpret rules and behaviour expectations. • Identify good and bad behaviour and consequences • Write about household or school rules using modals (must, should).	• Show respect for laws and rules. • Value discipline and responsibility. • Promote peaceful and lawful behavior interactions with others • Develop self-control and accountability	**Language use** **Describing people** Eric, **who** is honest, always tells the truth**.** Eric is someone **whom** many classmates admire. His hardworking nature, **which** inspires others, makes him special. He has qualities **that** every good friend should have.	• In groups, observe and describe pictures showing good and bad bahaviour. • Use relative pronouns to describe people. • Read/listen to texts about social behaviour in the community and answer comprehension questions

• Recognize second and third conditional sentence structures. • Explain and apply relative pronouns (who, which, that, whose, whom). • Identify vocabulary describing moral values and social responsibilities. • Interpret situations that demonstrate good or bad behaviour.	• Use appropriate language to express obligations and prohibitions. • Engage in discussions or role-plays about rules and consequences. • Listen to stories or dialogues involving discipline and conflict	• Appreciate the role of laws in maintaining order. • Respect authority figures like teachers, parents, and leaders. • Take responsibility for one's own actions and choices.	**Language structure:** Relative Pronouns (who, whom, which, that....) **Describing social behaviour** Drugs are a problem in our area. **Someone** is always using **something** bad, and almost **everyone** smokes too much. But with drinking, **no one** goes over the limit, **nothing** gets as dangerous as drugs. **Language structure:** Indefinite pronouns *(someone, everyone, something, nothing, no one anything...)*	• Fill in the blanks with the appropriate correct modal verbs. • Write sentences giving opinions on morality related to social behaviour, using. *''should''* and *should not''* • In groups, discuss why rules are important in class or community. • Read a poem on giving opinions on morality with modal verbs and answer the questions.

			Giving opinions on morality You **must** not smoke. **Should** she take drugs? No, she **should not**. People can drink, but they **should** not drink too much. **Would** it be better if they avoided alcohol? Yes, it **would.** They may think it's harmless, but it **might** still cause problems. **Language structure:** Modal verbs *(must, should, can, would, may, might)* **Describing laws** We must pay our taxes. We must not steal.	• Write a paragraph about rules you would change at school. • Conduct a class campaign titled "Be Respectful, Be Responsible."

			Language structure: Modal verbs of obligation and prohibition *Must / must not, should / should not, have to / don't have to, can / cannot* **Describing punishment** If you steal, you will be arrested. If you disobeyed the law, you would have many accidents. If I had renewed my license, I would not have been fined **Language structure:** Conditional clauses (if 1, if 2, if 3) **Sounds and spelling** Suffixes **–ing, –ed, –er, –est**	

			Vocabulary **Positive traits:** honest, respectful, responsible, kind, fair, and trustworthy. **Rules/laws:** punishment, arrest, prison, consequences, fine, license, offender, court **Social behaviour:** **Positive:** Politeness, cooperation, empathy, manners. **Negative:** Smoking, taking drugs, alcohol, drink, etc...	

Links to other subjects: *Social studies: Law, antisocial behaviour, morality, and school rules.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners discuss morality, rules, laws, and consequences through speaking, role-play, reading, and writing activities.
- **Critical thinking and problem-solving:** Developed as learners analyse behaviours, discuss their consequences, and suggest appropriate choices in different situations.

Basic Values

The following basic values are promoted throughout this unit:

- **Respect for laws and authority:** Promoted as learners use English to discuss the importance of following rules and respecting responsible authorities.
- **Dignity and integrity:** Promoted as learners discuss honesty, self-control, responsibility, and accountability in daily life.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Peace and Values Education:** Promoted as learners practise respectful communication, conflict resolution, and responsible behaviour through discussions and role-plays.
- **Comprehensive Sexuality Education:** Promoted as learners discuss responsible decision-making, self-control, and protection from harmful behaviours.

Assessment criteria: *Can explain good and bad behaviour in different contexts, talk about rules at home, school, and in society, read and understand texts about behaviour and laws, write a paragraph about the importance of rules and laws, value obedience, discipline, and fairness.*

Materials: *Posters or charts of school and home rules, pictures, flashcards with modal verbs, storybooks or short texts on discipline, and photographs.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION		
P6 English	**UNIT 5: FAMILY RELATIONSHIPS**	**Periods: 30**

Key unit competence: Communicate effectively about family relationships, personalities, and life stories while promoting respect, kindness, and appreciation of every family member.

Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Identify family-related vocabulary: relationships, personality traits, and roles. • Differentiate family structures and responsibilities. • Recognize sentence structures used to describe family interactions.	• Read texts describing family traditions and roles. • Write descriptions of family members and their roles. • Speak about family members and their responsibilities at home.	• Show respect and love toward family members. • Appreciate different roles within the family. • Demonstrate cooperation and support in family life.	**Language use** **Describing family trees** This is my grandfather. She has four daughters. He has to be married my aunt. **Language structure** **"Have/has got"** to show possession or relationships:	• In pairs, construct a family tree with grandparents, parents and siblings. Add cousins, aunts, and uncles. • Present the family tree orally to a group or the whole class. • Match family-related vocabulary with appropriate definitions

• Recognize the use of possessive pronouns and adjectives. • Explain descriptive language used to talk about people. • Recognize possessive structures and expressions of liking or preference. • Explain and apply correct verb tenses when recounting family history. • Recognise terms used in describing family trees.	• Share personal or family experiences orally. • Listen to stories and identify family values.	• Promote strong family ties and communication. • Promote peaceful conflict resolution at home. • Express gratitude for family support and traditions. • Demonstrate empathy toward other family members' feelings.	**Describing personalities** My grandmother is **strict** and demanding. What is your grandmother like? Is she **hardworking, creative, joyful, or happy?** **Language structure** **Personality adjectives: hardworking, creative, joyful, happy…)** **Saying who you like** I like Chantal **because** she's kind. **Since** we're good friends, I wonder, who does she like **as** a friend?	• In groups, discuss pictures of family members and describe their relationships. • Use possessive adjectives (my, your, his, her, etc.) in describing family members. • Talk about family roles in your own family • In groups, discuss family • members' personalities. • Collect adjectives to describe family personalities and classify into 2 groups: positive and negative e.g. strict, friendly, cold, kind.

• Interpret how to express emotions and preferences respectfully in family contexts.		• Value cooperation, honesty, and unity in family life.	**Language structure:** Reason clauses (because, since, as) **Describing family members and their life story.** She is 45 years old. She was born in 1970. She went to secondary school. She qualified as a nurse. She married my father when she was 24. At home she cooks the meals. I like her because she is kind. **Language structure:** • Simple past tense **Sounds and spelling** Tricky words: (words that don't follow regular spelling rules.) e.g: The pronunciation ''friend'' /frɛnd/ does **not match** the expected spelling	• Read the story and answer the comprehension questions. • Listen to a text about the family or about a family member. • Read scrambled sentences about a family member and put them in an appropriate order. • Write a short description of a family members and their story • Read texts about family members.

			Vocabulary **Family members:** aunt, uncle, cousin, niece, nephew, sibling, grandparents. **Personality traits**: kind strict, funny, hardworking, lazy, cheerful, creative, careless, wise. **Household chores:** sweeping, cooking, washing dishes, gardening, and setting the table.	

Links to other subjects: *Kinyarwanda, French and social studies: family, life stories, and family trees.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners describe family members, relationships, personalities, and life stories through speaking, listening, reading, and writing activities.
- **Cooperation, interpersonal management, and life skills:** Developed as learners discuss family roles, share ideas, and participate in pair and group activities.

Basic Values

The following basic values are promoted throughout this unit:

- **Love and respect for family:** Promoted as learners use English to describe and appreciate family members and their contributions.
- **Solidarity and cooperation:** Promoted as learners discuss helping family members and sharing responsibilities at home.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Peace and Values Education:** Promoted as learners discuss love, respect, cooperation, and positive relationships among family members.
- **Gender Education:** Promoted as learners discuss equal sharing of family roles and responsibilities between girls and boys, women and men.

Assessment criteria: *Can describe family members and their roles, express feelings and responsibilities in a family, read and understand stories or texts about families, write a short guided composition about their family, value respect, responsibility, and cooperation in family life.*

Materials: *Drawing tree diagrams pencils, pens, pictures, photographs, sample photos, and family tree.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION		
P6 English	**UNIT 6: READING BOOKS, WRITING COMPOSITION AND EXAMINATIONS.**	**Periods: 40**

Key unit competence: Communicate effectivel through reading, composition writing, and responding to examination instructions while promoting accuracy, independent learning, and academic honesty.

Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Identify components of reading comprehension (main ideas, details, sequencing). • Recognize different types of written compositions (narrative, descriptive, etc.).	• Read and interpret longer texts with understanding. • Summarize or retell what has been read. • Write structured compositions (introduction, body, and conclusion).	• Value good writing habits. • Develop confidence during assessments. • Appreciate effort, revision, and perseverance in learning.	**Language use** **Finding information in books** Skim the text **so that** you can find out what it is about. Scan the text in **order to** find out what happened in 2010.	• Skim a text and choose from 3 sentences which one best fits the text. • Pupils scan texts for particular information e.g. dates/people/ places. • Find information using a table of contents and index.

• Know the importance of preparation and focus during exams. • Recognize rules for punctuation and grammar in writing. • Identify parts of a book (cover, title, author, table of contents). • Recognize the features of a narrative story (beginning, middle, end). • Identify vocabulary used in examination instructions.	• Practice answering test-type questions (multiple choice, short answers).	• Respect classroom rules and deadlines during assessments. • Display academic honesty and fairness in tests and writing. • Show motivation to read regularly. • Appreciate books and reading as tools for learning. • Show creativity and care in written expression. • Take initiative in improving reading and writing skills.	Look up the information in the index **so that** you can locate the topic. Check the table of contents **in order to** find the topic quickly **Language structure** Purpose and reason clauses *(so that, in order to...)* **Reading stories** One morning Mutesi set out early to go to market with her basket on her head. **Language structure:** Simple Past Tense Past continuous tense Past perfect tense	• Match reading and writing vocabulary to their meanings. • Read a story and answer comprehension questions in writing. • Identify topic sentences and supporting sentences in a paragraph. • Practice writing clear and well-structured compositions. • Use linking words (because, so, but, and) to connect ideas. • Check for correct grammar and punctuation, etc.

• Distinguish between diff rent question types: multiple choice, short answer, matching. • Understand spelling patterns and sounds in English.			**Writing compositions** Plan your writing. Write notes. Write your text. Check your work. Evaluate the grammar. **Language structure** Sentence structure (Simple and Compound sentences) Conjunctions: and, but, because, so. **Understanding instructions in examinations** • Underline. Answer the question. • Put the words in the correct order. • Classify. Write a composition.	• Write a letter to a friend describing a book you read. • In pairs, review each other's writing and give feedback. • Discuss and role-play exam preparation strategies. • Take a sample reading and writing test and review results. • Share good habits for reading and writing with classmates

			Language structure: Quotation marks **("….")** **Sounds and spelling** Homophones • **too / two / to** • **hear / here** • **sea / see**	

Links to other subjects: *Kinyarwanda: books, examinations, and composition.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners practise reading comprehension, summarising, composition writing, and formal communication activities.
- **Lifelong learning:** Developed as learners engage in revision, independent reading, and writing activities that improve their language skills.

Basic Values

The following basic values are promoted throughout this unit:

- **Responsibility and discipline:** Promoted as learners follow instructions, organise their work, revise, and complete language activities carefully.
- **Dignity and integrity:** Promoted as learners demonstrate honesty and accuracy in reading, writing, and assessment activities.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Standardization Culture:** Promoted as learners follow appropriate formats and conventions in reading, writing, and examination activities.
- **Peace and Values Education:** Promoted as learners use respectful language, provide constructive feedback, and practise honesty during learning activities.

Assessment criteria: *Can identify parts and features of a book (e.g. cover, title, author), understand types and formats of composition and exam questions, read and understand short stories and answer comprehension questions, write guided compositions following a given structure, interpret and answer different types of examination questions (e.g. multiple choice, short answer, matching), shows interest in reading storybooks and learning new ideas.*

Materials: *Textbooks, short story books, and charts showing composition structure*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P6 English	**UNIT 7: ANIMALS**			**Periods: 19**
Key unit competence: Communicate effectively about animal classificati n and experiences with animals while promoting empathy for animals and appreciation of biodiversity.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Identify and classify animals as wild or domestic. • Recognize vocabulary for describing animals' features, habitats, and sounds. • Identify animals' habitats, features, and diets.	• Read short texts about animal life and behavior. • Identify characteristics and compare wild vs. domestic animals. • Describe animals using adjectives and prepositions.	• Show care and responsibility toward animals. • Respect animal life and diversity. • Promote awareness about animal conservation. • Demonstrate empathy towards animals and their environment.	**Language use** **Classifying animals** Pupils classify animals into two groups Animals are classified into two groups by pupils. We keep animals in safe places The animals are kept in safe places.	• Look at the pictures and name the animals • Classify animals into wild and domestic animals • Discuss the differences between wild and domestic animals. • Describe animals using adjectives. • Read the passage about animals and answer comprehension questions.

• Recognize expressions used to describe animals. • Recognize the importance of animals in the ecosystem and economy. • Explain expressions used in recounting experiences with animals. • Distinguish between factual and opinion-based statements about animals.	• Speak about pet care and wild animals. • Ask and answer questions about animal types and care. • Write simple reports or sentences about animals.	• Promote animal conservation and protection messages. • Demonstrate curiosity and responsibility when learning about animals.	**Language structure** Active and Passive Voice **Recounting personal experiences of seeing animals** I saw a monkey at the side of the road. It was eating. It was looking for food. What was it doing? **Language structure:** Past continuous tense **Past simple tense** (was/were + verb + -ing) **Sounds and spelling** Compound Words Football, sunshine, bedtime	• Listen to texts of someone describing when they saw an animal, focusing on the past continuous. • In groups, discuss reactions after seeing an animal, paying attention to the past continuous, with support, e.g. sentence starters.

• Explain and apply spelling and pronunciation patterns relevant to animal vocabulary.			**Vocabulary** **Animal types**: mammals, birds, reptiles, amphibians, vertebrates, invertebrates. **Habitats**: forest, savanna, lake, nest, den, endangered species. **Animal traits**: furry, scaly, feathers, claws, migration, predator.	• Write a short paragraph describing your favourite animal. • Present your writing to the class

Links to other subjects: *Social studies: animals, classifying animals, and prehistoric animals.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners describe animals, their characteristics, habitats, and groups through speaking, reading, and writing activities.
- **Critical thinking and problem-solving:** Developed as learners classify animals, compare their characteristics, and discuss ways of protecting them.

Basic Values

The following basic values are promoted throughout this unit:

- **Respect for nature:** Promoted as learners use English to discuss caring for animals and protecting their habitats.
- **Responsibility and empathy:** Promoted as learners share ideas on animal protection and demonstrate care for living things.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Environment and Sustainability:** Promoted as learners read, discuss, and write about protecting animals, habitats, and biodiversity.
- **Inclusive Education:** Promoted as learners participate in varied activities using pictures, group discussions, and other learning resources.

Assessment criteria: *Can name and classify animals, describe animal habitats and characteristics, read and understand texts about wild and domestic animals, write a short description or story involving animals, value care and respect for animals and nature.*

Materials: *Flashcards, Chart, photographs, real or toy animals, audio clips, and pictures*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION		
P6 English	**UNIT 8: ENVIRONMENT**	**Periods: 26**

Key unit competence: Communicate effectively about natural resources, environmental threats, and conservation while promoting environmental responsibility and sustainable use of resources.

Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Recognize vocabulary related to the natural and built environment. • Identify problems such as pollution and deforestation. • Know causes and effects of environmental degradation.	• Read texts about environmental issues and solutions. • Identify causes and effects of pollution, deforestation, etc. • Write about ways to protect the environment and conserve resources.	• Show commitment to environmental protection. • Value sustainable practices like recycling and tree planting. • Encourage others to care for the environment.	**Talking about resources** **There is** a lot of water in Lake Kivu for fishing, transport, and daily use. **There are** many trees in Nyungwe Forest that provide air, wood, and wildlife shelter. **There is** fertile soil in the Eastern Province for farming and food production.	• Observe and describe pictures showing environmental issues. • Read the story and answer the comprehension questions. • Label a map showing the location of key natural resources.

• Recognize ways of protecting the environment. • Distinguish between renewable and non-renewable resources. • Identify spelling-sound relationships in environmental terminology.	• Discuss environmental problems in the community. • Talk about actions people should take to protect nature. • Listen to texts about the location of resources and label a map.	• Demonstrate responsibility in conserving resources. • Participate actively in school or community environmental activities. • Promote habits like tree planting and water conservation. • Encourage others to adopt environmentally friendly behavior	**Language structure** There is…. There are…. **Language use** **Describing the location of key resources in Rwanda** Nyungwe is the place **where** many trees grow. The region **where** tin is mined is in the west. This is the area **where** people protect natural resources. **Language structure** Relative clauses with ***«where»*** **Talking about dangers to the environment** We use too many chemicals. We cut down forests. We kill wild animals. If we cut down too many trees, there will be floods	• In groups discuss the location of resources. • Write sentences about the location of resources. • Listen to texts about the location of resources and label a map. • Talk about ways people damage and protect the environment. • Match environmental vocabulary with definitions (e.g., pollution, conservation).

		• .	**Language structure:** Conditional Clauses (If-Clauses) **Talking about protecting the environment** We should build terraces. We need to prevent soil erosion by building terraces. How should we protect the environment? How should we prevent soil erosion? **Language structure:** **Modal verbs: need to, should/ shouldn't…** **Sounds and spelling** **Word building** – Prefixe ***un**- means not: unhappy, unclean ∗**dis**- means not: **dis**like, **dis**honest	• Read a passage about environmental conservation and answer questions. • Read a text about the dangers to the environment. • Identify dangers to the environments and decide which ones are most serious.

			Vocabulary **Natural resources:** water, minerals, soil, sunlight, forests, wildlife. **Environmental threats:** pollution, deforestation, waste, climate change, erosion. **Conservation:** recycling, afforestation, terraces, sustainability.	• Write sentences about dangers to the environment paying attention to ''if-clauses.'' If they keep cutting trees, the soil will become dry. • In groups, write a poster encouraging people to care for the environment.

Links to other subjects: *Social studies: pollution, environment, and environmental protection.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners discuss environmental problems, causes, effects, and solutions through speaking, reading, and writing activities.
- **Critical thinking and problem-solving:** Developed as learners analyse environmental challenges, interpret information from texts and maps, and suggest ways of protecting natural resources.

Basic Values

The following basic values are promoted throughout this unit:

- **Environmental responsibility:** Promoted as learners use English to discuss protecting natural resources, reducing pollution, and conserving the environment.
- **Solidarity and cooperation:** Promoted as learners participate in group discussions and activities related to conservation and environmental protection.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Environment and Sustainability:** Promoted as learners read, discuss, and write about conserving water, forests, land, and other natural resources.
- **Disaster Risk Reduction and Management:** Promoted as learners discuss environmental problems and their effects, such as floods and other hazard

Assessment criteria: *Can identify natural resources and their locations in Rwanda, name dangers to the environment (e.g. pollution, deforestation), explain ways to protect and conserve the environment, read and understand texts about the environment and respond to questions, participate in discussions or projects on environmental protection (e.g. planting trees, keeping the school clean), show care and concern for the environment.*

Materials: *Photographs, pictures, posters, drawings, and flashcards.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION		
P6 English	**UNIT 9: MAINTAINING HARMONY IN THE FAMILY.**	**Periods: 23**

Key unit competence: Communicate effectively about household responsibilities, family advice, and rules while promoting cooperation, mutual respect, and peaceful conflict resolution

Learning objectives				
Knowledge and understanding	**Skills**	**Attitudes and values**	**Content**	**Learning activities**
• Identify vocabulary related to peace, respect, and family harmony. • Interpret causes of family conflicts and how to solve them. • Recognize expressions used in giving advice (e.g., **«You should» ……).** • Recognize good communication as key to harmony	• Read and understand stories and dialogues showing family unity or conflict resolution. • Identify conflict and resolution in short narratives.	• Promote peace and understanding in the family. • Show empathy and forgiveness. • Respect differences in opinions. • Appreciate cooperation and shared responsibilities at home.	**Language use** **Describing jobs in the household** In our house I have to sweep the floor. My mother cooks the food. I wash dishes every evening. My brother takes out the trash. What do you have to do?	• Observe and describe pictures showing family members interacting. • Match pictures of household jobs with sentences. • Read a text about family harmony and answer comprehension questions.

• Explain the structure and use of imperative sentences and respectful expressions. • Recognize commonly used phrases in giving advice or reminders. • Identify vocabulary related to parental instructions and household chores. • Distinguish between polite and impolite expressions within family conversations. • Explain the role of language in promoting peace and cooperation at home.	• Write advice or simple dialogues promoting harmony. • Talk about respectful family behaviours. • Role-play peaceful solutions to misunderstandings.	• Take responsibility in helping with household duties. • Encourage peaceful communication and conflict resolution. • Express appreciation for family support and roles. • Value honesty, love, and cooperation as foundations for harmony.	**Language structure** **Present simple tense:** To describe regular household routines. **Describing what parents say** Don't make noise My mother said (that) she was going to the farm. She told me to sweep the floor She told me to make the beds. She told me to set the table. She told me to fetch water.	• Write a short paragraph on how you contribute to peace in your family. • Recite and interpret a poem about family unity. • Role play the dialogue showing parents giving commands. • Report the commands in writing using *tell/ told to.* • In groups, discuss family rules to help maintain peace and unity at home and write them on a poster, paying attention to ''*will.*''

			Language structure: Reporting commands: tell, told to Reported speech **Imperatives** **Talking about family rules** We will say sorry when we are wrong. We will be polite. We will not make too much noise. **Language structure** "Will" for Intentions **Sounds and spelling** Rearranging the letters: btaekfsar (morning meal) **Vocabulary** **Household jobs:** Fetch water, clean the house, sweep, cook, wash..., etc..	• Write a paragraph on how you promote harmony in your family. • Present your paragraph to the class.

			Household rules: curfew, chores, respect, obedience, routines. **Parental advice:** "clean your room," "do your homework," "be polite." **Conflict resolution** apologize, forgive, cooperate, and communicate	

Links to other subjects: *Religious studies and social studies: family jobs, quarrels, and family rules.*

Generic Competences

The following generic competences are developed through the learning activities in this unit:

- **Communication in officia languages:** Developed as learners discuss family relationships, give advice, practise reported speech, and participate in role-plays about family harmony.
- **Critical thinking and problem-solving:** Developed as learners identify causes of family conflicts, analyse situations, and suggest peaceful solutions through discussions and writing activities.

Basic Values

The following basic values are promoted throughout this unit:

- **Peace and peaceful coexistence:** Promoted as learners use English to discuss communication, forgiveness, understanding, and peaceful ways of resolving conflicts.
- **Respect for others and human rights:** Promoted as learners discuss respecting family roles, rules, opinions, and differences among family members.

Cross-Cutting Issues

The following cross-cutting issues are integrated into the learning activities in this unit:

- **Peace and Values Education:** Promoted as learners practise respectful communication, cooperation, and conflict resolution through dialogues and role-plays.
- **Gender Education:** Promoted as learners discuss fair sharing of family roles and responsibilities among all family members.

Assessment criteria: *Can describe ways to maintain harmony in the family, express feelings and resolve family conflicts through role-play, read and understand stories about family harmony, write short messages or dialogues showing respect and cooperation in the family, value harmony, respect, and peaceful communication.*

Materials: *Role-play cards, storybooks, Pictures, photographs, poster paper, and pens*

7. Bibliography

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8. Appendix

8.1. Progression Map

Competence Area	P4 – Foundation	P5 – Development	P6 – Mastery / Readiness
Speaking	Speaks in simple sentences of **5–8 words** to describe self, daily activities, or tell short stories. Participates in short guided dialogues and asks/answers polite questions.	Speaks in **6–10 word** sentences to express ideas, opinions, and experiences. Participates in role plays, short presentations, and dialogues with some fluenc and correct pronunciation.	Speaks in **8–12 word** sentences clearly and confidently in storytelling, role plays, interviews, and presentations, using varied vocabulary, correct grammar, and natural intonation.
Listening	Listens to short spoken texts of **30–50 words** (stories, instructions, conversations) to identify main ideas. Follows **two-step** oral instructions accurately.	Listens to spoken texts of **40–60 words**, identifying main ideas and details. Follows **three-step** oral instructions accurately.	Listens to spoken texts of **60–80 words**, identifying main ideas, details, and speaker's intent. Follows multi-step oral instructions in various contexts.
Reading	Reads short, simple texts of **50–80 words**, identifying main ideas and some details. Recognises common sight words and uses context to guess simple unfamiliar words.	Reads texts of **80–120 words**, identifying main ideas, supporting details, and sequence of events. Skims and scans for specific information and infers meaning from context.	Reads texts of **150–200 words**, identifying main ideas, supporting details, and structure (beginning, middle, end). Skims, scans, and interprets unfamiliar words using context.

Writing	Writes short sentences and simple paragraphs of **30–50 words** for familiar purposes. Uses basic punctuation (full stop, question mark, capital letters) and common linking words (e.g., and, because).	Writes short guided compositions of **50–80 words** for various purposes (stories, letters, descriptions). Organises ideas into paragraphs with correct punctuation and linking words (e.g., because, after that, so).	Writes coherent guided compositions of **100–150 words** for different purposes, using paragraphs, correct grammar, punctuation, and varied linking words. Revises and improves writing independently.
Grammar & Vocabulary	Uses present tense, plurals, articles, pronouns, and basic prepositions. Builds basic vocabulary for everyday topics.	Uses present, past, and future tenses correctly. Expands vocabulary with adjectives, adverbs, and conjunctions. Applies subject–verb agreement.	Uses varied tenses and sentence types, including complex structures. Applies a wide range of connectors (although, because, however) and precise vocabulary for clarity.
Phonics & Spelling	Identifies and pronounces letter sounds, blends, and common sound patterns (e.g., "sh," "ch"). Spells common sight words accurately.	Uses phonics knowledge to decode unfamiliar words and applies regular spelling patterns in writing.	Uses advanced phonics knowledge, word families, homophones, and complex spelling rules accurately in independent writing.
Literature & Expression	Retells simple stories in correct sequence with main characters and settings.	Identifies main ideas, lessons, and some figurative language in literary texts.	Interprets themes, compares characters, and evaluates style in literary works, relating them to real-life situations.

Attitudes & Collaboration	Listens to others, follows class rules, and works cooperatively in pairs or small groups with guidance.	Shares ideas respectfully, supports peers, and participates actively in group work.	Leads group tasks, encourages participation, and communicates ideas ethically and respectfully.

8.2. Assessment Rubric-Style Chart – English Competence Growth

Competence Area	P4 – Emerging	P5 – Developing	P6 – Proficien
Speaking	Uses short, basic phrases (5–8 words) to express needs, greetings, and simple ideas. Example: *I like science. It is interesting.*	Speaks in clear, complete sentences (8–12 words) to describe experiences, answer questions, and take part in role plays.	Expresses ideas and opinions confidently using varied vocabulary and structures in activities such as debates, storytelling, and presentations.
Listening	Understands simple commands, questions, and short oral texts (≤ 40 words). Example: *Open your book to page 10.*	Listens to short oral texts (60–80 words) and identifies basic details such as who, what, and where.	Listens to extended oral texts (80–100 words) and extracts specific details, main ideas, and tone.
Reading	Reads short illustrated texts (≤ 100 words) with support, identifying a few keywords and simple details.	Reads and understands varied text types (100–150 words) such as stories, instructions, and poems, identifying main details.	Reads and analyzes longer texts (150–200 words), identifying main ideas, making inferences, and explaining the author's purpose.

Writing	Writes 3–4 short sentences using familiar words and simple punctuation (capital letters, full stops).	Writes short paragraphs (60–80 words) in a guided format with logical order and basic structure.	Writes compositions (80–100 words) in 1–3 paragraphs with clear ideas, correct grammar, and logical organization.
Grammar & Vocabulary	Uses basic grammar rules (plurals, present tense) and a small set of common vocabulary.	Uses a wider range of tenses, adjectives, adverbs, and simple connectors.	Uses varied sentence structures, modifiers, and accurate vocabulary in the correct context.
Phonics & Spelling	Recognizes and applies letter sounds, blends, and digraphs to read simple words.	Applies phonics rules to read and spell unfamiliar words.	Uses knowledge of word families, prefixes/suffixe and common spelling patterns accurately.
Literature & Expression	Retells stories with key details and identifies characters and settings.	Discusses simple themes and morals in short literary texts.	Compares characters, interprets the author's style, and explains messages in literary texts.
Attitudes & Values	Participates in group work, listens to others, and follows class rules.	Collaborates respectfully, shares ideas, and supports group goals.	Leads group activities, promotes harmony, and communicates respectfully and responsibly.

8.3. SUBJECTS AND WEEKLY TIME ALLOCATION FOR SINGLE SHIFT

#	Subjects to be taught in P4 – P6	Number of periods (Period= 40 minutes)
1	Kinyarwanda/ Rwanda Sign Language	9
2	English	9
3	Mathematics	9
4	Social and Religious Studies	5
5	Science and Elementary Technology	5
6	French	5
7	Creative Arts (Fine arts and Music)	2
8	Physical Education and Sport	2
9	Co-curricular Activities	4
	Total number of contact *periods* per week	**50**
	Total number of contact *hours*/week	**33.3**
	Total number of contact *hours* per year (39 weeks)	**1300**