

CURRICULUM FOR LEARNERS WITH INTELLECTUAL CHALLENGES

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FOREWORD


In a bid to promote quality Special Needs Education in Rwandan schools, Rwanda Basic Education Board is pleased to publish the adapted curriculum for learners with moderate, severe and profound Cognitive Challenges and Developmental Disabilities. This is in line with the Government of Rwanda commitment towards fostering and supporting all learners to access and achieve quality education, including those facing all forms of limitations and disadvantages in schooling.

The curriculum is aligned to the Competence Based Curriculum (CBC) that was officially launched in 2015. It is intended to be used in both special and Inclusive schools in order to accommodate children with special educational needs and manage their cognitive diversity. The ultimate goal of this curriculum is to enable learners with intellectual challenges maximize their opportunity in learning to develop their optimal capacity to live as independently as they can. It will further help them realize their potential through education and professional development in terms of knowledge, competencies, attitudes and values and ultimately enable them participate in the socio –economic development as equal citizens in the Rwandan society

The present curriculum is anchored on the national prospects, values and mission. Uniquely responds to the needs of learners with intellectual challenges who are unable to follow the mainstream school curriculum.

Rwanda Basic Education Board therefore encourages all its partners and stakeholders to do their best in ensuring that children and learners with moderate, severe and profound Intellectual Challenges are not left behind in education. All stakeholders are required to ensure that learners with cognitive challenges are accommodated, appropriately taught and enabled to fully enjoy their constitutional rights. Rwanda Basic Education Board is confident that the present curriculum will influence substantially the educational practices in all Rwandan special and inclusive schools.

Finally, we take this opportunity to express our sincere appreciation to all education partners who have, in one way or the other, contributed to the development and finalization of the curriculum.


Dr. MBARUSHIMANA Nelson
Director General/REB



ACKNOWLEDGMENT

This curriculum is a result of efforts of a number of partners and stakeholders in education. We take this opportunity to deeply express our special appreciation to all those who played an active role in the development of the present curriculum for children with moderate, severe and profound intellectual challenges.

Rwanda Basic Education Board is most particularly indebted to UNICEF for the financial support and Federation Handicap International (Humanity&Inclusion) for the provision of expertise and technical coordination. Without their commitment and support, this document would not have been realized.

Rwanda Basic Education Board extends its gratitude to the specialists enlisted overleaf who technically supported the development of this curriculum. In this regard, we highly value the expertise contributed by specialists from the University of Rwanda-School of Inclusive & Special Needs Education in the College of Education, the Ministry of Education, Rwanda Basic Education Board and others.

Rwanda Basic Education Board acknowledges the role played by International NGOs such as ADRA Rwanda, VSO and Chance for Childhood as well as organs and local NGOs, notably the National Council for Persons with Disabilities in Rwanda (NCPD), Collectif Tubakunde and others.

The curriculum was further enriched with experiences shared by educators from different special schools who are working under Tubakunde league in Rwanda, and Rwanda Basic Education Board acknowledges with appreciations their eagerness to put the curriculum into good practice.

Rwanda Basic Education Board is confident that the present curriculum for learners with intellectual challenges will lead to achieving the desired national goals.



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ABBREVIATIONS USED

ADL: Activities of Daily Living

ADRA: Adventist Development & Relief Agency

CBC: Competence-Based Curriculum

CTLRD: Curriculum, Teaching and Learning Resources Department

CSDM: Corporate Services Division Manager

WFR: We For Rwanda

EFA: Education for all

EICV: Enquête Intégrale sur les Conditions de Vie

ESSP: Education Sector Strategic Plan

ESAD: Examination, Selection, Accreditation Department

HRD: Home de la Misericorde

HVP: Home de la Vierge des Pauvres

IE: Inclusive Education

IEP: Individualised Education Plan

EMIS: Education Management Information System

IQ: Intellectual Quotient

MINEDUC: Ministry of Education

NCPD: National Council for People with Disabilities

NISR: National Institute of Statistics of Rwanda

NGOs: Non-Governmental Organisations

REB: Rwanda Basic Education Board

SDG: Sustainable Development Goals

SEN: Special Educational Needs

SNE: Special Needs Education

SN&IE: Special Needs and Inclusive Education

SNECO: Special Needs Education Coordinator

UN: United Nations

UNCRPD: United Nations Convention on the Rights of Persons with Disabilities

UNICEF: United Nations Children's Funds

UN SDGs: United Nations Strategic Development Goals

UR-CE: University of Rwanda – College of Education

UR-CE SISNE: UR-CE School of Inclusive & Special Needs Education

TABLE OF CONTENT

FOREWORD	iii
ACKNOWLEDGMENT	v
LIST OF PARTICIPANTS	vi
1. INTRODUCTION	1
1.1. BACKGROUND	2
1.2. WHY A CURRICULUM FOR CHILDREN WITH INTELLECTUAL CHALLENGES?	4
1.3. GRADES OF SCHOOLING AND COMPLETION	6
1.4. PEDAGOGICAL APPROCHES	6
1.5. ASSESSMENT APPROACHES	8
1.6. CURRICULUM GUIDELINES	9
1.7. AREAS OF LEARNING	11
1.8. IMPLEMENTATION AND FOLLOW-UP	12
1.9. GLOSSARY	12
1.10. REFERENCES	13

2. MODERATE	15
2.1. CURRICULUM OVERVIEW FOR MODERATE LEVEL	16
2.2. GRADE 1: MODERATE LEVEL	28
2.2.1. LEARNING AREA 1: ACTIVITIES DAILY LIVING (ADL) GRADE 1 FOR MODERATE LEVEL	29
2.2.2. LEARNING AREA 2: SOCIAL ECONOMIC ACTIVITIES FOR MODERATE LEVEL/ GRADE 1	34
2.2.3. LEARNING AREA 3: HEALTH AND BODY AWARENESS/ GRADE 1.....	43
2.2.4. LEARNING AREA 4: SOCIAL SKILLS DEVELOPMENT FOR MODERATE LEVEL/ GRADE 1	49
2.2.5. LEARNING AREA 5: PHYSICAL EDUCATION FOR MODERATE LEVEL/ GRADE 1	53
2.2.6. LEARNING AREA 6: NUMERACY & PRE-NUMBERS FOR MODERATE LEVEL/ GRADE 1	56
2.2.7. LEARNING AREA 7: LITERACY FOR MODERATE LEVEL/ GRADE 1	64
2.2.8. LEARNING AREA 8: ICT, SCIENCE & TECHNOLOGY FOR MODERATE LEVEL/ GRADE 1	79
2.3. GRADE 2: MODERATE LEVEL	82
2.3.1. LEARNING AREA 1: ACTIVITIES OF DAILY LIVING/ GRADE 2	83
2.3.2 LEARNING AREA 2: VOCATIONAL & ENTERPRENERSHIP SKILLS FOR MODERATE LEVEL/ GRADE 2.....	87
2.3.3. LEARNING AREA 3: BODY AWARENESS FOR MODERATE LEVEL/ GRADE 2.....	97
2.3.4. LEARNING AREA 4: SOCIAL SKILLS DEVELOPMENT FOR MODERATE LEVEL/ GRADE 2.....	103
2.3.5. LEARNING AREA 5: PHYSICAL EDUCATION FOR MODERATE LEVEL/ GRADE 2	108

2.3.6. LEARNING AREA 6: PRE-NUMERACY & NUMERACY FOR MODERATE LEVEL/ GRADE 2	111
2.3.7. LEARNING AREA 7: LITERACY FOR MODERATE LEVEL/ GRADE 2	119
2.3.7. LEARNING AREA 7: LITERACY FOR MODERATE LEVEL/ GRADE 2	124
2.3.8. LEARNING AREA 9: ICT FOR MODERATE LEVEL/ GRADE 2.....	127
2.4. GRADE 3: MODERATE LEVEL	129
2.4.1 LEARNING AREA 1: ADL/ GRADE 3.....	130
2.4.2. LEARNING AREA 2: SOCIAL ECONOMIC ACTIVITIES FOR MODERATE LEVEL/ GRADE 3.....	134
2.4.3. LEARNING AREA 3: BODY AWARENESS FOR MODERATE LEVEL/ GRADE 3.....	143
2.4.4. LEARNING AREA 4: SOCIAL SKILLS DEVELOPMENT FOR MODERATE LEVEL/ GRADE 3.....	149
2.4.5. LEARNING AREA 5: PHYSICAL EDUCATION FOR MODERATE LEVEL/ GRADE 3	154
2.4.6. LEARNING AREA 6: PRE-NUMERACY & NUMERACY FOR MODERATE LEVEL/ GRADE 3	157
2.4.7. LEARNING AREA 7: LITERACY FOR MODERATE LEVEL/ GRADE 3	165
2.4.8. LEARNING AREA 8: ICT, SCIENCE & TECHNOLOGY FOR MODERATE LEVEL/ GRADE 3.....	173

3. SEVERE LEVEL	177
3.1. CURRICULUM OVERVIEW	178
3.2. GRADE 1: SEVERE LEVEL	186
3.2.1. LEARNING AREA 1: ACTIVITIES OF DAILY LIVING (ADL) FOR SEVERE LEVEL/ GRADE 1	187
3.2.2. LEARNING AREA 2: SOCIAL ECONOMIC ACTIVITIES FOR SEVERE LEVEL/ GRADE 1	191
3.2.3. LEARNING AREA 3: HEALTH AND BODY AWARENESS FOR SEVERE LEVEL/ GRADE 1	196
3.2.4. LEARNING AREA 4: SOCIAL SKILLS DEVELOPMENT FOR SEVERE LEVEL/ GRADE 1	199
3.2.5. LEARNING AREA 5: PHYSICAL EDUCATION FOR SEVERE LEVEL/ GRADE 1.....	206
3.2.6. LEARNING AREA 6: PRE- NUMERACY AND NUMERACY FOR SEVERE LEVEL/ GRADE 1.....	210
3.2.7. ICYIGWA CYA 7: IKINYARWANDA	218
3.2.8. LEARNING AREA 8: ICT, SCIENCE AND TECHNOLOGY FOR SEVERE LEVEL/ GRADE 1.....	220
3.3. GRADE 2: SEVERE LEVEL	221
3.3.1. LEARNING AREA 1: ACTIVITIES OF DAILY LIVING (ADL) FOR SEVERE LEVEL/ GRADE 2	222
3.3.2. LEARNING AREA 2: SOCIAL ECONOMIC ACTIVITIES FOR SEVERE LEVEL/ GRADE 2	227
3.3.3. LEARNING AREA 3: HEALTH AND BODY AWARENESS SYLLABUS FOR SEVERE LEVEL/ GRADE 2.....	232
3.3.4. LEARNING AREA 4: SOCIAL SKILLS DEVELOPMENT FOR SEVERE LEVEL/ GRADE 2	235
3.3.5. LEARNING AREA 5: PHYSICAL EDUCATION FOR SEVERE LEVEL/ GRADE 2.....	242

3.3.6. LEARNING AREA 6: PRE- NUMERACY AND NUMERACY FOR SEVERE LEVEL/ GRADE 2	246
3.3.7. ICYIGWA CYA 7: IKINYARWANDA.....	254
3.3.8. LEARNING AREA 8: ICT, SCIENCE AND TECHNOLOGY SYLLABUS FOR SEVERE LEVEL/ GRADE 2	256
3.4. GRADE 3: SEVERE LEVEL.....	257
3.4.1. LEARNING AREA: ACTIVITIES FOR DAILY LIVING (ADL) FOR SEVERE LEVEL/ GRADE 3.....	258
3.4.2. LEARNING AREA 2: SOCIAL ECONOMIC ACTIVITIES FOR SEVERE LEVEL/ GRADE 3	264
3.4.3. LEARNING AREA 3: HEALTH AND BODY AWARENESS SYLLABUS FOR SEVERE LEVEL/ GRADE 3	269
3.4.4. LEARNING AREA 4: SOCIAL SKILLS DEVELOPMENT SYLLABUS FOR SEVERE LEVEL/ GRADE 3.....	272
3.4.5. LEARNING AREA 5: PHYSICAL EDUCATION FOR SEVERE LEVEL/ GRADE 3.....	280
3.4.6. LEARNING AREA 6: PRE- NUMERACY AND NUMERACY FOR SEVERE LEVEL/ GRADE 3	285
3.4.7. ICYIGWA CYA 7: IKINYARWANDA.....	293
3.4.8. LEARNING AREA 8: ICT, SCIENCE AND TECHNOLOGY FOR SEVERE LEVEL/ GRADE 3.....	295
4. PROFOUND LEVEL	297
4.1. SYLLABUS OVERVIEW	298
4.2. GRADE 1: PROFOUND LEVEL	301
4.2.1. LEARNING AREA 1: ACTIVITIES OF DAILY LIVING (ADL) FOR PROFOUND LEVEL/ GRADE 1	302
4.2.2. LEARNING AREA 2: SOCIAL SKILLS AND EMOTIONAL DEVELOPEMNT FOR PROFOUND LEVEL/ GRADE 1	308

4.2.3. LEARNING AREA 3: LANGUAGE, SPEECH AND COMMUNICATION DEVELOPMENT FOR PROFOUND LEVEL/ GRADE 1	310
4.2.4. LEARNING AREA 4: PHYSICAL EDUCATION FOR PROFOUND LEVEL/ GRADE 1	313
4.2.5. LEARNING AREA 5: PRE NUMERACY FOR PROFOUND LEVEL/ GRADE 1	316
4.3. GRADE 2: PROFOUND LEVEL	319
4.3.1. LEARNING AREA 1: ACTIVITIES OF DAILY LIVING (ADL) FOR PROFOUND LEVEL/ GRADE 2	320
4.3.2. LEARNING AREA 2: SOCIAL SKILLS AND EMOTIONAL DEVELOPEMNT FOR PROFOUND LEVEL/ GRADE 2	324
4.3.3. LEARNING AREA 3: LANGUAGE, SPEECH AND COMMUNICATION DEVELOPMENT FOR PROFOUND LEVEL/ GRADE 2	326
4.3.4. LEARNING AREA 4: PHYSICAL EDUCATION FOR PROFOUND LEVEL/ GRADE 2	329
4.3.5. LEARNING AREA 5: PRE NUMERACY FOR PROFOUND LEVEL/ GRADE 2	332
4.4. GRADE 3: PROFOUND LEVEL	335
4.4.1. LEARNING AREA 1: ACTIVITIES OF DAILY LIVING (ADL) FOR PROFOUND LEVEL/ GRADE 3	336
4.4.2 LEARNING AREA 2: SOCIAL SKILLS AND EMOTIONAL DEVELOPEMNT FOR PROFOUND LEVEL/ GRADE 3	340
4.4.3 LEARNING AREA 3: LANGUAGE, SPEECH AND COMMUNICATION DEVELOPMENT FOR PROFOUND LEVEL/ GRADE 3	342
4.4.4. LEARNING AREA 4: PHYSICAL EDUCATION FOR PROFOUND LEVEL/ GRADE 3	345
4.4.5. LEARNING AREA 5: PRE NUMERACY FOR PROFOUND LEVEL/ GRADE 3	348

1. INTRODUCTION

The present curriculum is premised on the national and international commitments to Education for All (EFA) including the most educationally marginalized children. The Rwandan Government expressed the commitment by ratifying the UN Convention on the Rights of Persons with Disabilities (UNCRPD) in 2008, UN SDGs 2030 that reinforce inclusive and quality education in its goal 4, and by passing Law No 1/2007 of 20th January 2007 (Art.11-13) that expresses national pledge to educating those with disabilities.

It is in the respect that the Ministry of Education (MINEDUC) and Rwanda Basic Education Board (REB) have expressed the need to develop a curriculum for children with moderate, severe and profound intellectual challenges. Besides, Special Needs and Inclusive Education (SN&IE) have emerged as a crosscutting issue and a key outcome in the Education Sector Strategic Plan (ESSP) since 2013. For example, IE is one of the cross-cutting themes within the national Competence Based Curriculum (CBC), while the present curriculum addresses specifically the educational needs of learners with intellectual challenges

The present curriculum serves as a guiding document that clarifies the orientation as to how educators in special schools and related units in mainstream schools can address educational needs of children with moderate, severe and profound intellectual challenges. It proposes pedagogical contexts, content and practical procedures, process and tools, in close alignment with the competence based curriculum, considering the learner with intellectual challenges as a learner with adequate potentials to achieve in school with appropriate support. In the present curriculum, teaching, learning and assessment approaches are conducted in a fairly dozed and flexible approach based on each learner's educational needs and pace in learning.

Different stakeholders including learners, educators, parents, experts from national and international organizations, professionals from the Ministry of Education, Rwanda Basic Education Board, NCPD, and educators from special schools were involved in the development of the present curriculum.

Additionally, as the existing schools seemed to work differently, teachers from special schools were consulted and their experiences were compared, so that the existing strengths, weaknesses and realities in educational practices are harmonized and documented.

The curriculum considers the learners with intellectual challenges as a potentially autonomous, patriotic and responsible citizen; capable of substantially developing all daily living skills, and be able to explore and adapt to the changing environment. The utmost focus of the curriculum is to shape an individual and enable him/her to influence his/her own destiny. Accordingly, a learner with moderate intellectual challenges is considered as somebody who can achieve in school with limited support while one with severe and profound intellectual challenges may require higher level of support.

In essence, the present curriculum shares the same vision, values and principles as with the competence based curriculum. It is conceived in a way that it can guide educators to develop related schemes of work, lessons plans, pedagogical approaches and assessment styles. It is also a guiding document for education materials developers, education quality regulators, district and sector education officers, head teachers, and all education stakeholders.

1.1. BACKGROUND

According to the “*EFA Global Monitoring Report 2010a: reaching the marginalized*”, children with disabilities remain one of the main groups being widely excluded from quality education. However, children with disabilities have rights to education. Since the UN Universal Declaration on Human Rights was released in 1948, there has been legislation on providing education for all children and more efforts have been made to enrol children with disabilities. The Government of Rwanda has expressed its commitment in ratifying the United Nations Convention on the rights of persons with disabilities (UNCRPD) and adopting legislation ad hoc (constitution, art 28 and 76) and Law No 1/207 of 20th January 2007, art.11-13). In the SDGs agenda 2030, especially the goal 4, the political commitment to reinforcing inclusive and quality education for all is also expressed.

The article 24 of the Convention recommends state parties to ensure that persons with disabilities are not excluded from the general education system on the basis of disabilities and that children with disabilities are not excluded from free and compulsory primary or secondary education, on the basis of disability. Even though the will to promote inclusion in schools is paramount, some children with severe and/or particular learning disabilities are left behind because of their limited learning pace and other barriers limiting them from enjoying their rights in education and realizing their potential in learning.

According to the latest EMIS data, about 1% (28,209) of the children currently enrolled in mainstream schools are identified as having a disability (2013 Education Statistical Yearbook, Ministry of Education, Rwanda). The Rwandan Population Housing Census 2012 finds more than 60% of children identified as having disabilities are currently attending school (NISR, 2012). The survey also found that about 30% of children with disabilities have never attended school, with slightly more of them living in rural areas (NISR, 2012). The Integrated Household Living Conditions 3 (EICV3) survey shows that disability is a major factor affecting children’s on time school enrolment.

To address the needs of children who cannot join other peers in mainstream classes, the Government of Rwanda noted that there was need to introduce special educational provisions for this particular group of learners. In this regard, children with moderate, severe and profound intellectual challenges are referred to as categories requiring special provisions in separate education streams. To allow this happen, there is a range of substantial accommodations that need to be made including the development of this curriculum that will help educators to address the specific learning needs, the provision of special educational materials, the application of special pedagogical tips and the adaptation of assessments approaches.

Ideally, the introduction of special education classes for children with intellectual challenges means that Rwanda wants to promote rights of those who were formerly marginalized in education and offer them an adaptive, favourable and conducive environment for teaching and learning.

This initiative embraces the efforts that have been made towards quality of learning in Rwandan special schools. Undoubtedly, the latter will be highly beneficial for those children with intellectual and developmental impairments who were not able to learn with their age mates.

In order to harmonize pedagogical practices and ensure consistency in quality in Rwandan special schools, the Ministry of Education and Rwanda Basic Education Board (REB) have lead the process of developing the curriculum for children with intellectual challenges, as an adjunct to the national curriculum. In essence, the curriculum was specifically designed in a way it offer clear orientation on how educators would respond to the needs of children who are intellectually challenged. Through the attempt, educators will be able to identify children's strengths and needs, decide on educational placement and improve their learning outcomes as active and autonomous members of the society.

In terms of scope, the curriculum will deal with only children with intellectual challenges. The categories of learners targeted by this curriculum are those who are assessed to be under: i) moderate, ii) severe and iii) profound levels of intellectual challenges. The levels are determined by a prior special needs assessment, observation, information from children's history and results from achievement tests purposely done for measuring the learners' strengths and needs. To determine the levels, some areas such as communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health and safety are observed and assessed.

In terms of competences, the following were developed based on skills to be acquired by learners with intellectual challenges. The curriculum looked at conceptual skills (communication, language, time, money, academic), social skills (interpersonal skills, social responsibility, recreation, friendships) and practical skills (daily living skills, work, travel). Before developing the contents to be delivered, specialists have made an inquiry and looked at children's capacity to learn and accommodate new things. Using I/Q ranges, "moderate" learners were specified to be those whose intellectual quotient (IQ) was between 35-40 and 50-55, "severe" ranged learners between 20-25 and 35-40 and the "profound" ranged learners below 20-25. To avoid bias, this categorization should be done with an individualized, standardized, culturally appropriate and psychometrically sound measure.

1.2. WHY A CURRICULUM FOR CHILDREN WITH INTELLECTUAL CHALLENGES?

The curriculum presents a number of benefits for the education system in general and children with intellectual challenges in particular. The following are the main objectives to be achieved, the profile of the learners to be shaped and the values to be promoted.

1.2.1. Aims of the curriculum

The curriculum aims to:

Enable young people with intellectual challenges to participate as equal members in national and global economic development.

Enable young people with intellectual challenges to realize the optimum potential in education and professional development

Promote highest attainable level of appropriate education in terms of knowledge, competences and attitudes for learners with intellectual challenges.

1.2.2. Profile of the learner who benefited from this curriculum in the Rwandan context

The learner who benefited from this curriculum will be looked at as:

- Patriotic and responsible citizens, ready to play an equal and a full part in society to the best of their abilities.
- Confident and autonomous, ready to play a role as active members of society.
- Successful life-long learners with developed daily living skills, able to adapt to the changing environment.
- Exploratory, creative, adaptive and productive members of society.

1.2.3. Values

Curriculum values

- Autonomy
- Optimism
- Self -esteem
- Equity and inclusiveness
- Learner-centeredness
- The importance of family
- Rwandan culture and heritage
- Positive behavior

Basic values

- Dignity and humanity
- National and cultural identity
- Peace and respect for others
- Solidarity
- Patriotism

1.2.4. Competences

The competences are defined in harmony with the national curriculum. Thus, children with the curriculum will need to achieve the following competences:

Basic competences	Generic competences
<ul style="list-style-type: none">• Literacy• Numeracy• ICT• Citizenship and National identity• Activity of Daily Living• Science and Technology• Communication	<ul style="list-style-type: none">• Exploration• Creativity• Problem solving• Co-operation, interpersonal relations and life skills• Lifelong learning

1.3. GRADES OF SCHOOLING AND COMPLETION

The curriculum stated to have three grades of schooling for children with intellectual challenges to complete their education. This grading should be made upon a prior specific individual assessment. For completion, the learner's performance will be determined by the level of competence achieved. It is as follows:

Level 1: Level of knowledge “understanding basic values, concepts, study and social skills”

Level 2: Level of practice “capacity to live with improved autonomy”.

Level 3: Level of skills “ability to show new behaviour”.

Each level implies a level of competences to be achieved.

1.4. PEDAGOGICAL APPROCHES

The curriculum will use the following approaches:

1.4.1. Holistic approach per level of development

By this approach, the teacher requires skills to vary techniques and teaching methods to help learners get the essential point of the content. The support services will include; physiotherapy, speech therapy, orthopaedic, counselling, ergo therapy, occupational therapy and Community Based Rehabilitation services as much as possible.

1.4.2. Backward chaining

This approach will be used to teach sequences of activities, phasing out support by reducing the amount of prompts given, and also using picture support as prompts rather than verbal support.

1.4.3. Parents involvement to promote synergy, consistency and quality

The role of the parents in the teaching process is more important in helping teachers, helpers and other educators to understand better the child's ability. The parents contribute also in information gathering and IEPs designing.

1.4.4. Interactive approach and integrated activities

By this approach children are encouraged to participate and interact with their peers and society.

1.4.5. Play-based learning

The Play-based learning approach is essential in the development of cognitive, communication and social skills in children. Play based learning is an educational approach where children are learning through play, games, and other fun activities.

All these are done through guided and free corner play such as numeracy, role play, book, literacy, construction, creative and physical corners that helps the development of a child's understanding of the world around them and their role within it.

1.4.6. Individualized approach

In SNE, the fact of individualizing activities is a must. Every learner is unique in their abilities and learn at their own pace. By individualization the implication of IEP is a guide.

1.4.7. Peer and collaborative teaching approaches

In peer and collaborative teaching approaches, learners with SEN and without are lead to tutor their peers. They understand each other and act as essential role models to motivate other students.

1.4.8. Multi-sensory approach

A multi-sensory approach to learning encourages children to use all of their senses to understand their world. Concepts are learned through exposure to multiple methods of teaching and adapted resources.

It is better to help learners with SEN by using all senses. If one or another sense cannot work properly, then the role of the teacher is to mix or to vary learning approaches to make them appropriate and accessible to each learner according to their needs.

1.4.9. Total communication approach

A total communication approach values each and every form of communication that children may use to help them to understand others and to express themselves effectively. This approach may include a range of methods such as vocalizations, verbalizations, gestures, and signs, use of pictures, objects, writing, drawings or electronic devices to aid communication. A child may use one or more methods of communication, depending on their cognitive, sensory and physical skills.

1.5. ASSESSMENT APPROACHES

The assessment will mainly focus on the following areas and using a formative and qualitative approach:

1.5.1. Areas of assessment

The following areas will be assessed:

- **Conceptual skills** (communication, language, time, pre-numeracy, academic),
- **Social skills** (interpersonal skills, social responsibility, recreation, friendships, etc.),
- **Practical skills** (daily living skills, work, travel, etc).

1.5.2. Types of assessment

To assess the learners' progress and achievement of competences, the assessment will mainly be formative and will focus on the following:

- **Measurement of the targeted behaviour:** to assess to what extent has the learner achieved the targeted behaviour.
- **Achievement of targeted competences:** to assess to what extent has the learner attained the level of competence required.

1.5.3. Record keeping

They are two types of record tools that can be used:

- **Assessment of limitations and capacities:** This should be the initial stage and the results are essential for planning Individualised education (See annex 1).
- **Individual Progress Record Tool (IPRT):** This is a tool which assesses qualitative performance of learners with focus on change of behaviour and improvement in life skills.

- **Individual Education Plan:** This tool assess the achievement of the learner's competences with respect on progress (strengths and areas of needs) achieved per programmed period.

1.6. CURRICULUM GUIDELINES

This section presents guidelines, advice and orientation on how educators can effectively implement the present curriculum.

1.6.1. Pedagogical tips

To implement this curriculum, special attention may be drawn to how educators adapt the teaching styles to the learner's pace rather than expecting the learners to adapt themselves to the subject matter. Educators will be required to pay attention to the learners' diverse challenges (Cognition, speech, memory, communication, dexterity, etc.), and focus more on the learner's strengths and be prepared to plan the lessons in flexible manner. For learners with intellectual challenges, it will be very necessary to begin by an individual educational assessment, in order to be able to plan IEP, often broken into smaller steps that are repeated and frequently reinforced. The development of the optimal level of autonomy is essential in the essence of this curriculum.

The curriculum provisions (in terms of content and methodologies) should be dozed to suit the learning needs and pace, and appropriate pedagogical tools should be devised and validated by the school leaderships. They will allow for choice and have practical life-skills orientation that addresses both the present and the future needs of learners. The latter must be enabled to use them in many different circumstances and to see their relevance in real-life situations. The observed progress, however small, must always be recognized and valued.

To elaborate learning areas, the detailed contents will be developed at school level as appropriate to the learners needs, but the general vocabulary used to describe the content will be common to all schools. Educators will remember that the use of interactive methods (drama, play, arts, music, etc.) will be highly essential. Learners should safely experience activities, explore and improve their autonomy and behaviour to the full extent of their capacity with as much help as possible.

1.6.2. Communication

As most of children with moderate, severe and profound intellectual challenges have delays in language development and some of them experience speech problems, educators are advised to use different communication styles, varied enough (verbal and non-verbal) to help them. The communication strategy should also involve communication between parents, teachers, and other professionals such as

psychologists, speech therapist, occupational therapist and other specialists.

To stimulate early learning abilities for children with intellectual challenges, it will require a multi-sensory approach (use of sensory, perceptual, physical, social, emotional and cognitive communication skills) directed at enabling the learners to make sense and interact with the immediate environment. Through this communication, children with intellectual challenges will be able to understand symbols, hand and visual signs, and written images.

1.6.3. Assessment

For learners with this curriculum, the assessment strategies will be double stranded: The Individual education assessment / placement conducted at the beginning of planning of teaching and learning, to establish the strength and limitations of the learners and therefore plan appropriate teaching (See suggested assessment form in annex 1). The formal (ordinary) assessment often conducted in form of a test to assess the learner's progress and achievements in a given lesson. In either case, the assessment issues will aim at providing accurate record of the learner's personal life, practical and conceptual skills, and identifying possible opportunities that promote and/or stimulate learning and building his/her autonomy. There will be a continuum of curricular provisions that recognize and address learners' appropriate levels of achievement and take due account of learning needs and ability considering both their chronological and developmental age.

For measuring learners' progress and achievements, the assessment approach will be mainly qualitative, based on traceable behaviour and change in autonomy. In addition, it will use an individualized education approach. Children with intellectual challenges will be helped to live as independently as they can.

Even though learners are assessed on a slow pace achievement manner, educators are advised to set time-referenced objectives. Teachers should evaluate the realization of the objectives of children's individualized education plans on a regular basis, providing continuous and cumulative indices of progress to ensure the individual strengths and uniqueness is measured on time.

In a long term perspective, children with intellectual challenges (moderate level of intellectual disability) are expected to reach a post-primary level, with a chance to be awarded a certificate of completion. For those who require more specialized provision and continued supportive day care, educators are advised to establish a clear and appropriate support plan based on the achieved competences.

1.7. AREAS OF LEARNING

The curriculum has eight learning areas. Each area will be developed on a continuum, but individual schools and teachers will take into account of the age and ability of individual learners in their own planning. The curriculum focuses on the following areas:

- 1.7.1. Activities of Daily Living (A.D.L):** These activities include eating, bathing, dressing, personal hygiene/grooming, toileting, mobility, positioning and transfers, etc.
- 1.7.2. Social Economic activities:** These refer to skills that can promote the learner's capacity to work as a producer, somebody who can cope with life in the dynamic changing society where everybody can run a small personal business, and manage well the resources, even though some may need support to do so.
- 1.7.3. Health and body awareness:** These refer to skills related to human and animal body parts, transformation and limitations in human body and general health care.
- 1.7.4. Social skills development:** These refer to skills that help to interact with people and objects, develop social interaction with others, take part in group activities, understand others, send and receive information.
- 1.7.5. Physical Education (PE):** This refers to skills that can range from basic mobility, positioning, and physical activation through an understanding of spatial awareness, fine & gross motor skills to specific skills required for a purpose. For example writing, sports or leisure skills. PE will contribute to developing the body's strength and physical well-being. Physical activities provide opportunities through which learners can improve fine and gross motor co-ordination, concentration, listening skills, self-esteem, self-confidence and ability to co-operate and communicate with others.
- 1.7.6. Pre-numeracy and numeracy:** This refers to skills needed to developing sensory awareness, perception of colour, pattern, shape and position, reaching out, sorting, grouping, and classifying, simple exercise leading to elementary problem-solving, real-life situation numbers, including time and money.
- 1.7.7. Literacy:** This involves skills related to developing a literate citizen, who is resourcefully able to participate in socio-economic activities of his/her community, with varying levels of support.

1.7.8. ICT, Science and Technology: This refers to skills that can help to develop exploratory, creative, adaptive and productive members of society able to use ICT, Science and Technology for socio-economic Developments. Learners will be initiated to basic ICT functioning, such as Telephones, cameras, radios, clocks, televisions, computers and other familiar ICT equipment and electronic tools used in homes, schools and communities. The idea is to familiarise them with tools that are safely in life.

1.8. IMPLEMENTATION AND FOLLOW-UP

This curriculum will be implemented by all schools whether public or private. To ensure quality and consistency, they will undergo a rigorous and strict supervision from the central and local levels of education, including sector and district inspection visits.

1.9. GLOSSARY

- **Adaptive behaviour:** The age-appropriate behaviours necessary for people to live independently and to function safely and appropriately in daily life.
- **Assessment:** A process of gathering information and data, both subjective and objective, about the individual learner and their level of performance or achievement over a period of time. The process uses formal and informal tools and looks at learner progress and the attainment of the expected curriculum and goals, in order to improve both teaching and learning.
- **Assessment of needs:** Systematic collection and analysis of data comparing a learner's achievement with same-aged peers or with a set of standards. Under the idea, evaluation means procedures used to determine whether a learner has a disability and the nature and extent of the special education and related services that the learner needs.
- **Conceptual skills:** Refer to language, reading, writing, math reasoning, knowledge and memory.
- **Educational Settings:** A continuum of settings includes general education classes, special classes, special schools, home, community, hospitals and other institutions as determined appropriate by the Individual Education Program (IEP) team.
- **Intellectual challenges:** Defined as significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behaviour and manifested during the developmental period, that adversely affects a child's educational performance. The term does not include conditions primarily due to a sensory or physical impairment, traumatic brain injury, autism spectrum disorder, cultural influences, or a history of inconsistent and/or inadequate educational programming. The term intellectual challenges covers the same population of students who were identified previously as having mental retardation. This change in terminology does not affect the continued need for individualized supports and services.

- **Moderate level of intellectual challenges:** Those who can talk, communicate, and participate actively in classroom activities with some activities of daily living and social skills.
- **Severe intellectual challenges:** Those who can understand simple communication through signs and mimic, with limited ability to express themselves through spoken language. Even though many of them experience great difficulties in independent living, some level of independence can be reached.
- **Profound intellectual challenges:** those whose communication skills are very limited. Most of them may need 24-hour care and attention.
 - **Individual Education Plan (IEP):** Is a written education plan designed to meet a child's learning needs. It spells out the child's learning needs, the services school will provide and how progress will be measured.
 - **Practical skills:** Refer to activities of daily living, occupational skills, money management, safety, health care, travel/transportation, schedules/routines, use of the telephone, recreation, and organizing school and work tasks.
 - **Social skills:** Refer to interpersonal skills, social responsibility, self-esteem, social judgment, following rules/obeying laws, actively avoiding victimization, and social problem solving.

1.10. REFERENCES

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2. MODERATE

2.1. CURRICULUM OVERVIEW FOR MODERATE LEVEL

Learning area (subject)	Topic area	Sub-topic	Grade 1	Grade 2	Grade 3
			Aim: Successful life-long learners with developed daily living skills, able to adapt to the changing environment.		
1. Activities of Daily Living (ADL)	1. Oneself & the environment	1. Clean body & Personal hygiene, 2. Household and environment/surrounding 3. Class and School environment 4. Knowledge of environment (Plants, animals, air, and water bodies) 5. Road to & from school/ church, fetching water and firewood, looking after domestic animals, etc., and its context	1. Perform daily personal and family activities that require use of one's body (washing, brushing, toileting, dressing, etc.) 2. Perform daily & routines domestic activities (<i>to help the child to be organized, drinking, eating, using cutlery cleaning, toileting...</i>) 3. Underst & distinguish personal and common materials; 4. Understand challenges and risks in some activities and tools in the environment;	1. Perform Self-care and personal activities 2. Engage in self-motivated responsibilities at school & home, 3. Participate in domestic chores and use of various tools autonomously, 4. Communicate about personal and domestic needs and requirements	1. Independently perform self-care activities 2. Participate in group and community work freely and independently, 3. Participate in domestic chores and use of domestic tools freely and independently. 4. Communicate Independently and freely about personal and common needs & requirements

			<p>5. Name and show things in his/her environment (water, plants, different animals etc.) and their importance</p>	<p>5. Understand and Express the risks and safety challenges of some tools and activities used in school, home and community.</p> <p>6. Identify, draw and discuss about importance and use of water, plants, different animals etc.</p>	<p>5. Discuss and communicate about problems and risks in some activities</p> <p>6. Name, Discuss and write about many things in his/ environment (water, plants, different animals etc.) and their importance for people</p>
	<p>2. Adaptation skills to the changing environment</p>	<p>1. Personal activities including self-help skills;</p> <p>2. Household activities</p> <p>3. School activities;</p> <p>4. Community activities (Including social integration)</p>	<p>1. Develop various body functions through different games and exercises.</p> <p>2. Enumerate and imitate family activities</p> <p>3. Participate in group activities at school through games.</p> <p>4. Discuss the importance of group activities at school (cleaning the class & compound, gardening, watering plants, etc.)</p>	<p>1. Perform exercises and games aimed at Developing body functions</p> <p>2. Plan, do and discuss family activities.</p> <p>3. Plan, do and discuss group activities in school (e.g. cleaning the class & compound, gardening, watering plants, etc.)</p>	<p>1. Plan, discuss and perform games and exercises to develop body functions;</p> <p>2. Identify and discuss family activities</p> <p>3. Perform group activities through games.</p> <p>Discuss the importance of group activities and games (cleaning the class & compound, gardening, watering plants, etc.)</p> <p>4. Identify, discuss and mime community activities (Church activities, weddings, etc.)</p>

			5. Name and imitate some of the community activities (Church activities, weddings, etc...)	4. Identify, discuss and imitate some of the community activities (Church activities, weddings, etc.) 5. Practice common tools used at home	
	1. Independent living skills	1. Knowledge and Usage of money 2. Using public transport 3. Physio, occupational and language therapies 4. Communication skills development 5. Hygiene & toileting	1. Recognize value and Name money/ currencies; 2. Recognize, visit, and discuss transport means used; 3. Collaborate with specialists to rehabilitate some of the functions through prescribed therapies; 4. Be introduced to basic activities of personal and environmental hygiene.	1. Identify, Name and count money/ currencies 2. Identify, Visit and discuss transport means used around. 3. Collaborate with specialists to rehabilitate some of the functions through prescribed therapies S; 4. Discuss and demonstrate activities of personal and environmental hygiene.	1. Practice transactions using money of various values; 2. Use these skills in structured real-life situations. (such as using public transport independently) 3. Collaborate with specialists and independently practice some of the prescribed rehabilitation and therapies 4. Plan, discuss and do activities of personal and environmental hygiene in groups and individually.

Learning area (subject)	Topic area	Sub-topics	Grade 1	Grade 2	Grade 3
			Aim: Able to participate actively in socio-economic activities as a member of Rwandan society		
2.Socio Economic Activities	Vocational & Entrepreneurship skills	<ol style="list-style-type: none"> 1. Weaving 2. Knitting 3. Embroidery 4. Cookery 5. Gardening & farming 6. Arts & crafts 7. Masonry 8. Creative arts and crafts 	<ol style="list-style-type: none"> 1. Recognize, manipulate and exercise with tools and equipment used in vocational activities, 2. Differentiate tools used in their colours, textures, sizes, shapes, etc. 3. Manipulate craft tools used in painting, joining, pasting, tying, building etc. 	<ol style="list-style-type: none"> 1. Identify, manipulate and exercise with tools and equipment used in vocational activities, 2. Discuss and design using the different tools used in vocational activities. 3. Colouring, painting, carving, cutting, joining, designing, building, etc.. 	<ol style="list-style-type: none"> 1. Plan, design and Discuss independently vocational activities, 2. Differentiate tools used in their functions, colours, textures, sizes, shapes, etc. 3. Design, create, craft draw, etc.

Learning area (subject)	Topic area	Sub-topics	Grade 1	Grade 2	Grade 3
			Aim: Develop awareness of personal abilities and limitations, and skills to develop for active role as an active member of society		
3. Health and body awareness	1. Human and animal body parts, functions, health and body awareness	1. Different animals and humans 2. Body parts and their roles, 3. Changes in body parts related to Gender, age, environment, etc. 4. Cleanliness and hygiene of body parts 5. Health and Illnesses 6. Reproduction & related awareness 7. Emotions, Relating with others & relevant reactions or actions	1. Touch, point at & say the name of various human body parts & functions through images, rhymes & songs 2. Understand functional use of human body parts in everyday contexts. 3. Name images of various human body parts & familiar animals. 4. Identify and name individual differences of class, family or school members 5. Use and mention functions accomplished by various parts of the body. in daily social activities, etc. (Using songs, rhymes, concrete actions, etc.) 6. Expressing reactions to various attitudes, feelings and emotions	1. Identify and Name body parts, functions, and changes for animals and humans 2. Identify & associate body functions by drawings, colouring, labelling, collage, etc., of body parts of humans & familiar animals. 3. Demonstrate different limitations in some of the body parts 4. Identify various illnesses and dysfunctions of body parts, 5. Discuss and identify various methods of cleaning oneself and one' environment e.g. Classroom, family home, etc.	1. Discuss, indicate and differentiate roles and functions of body parts of animals and humans 2. Name, label and draw with colours or collage, the different body parts of humans & animals. 3. Identify and Discuss different roles of body parts in daily activities (cleaning, washing, praying, cooking, etc.) 4. Discuss transformations of body parts and reproduction systems 5. Discuss and express the wide range of feelings, emotions and attitudes. 6. Discuss appropriate behaviour, reactions and feelings in a wide range of situations.

			7. Reacting to feelings, needs and attitudes of peers and other community members	6. Express attitudes, feelings, emotions, and related reactions and body functions 7. Use body parts to express their needs and communicate etc. (Using hands, head, legs etc., to signs or indicate given situations.	7. Communicate independently using various body parts, expressing daily social activities, etc. (Using head, mouths, voice, eyes, hands and arms etc.
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Learning area (subject)	Topic area	Sub-topics	Grade 1	Grade2	Grade3
			Aims: Developing patriotic and responsible citizens, ready to play an equal and a full part in society to the best of the abilities.		
4. Social skills development	1. Citizenship and social identity	1. Identification and recognition of people, family, communities; country, locations, places 1. Individuals 2. Family 3. People 4. Community 5. Country and society 6. Symbols of schools, a place, country, region, religion, etc...	1. Indication of related Objects & Images related 2. Differentiation of related images and real contexts 3. Indicating Related Symbols and objects 4. Indicating related social activities and events. 5. Activities of identifying various school and community land marks.	1. Naming, identifying, relating, expressing & associating related objects, images, symbols and activities 2. Discussing, narrating (e.g.) rhyming, singing, etc.), and imitating related social activities and events, etc. (e.g. family, church, community activities, etc.) 3. Activities of locating various school land marks and symbols	1. Demonstrate understanding of related Basic Social & cultural contexts 2. Recognizing and differentiating related symbols and contexts 3. Using related Rhymes, songs & games associated with varying social contexts 4. Activities of locating various community land marks and symbols.

		<ul style="list-style-type: none"> • Social & community organization <ol style="list-style-type: none"> 1. Community originations & leaderships in school, religion, home environment, etc. 2. Community responsibilities at various organizational levels: Umudugudu, Sector, School, church, country, etc. 3. Hierarchical levels and responsibilities in various community contexts 	<ol style="list-style-type: none"> 1. Indication of related Objects, pictures, Images & symbols. 2. Differentiation of related images, pictures, & real contexts 3. Indicating and naming Related Symbols & objects 4. Indicating and imitating related social activities and events 5. Activities of identifying various school and community activities 	<ol style="list-style-type: none"> 1. Naming, identifying, relating, expressing & associating related pictures, images, symbols and organs <i>(Security bodies, church bodies, community leaderships, etc.)</i> 2. Discussing, narrating (e.g.) related social context, etc. (e.g. family, church, community organizations, etc.) 3. Imitating drawings of symbols, colours and activities, etc. 4. Activities of locating and identifying various school activities and symbols 	<ol style="list-style-type: none"> 1. Demonstrate the understanding of Basic Social & cultural organizations & contexts (in school, church, security organs, etc...) 2. Discussing, imitating, and differentiating related social symbols, activities and contexts 3. Imitating or citing related Rhymes, songs & games associated with varying social contexts etc. 4. Activities of locating various community activities
	1. Social identity and community activities	<p>Cultural & traditional activities in Rwanda & elsewhere:</p> <ol style="list-style-type: none"> 1. Dances, songs & drama from different societies... 2. Family & social activities e.g. wedding ceremonies, local Justice, 3. Stories, ibisakuzo/riddles/proverbs, etc. 4. Excursions in cultural sites 	<ol style="list-style-type: none"> 1. Listen, see and imitate cultural Dances, songs & drama from different societies... 2. Participate in family and social activities, then share in groups. i.e. Stories of: <ol style="list-style-type: none"> a. what was observed in family cultural sites? b. what was observed in the family and during cultural activities? 	<ol style="list-style-type: none"> 1. Identify, Listen, watch & do a range of cultural activities (Dances, songs & drama) from different societies... 2. Identify groups that participate in family and social activities (e.g. home activities, church activities) then share observations in groups. 3. Participate in cultural excursions to stimulate stories on 	<ol style="list-style-type: none"> 1. Demonstrate basic knowledge of socio-cultural contexts of his/her communities, E.g. Rwandan and diverse cultural activities (Dances, songs & drama) 2. Participate in family and social activities (e.g. home or church activities) then replicate what was observed

		5. See/differentiate/interpret pictures and images of Rwandan communities and other social activities	1. See and talk about pictures and images of Rwandan communities and social activities of other societies.	a.what was observed in cultural sites b.what was observed during cultural activities.	3. Participate during cultural excursions, then share by demonstrating what was observed Analyze Pictures and images of communities and social activities from other societies.
	4. Rights & entitlements for people (especially children)	<p>1. Introduction of basic rights and entitlements</p> <p>2. Members of families, in community & relations with others vis-a-vis the rights.</p> <p>3. Common & individual rights & entitlements.</p> <p>4. Protection of rights & entitlements and responsible organs</p>	<p>1. Understand Dos& don'ts in school, home & community</p> <p>2. Identify needs, entitlements & requesting and sharing, e.g. sharing food at school, sharing school tools, etc.</p> <p>3. Introduce leadership and its responsibilities in class, family, and community.</p>	<p>1. Set Rules and regulations based on what is acceptable to individuals, communities etc. Develop visual reminders and positive reinforcements for these rules. (i.e. Dos & don'ts in school, home & community)</p> <p>2. Set procedures and instructions in relation to common & individual Needs & approaches of requesting from others, e.g. needs and sharing food at home, school, using & sharing related tools; cleaning, etc.</p> <p>3. Discuss procedures and demonstrate mutual respect in class, family, community and responsibilities of members</p>	<p>1. Identify and discuss what is right and what is wrong for various individuals or groups of class, school, family and community members.</p> <p>2. Tell and Discuss sets of procedures or regulations related to individual and common Needs & methods of demanding as a matter of rights, e.g. toileting, eating; cleaning, etc.</p> <p>3. Demonstrate awareness of procedures related to mutual respect in class, family, community and demonstrate active responsibilities.</p>

Learning area	Topic area	subtopic	Grade 1	Grade 2	Grade 3
			Aim: Successful lifelong learners with fully developed body functions.		
5. Physical Education	1. Body posture, balancing, movements and manipulation to develop muscles and physical skills	<ul style="list-style-type: none"> - Balancing in Seating, lying down & standing positions - Using different parts (Limbs, neck, abdomen). - Movement activities (running, jumping, catching, crawling, frog jump, etc.). - Throwing, aiming, targeting and catching objects. <p>Team activities & competitions</p>	<p>Use supporting tools (e.g. sand) and personnel to balance</p> <ol style="list-style-type: none"> 1. Perform different postures and activities using different parts of the body through rhythmic games and songs, 2. Use appropriate tools (e.g. coloured balls and balloons, tied balls, etc.) to play games. <p>Develop team activities and games with support of rhythmic songs and games,</p>	<ol style="list-style-type: none"> 1. Use different tools and approaches to balance their bodies in different positions with adequate guidance and instructions. 2. Use rhythmic songs to perform different postures and activities using different parts of the body. 3. Use different tools and equipment to perform games and related activities. 4. Perform various games and sports in teams (ranging from pairs to dozens) with minimum support. 	<ol style="list-style-type: none"> 1. Perform various balancing tricks with minimum support 2. Perform different postures and activities using different parts of the body. 3. Perform various games and sport activities using different tools and equipment. 4. Perform team and group games and related activities autonomously.

Learning area	Topic area	Sub-topic	Grade 1	Grade 2	Grade 3
			Aim: Develop adequately numerate citizen, who is resourcefully able to participate in socio-economic activities of his/her community/country.		
6. Numeracy	Logical thinking in relation to Counting, operations, measurements	<p>1. Recognizing, Identifying, organizing, counting and labelling of objects pictures and images in varying shapes, colours, sizes, and numbers through games</p> <p>2. Activities related to counting and operations using concrete objects and real contexts e.g. market.</p> <p>Introduction to basic numeracy activities (counting & operations) in reference to real materials and contexts.</p>	<p>1. Use familiar objects within the schools and home environment, practise numeracy activities (grouping, measuring, comparing, ordering, classifying and counting</p> <p>2. Number concrete objects through rhymes, songs, etc.</p> <p>3. Repeat, observe and manipulate concrete object related to numbers</p> <p>4. Listen to and repeat visual and audio clips related to numbers</p> <p>5. Use available electronic objects to operate numbers (Calculators, phones, computers, etc.</p>	<p>1. Use concrete object in various colours to do basic math operations individually and in groups.</p> <p>2. Use songs, rhymes, concrete objects, etc. to count days of the week, clock, etc.</p> <p>3. Use familiar object within the school and home environment, for tailored numeracy activities (measuring, comparing, ordering, classifying and counting</p> <p>4. Use available electronic object to write and operate numbers (Calculators, phones, computers, etc.</p>	<p>1. Use familiar context and objects to develop basic numeracy activities or operations</p> <p>2. Use calendars, clocks, tapes and balances... to conduct numeracy activities.</p> <p>3. Use available electronic objects to do basic math operations (calculator, phones, and computers etc.</p>

Learning area	Topic area	Sub-topic	Grade 1	Grade 2	Grade 3
			Aims: Develop adequately literate citizen, who is resourcefully able to participate in socio-economic activities of his/her community		
7. Literacy	Basics of literacy & communication abilities	<ol style="list-style-type: none"> 1. Sounds of vowels and consonants through related pictures, images and rhymes 2. Identification and labelling of materials and objects 3. Descriptions, conversations, repetition, listening, dialogues and narrations. 4. Introduction to basic inscription (writing) of identified materials and descriptions. 	<ol style="list-style-type: none"> 1. Imitate, repeat and memorize and observe alphabets, names, etc., through rhymes, songs etc. 2. Listen to stories and repeat what has been communicated 3. Name, identify; classification, position, orientation of various equipment and materials within the familiar environment (Home, school, church, etc.). 4. Draw; imitate and describe pictures or images, scribe and Inscribe, 5. Use appropriate ICT equipment to inscribe letters and words. 	<ol style="list-style-type: none"> 1. Basics in writing and reading in local language through pictorial demonstrations, 2. Basics in English language, e.g. alphabets, parts of the body, etc. through songs, rhymes repetitions, etc. 3. Turn taking in narrating and Listening to group stories of familiar activities, 4. Locating, orienting materials and activities (understanding what, when, how, where, etc.). 5. Draw and read loudly words and letters, scribe and Inscribe, 6. Use appropriate ICT equipment to inscribe and read letters and words. 	<ol style="list-style-type: none"> 1. Write and read letters and join them into familiar words in local languages, and basics English language. 2. Songs and rhymes in English language 3. Name, identify; classification, position, orientation of various equipment and materials within the familiar environment (Home, school, church, etc.). 4. Use various equipment and images within the familiar environment (Home, school, church, etc..) to prompt narration, inscription and descriptions, 5. Listen to stories and take turns conversations and narrating stories of observed situations, etc. 6. Use appropriate ICT equipment to inscribe and read words.

Learning area	Topic area	Sub-topic	Grade 1	Grade 2	Grade 3
			Aim: Develop exploratory, creative, adaptive and productive members of society able to use ICT, science and technology for socio-economic developments.		
8. ICT, Science & Technology	<ul style="list-style-type: none"> • Exploration use of common ICT tools and equipment 	<ol style="list-style-type: none"> 1. Uses and basic functions of Telephones, cameras, radio, clock, televisions, computers and other familiar ICT equipment and their safe usage 2. Basics of electricity and its functions and their potential risks. 3. Basic electronic tools in homes, school and community and their safe usage (Instruments for music, ironing, cooking, telephone charging, etc. <p>Use literacy software such as Widget to read symbols and images</p>	<ol style="list-style-type: none"> 1. Begin to use familiar ICT equipment with adult support (Telephone, TV, radio, Kitchen equipment, Computers, electricity, etc. 2. Use ICT for Games, familiar films, photos, songs and related activities to introduce functions of ICT equipment. 	<ol style="list-style-type: none"> 1. Acquire functional use of basic ICT equipment (Game devices, telephone, television, radio, Kitchen equipment, Computers, electricity, etc. 2. Identify, explore and discuss some basic functions of some of the ICT equipment (TV, Telephone, cooker, computer, etc.). 	<ol style="list-style-type: none"> 1. Develop fully independent and functional use some basic ICT equipment for learning and daily purpose and ability to explain their basic purpose (TV, Telephone, cooker, computer, etc.). 2. Develop functional use of ICT & scientific equipment for leisure (game devices, telephone, television, radio, kitchen equipment, computers, electricity, etc. 3. Explain and discuss the differences and functions of ICT equipment, and their usage.

2.2. GRADE 1: MODERATE LEVEL

2.2.1. LEARNING AREA 1: ACTIVITIES DAILY LIVING (ADL) GRADE 1 FOR MODERATE LEVEL

Key competences to be achieved at the end of grade 1:

- Carry out basic daily routine activities with less assistance;
- Differentiate coins from bank notes and use money- related terms used by sellers and buyers;
- Identify transport means used in the community and demonstrate awareness about safety measures related to transport;
- Identify tools in different household and school activities and be careful in some dangerous situations
- Identify social and religious activities in the community.

TOPIC AREA: Independent living skills		SUB-TOPIC AREA: Self-care and personal hygiene		
GRADE 1: Moderate	Unit 1: Basic daily routine activities			Number of periods:
Key unit competence: Carry out basic daily routine activities with less assistance.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Identify the materials needed for washing hands, bathing, teeth brushing, eating, combing hair 	<ul style="list-style-type: none"> – Use the toilet and related materials appropriately – Wash hand after using toilet, before and after eating and whenever necessary. – Dress and undress her/himself with less assistance. – Eat using hands/spoon or fork – Blow their nose with a clean handkerchief. – Wash the whole body with less 	<ul style="list-style-type: none"> – Keep sanitary rules – Self confidence – Show self-help skills – Demonstrate good behaviour while eating 	Material needed and techniques for the following: <ul style="list-style-type: none"> – Using toilet – Bathing, – Hand washing, – Dressing: Button and zip up clothes; put on shoes – Teeth brushing, – Combing his/her hair – Eating, table manner 	For each activity the learning is by doing and in the real context: <ul style="list-style-type: none"> • Learners observe the needed materials and teacher’s demonstration. • Learners are given opportunity for individual practice with assistance.
Link to other subjects: Health and body awareness				
Assessment criteria: ability to use the toilet, wash hands, brush teeth, dress and undress, comb hair, eat, bath with the most appropriate materials with less assistance.				
Materials: water, soap, basins/buckets, toilet papers, clothes, toothpaste, toothbrush,				

TOPIC AREAS: Independent living skills		SUB-TOPIC AREAS: SHOPPING		
GRADE 1: Moderate		Unit 2: Difference between coins and bank notes.		Timing:
Key Unit Competence: Learners should be able to differentiate coins from bank notes and use money- related terms used by sellers and buyers.				
Learning Objectives			Content	Learning activities
Knowledge	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Tell what they find on coins and bank notes. - State terms used in buying and selling. 	<ul style="list-style-type: none"> - Differentiate money from other objects - Separate coins from bank notes used in Rwanda. - Use appropriate terms for buying and selling. - Identify places where to buy different items/ things 	<ul style="list-style-type: none"> - Demonstrate an understanding that money has value - Avoid destroying and spoiling money - Take care of materials because they are bought 	<ul style="list-style-type: none"> - The difference between coins and bank notes - New vocabulary: expensive, how much? to pay, balance... - Where to buy: at market place, in shops. 	<ul style="list-style-type: none"> - In small groups, learners make two different groups of objects by separating money from other objects such as papers, leaves, cloths, bottle tops, etc. and come up with two piles, one for money and another for those other objects. - In small groups, learners separate bank notes from coins; they observe bank notes and coins and discuss the difference between them, and the difference between coins themselves. - In groups, learner's role play buying and selling using pieces of paper as money and using some terms like: What do you want? How much is it? It is expensive, reduce! Let me pay ! Give me the balance! - All learners together or in groups sing or recite poems/rhymes about money. - Guided by the teacher, they discuss places where they can buy different things.
Links to other Learning Areas: <i>Kinyarwanda:</i> As the language of instruction is Kinyarwanda, this unit increases the vocabulary: seller, buyer, market, shop, coins, bank notes, pay, balance, expensive, not expensive, cheap, and improving speaking skills through games <u>Creative Arts and Culture:</u> they sing songs about money				
Assessment Criteria: ability to differentiate money from other things; differentiate coins from notes; to use new vocabulary related to selling and buying; to identify places where to buy different items				
Resources/Materials: coins and bank notes, different materials used by learners in their games, located in a shopping corner.				

TOPIC AREAS: independent living skills		SUB-TOPIC AREAS: Transport		
GRADE 1: Moderate		Unit 3: Public transport means		Timing: at the end of grade 1:
Key Unit Competence: Identify transport means used in community and demonstrated awareness about safety measures related to transport.				
Learning Objectives			Content	Learning activities
Knowledge	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Tell different means of transport by road - Name vehicles moving in road 	<ul style="list-style-type: none"> - Differentiate means of transport by read he/she often finds in his/her community. - Safely use roads - Follow instructions. 	<ul style="list-style-type: none"> - Avoid playing on roads; - Be careful before crossing the road; - Be careful when using boats 	<p>Transport by road:</p> <ul style="list-style-type: none"> - Work on foot - Carry load, - Ride and carry things/travel on bicycle, motorcycle and in a car. <p>Transport by water:</p> <ul style="list-style-type: none"> - Carry things when using boats 	<ul style="list-style-type: none"> - If possible, learners attend a study tours a nearby road and observe different means of transport for people and goods. - All learners observe pictures showing familiar means of transport of people and goods used in their community. - Every learner draws freely some of the vehicles/boats paint them and explains to others what he/she has drawn. - Play games related to means of transport by water and by air: role play on driving cars - Guided by the teachers, learners carry out experiments with water to understand the risks of being drawknife the security measures are overlooked: put in water pieces of wood or wooden objects, stones, spoons
<p>Links to other learning areas: <i>Kinyarwanda: new vocabulary related to the means of transport. Creative arts and culture: draw vehicles and paint them. Physical development and health: play games of running by imitating drivers conducting different motorcycle.</i></p>				
<p>Assessment Criteria: <i>ability to differentiate means of transport used in their community.</i></p>				
<p>Resources/Materials: <i>Pictures and toys which how to transport people and goods on roads and waters.</i></p>				

TOPIC AREA: Oneself and the changing environment		SUB-TOPIC AREA: Household and school activities		
GRADE 1: Moderate		Unit 4: Household and school activities and related tools		Number of periods:
Key Unit Competence: Identify tools in different household and school activities and be careful in some dangerous situations				
Learning objectives			Content	Learning activities
Knowledge	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Name tools used in different household and school activities 	<ul style="list-style-type: none"> - Identify the needed materials/tools for each activity - Recognize dangerous tools, plants, animals, and places - Carry out simple activities with assistance 	<ul style="list-style-type: none"> - Be careful when carrying activities; - Be careful when using some dangerous objects 	<ul style="list-style-type: none"> - Household and school activities: Fetching water and firewood; looking after domestic animals; feeding pets; watering plants; weeding the garden; dusting; sweeping/cleaning the compound; cleaning bathrooms and different rooms; washing dishes; doing laundry; preparing meals; mopping floors; etc. - Dangerous places (kitchen, toilets, road, pits, etc.); objects (e.g. Sharp knives, irritable chemicals, medicines, nail, needles, pins, melt-socket, etc.; plants (e.g. Plants with spines, milky plants (eg. Imiyenzi, ibimera bibabana.), animals (e.g.: snakes, dog, cat, etc.). 	<ul style="list-style-type: none"> - For each activity, as parent or the teacher is carrying out a given activity, he/she names the activity; shows the required materials/ tools and demonstrates step by step and several times how to use the material and carry out the activity in a safe manner. - Under teacher's assistance, learners individually are allowed to try some activities starting by simple ones such as: dusting, cleaning the compound, feeding pets,
<p>Links to other learning areas: <i>Kinyarwanda:</i> new vocabulary related to household and school activities. <i>Physical development and health:</i> while handling objects and carrying out activities that need coordination.</p>				
<p>Assessment Criteria: ability to identify tools / materials needed for each activity.</p>				
<p>Resources/Materials: Real materials related to different activities.</p>				

TOPIC AREA: Oneself and the changing environment		SUB-TOPIC AREA: SOCIAL INTEGRATION		
GRADE 1: Moderate		Unit 5: Social and religious activities in the community		Number of periods:
Key Unit Competence: Identify social and religious activities in the community				
Learning objectives				
Knowledge	Skills	Attitudes and Values	Content	Learning activities
<ul style="list-style-type: none"> - Name social and religious activities that take place in the community 	<ul style="list-style-type: none"> - Sing, dance, recite poems by imitating adults during social and religious celebrations - Recognize the days of weekly worship service for their church - Identify materials used in social and religious activities - Identify roles and responsibilities of different people involved 	<ul style="list-style-type: none"> - Appreciate the Rwandan culture - Enjoy life and interact with others. - Keep good manners when participating in social and religious events 	<ul style="list-style-type: none"> - Social activities in the community: Wedding ceremony, - Days for weekly worship service for different churches - People involved and their responsibilities - Religious activities in the community: weekly worship service, celebration of special events (Baptism, communion, Christmas day, Easter, - Main characteristics of special events: songs/gospel songs, dances, - Good manners in social and religious events 	<ul style="list-style-type: none"> - Learners participate in social and religious activities - Parents or the teachers provide explanation on the name of activity and in brief what happens, main people involved and their responsibilities, materials used, ... - Provide guidance and act as role model in terms of good manners in social and religious events. - The teacher creates opportunities for learners to learn popular and gospel songs, dances.
Links to other learning areas: <i>Kinyarwanda:</i> new vocabulary related to religious and social activities in the community. <i>Physical development and health:</i> while performing dances.				
Assessment Criteria: ability to identify social and religious activities in the community and keep good manners during special events.				
Resources/Materials: Real materials related to different social and religious activities.				

2.2.2. LEARNING AREA 2: SOCIAL ECONOMIC ACTIVITIES FOR MODERATE LEVEL/ GRADE 1

Competences to be achieved at the end of grade1 with less assistance:

- Recognize and differentiate materials used in weaving
- Recognise needle work, Knitting and Crocheting
- Recognize embroidery tools
- Recognise needle work, Knitting and Crocheting
- Safely use tools used in gardening
- Identify different materials used in decoration with help

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Weaving	
GRADE 1: Moderate		Unit 1: Weaving tools and materials	Number of periods:	
Key unit competence: Recognize and differentiate materials used in weaving				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Name materials used in weaving State how some weaving materials are obtained	<ul style="list-style-type: none"> – Link objects and materials, they are made of. – Prepare weaving materials – Make some common locally weaved objects 	<ul style="list-style-type: none"> – Handle weaving materials properly – Develop Self confidence – Exhibit sense of autonomous 	Recognize Weaving tools and materials used in making the following objects: <ul style="list-style-type: none"> • Necklaces, • Ear rings, • Dolls/toys, • Ropes, • Baskets, wine baskets (agaseke) • Balls • Mats • Inkoko, ikibo 	<ul style="list-style-type: none"> – In groups, learners are helped to recognize different common locally weaved objects and asked to collaboratively mention materials used to make the objects. – Learners are facilitated by their teachers to imitate how weaving materials are prepared and obtained.

			<p>Preparation of weaving materials e.g.: Papyrus, Sisals, and Banana leaves.</p> <p>Making common locally weaved objects:</p> <ul style="list-style-type: none"> • Necklaces, • Ear rings, • Dolls/toys, • Ropes, • Baskets, wine baskets (agaseke) • Balls • Mats • Inkoko, ikibo, • Etc. 	<p>– In groups, the teacher guides/ facilitate learners to make some common locally weaved objects</p>
<p><i>Link to other subjects: Physical Education and ICT, Science and Technology</i></p>				
<p><i>Assessment criteria: Ability to recognize and differentiate tools and materials used in weaving</i></p>				
<p><i>Materials: Locally made ear rings, inkoko, mats, baskets, balls, ropes</i></p>				

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Knitting	
GRADE 1: Moderate			Unit 2: Knitting and crocheting	Number of periods:
Key unit competence: Recognise needle work, Knitting and Crocheting				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
Name basic tools for knitting and crochet Identify different types of wool Recognize knitting stitches	<ul style="list-style-type: none"> • Differentiate basic tools for knitting and crochet hooks • Select the right wool for knitting items • Make items using knitting stitches 	<ul style="list-style-type: none"> • Develop a hardworking culture. • Exhibit carefulness when handling sharp tools used • Appreciate neatness and orderly in his/her work 	<p>Knitting tools and equipment</p> <ul style="list-style-type: none"> – Needle, – Yarn needles, – Crochet hooks, – Sewing machine, – Sewing threads, – Scissors, – Tape measure, – Pins, etc. <p>Crochets tools</p> <ul style="list-style-type: none"> – Crochets yarn, – Crochets hooks, – Fabric, – Scissors, – Stitch Holders, etc. <p>Pressing equipment:</p> <ul style="list-style-type: none"> – Iron, – Ironing board and tables, – Blanket, – Herringbone, etc. 	<ul style="list-style-type: none"> – Through brainstorming session learners identify knitting and crocheting needles, crochets tools and if they have even seen where knitting and how it is done. – Each learner is given materials, the teacher demonstrates and facilitates them to practice how crochets; stitching, sewing knitting needles are handled. – In small groups each learner is given materials, the teacher facilitates each learner to practice how stitching, sewing and knitting is done (one a time as colleagues are also observing), they imitate until they can do it on their own. – In small groups during sewing and knitting practices, learners should be encouraged to make the beautiful item/product with autonomy and at least the best three be appraised and applauded by the classmates

			<p>Materials used in knitting</p> <ul style="list-style-type: none"> - Fibre types, - Ply, - stitches - Textiles, - Batons, - Stickers, etc <p>Sewing</p> <ul style="list-style-type: none"> - Repairs - Replacing a button - Mending a tear. Etc <p>Knitting</p> <ul style="list-style-type: none"> - Bathing Sponge - Bonnet/hat - Baby shoals ,etc. 	
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Link to other subjects: Physical Education and ICT, Science and Technology

Assessment criteria: Identify and use different knitting and crochets materials/tools

Materials: Knitting and Crochets tools/equipment

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Embroidery/ needle work	
GRADE 1: Moderate		Unit 3: Embroidery/ needle work		Number of periods:
Key unit competence: Recognize embroidery tools with close assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Identify the different textile materials and tools used in embroidery</p> <p>Explain the process of making design patterns using the technique of embroidery</p>	<p>– Create different embroidery designs and patterns on textiles using different techniques</p>	<p>– Care for the different materials, tools and artworks</p> <p>– Appreciate the opinion of others without regard to sex, gender and age.</p>	<p>Different materials and tools for batik and tie-dye.</p> <ul style="list-style-type: none"> • Cloth, • Wax, • Colours, • Water, • Brush, • Spray • Etc. <p>Materials and tools used in embroidery e.g.</p> <ul style="list-style-type: none"> • Needles, • Hooks, • Loops, • Scissors, • Rings • Etc. <p>Techniques and process of creating embroidery designs on textiles e.g.</p> <ul style="list-style-type: none"> • Line stitch and • Cross stitch. 	<ul style="list-style-type: none"> – Learners brainstorm the different types of textile products they know including their own clothes they wear. – In manageable groups, learners are facilitated to discover types of needle work materials. – Share with learners some embroidery materials and tools for learners to touch and ask question about them. Allow learners to share ideas, materials and tools during this session. – In their groups, learners are facilitated to collaboratively make different embroidery works using various materials – Guide/ facilitate learners to practice embroidery work as they also ask and respond to questions. – Encourage class competition as they exhibit different embroidery works and give opinions and learn to appreciate own works and those done by others.
<i>Link to other subjects: Physical Education and ICT, Science and Technology</i>				
<i>Assessment criteria: Ability to create different textile patterns and apply them on textiles by manipulating various tools and materials.</i>				
<i>Materials: Colouring equipment, cutting kits, dyes and inks, wax, cloth</i>				

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Cookery	
GRADE 1: Moderate			Unit 4: Cookery	Number of periods:
Key unit competence: Identify kitchen tools and utensils properly				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
Name kitchen equipment needed for food preparation and cooking	<ul style="list-style-type: none"> – Demonstrate and manipulate kitchen equipment needed for food preparation and cooking – Wash kitchen equipment needed for food preparation and cooking 	Know kitchen equipment needed for food preparation and cooking	<p>Kitchen equipment</p> <p><i>Basic equipment/tools for food preparation and cooking</i></p> <ul style="list-style-type: none"> – Utensils, – Dishes, – Cutting devices, – Stirring equipment, – Cookers, etc. <p>Dishwashing best practices <i>hand-washing dishes</i></p> <ul style="list-style-type: none"> – Wash, – Rinse, and – Sanitize. 	<ul style="list-style-type: none"> • In small groups learners brainstorm on the basic equipment/tools for food preparation and cooking they know at home or see at school and which they have ever used. • In small groups learners brainstorm on the different methods of cleaning utensils they know. In the groups, the teacher facilitates learners to clean different utensils brought in class by the teacher.
<i>Link to other subjects: Physical Education and ICT, Science and Technology</i>				
<i>Assessment criteria: Performs cleaning and sanitizing of kitchen tools and equipment and premises</i>				
<i>Materials: Basic equipment/tools for food preparation and cooking</i>				

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Gardening and farming	
GRADE 1: Moderate			Unit 5: Gardening	Number of periods:
Key unit competence: Safely use tools used in gardening with autonomy.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Demonstrate ability to use garden tools with less support Mention a garden	Select the proper tools for a given task/ project. Use appropriate tool to carry out a specific task Classify tools used in the gardening Maintain garden orderly	Appreciates the importance of garden Grow confidence in the gardening Develop care for a living thing and to take pride in it. Enhanced children's social skills as they mix with the wide range of people needed to ensure gardening projects succeed Promoted responsible behaviour	<p>Making a garden plan</p> <ul style="list-style-type: none"> - Find out what the family /community needs - Find which vegetable /plant species grow best in the area, - What is the sowing and harvesting time of each one? - How much do you want to produce of each vegetable? - Only for family use or to sell? <p>Seeding/planting rules:</p> <ul style="list-style-type: none"> - Mark out straight rows to make the garden attractive, - Space seeds properly in the row. - Plant at the proper depth. - Cover seeds and firm the soil over them, - Irrigate the soil surface lightly, - Thin/reduce plants to the desired number 	<ul style="list-style-type: none"> - Referring to the known vegetable, fruits or flowers garden learners brainstorm on what a garden is. Then, a class visit to a nearby garden for learners to see, discuss and ask questions while in the garden. - The class brainstorm on other different types of gardening tools; the teacher shows the learners the basic gardening tools. In the small groups learners classify tools used in gardening. - Organise a garden work where students can be rotated around the tasks, so that they get the chance to participate in as many tasks as possible. Challenge students to remember the names of the tools needed to carry out some standard gardening tasks. - Also encourage The experience learners gain each time they participate in taking care of their garden to harvesting will teach them more, and your products will grow better and better!

			<p>newspaper, shredded paper, old carpet, and paper and plastic sheeting.</p> <p>Common garden watering methods:</p> <ul style="list-style-type: none"> - Furrow, - Sprinkler, - Soaker hoses and - Drip (trickle). <p>Mulching and cultivating to control weeds.</p> <p>Mulch materials include:</p> <p>Dry Leaves, dried grass, straw organic compost, sawdust, wood chips, cardboard,</p>	
<i>Link to other subjects: Physical Education and ICT, Science and Technology</i>				
<i>Assessment criteria: Identify, select and use properly the basic garden tools for a given task/project.</i>				
<i>Materials: Rake, shovel, pruner, trowel, hoe, wheelbarrow, hose, Etc.</i>				

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Arts and crafts	
GRADE 1: Moderate		Unit 6: Decorating		Number of periods:
Key unit competence: Identify different materials used in decoration with help.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Name different materials used in decoration. Name different places that can be decorated	Prepare materials used for decorating different styles Decorate appropriately	Manifest self confidence in choosing appropriate decoration materials Show carefulness when performing the task Appreciate the value of decoration in culture and society	Some materials used in decoration: – Colours, – Cloth, – Flowers, – Ribbons, – Arts and crafts products, – Balloons – Etc. Some tools used in decoration: – Scissors, – Stickers, – Hammers, – Nails, – Radars, – Etc.	<ul style="list-style-type: none"> • Learners brainstorm on how decorated places differ from the ones not decorated and which one they would prefer. • Basing on the brainstorming session results, facilitate learners in small groups to discuss some basic materials and tools used in decoration. • In groups or the whole class depending on the class size, visit tour to well decorated place. It can be within the school or nearby the school. Learners should be allowed to interact with the decorator. • After the field visit, engage learners in groups to compete decorating their class using materials of the materials of their choices.
<i>Link to other subjects: Physical Education and ICT, Science and Technology</i>				
<i>Assessment criteria: Identify different materials used in decoration and decorate different things with less support</i>				
<i>Materials: Some materials and tools used in decoration.</i>				

2.2.3. LEARNING AREA 3: HEALTH AND BODY AWARENESS/ GRADE 1

Key Competences to be achieved by the end of grade one:

- Identify various body parts & their respective functions
- Explain how to maintain hygiene of body parts
- Express his /her needs or feelings politely
- Identify Changes in body parts, related to Gender, age

TOPIC AREA: Human and animal body parts, functions, health and body awareness			SUB TOPIC AREA: Difference between animal and human beings	
GRADE 1: Moderate		Unit 1: Differentiate animal from human beings		Number of periods:
Key Unit Competence: Identify various human and animal body parts & their respective functions with close assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Differentiate various body parts & functions	Name various body parts	Show awareness of the importance of various body parts	<ul style="list-style-type: none"> - Various body parts - Functions of body parts. - General animal characteristics. - General human characteristics. 	<ul style="list-style-type: none"> - Drawing, colouring, collage of body parts of humans & familiar animals. - Touch, point at & say the name of various body parts& functions through images, rhymes & songs
<i>Links to other subjects: ADL, Literacy, social skills development</i>				
<i>Assessment criteria: Ability to identify various body parts& their respective functions</i>				
<i>Materials & resources: Big charts, photos, illustrations....</i>				

TOPIC AREA: Human and animal body parts, functions, health and body awareness			SUB TOPIC AREA: Human body parts and their roles.	
GRADE 1: Moderate	Unit 2: Use of human body parts		Number of periods:	
Key Unit Competence: Associate body parts with their roles				
Learning objectives			Content	Learning activities
Knowledge	Skills	Attitudes and values		
Differentiate various body parts & functions	Associate body parts with their functions	Show awareness of the importance of various body parts	Various body parts and Functions of body parts	<ul style="list-style-type: none"> - Drawing, colouring, collage of body parts of humans - Touch, point at & say the name of various body - Parts & functions through images, rhymes & songs - In groups Associate body parts with their functions
<i>Links to other subjects: ADL, Literacy, social skills development</i>				
<i>Assessment criteria: Ability to identify various body parts & their respective functions</i>				
<i>Materials & resources: Big charts, photos, illustrations, etc.</i>				

TOPIC AREA: Human and animal body parts, functions, health and body awareness			SUB TOPIC AREA: Changes in body parts related to gender, age, environment,	
GRADE 1: Moderate	Unit 3: Images of human and animals body parts		Number of periods:	
Key Unit Competence: Identify Changes in body parts, related to Gender, age or dysfunctions				
Learning objectives			Content	Learning activities
Knowledge	Skills	Attitudes and values		
Explain main Changes in body parts, related to Gender, age	<ul style="list-style-type: none"> - Behave according to changes in body parts - Manage body parts dysfunctions 	<ul style="list-style-type: none"> - Characteristics of male /female human body - Changes during childhood - Various illness and body parts dysfunctions - Acknowledge behaviour change related to Gender, age and body parts dysfunctions 	<ul style="list-style-type: none"> - Through games, demonstrate how to - behave according to body changes - Using images, illustrations, show - body parts changes - n groups, discuss individual differences of class, family or school members - In groups, discuss various illness and body parts dysfunctions 	
<i>Links to other subjects: ADL, social skills</i>				
<i>Assessment criteria: Ability to identify changes in body parts, related to Gender, age</i>				
<i>Materials & resources: Big charts, photos, illustrations, etc.</i>				

TOPIC AREA: Human and animal body parts, functions, health and body awareness		SUB TOPIC AREA: Cleanliness and hygiene of body parts- health and illnesses		
GRADE 1: Moderate	Unit 4: Hygiene of body parts			Number of periods:
Key Unit Competence: Explain how to maintain hygiene of body parts				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<p>Explain how to clean different parts of the body’</p> <p>Identify some illness due to poor hygiene</p>	<ul style="list-style-type: none"> - Clean properly his or her body - -Demonstrate how to clean teeth, hands, eyes, nose, private parts 	<ul style="list-style-type: none"> - Show awareness of the importance of hygiene - Be always clean and smart 	<ul style="list-style-type: none"> - Cleanliness and hygiene of body parts: - -Hygiene of teeth, hands, eyes, nose, private parts - -Health and Illnesses 	<ul style="list-style-type: none"> - Clean their teeth, hands eyes, nose, private parts assisted with the teacher then after without assistance - Observe some pictures, photos in order to identify and differentiate some illness
<i>Links to other subjects: ADL, social skills development</i>				
<i>Assessment criteria: Ability to maintain hygiene of body parts</i>				
<i>Materials & resources: Big charts, photos, illustrations, etc.</i>				

TOPIC AREA: Human and animal body parts, functions, health and body awareness			SUB TOPIC AREA: Reproduction and related awareness	
GRADE 1: Moderate	Unit 5: Reproduction awareness		Number of periods:	
Key Unit Competence: Identify Changes in body parts, related to Gender, age or dysfunctions				
Learning objectives			Content	Learning activities
Knowledge	Skills	Attitudes and values		
Explain main Changes in body parts, related to Gender, age	<ul style="list-style-type: none"> - Behave according to changes in body parts - Manage body parts dysfunctions 	<ul style="list-style-type: none"> - Changes during childhood and puberty - Various illness and body parts dysfunctions - Menstrual cycle for females - voice changes for males - Acknowledge behaviour change related to Gender, age and body parts dysfunctions 	<ul style="list-style-type: none"> - Through games, demonstrate how to behave according to body changes - Using images, illustrations, show body parts changes - In groups, discuss individual differences of class, family or school members - In groups, discuss various illness and body parts dysfunctions 	
<i>Links to other subjects: ADL, social skills</i>				
<i>Assessment criteria: Ability to identify changes in body parts, related to Gender, age</i>				
<i>Materials & resources: Big charts, photos, illustrations, etc.</i>				

TOPIC AREA: Human and animal body parts, functions, health and body awareness			SUB TOPIC AREA: Emotions, relating with others & relevant reactions or actions	
GRADE 1: Moderate		Unit 6: Emotions, & Feelings		Number of periods:
Key Unit Competence: Express needs or feelings politely				
Learning objectives			Content	Learning activities
Knowledge	Skills	Attitudes and values		
Explain how to express reactions to various attitudes and emotions	React politely to feelings, needs and attitudes of peers and other community members	Demonstrate politeness	<ul style="list-style-type: none"> - How to formulate a polite question, request, response - How to express his or her feelings and needs 	<ul style="list-style-type: none"> - Through games express reactions to various attitudes, feelings and emotions - In groups demonstrate how to react to feelings, needs and attitudes of peers - Role play how react to attitudes of other community members
<i>Links to other subjects; ADL, literacy, social skills development</i>				
<i>Assessment criteria: Ability to express his /her needs or feelings politely</i>				
<i>Materials & resources: Big charts, photos, illustrations, etc.</i>				

2.2.4. LEARNING AREA 4: SOCIAL SKILLS DEVELOPMENT FOR MODERATE LEVEL/ GRADE 1

Key Competences to be achieved at the end of grade 1

- Identify himself or herself and his or her family members and differentiate greetings;
- Identify building materials, types of houses and different parts/ rooms of a house;
- Identify, recognize social organization (School, Village, cell /ishuri, Umudugudu, Akagari);
- Identify, recognize and actively participate in social cultural activities of the Rwandan community and beyond;
- Recognize own and others' belongings within the family and community.

TOPIC AREA: Citizenship and social identity		SUB TOPIC AREA: Identification and recognition of people, family, communities, country, locations and places		
GRADE 1: Moderate	Unit1: Identification and recognition of people, family, communities, country, locations and places		Number of periods:	
Key Unit Competence: Identify himself or herself and his or her family members and differentiate greetings with close assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> – Tell his or her name – Name different family members – Localization of their house 	<ul style="list-style-type: none"> – Identify him or herself – Recognize his or her family members – Locate their habitation 	Show respect to his or her family members	<ol style="list-style-type: none"> 1. Recognize Myself, 2. Recognize my house 3. My family members 4. Different ways of greeting: -Hand shaking -Waving, -Morning and evening greetings 5. Localization of community, and country 6. Symbols of schools, place, 	<ul style="list-style-type: none"> – To tell his or her name to the class, (self-introduction) – Observe various pictures of family members and describe in groups their family members – Observe photos of family members and recognize them – In pairs they greet each other and locate their habitation assisted with the teacher
<i>Links to other subjects: Literacy</i>				
<i>Assessment criteria: Ability to greet each other and identify himself or herself and his or her family members</i>				
<i>Materials & resources: Big charts, photos, illustrations,.</i>				

TOPIC AREA: Citizenship and social identity			SUB TOPIC AREA: Social community organization	
GRADE 1: Moderate	Unit 2: Social and community organization		Number of periods:	
Key Unit Competence: Identify, recognize social organization (School, Village ,cell /ishuri ,Umudugudu, Akagari) with repetition				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills (do/practice)	Attitudes and values (show)		
Identify his or her School Village cell	Differentiate his or her School, Village Cell, from others	Recognize the importance of a School, Village and cell	<ul style="list-style-type: none"> - Recognize community organization and leadership in school, home, church and environment - Community responsibilities at various organization - Hierarchical level and responsibilities in various community contexts 	<p>In groups discuss on the location of their school, village and cell</p> <p>Pay a visit to neighbouring school village, cell. And observe their organisations</p>
<i>Links to other subjects: Literacy, environment, ADL ...</i>				
<i>Assessment criteria: Ability to Identify recognize social organization (ishuri ,Umudugudu, Akagari)</i>				
<i>Materials & resources: Big charts, photos, illustrations, real objects...</i>				

TOPIC AREA: Citizenship and social identity			SUB TOPIC AREA: Social community organization	
GRADE 1: Moderate	Unit 3: Social & cultural activities of Rwanda & elsewhere			Number of periods:
Key Unit Competence: Identify, recognize and actively participate in social cultural activities of the Rwandan community and beyond with close assistance.				
Learning objectives			Content	Learning activities
Knowledge	Skills	Attitudes and values		
<ul style="list-style-type: none"> - List familiar types of cultural activities - Identify different songs 	<ul style="list-style-type: none"> - Demonstrate the ability to sing familiar songs. - Imitate various types of dances. - Accompany songs with rhythmic clapping and drumming. - Respond to specific riddles. 	<ul style="list-style-type: none"> - Appreciate the Rwandan cultural practices. - Show interest in Rwandan cultural activities. - Show respect of other countries cultural practices. - Follow instructions given during the practice of different cultural activities. 	<ul style="list-style-type: none"> - Types of cultural activities: songs, dances, drama, riddles, rhymes, drumming, etc. - Family and social activities E.g.: Wedding, local justice - Rwandan dance: <p>Material used (imishanana, imigara, amayugi, ingabo, etc.)</p> <p>Clapping hands</p> <p>Drumming:</p> <ul style="list-style-type: none"> - Riddles: <p>Introductory words (sakwe sakwe-soma)</p>	<ul style="list-style-type: none"> - Students watch a film of dancers - Students practice dancing individually, in pairs and in groups. - Observe different pictures of social-cultural activities. - Present various social and cultural activities using songs, toys and other games to e.g. church gatherings, weddings, family get-together, etc. - In pair or groups students practice basic traditional riddles <p>N.B: All activities shall be friendly, social-oriented, aiming at stimulating the sensory, motor, as well as speech and language systems.</p>
<i>Links to other subjects: Social Studies: self and community.</i>				
<i>Assessment criteria: Can actively participate in social activities, identify social activities; Can react and respond to social prompts; Can respond with sensory physical and/or vocal reactions promptly and appropriately; Can socialize, accomplish social tasks and interact within a social setting, etc.</i>				
<i>Materials & resources: Attractively coloured and audio-visual materials; toys, images, pictures that symbolize tools, animals and people in a community; TV set; drums; dancing materials, mattresses, mirrors; mats and textures, flexible and therapeutic balls, story books, etc.</i>				
<i>N.B: All activities & learning tools shall aim at activating, stimulating & developing the sensory, motor nervous systems, communication and emotions.</i>				

TOPIC AREA: Citizenship and social identity		SUB TOPIC AREA: Right and entitlements for people		
GRADE 1: Moderate	Unit 4: Right and entitlements for people		Number of periods:	
Key Unit Competence: Recognize own and others' belongings within the family and community with close assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - List personal property in the family and community. - Differentiate own from others' property - Identify right to property and ownership in the family and community. 	<ul style="list-style-type: none"> - Protect personal property in the family and community. - Demonstrate rights to property, ownership, and related violations. 	<ul style="list-style-type: none"> - Show respect of personal and family property. - Display the interest of sharing with others. - Demonstrate the positive reaction and response to others. - Portray emotional control vis-à-vis the property violation. 	Personal and family property <ul style="list-style-type: none"> - Personal property: cloths, tooth brush, books, etc. - Family property: House, car, domestic animals, furniture, etc. Right to property <ul style="list-style-type: none"> - Right to personal property - Right to family property 	<ul style="list-style-type: none"> • Draw and use different pictures and diagrams to stimulate basic understanding and discussions of different types of properties. • Students use the recorded simple songs to identify different rights to property. • From pictures given, students categorise properties and put them into groups they belong to such as personal, family, school and hospital groups. • Students pick out personal property from the group of objects.
<i>Learning areas: Social Studies: self and community.</i>				
<i>Assessment criteria: Can identify, recognize and respect personal and common property; Can understand basics of Rights & entitlements; Can socialize and interact within a social setting, with due respects of rules, limitations and boundaries with others, etc.</i>				
<i>Materials & resources: Attractively coloured and audio-visual materials; toys, images, diagrams, pictures, symbols, etc.; Sand; water; mattresses, mirrors; mats and textures, flexible and therapeutic balls, story books, etc. A range of material resources that would stimulate the development of sensory, speech and language, gross and fine motor developments and related activities etc.</i>				
<i>N.B: All activities and learning tools shall aim at activating, stimulating & developing the sensory, motor nervous systems, as well as communication and emotions.</i>				

2.2.5. LEARNING AREA 5: PHYSICAL EDUCATION FOR MODERATE LEVEL/ GRADE 1

Key Competences to be achieved at the end of grade 1

- Use different tools and approaches to balance their bodies in different positions with adequate guidance and instructions;
- Perform different postures and activities using different parts of the body with maximum support;
- Use appropriate tools (e.g. colored balls and balloons, tied balls, etc, to develop games and activities.

TOPIC AREA: Body posture, balancing, movements and manipulation to develop muscles and physical skills			SUB-TOPIC AREA: Balancing in seating, lying down and standing positions	
GRADE 1: Moderate		Unit 1: Body postures, balancing and active movements		No. of periods:
Key Unit Competence: Use different tools and approaches to balance their bodies in different positions with close adequate guidance and instructions				
Learning Objectives			Content	Learning Activities
Knowledge	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Responding to instructions – Give signs of understanding of what is being done 	<ul style="list-style-type: none"> – Using tools with adequate guidance and instructions to use different tools and approaches to balance in different positions – Demonstrate body balance and positions 	<ul style="list-style-type: none"> – -Develop love for guidance and care from others and vice versa – -Recognition of body, balance and movements 	<ul style="list-style-type: none"> – Body postures, balancing and active movements. – Use various appropriate tools (balls, tied balls, toys... to play games) 	<ul style="list-style-type: none"> – Individually learners use their limbs as guided and the teacher give clear instructions on use of tools and approaches showing body postures, balance and positions
<i>Links to other subjects: ADL, social studies, numeracy & literacy</i>				
<i>Assessment criteria: can use different tools and approaches to balance their bodies in different positions with adequate guidance and instructions</i>				
<i>Materials: chairs, mats, handling equipment....</i>				

TOPIC AREA: Body posture, balancing, movements and manipulation to develop muscles and physical skills		SUB-TOPIC AREA: Use of different body parts		
GRADE 1: Moderate	Unit 2: Using different body parts (Limbs, neck, abdomen...)		Number. of periods:	
Key Unit Competence: Through rhythmic games and songs, perform different postures and activities using different parts of the body with maximum support				
Learning Objectives			Content	Learning Activities
Knowledge	Skills	Attitudes and values		
Nam different parts of the body	Perform different postures and activities using different parts of the body Develop different physical skills using his /her body parts	Develop love for support and care from others and vice versa	Using different parts (Limbs, neck, abdomen) through games and songs. Body exercises and activities that combine articulations and body functions.	Learners using songs, rhymes, active role plays, etc., to activate or imitate: Various body activities Articulations of various Body functions
Links to other subjects: <i>ADL, social studies, numeracy & literacy</i>				
<i>Assessment criteria: can use rhythmic songs to perform different postures and activities using different parts of the body with maximum support</i>				
<i>Materials: chairs, mats, handling equipment...</i>				

TOPIC AREA: Body posture, balancing, movements and manipulation to develop muscles and physical skills			SUB-TOPIC AREA: Body movement activities	
GRADE 1: Moderate	Unit 3: Manipulation skills and Body movements (running, jumping, catching, crawling, frog jump, etc.)			No. of periods:
Key Unit Competence: Use appropriate tools and body parts with close supports				
Learning Objectives			Content	Learning Activities
Knowledge	Skills	Attitudes and values		
Recognise tools	<ul style="list-style-type: none"> - Use various tools - Manipulate tools 	Understanding the use of body, balance and practicing some body movements	<p>Various tools and objects to manipulate through games, plays etc., e.g. sand, water, colored balls, balloons....</p> <p>Perform different postures and activities using different parts of the body.</p>	Learners manipulate tools or objects through plays, games etc.
<i>Links to other subjects: ADL, social studies, numeracy & literacy</i>				
<i>Assessment criteria: can use appropriate tools (e.g. colored balls and balloons, tied balls, etc., to develop games and activities</i>				
<i>Materials: chairs, mats, handling equipment.....</i>				

2.2.6. LEARNING AREA 6: NUMERACY & PRE-NUMBERS FOR MODERATE LEVEL/ GRADE 1

Key Competences to be achieved at the end of Grade 1:

- Demonstrate basic skills in counting, writing, comparing, ordering numbers up to 10;
- Recognize different coins used in Rwanda and use them in buying and selling activities;
- Manipulate and explore calculator, computer, mobile phone and tablets
- Recognize and make Circular, Squared, Rectangular, Triangular objects with assistance
- Recognize different parts of the day (morning, afternoon, evening and night), week, month, year and make his/her own plan accordingly;
- Recognize and show directions and positions of things.

TOPIC AREA: Logical thinking in relation to counting, operation and measurements			SUB-TOPIC AREA: Counting and numbering	
GRADE 1: Moderate		Unit 1: Counting, basic operations and measurements		No. of periods:
Key Unit Competence:				
<ul style="list-style-type: none"> • Demonstrate basic skills in counting, writing, comparing, ordering numbers up to 10 • Measure and compare lengths of objects up to 10 meters (10 m), • Perform basic addition and subtraction in daily life situations 				
Learning Objectives			Content	Learning Activities
Knowledge	Skills	Attitudes and values		
<p>Recognize a given number of objects or pictures, images in varying shapes, colours sizes, etc.</p> <p>Identify a given number in varying number cards, etc.</p> <p>Read numbers from 1 to 10</p>	<p>Count and numbering objects that are familiar within the schools, home and community</p> <p>Group, Measure, compare, order, classify objects that are familiar within the schools, home and community</p> <p>Manipulate concrete objects related to numbers</p> <p>Use available electronic tools (Calculators, phones, computers, etc. to recognize/ read and write numbers up to 10</p> <p>Perform addition and subtraction of numbers up to 10</p>	<p>Improve awareness of numbers and their significance demonstrate abilities to correctly count, measure, classify objects that are familiar within the schools, home and community and make basic calculations</p>	<p>Grouping and counting objects up to 10,</p> <p>Making numbers up to 10 using real objects (sticks, etc.) or making numbers with body movements</p> <p>Reading and writing numbers up to 10</p> <p>Measuring objects in meter (m),</p> <p>Comparing lengths, sizes of objects (few or many, less or more, short or tall)</p> <p>Compare numbers up to 10 using symbols ($<$, $>$, $=$)</p> <p>Ordering objects and Numbering up to 10 ,</p> <p>Classifying objects and matching numbers with the number of objects.</p> <p>Basic calculations involving addition and subtraction up to 10 (vertically and horizontally or using number line)</p>	<p>Students play games, or play related to counting (e.g. <i>Pairs, Snap, Dominoes, Find your partner, Follow me loop, Number funs and Bingo, etc.</i>).</p> <p>Students use drawings to group, compare, order, and classify, objects that are familiar within the schools, home and community</p> <p>Students listen to stories related to numbers, repeat and make basic calculations (mental calculations)</p> <p>Students manipulate (make groups, count, measure, compare, order, classify) tools and objects of various sizes, textures and colours (e.g. <i>Colour shapes, Dices, stones, Sticks, exercise books, pencils, Bananas, Sweets, Ground nuts, Wall Chart, Number cards, Flash cards, Number lines, etc.</i>).</p>

	Match numbers with the number of objects			<p>Students make numbering of concrete objects through rhymes, songs, etc.</p> <p>Student's perform activities related to counting and operations using concrete and colored objects, as well as real context situations</p>
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Links to other learning area: ADL, Social Skills development, ICT & technology, Physical Education

Assessment criteria: students are able to: Actively, demonstrate the developing awareness of numbers; figures, sizes, comparative measurements,

- Demonstrate basic skills in manipulating (count, group, classify, measure, compare, order and numbering) tools and objects of various sizes, textures and colours, etc.*
- Perform basic operations/ calculations involving addition and subtractions related to real contexts*

Materials & resources: Attractively audio-visual materials; different objects (for counting, classifying, grouping, comparing, ordering) that are familiar within the schools, home and community, ruler, rope, boxes and cubes, etc.

N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, and speech and communication skills.

TOPIC AREA: Logical thinking in relation to counting, operation and measurements			SUB TOPIC AREA: Counting and operations using concrete objects and real contexts	
GRADE 1: Moderate		Unit 2: Rwandan money from 1to100 coins		Number of periods:
Key unit competence: Recognize different coins used in Rwanda and use them in buying and selling activities				
Learning objectives			Content	Suggested Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Recognize , differentiate different coins used in Rwanda	<ul style="list-style-type: none"> - Distinguish Rwandan coins from other items/objects. - Give examples of what any given coin can buy and make simple calculations involving money (paying and getting balance, etc.) 	<ul style="list-style-type: none"> - Appreciate the importance of money in daily life - Show concern of using money honestly - Show concern of valuing money and make priorities 	<ul style="list-style-type: none"> - Rwandan coins from 1 to 100 (Coin of 5Frw, Coin of 10 Rwf, Coin of 20 Rwf, Coin of 50 Rwf, Coin of 100 Rwf) and their denominations - Changing big coins into small ones - Simple problem involving addition and subtraction in buying and selling 	<ul style="list-style-type: none"> - In groups students sort Rwandan coins from other objects (e.g. bottle tops, stones, papers, etc.) - Each student may choose any coin and talk about the item/ object to buy with such coin. - Using a collection of Rwandan coins or drawings/ pictures of coins, students should be involved in role play on buying and selling. This activity may help students to change big coins into small ones, to quickly add and subtract money in order to get balance.
<i>Link to other subjects:</i> ADL, Social Skills development, ICT & technology				
<i>Assessment criteria:</i> ability to recognise Rwandan coins from other objects, ability to use coins in different transactions like buying and selling				
<i>Materials:</i> A collection of all Rwandan coins, drawings or pictures of Rwandan coins				

TOPIC AREA: Logical thinking in relation to counting, operation and measurements			SUB TOPIC: Counting and operations using concrete objects and real contexts		
GRADE 1: Moderate		Unit 3: Using electronic devices applied to numeracy, pre-numbers and numbers			Number of periods:
Key unit competence: Manipulate and explore calculator, computer, mobile phone and tablets					
Learning objectives			Content	Suggested Learning Activities	
Knowledge and understanding	Skills	Attitudes and values			
Recognize and differentiate different electronic devices such as computers, calculators, etc.	<ul style="list-style-type: none"> – Manipulate calculator, computer and mobile phone – Explore different electronic devices with the purpose of acquire numeracy 	Appreciate the importance of using electronic devices	<ul style="list-style-type: none"> • Use available electronic devices to count • Use available electronic devices to operate numbers • Practice numeracy activities using calculators and computers 	<ul style="list-style-type: none"> – In groups students manipulate different types of electronic devices – In groups, learners explore calculator through computers, mobile phones and tablets 	
<i>Link to other subjects: ADL, Social Skills development, ICT & technology</i>					
<i>Assessment criteria: ability to recognise Rwandan coins from other objects, ability to use coins in different transactions like buying and selling</i>					
<i>Materials: A collection of all Rwandan coins, drawings or pictures of Rwandan coins</i>					

TOPIC AREA: Logical thinking in relation to counting, operation and measurements		SUB TOPIC AREA: Counting and operations using concrete objects and real contexts		
GRADE 1: Moderate		Unit 4: Lines and Shapes.		Number of periods:
Key unit competence: Recognize and make Circular, Squared, Rectangular, Triangular objects with assistance				
Learning objectives			Content	Suggested Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Recognize that objects have different shapes	<ul style="list-style-type: none"> – Make desired shapes using toys or any other object (sticks, rope, matches, etc.) – Give examples of objects that have Circular, Squared, Rectangular, Triangular shape 	<ul style="list-style-type: none"> – Show concern of Collaborating and sharing with peers – Demonstrate ability of carefully observing before making decision 	<ul style="list-style-type: none"> • Drawing different shapes (circle, rectangle, square, triangle) using pencil or pen • Shading and painting the Circular, Squared, Rectangular, Triangular objects with different colours: red, blue, orange, green, yellow, Pink, white and black. • Cutting desired shapes in papers, ... • Properties of shapes (square, rectangle, triangle, circle) 	<ul style="list-style-type: none"> • Individually, in pairs or small groups learners are asked to: make a desired shape and compare their shapes • Help each other make a better shape • paint and Cut shapes from papers, • Draw shapes on the ground, on paper..
<i>Link to other subjects: ADL, ICT & technology</i>				
<i>Assessment criteria: ability to recognise square, rectangle, triangle and circle from other shapes, ability to give examples of objects which have squared, rectangular, triangular and circular shapes, ability to draw, and paint square, rectangle, triangle and circle following properties, ability to make shapes and make cuts out of shapes .</i>				
<i>Materials & resources: Attractively audio-visual materials; different objects and different shapes for shading, painting, and cutting, papers, boxes and cubes, pair of scissors, etc.</i>				
<i>N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills</i>				

TOPIC AREA: Logical thinking in relation to counting, operation and measurements		SUB TOPIC AREA: Counting and operations using concrete objects and real contexts		
GRADE 1: Moderate		Unit 5: Time and Child's daily activities		Number of periods:
Key unit competence: Recognize different parts of the day, days of the week and make own plan accordingly with assistance				
Learning objectives:			Content	suggested Learning activities
Knowledge	Skills (do/practice)	Attitudes and values		
Tell daily activities related to the parts of the day (morning, afternoon, evening and night) Tell the days of the week	<ul style="list-style-type: none"> Set daily plan basing on different parts of the day and daily activities Set weekly plan basing on days of the week and daily activities Give examples of activities done during the different days of the week Use a calendar, tell the date of today and the days of the week Participate in schools/ class activity at a given time of the day or week. 	<ul style="list-style-type: none"> Demonstrate ability of setting a plan in daily/ weekly activities Show concern of respecting time 	Daily activities (Home and school) during morning, afternoon, evening, and night time <ul style="list-style-type: none"> Daily activities at home/in dormitory : Waking-up Praying Washing/bathing Putting on clothes Taking breakfast Brushing Going to school/class Daily school /class activities during different parts of the day (morning , noon, afternoon, evening and night) Days of the week and weekly corresponding activities Making own plan	<ul style="list-style-type: none"> Through a song or poem students tell their daily activities In groups students observe pictures/illustrations of parts of the day and match each part with an activity -Through games students match appropriate greeting words with correspond time of the day In groups learners observe illustrations/pictures showing parts of the day and say what they do at that time (match an illustration with an activity) Using a calendar, students match days of the week and main activity done at school and home e.g. going to school, to market, church/ mosque/.....
<i>Link to other subjects: ADL, Social Skills development, ICT & technology, Physical Education</i>				
<i>Assessment criteria: ability to use a calendar, tell the days of the week and tell the date of today. Ability to set a daily / weekly plan</i>				
<i>Materials & resources: Attractively audio-visual materials; pictures, illustrations, calendar, etc.</i>				
<i>N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills</i>				

TOPIC AREA: Logical thinking in relation to counting, operation and measurements		SUB TOPIC: Counting and operations using concrete objects and real contexts		
GRADE 1: Moderate	Unit 6: understanding position and directions with assistance		Number of periods:	
Key unit competence: Recognize and show directions and positions of things with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Tell where things/objects are	Indicate positions of objects Use correct propositions to describe positions of objects	Locate objects in their right places Follow instructions related to directions and positions	Positions and directions: Front and back, Top and bottom, Up and down Above and below On/over and under Left and right Inside and out side Between	Each learner locate where he/she is, what is in front or behind him/her. Individually each learner put objects following instructions. E.g. put a book on a table,... All learners do Physical exercise: arms up/down, jumping forward and backward, turn right and left Hide and seek game Line-up according to the teacher's instructions related to positions and directions (front, behind between, inside, outside).
<i>Link to other subjects:</i>				
<i>Assessment criteria: ability to direct himself/ herself or others. Ability to recognize the position of an object</i>				
<i>Materials & resources: Attractively audio-visual materials; pictures, illustrations, different objects (ball, table, cupboard...), etc.</i>				
<i>N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills</i>				

2.2.7. LEARNING AREA 7: LITERACY FOR MODERATE LEVEL/ GRADE 1

2.2.7.1. INTEGANYANYIGISHO Y'IKINYARWANDA

Ubushobozi bw'ingenzi bugamijwe ku mwana urangije ikicyiro cya 1:

Gutandukanya amajwi'abantu, akomoka ku bintu n'amajwi y'inyamaswa afashijwe

Kuririmba no kubyina uturirimbo yumvise adasobanya n'abandi;

Gusubiramo udukuruyumvise;

Gufata ikaramu mu buryo bukwiye no guca imisharabiko;

Gufata ikaramu mu buryo bukwiye no guca imirongo igororotse;

Guca imirongo ihese n'ivunaguye n'uruziga;

IMBUMBANYIGISHO: Guteza imbere ubushobozi nyemvugo			INYIGISHO: Guteza amatwi no kuvuga	
IKICIRO CYA 1			UMUTWE 1: Gutandukanya amajwi	Igihe:
Ubushobozi bw'ingenzi bugamijwe: Gutandukanya amajwi y'abantu akomoka ku bintu n'amajwi y'inyamaswa afashijwe na mwarimu atabireba.				
Intego			Icyigwa	Ibikorwaby'abanyeshuri
Ubumenyi	Ubumenyigiro	ubukeshya		
Gutandukanya amajwi y'ibintu bitandukanye	<ul style="list-style-type: none"> - Gutahura amajwi y'ibintu, ay'inyamaswa n'ay'abantu. - Kwigana amajwi y'inyamaswa amenyereye. 	<ul style="list-style-type: none"> - Gutega amatwi yitonze. - Kwishimira amajwi y'ibikoresho bitandukanye by'umuziki n'umukino wo kwigana inyamaswa. 	<p>Amajwi y'ibintu:</p> <ul style="list-style-type: none"> - Ibikoresho bya muzika, Inzogera, Ifrimbi, - Imodoka, - Amajwi y'inyamaswa zizwi: inka, ihene, imbwa, injangwe - Urusaku rwa telefoni, ... - Amajwi y'abana n'ay'abantu bakuru. 	<ul style="list-style-type: none"> - Abana batega amatwi ibintu bitandukanye batabireba. - Mu matsinda abana bakina umukino wo kwigana inyamaswa bazi uko zivuga. - Ku ruziga barabyina bumva injyana y'ibikoresho bya muzika.
Ihuriro n'ibindi byigwa: Muzika, Ubumenyi bw' Ibidukikije.				
<i>Ingingo-ngenderwaho mu isuzuma: ubushobozi bwo gutahura amajwi y'ibintu, inyamaswa n'abantu no kuyigana.</i>				
<i>Infashanyigisho: ibinyuguri, gitari, piyano, iningiri, ingoma, ifrimbi, inzogera, telefoni, amajwi y'inyamaswa zimenyerewe mu bidukikije</i>				

IMBUMBANYIGISHO: Guteza imbere ubushobozi nyemvugo			INYIGISHO: Gutega amatwi no kuvuga	
IKICIRO CYA 1		UMUTWE 2: Kumva uturirimbo	Igihe:	
Ubushobozi bw'ingenzi bugamijwe: umwana azaba ashobora kuririmba no kubyina uturirimbo yumvise adasobanya n'abandi.				
Intego			Icyigwa	Ibikorwaby'abanyeshuri
Ubumenyi	Ubumenyigiro	ubukeshya		
Gusobanukirwa n'uturirimbo no kudufata mu mutwe.	<ul style="list-style-type: none"> - Gusubiza ibibazo ku turirimbo yumvise. - Kuririmba no kubyina uturirimbo yumvise akurikijeinjyana 	<ul style="list-style-type: none"> - Gutega amatwi yitonze kandi ahanze amaso aho ijwi rituruka - Kwishimira kuririmba no kubyina .Kwishimira kurimbana no kubyinana na bagenzi be 	<ul style="list-style-type: none"> - Uturirimbo ku nsanganyamatsiko ishimisha abana: Ishuri, ababyeyi, inshuti, Inyamaswa, abana bamenyereye, indabo, imyenda, amazi... 	<ul style="list-style-type: none"> - Abana batega amatwi uturirimbo bari ku ruziga. - Basubiza ibibazo ku bivugwa mu turirimbo. - Baririmba bakoma amashyi banagaragaza imbamutima. - Bakomeza kuririmba nyuma bakabyina.
<i>Ihuriron'ibindi byigwa: Muzika.</i>				
<i>Ingingo ngenderwaho mu isuzuma: ubushobozi bwo gukoresha amagambo yungutse mu turirimbo, kuturirimba no kutubyina akurikije injyana.</i>				
<i>Infashanyigisho: Uturirimbo tunyuranye, amashusho, ibintu bifatika.</i>				

IMBUMBANYIGISHO: Guteza imbere ubushobozi nyemvugo		INYIGISHO: Gutega amatwi no kuvuga		
IKICIRO CYA 1	UMUTWE 3: Kumva udukuru		Igihe:	
Ubushobozi bw'ingenzi bugamijwe: Umwana azaba ashobora gusubiramo udukuru yumvise.				
Intego			Icyigwa	Ibikorwaby'abanyeshuri
Ubumenyi	Ubumenyigiro	ubukesha		
Gusobanukirwa n'udukuru	<ul style="list-style-type: none"> - Gusubiza ibibazo ku dukuru yumvise. - Gusubiramo udukuru yumvise - Kubara udukuru agaragaza imbamutima 	<ul style="list-style-type: none"> - Gutega amatwi yitonze kandi ahanze amaso aho ijwi rituruka - Kwishimira kubara udukuru na bagenzi be. 	Udukuru ku nsanganyamatsiko ishimisha abana: Ishuri, ababyeyi, inshuti, inyamaswa abana bamenyereye, indabo, imyenda, amazi	<p>Abana batega amatwi udukuru bakikije ubara agakuru.</p> <p>Basubiza ibibazo ku gakuru</p> <p>Basubiramo agakuru bumvise umwe ku giti ke, bagenzi be bakamuha amashyi.</p>
<i>Ihuriron'ibindi byigwa: Muzika, Ubumenyi bw'Ibidukikije.</i>				
<i>Ingingo-ngenderwaho mu isuzuma: ubushobozi bwo gusubiramo udukuru yabwiwe.</i>				
<i>Infashanyigisho: Udukuru, amashusho, ibintu bifatika.</i>				

IMBUMBANYIGISHO: Guteza ubushobozi nyemvugo			INYIGISHO: Guteza amatwi no kuvuga	
Imbumbanyigisho: Guteza imbere Ubushobozi Nyandiko			Inyigisho: Gusoma	
IKICIRO CYA 1		Umutwe 4: Gusoma amashusho		Igihe:
Ubushobozi bw'ingenzi bugamijwe: umwana azaba ashobora gusubiramo udukuru yumvise.				
Intego			Icyigwa	Ibikorwa by'abanyeshuri
Ubumenyi	Ubumenyigiro	ubukeshya		
<ul style="list-style-type: none"> • Gutandukanya igitabo n'ibindi bikoresho by'ishuri • Gusobanukirwa amashusho 	<ul style="list-style-type: none"> • Gufata ibitabo mu buryo buboneye • Gusoma amashusho adategwa. • Gutandukany amashusho n'inyandiko 	<ul style="list-style-type: none"> • Gufata neza ibitabo atabyangiza • Kwishimira gusoma • Kugaragaza imbamutima yitegereza amashusho. 	<ul style="list-style-type: none"> • Gufata igitabo mu buryo bukwiye. • Gusoma amashusho no kuyatandukanya n'inyandiko. 	<ul style="list-style-type: none"> • Abana bafata ibitabo bakitegereza amashusho bahereye kugifuniko. • Basubiza ibibazo umwarimu ababaza agendeye kubyo bitegereje ku gifuniko no mu gitabo. • Mu matsinda baganira bavuga ibyo babona ku mashusho. • Bagaragaza ibice bibura ku mashusho yatanze • Mu matsinda baganira batandukanya amashusho n'inyandiko
<i>Ihuriro n'ibindi byigwa: Icyongereza, Fine arts.</i>				
<i>Ingingo ngenderwaho mu isuzuma: ubushobozi bwo gusoma amashusho</i>				
<i>Infashanyigisho: Amashusho, ibitabo birimo amashusho.</i>				

Imbumbanyigisho: Guteza Imbere Ubushobozi Nyandiko			Inyigisho: Kwandika	
IKICIRO CYA 1	Umutwe wa 5: Guca Imisharabiko			Igihe:
Ubushobozi bw'ingenzi bugamijwe: Gufata ikaramu mu buryo bukwiye no guca imisharabiko				
Intego			Icyigwa	Ibikorwaby'abanyeshuri
Ubumenyi	Ubumenyigiro	ubukeshya		
- Gutandukanya ikaramu, impapuro ,amakaye n'ibind ibikoresho	- Gufata ikaramu mu buryo buboneye. - Guca imisharabiko	- Kwishimira kwandika.	- Gufata ikaramu mu buryo buboneye - Guca imisharabiko	- Abana bafata amakaramu bagatozwa kuyafata mu buryo buboneye - Baca imisharabiko ku rupapuro rwose.
<i>Ihuriron'ibindi byigwa: Isomo ryo gushushanya</i>				
<i>Ingingo ngenderwaho mu isuzuma: ubushobozi bwo gufata ikaramu mu buryo no guca imisharabiko.</i>				
<i>Infashanyigisho :Impapuro , amakaramu y'igiti</i>				

IMBUMBANYIGISHO: Guteza imbere ubushobozi nyandiko			INYIGISHO: Kwandika	
IKICIRO CYA 1		UMUTWE WA 6: Guca imirongo igororotse		Igihe:
Ubushobozi bw'ingenzi bugamijwe: Gufata ikaramu mu buryo bukwiye no guca imirongo igororotse				
Intego			Icyigwa	Ibikorwa by'abanyeshuri
Ubumenyi	Ubumenyigiro	ubukeshya		
Gutandukanya imisharabiko n'imirongo igororotse	<ul style="list-style-type: none"> - Kwandika utudomo adakurikije imirongo - Kwandika utudomo akurikije imirongo utambitse, uhagaze, uberamiye iburyo, uberamiye ibumoso. - Guhuza utudomo agakuramo imurongo igororotse itambitse, ihagaze, iberamiye iburyo, iberamiye ibumoso. - Guca imirongo igororotse itambitse, uhagaze, uberamiye iburyo, uberamiye ibumoso akurikije imirongo y'urupapuro. 	<ul style="list-style-type: none"> - Gufataneza ibikoresho byo kwandikisha. 	<ul style="list-style-type: none"> - Kwandika utudomo ku murongo utambitse. - Kwandika utudomo ku murongo umanutse. - Guhuza utudomo two ku murongo utambitse. - Guca imirongo igororotse itambitse. - Guca imirongo igororotse ihagaze. - Guca imirongo igororotse iberamiye iburyo - Guca imirongo igororotse iberamiye ibumoso. 	<ul style="list-style-type: none"> - Abana bandika utudomo badakurikije imirongo itambitse y'urupapuro. - Abana bandika utudomo bakurikijije imirongoy'urupapuro imanuka. - Bahuza utudomo bakurikije amerekezo bahawe. - Bigana imirongo igororotse bahawe, yaba ihagaze cyangwa itambitse, iberamye. - Bakora amatsinda bajya ku mirongo bahawe. - Baca imirongo hasi, - Bakora imirongo bakoresheje, amabuye, ibishyimbo uturabo, n'ibindi.
<i>Ihuriron'ibindi byigwa: Imibare: amerekezo, imirongo, amashusho- ngero; Ibonezabuzima: kunoza imiyegoy'ingingo nto.</i>				
<i>Ingingo ngenderwaho mu isuzuma: ubushobozi bwo guca imirongo inyuranye</i>				
<i>Infashanyigisho: Impapuro, amakaramu, imirongo iciye ku mpapuro zikomereye zometse ku nkuta.</i>				

IMBUMBANYIGISHO: Guteza imbere ubushobozi nyandiko			INYIGISHO: Kwandika	
IKICIRO CYA 1		UMUTWE WA 7: Guca imirongo ihese n'ivunaguye		Igihe:
Ubushobozi bw'ingenzi bugamijwe: Guca imirongo ihese n'ivunaguye n'uruziga.				
Intego			Icyigwa	Ibikorwa by'abanyeshuri
Ubumenyi	Ubumenyigiro	ubukasha		
<ul style="list-style-type: none"> - Kuvuga izina ry'umurongo bagezeho - Gutandukanya imirongo inyuranye. 	<ul style="list-style-type: none"> - Guca imirongo iheteye iburyo - Guca imirongo iheteye ibumoso. - Guca imirongo 	<ul style="list-style-type: none"> - Gufata neza ibikoresho byo kwandikisha - Kwirinda kwandika aho abonye: ku nkuta, ku nzugi, ku madirishya, ku myenda, mu gitabo 	<ul style="list-style-type: none"> - Guca imirongo iheteye iburyo. - Guca neza imirongo iheteye ibumoso. - Guca imirongo ivunaguye - Guca uruziga 	<ul style="list-style-type: none"> - Buri Mwana yitoza guca umurongo uheteye iburyo ahuza utudomo yahawe. - Yitoza guca umurongo uheteye iburyo adakoresheje utudomo - Mu matsinda abana bakora udukino two hanze two kwitondeka bakora imirongo inyuranye bize; - Abana mu matsinda mato batondeka utubuye, uduti, ibishyimbo, amashaza... bakora imirongo inyuranye bize.
<i>Ihuriro n'ibindi byigwa: Imibare: amerekezo, imirongo, amashushongero; Ibonezabuzima: kunoza imiyego y'ingingo nto.</i>				
<i>Ingingo ngenderwaho mu isuzuma: ubushobozi bwo gufata ikaramu mu buryo no guca imisharabiko.</i>				
<i>Infashanyigisho: Impapuro, amakaramu, impapuro zikomeye ziciyeho imirongo zometse ku nkuta.</i>				

2.2.7.2. LITERACY AND COMMUNICATION IN ENGLISH/ GRADE 1

English

Key Competences to be achieved at the end of Grade 1:

- Recognise the sounds of vowels in English;
- Recognise the sounds of consonants b, c, d, f, g in English language;
- Identify different people, animals, birds and objects.

TOPIC AREA: Basics of Literacy and Communication in English language			SUB TOPIC AREA: Sounds and vowels	
GRADE 1: Moderate		Unit 1: Sounds of English vowels		Number of periods:
Key Unit Competence: Recognise the sounds of vowels English				
Learning objectives:			Content	Suggested Learning activities
Knowledge and understanding	Skills (do/practice)	Attitudes and values		
Identify the sounds of vowels in spoken English	<ul style="list-style-type: none"> – Reproducing the sounds of vowels when read to them. – Attempting guided reading specific sounds of vowels. – Spotting vowels already learnt within words. – Tracing letters corresponding to the sounds they learnt. 	<ul style="list-style-type: none"> – Show interest in identifying the sounds of a different language from mother tongue 	<ul style="list-style-type: none"> • Sounds of vowels: a, e, i, o, u • Sounds of vowels within words: • Sound /a/: Cat, cut, cup, cap, turn, come, love etc. • Sound /e/: e.g.: table, make, take, leg, cake, bell, pen, hen, date, bed, etc. • Sound /i/: Sit, pick, zip, in, fish, lip, delete, be, etc. • Sound /o/: top, shop, mobile phone, nock, nose, lock, tall, ball, water, etc. • Sound /u/: look, moon, tube, noon, bull, bulldog, etc. 	<ul style="list-style-type: none"> • Learners repeat sounds in chorus and individually: a, e, i, o, u after the teacher • Learners read in chorus and individually the sounds a, e, i, o, u from the blackboard with the help of the teacher • Learners read words that contain each of the five sounds with the help of the Teacher. e.g.: cat, cup, cut... • Learners recognize the sounds within words with the help of the teacher in groups. • , Learners name objects whose names contain sounds learnt and which are shown or drawn by the teacher. eg. Hen, pen ...In groups. • Learners practice tracing letters that produce the different sounds which they have already learnt.

Links to other learning area: Kinyarwanda language, fine art, ICT, Social studies

Assessment criteria: students are able to:

- Actively demonstrate awareness of sounds
- Basic skills in tracing over the vowels corresponding to the sounds they have learnt, etc.
- Retain some names of objects or persons they learnt in English language
- Materials & resources: Audio-visuals, paper, pens, wall-charts, real objects, pictures, one lap per child, etc.

N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills in English.

TOPIC AREA: Basic Literacy and Communication in English language			SUB TOPIC: SOUNDS AND VOWELS	
GRADE 1: Moderate	Unit 2: The sounds of English consonants b, c, d, f, g		Number of periods:	
Key unit competence: Recognise the sounds of consonants b, c, d, f, g in English language				
Learning objectives			Content	Suggested Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Identify the sounds of consonants in spoken English	<ul style="list-style-type: none"> - Pronounce and distinguish different consonants within specific words - Reproducing the sounds of consonants when read to them. 	<ul style="list-style-type: none"> - Show interest in identifying the sounds of a different language from mother tongue - Enjoy the discovery of a new language - Realize that different people have different languages, different countries and various cultures 	<ul style="list-style-type: none"> - The sounds of consonants b, c, d, f, g - Sounds of consonants within words: <ul style="list-style-type: none"> - Sound /b/Bell, bad, bar, bull, Betty, bulldog, but, ball, tall, bed, Bible, etc. - Sound /c/Cup, cap, cut, chalk, come, call, cook, cool etc. - Sound /d/ Daddy, dam, day, date, doll, door, darling, delete, dig, Dormitory, dear, deep, etc. - Sound /f/ Fine, floor, flour, fat, fair, full, fool, fatigue, flat, feast, fist etc. 	<ul style="list-style-type: none"> - Learners repeat sounds in chorus and individually: b, c, d, f, g the teacher - Learners read in chorus and individually the sounds b, c, d, f, g from the blackboard with the help of the teacher - Learners read words that contain each of the five sounds learnt with the help Of the teacher. e.g. Bell, bad, call, cook day, date - Learners recognize the sounds learnt Within words with the help of the teacher in groups, - Learners name objects whose names contain sounds learnt and which are shown or drawn by the teacher. e.g. doll, door, cup, cap fist garage, ...

<ul style="list-style-type: none"> - Attempting guided reading of specific sounds of consonants. - Spotting consonants already learnt within words. - Tracing consonants corresponding to the sounds they learnt. 			<ul style="list-style-type: none"> - Sound /g/Garage, go, God, gold, guide, good, dig, glue, gang, game, greeting, garden, fog, bogging, bugging, beginning, beg, etc. - The sounds of consonants h, j, k, l, m - Sounds of consonants within words: - Sound /h/Hat, hot, hospital, hen, heat, Hi!, hello, hand, handle, hut, hag, ham, harsh, hard, hurray hurt, etc. - Sound /j/Jogging, joke, job, Jim, jam, jug, jet, jean, Jane, juice, etc. - Sound /k/Kaki, kettle, kit, kitty, kitchen, Kick, kuku, chalk, cook, look etc. - Sound /l/Leg, lake, lane, look, lick, little, lean, line, love, like, light etc. - Sound /m/Mother, mum, moon, mouth, mopping, month, May I? Mocking, monkey etc. - The sounds of consonants n, p, r, s, t - Sound /n/Nut, noon, moon, net, neat, nine, minute, nodding, no, not note, name, narrow etc. - Sound /p/Purple, port, pork, pappy, patting, pet, pocket, paper, pot, put, plate etc. - Sound /r/Red, rose, rat, rake, route, road, Robert, cross, rabbit, etc. - Sound /s/Sun, son, sound, spoon, start, sit, seat, soup, swear, sweat, etc. 	<ul style="list-style-type: none"> - In groups, learners practice tracing letters that produce the different sounds which they have already learnt. - Learners repeat sounds in chorus and individually: h, j, k, l, m after the teacher - Learners read in chorus and individually the sounds h, j, k, l, m from the blackboard with the help of the teacher - Learners read words that contain each of the five sounds with the help of the teacher. eg. hand, hat, hut, jug, jet leg, kettle... - Learners recognize the sounds within words with the help of the teacher - In groups, learners name objects whose names contain sounds learnt and which are shown or drawn by the teacher. Eg. hand, hat, hut, jug, jet leg, kettle moon... - In groups, learners practice tracing letters that produce the different sounds which they have already learnt. - Learners repeat sounds in chorus and individually: n, p, r, s, t after the teacher - Learners read in chorus and individually the sounds n, p, r, s, t from the blackboard with the help of the teacher - Learners read words that contain each of the five sounds with the help of the teacher. e.g. moon, pappy, pot, nine... - Learners recognize the sounds within words with the help of the teacher - In groups, learners name objects whose names contain sounds learnt and which are shown or drawn by the teacher. e.g. rat, rake,
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			<ul style="list-style-type: none"> - Sound /t/Table, tea, tall, ten, water, tap, top, Teddy, tortoise, two, travel, train, taxi, trap, etc. - The sounds of consonants v, w, x, y, z - Sound /v/Vote, vase, vessel, visit, Vivian, vegetable, veterinary... - Sound /w/Well, wet, what, when, wallet, water, wall, etc. - Sound /x/Six, sex, sixteen, text, mix, expo, ... - Sound /y/Yes, yam, yell, yarn, yet, Yemen, etc. - Sound /z/Zoo, size, Zed, zoom, zip, etc. 	<ul style="list-style-type: none"> - Learners read in chorus and individually the sounds v, w, x, y, z from the blackboard with the help of the teacher - Learners read words that contain each of the five sounds with the help of the teacher. eg. wall, wallet, six, text yam, zoo, zip... - Learners recognize the sounds within words with the help of the teacher - In groups, learners name objects whose names contain sounds learnt and which are shown or drawn by the teacher. eg. wall, wallet, six, text. Zoo, yam.. - In groups, learners practice tracing letters that produce the different sounds which they have already learnt.
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Link to other subjects: Kinyarwanda language, fine art, art crafts, ICT, Social studies

Assessment criteria:

Actively demonstrate awareness of sounds

Demonstrate basic skills in tracing over the vowels corresponding to the sounds they have learnt, etc.

Retain some names of objects or persons they learnt in English language

Ability to recognise the sounds of consonants within words

Materials & resources: Audio-visuals, paper, pens, wall-charts, real objects, pictures, one lap per child, etc.

N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills in English.

TOPIC AREA: Basics of literacy and communication in English language		SUB TOPIC AREA: Description, conversation, repetition, listening, dialogue and narration		
GRADE 1: Moderate		Unit 3: Spoken English		Number of periods:
Key Unit Competence: Recognise the sounds of vowels English.				
Learning objectives:				
Knowledge and understanding	Skills (do/practice)	Attitudes and values	Content	Suggested Learning activities
Vocabularies to develop spoken English	<ul style="list-style-type: none"> - Reproducing the sounds of vowels when read to them. - Attempting guided reading specific sounds of vowels. - Spotting vowels already learnt within words. - Tracing letters corresponding to the sounds they learnt. 	<ul style="list-style-type: none"> - Show interest in identifying the sounds of a different language from mother tongue 	<ul style="list-style-type: none"> • Sounds of vowels: a, e, i, o, u • Sounds of vowels within words: • Role play in English and sketches. • Sound /a/: Cat, cut, cup, cap, turn, come, love etc. • Sound /e/: e.g.: table, make, take, leg, cake, bell, pen, hen, date, bed, etc. • Sound /i/: Sit, pick, zip, in, fish, lip, delete, be, etc. • Sound /o/: top, shop, mobile phone, nock, nose, lock, tall, ball, water, etc. • Sound /u/: look, moon, tube, noon, bull, bulldog, etc. 	<ul style="list-style-type: none"> • Learners repeat sounds in chorus and individually: a, e, i, o, u after the teacher • Learners read in chorus and individually the sounds a, e, i, o, u from the blackboard with the help of the teacher • Learners read words that contain each of the five sounds with the help of the Teacher. e.g.: cat, cup, cut... • Learners recognize the sounds within words with the help of the teacher • In groups, learners name objects whose names contain sounds learnt and which are shown or drawn by the teacher.eg. Hen, pen ... • In groups, learners practice tracing letters that produce the different sounds which they have already learnt.
<i>Links to other learning area: Kinyarwanda language, fine art, ICT, Social studies</i>				
<i>Assessment criteria: students are able to:</i>				
<ul style="list-style-type: none"> • Actively demonstrate awareness of sounds • Basic skills in tracing over the vowels corresponding to the sounds they have learnt, etc. • Retain some names of objects or persons they learnt in English language • Materials & resources: Audio-visuals, paper, pens, wall-charts, real objects, pictures, one lap per child, etc. 				
<i>N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills in English.</i>				

TOPIC AREA: Basics of literacy and communication in English language			SUB TOPIC AREA: Basic inscription (writing)	
GRADE 1: Moderate		Unit 4: Written English		Number of periods:
Key Unit Competence: Recognise the sounds of alphabets, wards vowels English				
Learning objectives:			Content	Suggested Learning activities
Knowledge and understanding	Skills (do/practice)	Attitudes and values		
Use some alphabets and wards in spoken English in different activities Differentiate	<ul style="list-style-type: none"> – Reproducing the sounds of vowels when read to them. – Attempting guided reading specific sounds of vowels for some wards. – Spotting vowels already learnt within words. – Tracing letters corresponding to the sounds they learnt. 	<ul style="list-style-type: none"> – Show interest in identifying the sounds of a different language from mother tongue 	<ul style="list-style-type: none"> • Sounds of vowels: a, e, i, o, u • Sounds of vowels within words: • Sound /a/: Cat, cut, cup, cap, turn, come, love etc. • Sound /e/: Eg: table, make, take, leg, cake, bell, pen, hen, date, bed, etc. • Sound /i/: Sit, pick, zip, in, fish, lip, delete, be, etc. • Sound /o/: top, shop, mobile phone, nock, nose, lock, tall, ball, water, etc. • Sound /u/: look, moon, tube, noon, bull, bulldog, etc. 	<ul style="list-style-type: none"> • Learners repeat sounds in chorus and individually: a, e, i, o, u after the teacher • Learners read in chorus and individually the sounds a, e, i, o, u from the blackboard with the help of the teacher • Learners read words that contain each of the five sounds with the help of the Teacher. e.g.: cat, cup, cut... • Learners recognize the sounds within words with the help of the teacher • In groups, learners name objects whose names contain sounds learnt and which are shown or drawn by the teacher. e • .g. Hen, pen ...In groups, learners practice tracing letters that produce the different sounds which they have already learnt.
<i>Links to other learning area: Kinyarwanda language, fine art, ICT, Social studies</i>				
<p><i>Assessment criteria: students are able to:</i></p> <ul style="list-style-type: none"> • <i>Actively demonstrate awareness of sounds</i> • <i>Basic skills in tracing over the vowels corresponding to the sounds they have learnt, etc.</i> • <i>Retain some names of objects or persons they learnt in English language</i> • <i>Materials & resources: Audio-visuals, paper, pens, wall-charts, real objects, pictures, one lap per child, etc.</i> <p><i>N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills in English.</i></p>				

TOPIC AREA: Basic literacy and communication in English language			SUB TOPIC AREA: Identifying and labelling materials	
GRADE 1: Moderate		Unit 5: Naming people, animals and objects		Number of periods:
Key unit competence: Identify different people, animals, birds and objects				
Learning objectives:			Content	suggested Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Recognize different persons animals, birds and objects</p> <p>Name different persons animals, birds and objects</p>	<ul style="list-style-type: none"> - Give the names of people animals, birds and objects they know - Draw and color people, animals, birds and objects they know - Greet people they know 	<ul style="list-style-type: none"> - Enjoy speaking to people using some words of English. - Get familiar with English names - Share views about different persons animals, birds and objects 	<ul style="list-style-type: none"> • English names such as: <ul style="list-style-type: none"> • John, Jane, Mary, Nick, Joseph, man, woman, girls, baby... • The names of animals and birds such as: <ul style="list-style-type: none"> • Cat, dog, cow, sheep, hen, cock, pigeon etc. • The names of common objects: <ul style="list-style-type: none"> • Cup, plate, window, door, dress, shorts, trousers, shirt, T-shirt • Bed, carpet, food, etc • Vocabulary of relationships: <ul style="list-style-type: none"> • parent, father, mother, sister, brother, friend 	<ul style="list-style-type: none"> • In groups learners looks at pictures /photos/drawings and name people they recognize or know • Learners draw people they recognize or know • In groups learners looks at different pictures /photos/drawings and name of animals, birds or objects • Learners answer orally what is this? Who is this? • Call on phone people they know telling names. Eg. Good morning Jane.
<p><i>Link to other subjects: Link to other subjects: Kinyarwanda language, fine art, art crafts, ICT, Social studies</i></p>				
<p><i>Assessment criteria: ability to recall the names of people, animals, birds and objects; greeting people in English</i></p>				
<p><i>Materials & resources: Attractively audio-visual materials; pictures, illustrations, calendar, etc.</i></p>				
<p><i>N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills</i></p>				

2.2.8. LEARNING AREA 8: ICT, SCIENCE & TECHNOLOGY FOR MODERATE LEVEL/ GRADE 1

Competences to be achieved at the end of Grade 1:

- Begin to use familiar ICT equipment with adult support (Telephone, TV, radio, Kitchen equipment, Computers, electricity, etc.;
- Use ICT for Games, familiar films, photos and songs and related activities to introduce functions of ICT equipment;
- Understand the basic electronic tools in homes, school and community (Instruments for music, for ironing, for cooking, for telephone charging, etc.;

TOPIC AREA: Exploration use of common ICT tools and equipment			SUB-TOPIC AREA: Use and basic functions of ICT equipment	
GRADE 1: Moderate			Unit 1: Common ICT tools and equipment	No. of periods:
Key Unit Competence: Use familiar ICT equipment with adult support (Telephone, TV, radio, Kitchen equipment, Computers, electricity, etc.)				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Identify familiar ICT equipment	– Use familiar ICT equipment	– Appreciate the existence and functional use of ICT equipment	– -Use familiar ICT equipment Telephone, TV, radio, Kitchen equipment, Computers, electricity, etc.	– In groups/pairs/individually, identify ICT equipment – Use ICT equipment such as telephones, TVs...
<i>Links to other subjects: ADL, Physical education, fine art, ICT, Social studies, Math, literacy</i>				
<i>Assessment criteria: can use familiar ICT equipment with adult support (Telephone, TV, radio, Kitchen equipment, Computers, electricity, etc.</i>				
<i>Materials: chairs, mats, ICT equipment.....</i>				

TOPIC AREA: Exploration use of common ICT tools and equipment			SUB-TOPIC AREA: Basics of electricity and its functions	
GRADE 1: Moderate		Unit 2: Use of ICT equipment		No. of periods:
Key Unit Competence: Use ICT for Games, familiar films, photos and songs and related activities to introduce functions of ICT equipment.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Outline the functions of ICT tools	– Relate devices with its functions	– Appreciate the existence and functional use of ICT equipment	– Functions of ICT equipment e.g...	– Learners in groups. pairs, individually, discuss how ICT is use in games, films, photos and songs
<i>Links to other subjects: ADL, Physical education, fine art, ICT, Social studies, Math, literacy</i>				
<i>Assessment criteria: can be able to relate ICT equipment to Games, films, photos and songs and related activities</i>				
<i>Materials: chairs, mats, ICT equipment.....</i>				

TOPIC AREA: Exploration use of common ICT tools and equipment			SUB-TOPIC AREA: Basics of electricity and its functions	
GRADE 1: Moderate		Unit 3: Basic electronic tools in homes, school and community environment		No. of periods:
Key Unit Competence: Understand the use of basic electronic tools in homes, school and community environment (Instruments for music, for ironing, for cooking, for telephone charging, etc.)				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Outline the basic electronic tools used at homes, school and community	– Understanding of basic electronic tools in homes and community	– Aware of the dangers of electronic tools	<ul style="list-style-type: none"> – Basic electronic tools in homes, school and community (Instruments for music, for ironing, for cooking, for telephone charging, etc. – The dangers and opportunities entailed must emphasized in all phases of the lessons 	<ul style="list-style-type: none"> – In groups learning identify basic electronic tools used in homes and community, – Discuss dangers and opportunities of such electronic tools
<i>Links to other subjects: ADL, Physical education, fine art, ICT, Social studies, Math, literacy</i>				
<i>Assessment criteria: Can understand well the basic electronic tools used at homes, school and community</i>				
<i>Materials: chairs, mats, electronic equipment.....</i>				

2.3. GRADE 2: MODERATE LEVEL

2.3.1. LEARNING AREA 1: ACTIVITIES OF DAILY LIVING/ GRADE 2

Competences to be achieved at the end of grade 2:

- Carry out basic daily routine activities without assistance;
- Buy a few numbers of items with no more than 1000 Frw using appropriate money transaction skills and vocabulary;
- Use public transport means used in the community with less assistance and demonstrate awareness about safety measures related to transport;
- Carry out some household and school activities with guidance and adopt appropriate measures to prevent risks and accidents;
- Play some active roles in social and religious activities in the community with less assistance and keep good manners during special event

TOPIC AREA: Independent living skills		SUB-TOPIC AREA: Self care		
GRADE 2: Moderate		Unit 1: Basic daily routine activities		Number of periods:
Key unit competence: Carry out basic daily routine activities without assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
Identify the materials needed for washing hands, bathing, teeth brushing, eating, combing hair	<ul style="list-style-type: none"> – Use the toilet and related materials appropriately – Wash hand after using toilet, before and after eating and whenever necessary. – Dress and undress her/ himself without assistance. – Eat using spoon or fork – Blow their nose with a clean handkerchief. – Wash the whole body without assistance 	<ul style="list-style-type: none"> – Keep sanitary rules – Self confidence – Show self-help skills – Demonstrate good behaviour while eating 	Material needed and techniques for the following: <ul style="list-style-type: none"> – Using toilet – Bathing, – Hand washing, – Dressing: Button and zip up clothes; put on shoes – Oral care (Teeth brushing), – Combing his/her hair – Eating and table manners 	For each activity the learning is by doing and in the real context: <ul style="list-style-type: none"> • Learners observe the needed materials and teacher's demonstration. • Learners are given repeated opportunities for individual practices with decreasing assistance.
<i>Link to other subjects: Health and body awareness</i>				
<i>Assessment criteria: ability to use the toilet, wash hands, brush teeth, dress and undress, comb hair, eat, bath with the most appropriate materials with less assistance.</i>				
<i>Materials: water, soap, basins/buckets, toilet papers, clothes, toothpaste, toothbrush,</i>				

TOPIC AREA: Independent living skills			SUB-TOPIC AREA: Shopping	
GRADE 2: Moderate			Unit 2: Money transaction skills	Number of periods:
Key Unit Competence: Able to buy a few numbers of items with no more than 1000 Frw using appropriate money transaction skills and vocabulary				
Learning Objectives			Content	Learning activities
Knowledge	Skills	Attitudes and Values		
State terms used in buying and selling.	<ul style="list-style-type: none"> - Buy things using up to 1000 Frw not requiring balance. - Choose important things when buying. - Use appropriate money transaction vocabulary and skills 	<ul style="list-style-type: none"> - Demonstrate an understanding that money has value - Avoid destroying and spoiling money - Take care of materials because they are bought 	<ul style="list-style-type: none"> - The value of money - Changing big notes using small notes and coins - Keeping money safely. - Choosing what to buy - Money transaction skills: communication, negotiation, 	Role play: <ul style="list-style-type: none"> - In groups, children role play buying and selling using not more than 1000 Frw. - The seller organizes his shop first, and the buyer makes a list of things to buy. - In the game, children use some words like: What do you want? How much is it? It is expensive, can you discount? Let me pay you! - Discussion - Guided by the teacher, learners discuss where and how to safely keep the money.
<i>Links to other Learning Areas: <u>Kinyarwanda</u>: As the language of instruction is Kinyarwanda, this unit increases the vocabulary: seller, buyer, market, shop, coins, bank notes, pay, balance, expensive, not expensive, cheap, and improving speaking skills through games</i>				
<i>Assessment Criteria: ability to buy a few number of items with no more than 1000 Frw using appropriate money transaction skills and vocabulary</i>				
<i>Resources/Materials: coins of 100 Frw, bank notes (500 Frw, 1000 Frw) and different materials needed in the shopping corner..</i>				

TOPIC AREAS: Independent living skills			SUB-TOPIC AREA : Transport	
GRADE 2: Moderate			Unit 3: Public transport means	Timing:
Key Unit Competence: Use public transport means used in the community with less assistance and demonstrate awareness about safety measures related to transport.				
Learning Objectives			Content	Learning activities
Knowledge	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Tell different means of transport by road and water - Name vehicles moving in road 	<ul style="list-style-type: none"> - Identify where and how to get the local public transport by road. - Get information on how may and how to pay - Safely use roads - Keep guidelines when using boats 	<ul style="list-style-type: none"> - Avoid playing on road; - Be careful before crossing the road; - Be careful if travelling using boats 	Use of public transport by road or by water depending on contexts: <ul style="list-style-type: none"> - Where and how to get the public transport - How and how many to pay; - Security measures on road/water 	<ul style="list-style-type: none"> - Practice learning by doing in real context: under teacher's or parent's supervision, learners are provided with money and have to attend an event at a given venue using public transport. - Teachers (for any trip more than one teacher is needed for children security) communicate the venue, provide instructions for the trip; remind security measures and assist learners as needed during the trip. - When they are back from the trip, teachers congratulate learners for their improvement compared to the previous trip if any.
<i>Links to other learning areas: our environment: requesting information related to public transport.</i>				
<i>Assessment Criteria: ability use public transport means used in the community with less assistance and demonstrate awareness about safety measures related to transport</i>				
<i>Resources/Materials: Pictures used to remind security measures.</i>				

TOPIC AREA: Oneself and the changing environment			SUB-TOPIC AREA: Social integration	
GRADE 2: Moderate		Unit 4: Social and religious activities in the community		Number of periods:
Key Unit Competence: Learners should be able play some active roles in social and religious activities in the community with less assistance and keep good manners during special events.				
Learning Objectives			Content	Learning activities
Knowledge	Skills	Attitudes and Values		
Name social and religious activities that Take place in the community.	<ul style="list-style-type: none"> - Participate in social and religious activity: Sing, dance, recite poems by imitating adults during social and religious celebrations/events - Use some materials used in social and religious activities - Play some roles in different social and religious activities depending on their abilities 	<ul style="list-style-type: none"> - Appreciate the Rwandan culture - Enjoy life and interact with others. - Keep good manners when participating in social and religious events 	Participation <ul style="list-style-type: none"> - Social activities in the community: Wedding ceremony, - Religious activities in the community: weekly worship service, celebration of special events (Baptism, communion, Christmas day, Easter, - Main characteristics of special events: songs/gospel songs, dances, - Good manners in social and religious events 	<ul style="list-style-type: none"> - Learners play some roles in social and religious activities under parents or the teachers' assistance. - Parents and teachers provide needed support and act as role model in terms of good manners in social and religious events. - The teacher creates opportunities for learners to learn popular dances and gospel songs
<p><i>Links to other learning areas: <u>Kinyarwanda</u>: new vocabulary related to religious and social activities in the community. <u>Physical development and health</u>: while performing dances. <u>Resources/Materials</u>: Real materials related to different social and religious activities.</i></p>				
<p><i>Assessment Criteria: ability to play active role in social and religious activities in the community with less assistance and keep good manners during special events.</i></p>				

2.3.2 LEARNING AREA 2: VOCATIONAL & ENTERPRENERSHIP SKILLS FOR MODERATE LEVEL/ GRADE 2

Competence to be achieved at the end of grade 2 with assistance:

- Practice drawing basic domestic materials with assistance
- Safely use tools used in gardening with assistance
- Use kitchen tools and utensils properly with assistance
- Manipulate needle work tools with assistance
- Manipulate needle work, Knitting and Crocheting tools with assistance
- Exercise weaving of common objects with assist

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Weaving	
GRADE 2: Social Economic Activities for moderate		Unit 1: Weaving tools and materials		Number of periods:
Key unit competence: Exercise weaving of common objects with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Manipulate materials used in weaving</p> <p>Explain how some weaving materials are obtained with less assistance.</p> <p>Exercise weaving of common objects with assistance</p>	<ul style="list-style-type: none"> - Link objects and materials, they are made of - Prepare weaving materials - Exercise how some common locally weaved objects are obtained <p>Avail product made by weaving</p>	<p>Handle weaving materials properly</p> <p>Develop Self confidence</p> <p>Exhibit sense of autonomous</p>	<p>Manipulate weaving tools and materials used in making the following objects:</p> <ul style="list-style-type: none"> • Necklaces, • Ear rings, • Dolls/toys, • Ropes, • Baskets, wine baskets (agaseke) • Balls • Mats • Inkoko, ikibo <p>Preparation of weaving materials e.g.: Papyrus, Sisals, and Banana leaves.</p> <p>Making common locally weaved objects:</p> <ul style="list-style-type: none"> • Necklaces, • Ear rings, • Dolls/toys, • Ropes, 	<ul style="list-style-type: none"> - In groups, learners manipulate different common locally weaved objects and asked to collaboratively mention materials used to make the objects. - Teachers explain to Learners how weaving materials are prepared and obtained. - In groups, the teacher guides/facilitate learners to make some common locally weaved objects

			<ul style="list-style-type: none"> • Baskets, wine baskets (agaseke) • Balls • Mats • Inkoko, ikibo, • Etc. 	
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Link to other subjects: *Physical Education and ICT, Science and Technology*

Assessment criteria: Ability to recognize and differentiate tools and materials used in weaving

Materials: Locally made ear rings, inkoko, mats, baskets, balls, ropes

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Knitting	
Grade 2: Social Economic Activities for moderate			Unit 2: Knitting and crocheting	Number of periods:
Key unit competence: Manipulate needle work, Knitting and Crocheting tools with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
Name basic tools for knitting and crochet Identify different types of wool Recognize knitting stitches	<ul style="list-style-type: none"> - Differentiate basic tools for knitting and crochet hooks - Select the right wool for knitting items - Make items using knitting stitches 	<ul style="list-style-type: none"> - Develop a hardworking culture. - Exhibit carefulness when handling sharp tools used - Appreciate neatness and orderly in his/her work 	<p>Knitting tools and equipment</p> <ul style="list-style-type: none"> - Needle, - Yarn needles, - Crochet hooks, - Sewing machine, - Sewing threads, - Scissors, - Tape measure, - Pins, - Etc. <p>Crochets tools</p> <ul style="list-style-type: none"> - Crochets yarn, - Crochets hooks, - Fabric, - Scissors, - Stitch Holders, - Etc. <p>Pressing equipment:</p> <ul style="list-style-type: none"> - Iron, - Ironing board and tables, - Blanket, - Herringbone, - Etc. 	<ul style="list-style-type: none"> - Through brainstorming session learners identify knitting and crocheting needles, crochets tools and if they have even seen where knitting and how it is done. - Each learner is given materials, the teacher demonstrates and facilitates them to practice how crochets, stitching, sewing knitting needles are handled. - In small groups each learner is given materials, the teacher facilitates each learners to practice how stitching, sewing and knitting is done (one a time as colleagues are also observing), they imitate until they can do it on their own. - In small groups during sewing and knitting practices, learners should be encouraged to make the beautiful item/product with autonomy and at least the best three be appraised and applauded by the classmates

			<p>Materials used in knitting</p> <ul style="list-style-type: none"> - Fibre types, - Ply, - stitches - Textiles, - Batons, - Stickers, - Etc. <p>Sewing</p> <ul style="list-style-type: none"> - Repairs - Replacing a button - Mending a tear - Etc. <p>Knitting</p> <ul style="list-style-type: none"> - Bathing Sponge - Bonnet/hat - Baby shoals , - Etc. 	-
<i>Link to other subjects: Physical Education and ICT, Science and Technology</i>				
<i>Assessment criteria: Identify and use different knitting and crochets materials/tools</i>				
<i>Materials: Knitting and Crochets tools/equipment</i>				

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Embroidery/ needle work	
Grade 2: Social Economic Activities for moderate		Unit 3: Needle work		Number of periods:
Key unit competence: Manipulate needle work tools with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Identify the different textile materials and tools used in embroidery</p> <p>Explain the process of making design patterns using the technique of embroidery</p>	<ul style="list-style-type: none"> - Create different embroidery designs and patterns on textiles using different techniques 	<ul style="list-style-type: none"> - Care for the different materials, tools and artworks - Appreciate the opinion of others without regard to sex, gender and age. 	<p>Different materials and tools for batik and tie-dye.</p> <ul style="list-style-type: none"> • Cloth, • Wax, • Colours, • Water, • Brush , • Spray • Etc. <p>Materials and tools used in embroidery e.g.</p> <ul style="list-style-type: none"> • Needles, • Hooks, • Loops, • Scissors, • Rings • Etc. <p>Techniques and process of creating embroidery designs on textiles e.g.</p> <ul style="list-style-type: none"> • Line stitch and • Cross stitch. 	<ul style="list-style-type: none"> - Learners brainstorm the different types of textile products they know including their own clothes they wear. - In manageable groups, learners are facilitated to discover types of needle work materials. - Share with learners some embroidery materials and tools for learners to touch and ask question about them. - Allow learners to share ideas, materials and tools during this session - In their groups, learners are facilitated to collaboratively make different embroidery works using various materials - Guide/ facilitate learners to practice embroidery work as they also ask and respond to questions. - Encourage class competition as they exhibit different embroidery works and give opinions and learn to appreciate own works and those done by others.
Link to other subjects: <i>Physical Education and ICT, Science and Technology</i>				
<i>Assessment criteria:</i> Ability to create different textile patterns and apply them on textiles by manipulating various tools and materials.				
<i>Materials:</i> Colouring equipment, cutting kits, dyes and inks, wax, cloth				

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Cookery	
Grade 2: Social Economic Activities for moderate			Unit 4: Cookery	Number of periods:
Key unit competence: Use kitchen tools and utensils properly with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Use kitchen tools with assistance Identify cooking times and temperatures	<ul style="list-style-type: none"> – Demonstrate ability to use kitchen tools with assistance – Basic knowledge of time/clock – Basic knowledge of temperature 	<ul style="list-style-type: none"> – Importance of proper use of tools and equipment and accuracy in measuring ingredients. 	<p>Avail Kitchen equipment to be used by learners</p> <p><i>Basic equipment/tools for food preparation and cooking</i></p> <ul style="list-style-type: none"> – Utensils, – Dishes, – Cutting devices, – Stirring equipment, – Charcoal, – Cookers, – Etc. <p>In the morning; we cook breakfast. At midi time, we cook lunch. At evening we cook dinner</p>	<ul style="list-style-type: none"> • In small groups learners brainstorm on the basic equipment/tools for food preparation and cooking they know at home or see at school and which they have ever used. • Brainstorm different ways of food preparation. Ask learners who have ever participated in in cooking to share their experience. • Ask learners to differentiate cooking time and temperature.
Link to other subjects: <i>Literacy, Numeracy, communication skills, Physical Education and ICT, Science and Technology</i>				
Assessment criteria: <i>Performs cleaning and sanitizing of kitchen tools and equipment and premises</i>				
Materials: <i>Basic equipment/tools for food preparation and cooking</i>				

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Gardening and farming	
Grade2: Social Economic Activities for moderate			Unit 5: Gardening	Number of periods:
Key unit competence: Safely use tools used in gardening with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<p>Understand and Explain how to use garden tools with assistance</p> <p>Demonstrate how to use garden tools with assistance</p> <p>Practice and Use garden tools with assistance</p> <p>Understand the importance of water for plan growth and health</p>	<ul style="list-style-type: none"> - Select the proper tools for a given task/ project. - Classify tools used in the gardening - Use appropriate tool to carry out a specific task 	<ul style="list-style-type: none"> - Appreciates the importance of garden - Grow confidence in the gardening - Enhanced children's social skills as they mix with the wide range of people needed to ensure gardening projects succeed - Promoted responsible behaviour 	<ul style="list-style-type: none"> - Explain the use of some use garden tools: <p>Working on the soil</p> <ul style="list-style-type: none"> - Flat spade, - Rake, - Fork, - Hoe, - Weed hoe, - Secateurs, - Pruners, - Shears, - Making a garden plan and preparation - Set up Seeding/planting rules - Apply common garden watering methods such as, Furrow, Sprinkler, Soaker hoses and Drip (trickle). 	<ul style="list-style-type: none"> - Through question learners at the garden site should be facilitated to understand how to use garden tools. - In small groups give out 'Garden Tools' pictures. Ask learners if they have ever seen tools on the pictures and encourage learners to state or explain what the tool is used for. - Basing on the learners' understanding of the importance of water for plant growth and health, in small groups learners discuss materials used

			<p>Mulching and cultivating to control weeds. Mulch materials include: Dry Leaves, dried grass, straw organic compost, sawdust, wood chips, cardboard, newspaper, shredded paper, old carpet, and paper and plastic sheeting.</p> <p>Tools used in gardening.</p> <p>Watering the garden</p> <ul style="list-style-type: none"> - Watering can, - Sprinklers, - A hose/hosepipe, - Perforated cans <p>Taking care of the garden</p> <ul style="list-style-type: none"> - Watering. - Weed control. - Cultivating. - Pest control. - Disease control 	<p>mulching why mulch can conserve moisture, regulate the soil temperature and keep the vegetables cleaner.</p> <ul style="list-style-type: none"> - Also encourage learners to take part in other chosen tasks (Where possible, issue individuals with Personal Protective Equipment (PPE). <i>PPE to include overalls, waterproofs, boots, gloves and goggles.</i> Take the PPE to the gardening area).
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Link to other subjects: *Literacy, Numeracy, communication skills, Physical Education and ICT, Science and Technology*

Assessment criteria: *Identify, select and use properly the basic garden tools for a given task/project.*

Materials: *Rake, shovel, pruner, trowel, hoe, wheelbarrow, hose, Etc.*

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Arts and crafts	
GRADE 2: Social Economic Activities for moderate		Unit 6: Basics of drawing and painting	Number of periods:	
Key unit competence: Practice drawing basic domestic materials with assistance				
Learning objectives			Content	Learning Activities
Knowledge	Skills	Attitudes and values		
Practice Draw of basic domestic materials with assistance	<ul style="list-style-type: none"> – Select tools to be used such as pencils, papers, scissors, eraser other drawing materials – Practice Paint of pictures with precision and right choice of colours – Imitate to draw the existing pictures like an image of a cup, buckets, dishes, etc. 	<ul style="list-style-type: none"> – Collaborate and Respect of each other – Respect instructions Show orderly and carefulness – Resource management – Maintain cleanliness – Appreciate sharing and team work spirit 	<p>Select tools to be used in drawing, cutting and painting, namely:</p> <ul style="list-style-type: none"> • Pencils, • Markers, • Scissors, • Paint of different colours, • Cutting, pasting and folding papers into objects, • Domestic utility objects • Play objects. • Folding and cutting with precision some materials like paper/banana leaves into different shapes like: spoon, fork, comb, and hat, play objects like balls, Etc. • Draw basic domestic materials with assistance Example: Chairs, table, tooth brush, radio, television, bed, plate etc. • Draw and paint pictures such as: People, trees, houses/ tower, their school, cars, lorries, dogs, cats, etc. 	<ul style="list-style-type: none"> – In small groups learners are exposed to different tools/ items used in drawing for them to select the appropriate tool to draw. = – In small groups learners are practicing drawing by imitating the teachers' example – In groups, the teacher demonstrates how to fold and cut some materials like paper/ banana leaves and other easily cut or fold materials into different shapes of domestic materials like spoon, fork, a ball, etc. – In groups, the teacher guides/ facilitates each learner to practice: Draw and paint objects of their own choice; Draw/cut and paint given objects
Link to other subjects: <i>Literacy, Numeracy, communication skills, Physical Education and ICT, Science and Technology</i>				
Assessment criteria: <i>Ability to recognize and differentiate tools and provisions used in Social Economic Activities</i>				
Materials: <i>Real materials related to different social and Economic activities.</i>				

2.3.3. LEARNING AREA 3: BODY AWARENESS FOR MODERATE LEVEL/ GRADE 2

TOPIC AREA: Human and animal body parts, functions, health and body awareness			SUB TOPIC AREA: Difference between animal and human beings	
Grade 2: Moderate	Unit 1: Differentiate animal from human beings			Number of periods:
Key Unit Competence: Identify various human and animal body parts & their respective functions				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
Differentiate various body parts & functions	- Name various body parts	- Show awareness of the importance of various body parts	- Identify various human and animal body parts & their respective functions	- Drawing, colouring, collage of body parts of humans & familiar animals. - Touch, point at & say the name of various body parts & functions through images, rhymes & songs
<i>Links to other subjects: ADL, Literacy, social skills development</i>				
<i>Assessment criteria: Ability to identify various body parts & their respective functions</i>				
<i>Materials & resources: Big charts, photos, illustrations....</i>				

TOPIC AREA: Human and animal body parts, functions, health and body awareness			SUB TOPIC AREA: Human body parts and their roles.	
Grade 2: Moderate	Unit2: Use of human body parts			Number of periods:
Key Unit Competence: Associate body parts with their roles with less assistance				
Learning objectives			Content	Learning activities
Knowledge	Skills	Attitudes and values		
Differentiate various body parts & functions	– Associate body parts with their functions	– Show awareness of the importance of various body parts	– Identify & associate body functions by drawing, colouring, labelling, collage etc, of human and domestic animal body parts	– Drawing, colouring, collage of body parts of humans – Touch, point at & say the name of various body parts & functions through images, rhymes & songs – In groups Associate body parts with their functions
<i>Links to other subjects: ADL, Literacy, social skills development</i>				
<i>Assessment criteria: Ability to identify various body parts & their respective functions</i>				
<i>Materials & resources: Big charts, photos, illustrations, etc</i>				

TOPIC AREA: Human and animal body parts, functions, health and body awareness			SUB TOPIC AREA: Changes in body parts related to gender, age, environment, etc.	
Grade 2: Moderate		Unit 3: Images of human and animals body parts		Number of periods:
Key Unit Competence: Identify Changes in body parts, related to Gender, age or dysfunctions				
Learning objectives			Content	Learning activities
Knowledge	Skills	Attitudes and values		
Explain main Changes in body parts, related to Gender, age	<ul style="list-style-type: none"> - Behave according to changes in body parts - Manage body parts their functions 	<ul style="list-style-type: none"> - Acknowledge behaviour change related to Gender, age and body parts their functions 	<ul style="list-style-type: none"> - Characteristics of male / female human body - Changes during childhood - Various illness and body parts their functions - Demonstrate different limitations in some of body parts 	<ul style="list-style-type: none"> - Through games , demonstrate how to behave according to body changes - Using images, illustrations, show body parts changes - In groups, discuss individual differences of class, family or school members - In groups, discuss various illness and body parts dysfunctions
<i>Links to other subjects: ADL , social skills</i>				
<i>Assessment criteria: Ability to identify changes in body parts, related to Gender, age</i>				
<i>Materials & resources: Big charts, photos, illustrations, etc.</i>				

TOPIC AREA: Human and animal body parts, functions, health and body awareness			SUB TOPIC AREA: Cleanliness and hygiene of body parts- health and illnesses	
Grade 2: Moderate		Unit 4: Hygiene of body parts		Number of periods:
Key Unit Competence: Explain how to maintain hygiene of body parts				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Explain how to clean different parts of the body' Identify some illness due to poor hygiene	<ul style="list-style-type: none"> - Clean properly his or her body - Demonstrate how to clean teeth, hands, eyes, nose, private parts 	<ul style="list-style-type: none"> - Show awareness of the importance of hygiene - Be always clean and smart 	<ul style="list-style-type: none"> - Cleanliness and hygiene of body parts : - Hygiene of teeth, hands, eyes, nose, private parts - Health and Illnesses - Identify various illnesses and dysfunctions of body parts - Discuss and identify various method of cleaning oneself and one's environment 	<ul style="list-style-type: none"> - Clean their teeth, hands eyes, nose, private parts assisted with the teacher then after without assistance - Observe some pictures, photos in order to identify and differentiate some illness
<i>Links to other subjects: ADL , social skills development</i>				
<i>Assessment criteria: Ability to maintain hygiene of body parts</i>				
<i>Materials & resources: Big charts, photos, illustrations, etc</i>				

TOPIC AREA: Human and animal body parts, functions, health and body awareness			SUB TOPIC AREA: Reproduction and related awareness	
Grade 2: Moderate		Unit 5: Reproduction awareness		Number of periods:
Key Unit Competence: Identify Changes in body parts, related to Gender, age or dysfunctions with supervision				
Learning objectives			Content	Learning activities
Knowledge	Skills	Attitudes and values		
Explain main Changes in body parts, related to Gender, age	<ul style="list-style-type: none"> - Behave according to changes in body parts - Manage body parts dysfunctions 	<ul style="list-style-type: none"> - Acknowledge behaviour change related to Gender, age and body parts dysfunctions 	<ul style="list-style-type: none"> - Changes during childhood and puberty - Various illness and body parts their functions - Menstrual cycle for females - voice changes for males - Express attitudes, feelings, emotions, related reactions and body functions 	<ul style="list-style-type: none"> - Through games , demonstrate how to behave according to body changes - Using images, illustrations , show body parts changes - In groups, discuss individual differences of class, family or school members - In groups, discuss various illness and body parts dysfunctions
<i>Links to other subjects : ADL , social skills</i>				
<i>Assessment criteria: Ability to identify changes in body parts, related to Gender, age</i>				
<i>Materials & resources: Big charts, photos, illustrations, etc</i>				

TOPIC AREA: Human and animal body parts, functions, health and body awareness			SUB TOPIC AREA: Emotions, relating with others & relevant reactions or actions	
Grade 2: Moderate		Unit 6: Emotions, & Feelings		Number of periods:
Key Unit Competence: Express needs or feelings politely				
Learning objectives			Content	Learning activities
Knowledge	Skills	Attitudes and values		
Explain how to express reactions to various attitudes and emotions	<ul style="list-style-type: none"> - React politely to feelings, needs and attitudes of peers and other community members 	<ul style="list-style-type: none"> - Demonstrate politeness 	<ul style="list-style-type: none"> - How to formulate a polite question, request, response - How to express his or her feelings and needs - Use body parts to express their needs and communicate using hands, head, legs etc. - To signs or indicate given situations 	<ul style="list-style-type: none"> - Through games express reactions to various attitudes, feelings and emotions - In groups demonstrate how to react to feelings, needs and attitudes of peers - Role play how react to attitudes of other community members
<i>Links to other subjects; ADL, literacy, social skills development</i>				
<i>Assessment criteria: Ability to express his /her needs or feelings politely</i>				
<i>Materials & resources: Big charts, photos, illustrations, etc</i>				

2.3.4. LEARNING AREA 4: SOCIAL SKILLS DEVELOPMENT FOR MODERATE LEVEL/ GRADE 2

Key competences at the end of Grade 2

- Adequately respond to varying sensory and social stimuli
- Identify, recognize and socialize with a range of family, school and community members.
- Indicate basic Social and interactive abilities
- Indicate developing communication skills through either speech and language or body language modes or both
- Indicate psychomotor and sensory-motor skills developments, including gross & fine mot

TOPIC AREA: Citizenship and social identity		SUB TOPIC AREA: Identification and recognition of people, family, communities, country, locations and places		
Grade 2: Moderate	Unit1: Identification and recognition of people, family, communities, country, locations and places		Number of periods:	
Key Unit Competence: Identify himself or herself and his or her family members and differentiate greetings with less assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Tell his or her name - Name different family members - Localization of their house 	<ul style="list-style-type: none"> - Identify him or herself - Recognize his or her family members - Locate their habitation 	<ul style="list-style-type: none"> - Show respect to his or her family members 	<ul style="list-style-type: none"> • Recognize Myself, • Recognize my house • My family members • Different ways of greeting: <ul style="list-style-type: none"> - Hand shaking - Waving - Morning and evening greetings • Localization of community, and country • Symbols of schools, place, 	<ul style="list-style-type: none"> • To tell his or her name to the class, (self-introduction) • Observe various pictures of family members and describe in groups their family members • Observe photos of family members and recognize them • In pairs they greet each other and Locate their habitation assisted with the teacher
<i>Links to other subjects: Literacy</i>				
<i>Assessment criteria: Ability to greet each other and identify himself or herself and his or her family members</i>				
<i>Materials & resources: Big charts, photos, illustrations,</i>				

TOPIC AREA: Citizenship and social identity		SUB TOPIC AREA: Social community organization		
Grade 2: Moderate		Unit 2: Social and community organization		Number of periods:
Key Unit Competence: Identify, recognize social organization (School, Village, cell /ishuri, Umudugudu, Akagari) with repetition and exposure				
Learning objectives				
Knowledge and understanding	Skills (do/practice)	Attitudes and values (show)	Content	Learning activities
Identify his or her School Village cell	– Differentiate his or her School, Village Cell, from others	– Recognize the importance of a School, Village and cell	<ul style="list-style-type: none"> • Recognize and name community organization and leadership in school, home, church and environment • Imitating drawings of symbols, colours and activities • Activities of locating and identifying various school activities and symbols • Community responsibilities at various organization • Hierarchical level and responsibilities in various community contexts 	<ul style="list-style-type: none"> – In groups discuss on the location of their school, village and cell – Pay a visit to neighbouring school village, cell. And observe their organisations
<i>Links to other subjects: Literacy, environment, ADL ...</i>				
<i>Assessment criteria: Ability to Identify recognize social organization (ishuri ,Umudugudu, Akagari)</i>				
<i>Materials & resources: Big charts, photos, illustrations, real objects...</i>				

TOPIC AREA: Citizenship and social identity		SUB TOPIC AREA: Social Community organization		
Grade 2: Moderate		Unit 3: Social & cultural activities of Rwanda & elsewhere		Number of periods:
Key Unit Competence: Identify, recognize and actively participate in social cultural activities of the Rwandan community and beyond with less support.				
Learning objectives				
Knowledge	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - List familiar types of cultural activities - Identify different songs 	<ul style="list-style-type: none"> - Demonstrate the ability to sing familiar songs. - Imitate various types of dances. - Accompany songs with rhythmic clapping and drumming. - Respond to specific riddles. 	<ul style="list-style-type: none"> - Appreciate the Rwandan cultural practices - Show interest in Rwandan cultural activities. - Show respect of other countries cultural practices. - Follow instructions given during the practice of different cultural activities. 	<ul style="list-style-type: none"> - Types of cultural activities: songs, dances, drama, riddles, rhymes, drumming, etc. • Participation in home/ Family and social activities e.g.: Wedding, local justice • Rwandan dance: Material used (imishanana, imigara, amayugi, ingabo, etc.) • Clapping hands • Drumming: • Riddles: introductory words (sakwe-sakwe- soma) 	<ul style="list-style-type: none"> - Students watch a film of dancers - Students practice dancing individually, in pairs and in groups. - Observe different pictures of social-cultural activities. - Present various social and cultural activities using songs, toys and other games to e.g. church gatherings, weddings, family get-together, etc. - In pair or groups students practice basic traditional riddles <p><i>N.B: All activities shall be friendly, social-oriented, aiming at stimulating the sensory, motor, as well as speech and language systems.</i></p>
<i>Links to other subjects: Social Studies: self and community.</i>				
<i>Assessment criteria: Can actively participate in social activities, identify social activities; Can react and respond to social prompts; Can respond with sensory physical and/or vocal reactions promptly and appropriately; Can socialize, accomplish social tasks and interact within a social setting, etc.</i>				
<i>Materials & resources: Attractively coloured and audio-visual materials; toys, images, pictures that symbolize tools, animals and people in a community; TV set; drums; dancing materials, mattresses, mirrors; mats and textures, flexible and therapeutic balls, story books, etc.</i>				
<i>N.B: All activities & learning tools shall aim at activating, stimulating & developing the sensory, motor nervous systems, communication and emotions.</i>				

TOPIC AREA: Citizenship and social identity			SUB TOPIC AREA: Rights and entitlements for people	
GRADE 2: Social skills development for moderate		Unit 4: Rights and entitlements for people		Number of periods:
Key Unit Competence: Recognize own and others' belongings within the family and community without support.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – List personal property in the family and community. – Differentiate own from others' property – Identify right to property and ownership in the family and community. 	<ul style="list-style-type: none"> – Protect personal property in the family and community. – Demonstrate rights to property, ownership, and related violations. 	<ul style="list-style-type: none"> – Show respect of personal and family property. – Display the interest of sharing with others. – Demonstrate the positive reaction and response to others. – Portray emotional control vis-à-vis the property violation. 	<ul style="list-style-type: none"> – Personal and family property – Personal property: cloths, tooth brush, books, etc. – Family property: House, car, domestic animals, furniture, etc. – Right to property – Right to personal property – Right to family property – Follow rules and regulations 	<ul style="list-style-type: none"> • Draw and use different pictures and diagrams to stimulate basic understanding and discussions of different types of properties. • Students use the recorded simple songs to identify different rights to property. • From pictures given, students categorise properties and put them into groups they belong to such as personal, family, school and hospital groups. • Students pick out personal property from the group of objects.
<i>Learning areas: Social Studies: self and community.</i>				
<i>Assessment criteria: Can identify, recognize and respect personal and common property; Can understand basics of Rights & entitlements; Can socialize and interact within a social setting, with due respects of rules, limitations and boundaries with others, etc.</i>				
<i>Materials & resources: Attractively coloured and audio-visual materials; toys, images, diagrams, pictures, symbols, etc.; Sand; water; mattresses, mirrors; mats and textures, flexible and therapeutic balls, story books, etc. A range of material resources that would stimulate the development of sensory, speech and language, gross and fine motor developments and related activities. etc.</i>				
<i>N.B: All activities and learning tools shall aim at activating, stimulating & developing the sensory, motor nervous systems, as well as communication and emotions.</i>				

2.3.5. LEARNING AREA 5: PHYSICAL EDUCATION FOR MODERATE LEVEL/ GRADE 2

Competences to be achieved at the end of Grade 2

- Work with supporting tools (e.g. sand) and personnel to balance;
- Use rhythmic songs, perform different postures and activities using different parts of the body with less support;
- Use different tools and equipment to perform games and related activities;

TOPIC AREA: Body posture, balancing, movements and manipulation to develop muscles and physical skills			SUB-TOPIC AREA: Balancing in seating, lying down and standing positions	
Grade 2: Moderate		Unit 1: Body postures, balancing and active movements		No. of periods:
Key Unit Competence: Use different tools and approaches to balance their bodies in different positions with adequate guidance and instructions				
Learning Objectives			Content	Learning Activities
Knowledge	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Responding to instructions – Give signs of understanding of what is being done 	<ul style="list-style-type: none"> – Using tools with adequate guidance and instructions to use different tools and approaches to balance in different positions – Demonstrate body balance and positions 	<ul style="list-style-type: none"> – Develop love for guidance and care from others and vice versa – Recognition of body, balance and movements 	<ul style="list-style-type: none"> – Body postures, balancing and active movements. – Use various appropriate tools (balls, tied balls, toys... to play games) – Use rhythmic songs to perform different postures and activities – Perform various games and sports in teams (ranging from pairs to dozen) with minimum support 	<ul style="list-style-type: none"> – Individually learners use their limbs as guided and the teacher give clear instructions on use of tools and approaches – showing body postures, balance and positions
<i>Links to other subjects: ADL, social studies, numeracy & literacy</i>				
<i>Assessment criteria: can use different tools and approaches to balance their bodies in different positions with adequate guidance and instructions</i>				
<i>Materials: chairs, mats, handling equipment....</i>				

TOPIC AREA: Body posture, balancing, movements and manipulation to develop muscles and physical skills			SUB-TOPIC AREA: Use of different body parts	
Grade 2: Moderate		Unit 2: Using different body parts (Limbs, neck, abdomen...)		Number. of periods:
Key Unit Competence: Develop muscles through body postures and movements with support and supervision				
Learning Objectives			Content	Learning Activities
Knowledge	Skills	Attitudes and values		
Name different parts of the body	<ul style="list-style-type: none"> - Perform different postures and activities using different parts of the body - Develop different physical skills using his / her body parts 	<ul style="list-style-type: none"> - Develop love for support and care from others and vice versa. 	<ul style="list-style-type: none"> - Using different parts (Limbs, neck, abdomen) through games and songs. - Body exercises and activities that combine articulations and body functions. 	<ul style="list-style-type: none"> - Learners using songs, rhymes, active role plays, etc, - To activate or imitate: Various body activities - Articulations of various Body functions
<i>Links to other subjects: ADL, social studies, numeracy & literacy</i>				
<i>Assessment criteria: can use rhythmic songs to perform different postures and activities using different parts of the body with maximum support</i>				
<i>Materials: chairs, mats, handling equipment....</i>				

TOPIC AREA: Body posture, balancing, movements and manipulation to develop muscles and physical skills			SUB-TOPIC AREA: Body movement activities	
Grade 2: Moderate		Unit 3: Manipulation skills and Body movements (running, jumping, catching, crawling, frog jump, etc)		No. of periods:
Key Unit Competence: Use appropriate tools and body parts with close supports				
Learning Objectives				
Knowledge	Skills	Attitudes and values	Content	Learning Activities
Recognise tools	<ul style="list-style-type: none"> - Use various tools - Manipulate tools 	<ul style="list-style-type: none"> - Understanding the use of body. - Balance and practicing some body movements 	<ul style="list-style-type: none"> - Various tools and objects to manipulate through games, plays etc, e.g. sand, water, colored balls, balloons. - Perform different postures and activities using different parts of the body. - Perform various games and sport in teams 	<ul style="list-style-type: none"> - Learners manipulate tools or objects through plays, games etc.
<i>Links to other subjects: ADL, social studies, numeracy & literacy</i>				
<i>Assessment criteria: can use appropriate tools (e.g. colored balls and balloons, tied balls, etc, to develop games and activities</i>				
<i>Materials: chairs, mats, handling equipment.....</i>				

2.3.6. LEARNING AREA 6: PRE-NUMERACY & NUMERACY FOR MODERATE LEVEL/ GRADE 2

Competences to be achieved at the end of Grade 2:

- Demonstrate basic skills in counting, writing, comparing, ordering numbers up to 10;
- Recognize different coins used in Rwanda and use them in buying and selling activities;
- Manipulate and explore calculator, computer, mobile phone and tablets
- Recognize and make Circular, Squared, Rectangular, Triangular objects with assistance
- Recognize different parts of the day (morning, afternoon, evening and night), week, month, year and make his/her own plan accordingly;
- Recognize and show directions and positions of things

TOPIC AREA: Logical thinking in relation to counting, operation and measurements			SUB-TOPIC AREA: Counting and numbering	
Grade 2: Moderate	Unit 1: Counting, basic operations and measurements			No. of periods:
Key Unit Competence:				
<ul style="list-style-type: none"> • Demonstrate basic skills in counting, writing, comparing, ordering numbers up to 100 • Measure and compare lengths of objects up to 100 meters (100 m), • Perform basic counting in daily life situations 				
Learning Objectives			Content	Learning Activities
Knowledge	Skills	Attitudes and values		
<p>Recognize a given number of objects or pictures, images in varying shapes, colors sizes, etc</p> <p>Identify a given number in varying number cards, etc</p> <p>Read numbers from 1 to 100</p>	<ul style="list-style-type: none"> – Count and numbering objects that are familiar within the schools, home and community – Group, Measure, compare, order, classify objects that are familiar within the schools, home and community – Manipulate concrete objects related to numbers – Use available electronic tools (Calculators, phones, computers, etc to recognize/ read and write numbers up to 100 	<ul style="list-style-type: none"> – Improve awareness of numbers and their significance – Demonstrate abilities to correctly count. – Measure, classify objects that are familiar within the schools, home and community and make basic calculations 	<ul style="list-style-type: none"> – Grouping and counting objects up to 100, – Making numbers up to 100 using real objects (sticks, etc) or making numbers with body movements – Reading and writing numbers up to 100 – Measuring objects in meter (m), – Use concrete objects to do basic Maths operations individually and in small groups – Comparing numbers and objects – Ordering objects and Numbering up to 100 , – Classifying objects and matching numbers with the number of objects. 	<ul style="list-style-type: none"> – Learners play games, or play related to counting (<i>e.g. Pairs, Snap, Dominoes, Find your partner, Follow me loop, Number funs and Bingo, etc</i>). – Learners use drawings to group, compare, order, and classify, objects that are familiar within the schools, home and community – Learners listen to stories related to numbers, repeat and make basic calculations (mental calculations) – Learners manipulate (make groups, count, measure, compare, order, classify) tools and objects of various sizes, textures and colours (<i>e.g. Colour shapes, Dices, stones, Sticks, exercise books, pencils, Bananas, Sweets, Ground nuts, Wall Chart, Number cards, Flash cards, Number lines, etc</i>).

	<ul style="list-style-type: none"> - Perform addition and subtraction of numbers up to 100 - Match numbers with the number of objects 		<ul style="list-style-type: none"> - Basic calculations involving addition and subtraction up to 100 (vertically and horizontally or using number line) 	<ul style="list-style-type: none"> - Learners make numbering of concrete objects through rhymes, songs, etc - Learners perform activities related to counting and operations using concrete and colored objects, as well as real context situations
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Links to other learning area: ADL, Social Skills development, ICT & technology, Physical Education

Assessment criteria: students are able to : Actively, demonstrate the developing awareness of numbers; figures, sizes, comparative measurements,

- *Demonstrate basic skills in manipulating (count, group, classify, measure, compare, order and numbering) tools and objects of various sizes, textures and colours, etc.*
- *Perform basic operations/ calculations involving addition and subtractions related to real contexts*

Materials & resources: Attractively audio-visual materials; different objects (for counting, classifying, grouping, comparing, ordering) that are familiar within the schools, home and community, ruler, rope, boxes and cubes, etc.

N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, and speech and communication skills.

TOPIC AREA: Logical thinking in relation to counting, operation and measurements			SUB TOPIC AREA: Counting and operations using concrete objects and real contexts	
Grade 2: Moderate		Unit 2: Rwandan money from 1to1000		Number of periods:
Key unit competence: Recognize different currency used in Rwanda and use them in buying and selling activities				
Learning objectives			Content	Suggested Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Recognize , differentiate different coins used in Rwanda 	<ul style="list-style-type: none"> – Distinguish Rwandan coins from other items/ objects. – Give examples of what any given coin and notes can buy and make simple calculations involving money (paying and getting balance, etc) 	<ul style="list-style-type: none"> – Appreciate the importance of money in daily life – Show concern of using money honestly – Show concern of valuing money and make priorities 	<ul style="list-style-type: none"> – Rwandan currency from 5 to 1000 (Coin of 5Frw, Coin of 5Frw, Coin of 10 Frw, Coin of 20 Frw, Coin of 50 Frw, Coin of 100 Frw, notes of 500,1000,2000 and 5000) and their denominations – Changing big coins and notes into small ones. – Simple activities involving addition and subtraction in buying and selling. 	<ul style="list-style-type: none"> – In groups students sort Rwandan coins from other objects (e.g. bottle tops, stones, papers, etc) – Each student may choose any coin and talk about the item/ object to buy with such coin. – Using a collection of Rwandan coins or drawings/ pictures of coins, students should be involved in role play on buying and selling. This activity may help students to change big coins into small ones, to quickly add and subtract money in order to get balance.
<i>Link to other subjects: ADL, Social Skills development, ICT & technology</i>				
<i>Assessment criteria: ability to recognise Rwandan coins from other objects, ability to use coins in different transactions like buying and selling</i>				
<i>Materials: A collection of all Rwandan coins, drawings or pictures of Rwandan coins</i>				

TOPIC AREA: Logical thinking in relation to counting, operation and measurements			SUB TOPICAREA : Counting and operations using concert objects and real contexts	
Grade 2: Moderate	Unit 3: Using electronic devices applied to numeracy, pre-numbers and numbers		Number of periods:	
Key unit competence: Manipulate and explore calculator, computer, mobile phone and tablets				
Learning objectives			Content	Suggested Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Recognize and differentiate different electronic devices such as computers, calculators, etc,	<ul style="list-style-type: none"> – Manipulate calculator, computer and mobile phone – Explore different electronic devices with the purpose of acquire numeracy 	<ul style="list-style-type: none"> – Appreciate the importance of using electronic devices 	<ul style="list-style-type: none"> • Use available electronic devices to count • Use available electronic devices to operate numbers • Practice numeracy activities using calculators, mobile, telephones, tablets and computers 	<ul style="list-style-type: none"> – In groups students manipulate different types of electronic devices – In groups, learners explore calculator through computers, mobile phones and tablets
<i>Link to other subjects: ADL, Social Skills development, ICT & technology</i>				
<i>Assessment criteria: ability to recognise Rwandan coins from other objects, ability to use coins in different transactions like buying and selling</i>				
<i>Materials: A collection of all Rwandan coins, drawings or pictures of Rwandan coins</i>				

TOPIC AREA: Logical thinking in relation to counting, operation and measurements			SUB TOPIC: Counting and operations using concrete objects and real contexts	
Grade 2: Moderate			Unit 4: Lines and Shapes.	Number of periods:
Key unit competence: Recognize and make Circular, Squared, Rectangular, Triangular objects with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Suggested Learning Activities
Recognize that objects have different shapes	<ul style="list-style-type: none"> – Make desired shapes using toys or any other object (sticks, rope, matches, etc) – Give examples of objects that have Circular, Squared, Rectangular, Triangular shape 	<ul style="list-style-type: none"> – Show concern of Collaborating and sharing with peers – Demonstrate ability of carefully observing before making decision 	<ul style="list-style-type: none"> • Drawing different shapes (circle, rectangle, square, triangle) using pencil or pen • Shading and painting the Circular, Squared, Rectangular, Triangular objects with different colours: red, blue, orange, green, yellow, Pink, white and black. • Cutting desired shapes in papers, ... • Properties of shapes (square, rectangle, triangle, circle) 	<ul style="list-style-type: none"> – Individually, in pairs or small groups learners are asked to: make a desired shape and compare their shapes – Help each other make a better shape – Paint and Cut shapes from papers. – Draw shapes on the ground, on paper...
<i>Link to other subjects: ADL, ICT & technology</i>				
<i>Assessment criteria: ability to recognise square, rectangle, triangle and circle from other shapes, ability to give examples of objects which have squared, rectangular, triangular and circular shapes, ability to draw, and paint square, rectangle, triangle and circle following properties, ability to make shapes and make cuts out of shapes .</i>				
<i>Materials & resources: Attractively audio-visual materials; different objects and different shapes for shading, painting, and cutting, papers, boxes and cubes, pair of scissors, etc.</i>				
<i>N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills</i>				

TOPIC AREA: Logical thinking in relation to counting, operation and measurements		SUB TOPIC AREA : Counting and operations using concrete objects and real contexts		
GRADE 2: Numeracy- Pre-numbers for moderate level		Unit 5: Time and Child's daily activities		Number of periods:
Key unit competence: Recognize different parts of the day, days of the week and make own plan accordingly with assistance				
Learning objectives:			Content	suggested Learning activities
Knowledge	Skills (do/practice)	Attitudes and values		
<p>Tell daily activities related to the parts of the day (morning, afternoon, evening and night)</p> <p>Tell the days of the week</p>	<ul style="list-style-type: none"> • Set daily plan basing on different parts of the day and daily activities • Set weekly plan basing on days of the week and daily activities • Give examples of activities done during the different days of the week • Use a calendar, tell the date of today and the days of the week • Participate in schools/class activity at a given time of the day or week. 	<ul style="list-style-type: none"> – Demonstrate ability of setting a plan in daily/ weekly activities – Show concern of respecting time 	<ul style="list-style-type: none"> – Daily activities (Home and school) during morning, afternoon, evening, and night time • Daily activities at home/in dormitory • Waking-up • Praying • Washing/bathing • Putting on clothes • Taking breakfast • Brushing • Going to school/class • Daily school /class activities during different parts of the day • (morning , noon, afternoon, evening and night) <p>Days of the week and weekly corresponding activities</p> <p>Making own plan</p>	<ul style="list-style-type: none"> • Through a song or poem students tell their daily activities • In groups students observe pictures/illustrations of parts of the day and match each part with an activity • Through games students match appropriate greeting words with correspond time of the day • In groups learners observe illustrations/pictures showing parts of the day and say what they do at that time (match an illustration with an activity) • Using a calendar, students match days of the week and main activity done at school and home e.g going to school, to market, church/mosque/.....
<i>Link to other subjects:</i> ADL, Social Skills development, ICT & technology, Physical Education				
<i>Assessment criteria:</i> ability to use a calendar, tell the days of the week and tell the date of today. Ability to set a daily / weekly plan				
<i>Materials & resources:</i> Attractively audio-visual materials; pictures, illustrations, calendar, etc.				
<i>N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills</i>				

TOPIC AREA: Logical thinking in relation to counting, operation and measurements			SUB TOPIC: Counting and operations using concert objects and real contexts	
Grade 2: Moderate		Unit 6: understanding position and directions with assistance		Number of periods:
Key unit competence: Recognize and show directions and positions of things with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Tell where things/objects are	<ul style="list-style-type: none"> - Indicate positions of objects - Use correct propositions to describe positions of objects 	<ul style="list-style-type: none"> - Locate objects in their right places - Follow instructions related to directions and positions 	<ul style="list-style-type: none"> - Positions and directions: Front and back, Top and bottom, Up and down - Above and below - On/over and under - Left and right - Inside and out side - Between 	<ul style="list-style-type: none"> - Each learner locate where he/she is, what is in front or behind him/her. - Individually each learner put objects following instructions. E.g. put a book on a table,... - All learners do Physical exercise: arms up/down, jumping forward and backward, turn right and left - Hide and seek game - Line-up according to the teacher's instructions related to positions and directions (front, behind between, inside, outside).
<i>Link to other subjects: ADL, Social Skills development, ICT & technology, Physical Education</i>				
<i>Assessment criteria: ability to direct himself/ herself or others. Ability to recognize the position of an object</i>				
<i>Materials & resources: Attractively audio-visual materials; pictures, illustrations, different objects (ball, table, cupboard...), etc.</i>				
<i>N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills</i>				

2.3.7. LEARNING AREA 7: LITERACY FOR MODERATE LEVEL/ GRADE 2

2.3.7.1. IKINYARWANDA

Ubushobozi bw'ingenzi bugamijwe ku Mwana urangije icyiro cya 2:

- Kugaragaza ko ateze amatwi, asubiramo interuro, inkuru, indirimbo, atanga ubutumwa bugufi abwiwe, asubiza ibibazo ku nkuru, ku ndirimbo yumvise;
- Gutahura isubirajambo n'isubirajwi mu byo yumva;
- Gutahura amagambo n'imigemo yasubiwemo mu nteruro ngufi;
- Kwandika ahuza imirongo inyuranye akandika inyuguti nkuru.

IMBUMBANYIGISHO: Guteza imbere ubushobozi nyemvugo		INYIGISHO: Guteza amatwi no kuvuga		
IKICIRO CYA 2		UMUTWE 1: Kumva no gusobanukirwa ibivugwa.		Igihe:
<p>Ubushobozi bw'ingenzi bugamijwe: Kugaragaza ko ateze amatwi ,asubiramo interuro, inkuru, indirimbo, atanga ubutumwa bugufi abwiwe, asubiza ibibazo ku nkuru, ku ndirimbo yumvise; n'indirimbo bigufi</p>				
Intego			Icyigwa	Ibikorwaby'abanyeshuri
Ubumenyi	Ubumenyigiro	Ubukeshya		
<ul style="list-style-type: none"> - Gutandukanya interuro zinyuranye, inkuru - Indirimbo - Kuvuga no gukoresha uko bikwiye amagambo asanzwe azi n'andi agenda yunguka. 	<ul style="list-style-type: none"> - Gusubiza ibibazo ku nteruro, ku nkuru no ku ndirimbo yumvise. - Gusubiramo adategwa, interuro zemeza, zihakana, zibaza, zitangara, bagaragaza imbamutima. - Gusubiramo indirimbo badasobanya kandi bubahiriza injyana. - Kubara inkuru bumvise bubahiriza injyabihe yayo kandi bagaragaza imbamutima 	<ul style="list-style-type: none"> - Guteza amatwi yitonze kandi ahanze amaso uvuga. - Kugaragaza no gucunga neza imbamutima ze. 	<ul style="list-style-type: none"> - Interuro zemeza,izihakana, izibaza n'izitangara. - Inkuru ngufi zinyuranye ku nsanganyamatsiko yatanze. - Indirimbo ngufi 	<ul style="list-style-type: none"> - Abana bateza amatwi interuro, inkuru, indirimbo bicaye ku ruziga bitonze. - Basubiramo umwe umwe, hanyuma bakaza gusubiramo bose hamwe bagaragaza imbamutima. - Basubiza ibibazo ku nkuru, ku ndirimbo bumvise
<p><i>Ihuriro n'ibindi byigwa: Muzika, Ibonezabuzima: Imiyego y'ingingo.</i></p>				
<p><i>Ingingo ngenderwaho mu isuzuma: ubushobozi bwo gusubiramo interuro, inkurungufi, n'indirimbongufi.</i></p>				
<p><i>Infashanyigisho: Ibitabo by'inkuru z'abana, ibikoresho by'iyumvabona.</i></p>				

Imbumbanyigisho: Guteza imbere ubushobozi -nyemvugo			Inyigisho :Gutega amatwi no kuvuga	
IKICIRO CYA 2	Umutwe 2: Kumva no gutahura isubirajambo n'isubirajwi.			Igihe:
Ubushobozi bw'ingenzi bugamijwe: Gutahura isubirajambo n'isubirajwi mu byoyumva.				
Intego			Icyigwa	Ibikorwaby'abanyeshuri
Ubumenyi	Ubumenyigiro	ubukeshya		
<ul style="list-style-type: none"> - Kuvuga itonde ry'inyuguti z'ikinyarwanda 	<ul style="list-style-type: none"> - Gutahura isubirajambo n'isubirajwi mu nteruro , mu nkuru no mu ndirimbo - Kuririmba indirimbo ikubiyemo itonde ry'inyuguti z'ikinyarwanda 	<ul style="list-style-type: none"> - Kugaragaza imbamutima mu kuririmba no kuvuga imivugo. 	<ul style="list-style-type: none"> - Indirimbo, imivugo, n'imigani byiganjemo isubirajambo n'isubirajwi. - Itonde ry'inyuguti z'ikinyarwanda 	<ul style="list-style-type: none"> - Abana batega amatwi interuro, inkuru, imivugo, indirimbo bicaye ku ruziga bitonze. - Basubiramo umwe umwe, hanyuma bakaza gusubiramo bose hamwe bagaragaza imbamutima. - Basubiza ibibazo ku nkuru, ku ndirimbo bumvise - Batahura amagambo n'amajwi yasubiwemo - Ku ruziga bakina udukino tubatoza gusubiramo amagambo ari nako bigana ibyobavuze.
<i>Ihuriron'ibindi byigwa: Muzika, Ibonezabuzima: Imiyegoy'ingingo.</i>				
<i>Ingingo ngenderwaho mu isuzuma: ubushobozi bwo gutahura isubirajambo, isubirajwi no kuvuga itonde ry'inyuguti z'ikinyarwanda.</i>				
<i>Infashanyigisho: Ibitabo by'inkuruz'abana, ibikoresho by'iyumvabona.</i>				

Imbumbanyigisho: Gute za imbere ubushobozi -nyemvugo			Inyigisho: Kwitegereza no Gusoma	
IKICIRO CYA 2		UMUTWE 3: Gusoma		Igihe:
Ubushobozi bw'ingenzi bugamijwe: kwitoza gusoma atahura amagambo n'imigemo yasubiwemo mu nteruro ngufi.				
Intego			Icyigwa	Ibikorwaby'abanyeshuri
Ubumenyi	Ubumenyigiro	ubukeshya		
<ul style="list-style-type: none"> - Gutahura mu nteruro amagambo cyangwa imigemo akunze kubona. 	<ul style="list-style-type: none"> - Gutahura amagambo cyangwa imigemo igenda igaruka mu nteruro. - Gusoma amagambo akunze kubona ku byapa cyangwa ku bindi bintu akunda kubona. 	<ul style="list-style-type: none"> - Kwitegereza neza atarangara. - Gushimishwa no kwitoza gusoma 	<ul style="list-style-type: none"> • Interuro ngufi • Ibyapa bikunze kugaragara aho abana bakunze kujya cyangwa amagambo yanditse ku bintu abana bakunze gukoresha. • Ingero: TAXI, ISHURI, ISOKO, AMATA, AMAZI.... 	<ul style="list-style-type: none"> • Abana bitegereza amashusho n'interuro ziyaherekeje. • Basubiza ibibazo by'umwarimubiganishakumagambo agenda asubirwamo. • Baca umurongokuriayomagambo • Batahura ayo magambo cyangwa iyo migemo mu nteruro ziba zanditse kumpapuro zikomeye ziba zometse ku nkuta.
<i>Ihuri n'ibindi byigwa: Muzika, Ibonezabuzima: Imiyego y'ingingo.</i>				
<i>Ingingo ngenderwaho mu isuzuma: ubushobozi bwogutahura imigemo n'amagambo abonakenshi.</i>				
<i>Infashanyigisho: Impapuro zikomeye n'ikibaho byanditseho interuro ziherekejwe n'amashusho.</i>				

IMBUMBANYIGISHO: Guteza imbere ubushobozi nyandiko			INYIGISHO: Kwandika	
IKICIRO CYA 2		UMUTWE 4: Guhuza imirongo		Igihe:
Ubushobozi bw'ingenzi bugamijwe: Kwandika ahuza imirongo inyuranye akandika inyuguti nkuru.				
Intego			Icyigwa	Ibikorwaby'abanyeshuri
Ubumenyi	Ubumenyigiro	ubukeshya		
Gutandukanya imirongo inyuranye no kuyihuza.	Guhuza imirongo yandika inyuguti zinyuranye.	Kwandika ahabugenewe. Kwishimira umurimo ukoze neza.	<ul style="list-style-type: none"> - Inyuguti nkuru zigizwe n'imirongo igororotse: E, F, H, I, L, T Inyuguti nkuru zigizwe n'imirongo igororotse n'iberamye: A, K,N, V, Y, X, Z - Inyuguti nkuru ikozwe nk'uruziga: O, Q - Inyuguti nkuru zigizwe n'imirongo ihese: C, , S - Inyuguti nkuru zigizwe n' imirongo ihese n'imirongo igororotse: B, D,G, P,R, - Inyuguti nkuru zigizwe n'imirongo ivunaguye: M,W 	<ul style="list-style-type: none"> - Abana bashaka mu bikinisho bafite ibikoze mu murongo ugororotse. Batega amatwi bakumva icyo babikoresha. Bitegereza umwarimu ukoa bikora. Bumva amabwiriza Bakoresha ibikinisho bahuza imirongo Batega amatwi bakumva amabwiriza Yo kuyihuza. Babanza gukora babiri babiri nyuma bagakora umwe umwe.
Ihuriron'ibindibyigwa: <i>Imibare: Guhuza imirongo</i>				
Ingingo ngenderwaho mu isuzuma: <i>ubushobozi bwo guhuza imirongo no kwandika inyuguti nkuru mu cyapa.</i>				
Infashanyigisho: <i>Amakaramu, amakaye y'imirongo, Impapuro zikomeye n'ikibaho handitseho imirongo n'inyuguti.</i>				

2.3.7. LEARNING AREA 7: LITERACY FOR MODERATE LEVEL/ GRADE 2

2.3.7.2. LITERACY AND COMMUNICATION IN ENGLISH

Competences to be achieved at the end of Grade 2:

- Recognise English words in simple written sentences in the context of naming, gender and age;
- Recognise English words in simple written sentences in the context of greetings and farewell;

TOPIC AREA: Basic literacy and communication skills in English language			SUBTOPIC AREA: Identification of names, age and gender	
Grade 2: Moderate	Unit 1: Common words and simple sentences of naming, gender and age.			Number of periods:
Key Unit Competence: Recognise English words in simple written sentences in the context of naming, gender and age				
Learning objectives:				Suggested Learning activities
Knowledge and understanding	Skills (do/practice)	Attitudes and values	Content	
Recognise people by their names Differentiate people based on their gender Differentiate people based on their age	<ul style="list-style-type: none"> - Tell the names of people at home and school - Drawing people and write their names. - Tell gender of different persons they know - Tell their age and that of their siblings 	<ul style="list-style-type: none"> - Appreciate calling people by their names paying attention to their status - Show and express respect for older persons. 	<ul style="list-style-type: none"> - Names such as: Mary, Joseph, Simon, Peter, Mutoni, Ganza, Keza, Davis, etc - Using expressions such as: This is John, he is a man. That is Ganza, he is a boy. This is Mutoni, she is a girl, She is also my friend. Sit down please, Have a seat please. Thank you Sir, You are welcome madam. Talking about age: I am 10 years old, She is 15 years old He is 20 years old, etc	<ul style="list-style-type: none"> - Learners call each other by their names - Learners read in chorus and individually the names of given persons in their classes - Learners read the names of persons written on the blackboard by their teacher. - In groups, learners name different people by their names - In groups, learners describe people based on their gender and age.
<i>Links to other learning area : Kinyarwanda language, fine art, ICT, Social studies</i>				
<i>Assessment criteria: students are able to :</i> <i>Actively demonstrate understanding of peoples' English names</i> <i>Demonstrate basic skills in writing simple English words and sentences in defined situations</i> <i>Retain some names of objects or persons they learnt in English language</i> <i>Materials & resources: Audio-visuals, paper, pens, wall-charts, real objects, pictures, one lap per child, drawings etc.</i> <i>N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills in English.</i>				

TOPIC AREA: Basic literacy and communication skills in English language		SUBTOPIC AREA: Descriptions, conversions, repetitions, listening and dialogues.		
Grade 2: Moderate	Unit 2: Common words and simple sentences of greetings and farewell		Number of periods:	
Key Unit Competence: Recognise English words in simple written sentences in the context of greetings and farewell				
Learning objectives:				
Knowledge and understanding	Skills (do/practice)	Attitudes and values	Content	suggested Learning activities
<p>Identify words used in greetings</p> <p>Differentiate words and phrases used in greetings based on the different times of the day</p> <p>Use appropriate words and phrases to greet people.</p>	<ul style="list-style-type: none"> - Greeting people at different times of the day. - Write simple words and phrases used in greetings and fare well. - Introduce themselves and others. - Read simple dialogue on greetings and introductions. 	<ul style="list-style-type: none"> - Appreciate greeting calling people by their names and status - Show and express respect for older persons - .Getting involved in socialization. 	<ul style="list-style-type: none"> - Words such as: Good morning, good afternoon, good evening, good night, good bye, see you tomorrow etc. - Using expressions such as: Good evening Sir/ madam. I am fine, thank you. See you later Come again - Asking questions such as: How old are you? I am 15 years old What is your name? My name is Teddy. What is his name? 	<ul style="list-style-type: none"> • Learners greet each other considering different times of the day during the lesson. • Learners read in chorus and individually after their teacher a dialogue on greetings written on the blackboard by the teacher • Learners role play the dialogue on greetings • Learners copy in their notebooks the dialogue on greetings from the backboard.
<i>Links to other learning area: Kinyarwanda language, fine art, ICT, Social studies</i>				
<i>Assessment criteria: students are able to:</i>				
<i>Actively demonstrate understanding of peoples' English names</i>				
<i>Demonstrate basic skills in writing simple English words and sentences in defined situations</i>				
<i>Retain some names of objects or persons they learnt in English language</i>				
<i>Materials & resources: Audio-visuals, paper, pens, wall-charts, real objects, pictures, one lap per child, drawings etc.</i>				
<i>N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills in English</i>				

2.3.8. LEARNING AREA 9: ICT FOR MODERATE LEVEL/ GRADE 2

Competences to be achieved at the end of Grade 2:

Use of basic ICT equipment (Game devices, telephone, television, TV, radio, Kitchen equipment, Computers, electricity, etc;

Discuss, identify and explore some basic functions of some of the ICT equipment (TV, Telephone, cooker, computer, etc...);

Use the basic electronic tools in homes, school and community.

TOPIC AREA: Exploration use of common I.C.T tools and equipment			SUB-TOPIC AREA: Use and basic functions of I.C.T equipment	
Grade 2: Moderate		Unit 1: Common ICT tools and equipment		No. of periods:
Key Unit Competence: Use of basic ICT equipment with less support (Game devices, telephone, television, TV, radio, Kitchen equipment, Computers, electricity, etc.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Understanding different ICT equipment - State the functional; use of different equipment 	<ul style="list-style-type: none"> - Prompted to use basic ICT equipment - Functional use of each ICT equipment 	<ul style="list-style-type: none"> - Appreciate the existence and functional use of ICT equipment 	<ul style="list-style-type: none"> - Use of basic ICT equipment (Game devices, telephone, television, TV, radio, Kitchen equipment, Computers, electricity, etc. 	<ul style="list-style-type: none"> - learners use basic ICT equipment - Learners in pairs discuss the functional use of ICT equipment - In groups or pairs state the use of different equipment
<i>Links to other subjects: ADL, Physical education, fine art, ICT, Social studies, Math, literacy</i>				
<i>Assessment criteria: can Partially prompted functional use of basic ICT equipment (Game devices, telephone, television, TV, radio, Kitchen equipment, Computers, electricity, etc. Materials: chairs, mats, ICT equipment....</i>				

TOPIC AREA: Exploration use of common I.C.T ools and equipment			SUB-TOPIC AREA: Basics of electricity and its functions	
Grade 2: Moderate	Unit 2: Basic functions of some of the ICT equipment			No. of periods:
Key Unit Competence: Discuss, identify and explore some basic functions of some of the ICT equipment with less support (TV, Telephone, cooker, computer, etc...).				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
– Discuss, identify and explore some basic functions of some of the ICT equipment	– Discover basic functions of some of the ICT equipment	– Appreciate the existence and functional use of ICT equipment	– explore basic functions of some of the ICT equipment (TV, Telephone, cooker, computer, etc	– In groups / pairs discuss, identify and explore some basic functions of some of the ICT equipment provided
<i>Links to other subjects: ADL, Physical education, fine art, ICT, Social studies, Math, literacy</i>				
<i>Assessment criteria: can be able to discuss, identify and explore some basic functions of some of the ICT equipment on their own</i>				
<i>Materials: chairs, mats, ICT & scientific equipment....</i>				

TOPIC AREA: Exploration use of common ICT tools and equipment			SUB-TOPIC AREA: Basics of electricity and its functions	
GRADE 2	Unit 3: uses of basic electronic tools in homes, school and community			No. of periods:
Key Unit Competence: Uses of basic electronic tools in homes, school and community environment with less support				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
– State the uses of basic electronic tools in homes, school and community – Identify electronic tools used at home. school and community	– Uses of basic electronic tools	– Appreciate the use of electronic tools in our homes and schools	– Uses of basic electronic tools in homes, school and community	– In groups, learners identify and discuss the use of electronic tools in different places
<i>Links to other subjects: ADL, Physical education, fine art, ICT, Social studies, Math, literacy</i>				
<i>Assessment criteria: can identify well and enumerate the uses of basic electronic tools in homes, school and community</i>				
<i>Materials: chairs, mats, electronic equipment.....</i>				

2.4. GRADE 3: MODERATE LEVEL

2.4.1 LEARNING AREA 1: ADL/ GRADE 3

Competence to be achieved at the end of grade 3:

- Carry out basic daily routine activities confidently with advanced self- help and self- management skills;
- Make a list of items to buy with no more than 5000 Frw using appropriate money transaction skills and vocabulary;
- Use public transport means used in the community independently and demonstrate awareness about safety measures related to transport;
- Plan and carry out various household and school activities using different tools with confidence and adopt appropriate measures to prevent risks and accidents.

TOPIC AREA: Independent living skills		SUB-TOPIC AREA: Self care		
Grade 3: Moderate		Unit 1: Basic daily routine activities	Number of periods:	
Key unit competence: Carry out basic daily routine activities confidently with advanced self-help and self-management skills.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> – Identify the materials needed for washing hands, bathing, teeth brushing, eating, combing hair 	<ul style="list-style-type: none"> – Use the toilet and related materials appropriately – Wash hand after using toilet, before and after eating and whenever necessary. – Dress and undress her/him without assistance. – Eat using spoon or fork – Blow their nose with a clean handkerchief. – Wash the whole body without assistance 	<ul style="list-style-type: none"> – Keep sanitary rules – Self confidence – Show self-help skills – Demonstrate good behaviour while eating 	Material needed and techniques for the following: <ul style="list-style-type: none"> – Using toilet – Bathing, – Hand washing, – Dressing: Button and zip up clothes; put on shoes – Oral care (Teeth brushing), – Combing his/her hair – Eating and table manners 	For each activity the learning is by doing and in the real context: <ul style="list-style-type: none"> – Learners observe the needed materials and teacher's demonstration. – Learners are given repeated opportunities for individual practices with decreasing assistance.
<i>Link to other subjects: Health and body awareness</i>				
<i>Assessment criteria: ability to use the toilet, wash hands, brush teeth, dress and undress, comb hair, eat, bath with the most appropriate materials with less assistance.</i>				
<i>Materials: water, soap, basins/buckets, toilet papers, clothes, toothpaste, toothbrush,</i>				

TOPIC AREA: Independent living skills			SUB-TOPIC AREA: Shopping	
Grade 3: Moderate			Unit 2: Money transaction skills	Number of periods:
Key Unit Competence: Able to make a list of items to buy with no more than 5000 Frw using appropriate money transaction skills and vocabulary.				
Learning Objectives			Content	Learning activities
Knowledge	Skills	Attitudes and Values		
Use appropriate terms in buying and selling.	<ul style="list-style-type: none"> - Make a list of important things to buy - Buy things using up to 5000 Frw - Use appropriate money transaction vocabulary and skills 	<ul style="list-style-type: none"> - Demonstrate an understanding that money has value - Avoid destroying and spoiling money - Take care of materials because they are bought 	<ul style="list-style-type: none"> - Value of money: changing big notes using small notes and coins - Keeping money safely. - Choosing what to buy - Money transaction skills: communication, negotiation, 	<p>Role play:</p> <ul style="list-style-type: none"> - In groups, children role play buying and selling using not more than 5000 Rwf. - The seller organizes his shop first, and the buyer makes a list of things to buy. - In the game, children use some words like: What do you want? How much is it? It is expensive, can you discount? Let me pay you! Give me balance. - Discussions: Guided by the teacher, learners discuss where and how to safely keep the money.
<i>Links to other Learning Areas: <u>Kinyarwanda</u>: As the language of instruction is Kinyarwanda, this unit increases the vocabulary: seller, buyer, market, shop, coins, bank notes, pay, balance, expensive, not expensive, cheap, and improving speaking skills through games</i>				
<i>Assessment Criteria: ability to make a list of items to buy with no more than 5000 Frw using appropriate money transaction skills and vocabulary.</i>				
<i>Resources/Materials: coins of 100 Frw, bank notes used in Rwanda (500 Frw, 1000 Frw, 2000 Frw, 5000 Frw); different materials needed in the shopping corner.</i>				

TOPIC AREA: One self and the changing environment			SUB-TOPIC AREA: Household and school activities	
Grade 3: Moderate			Unit 3: Household and school activities and related tools	Number of periods:
Key Unit Competence: Carry out various household and school activities using different tools with confidence and adopt appropriate measures to prevent risks and accidents.				
Learning Objectives			Content	Learning activities
Knowledge	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Name tools needed for a given household and school activity - Recognize dangerous objects, plants, animals, and places while carrying out a given activity 	<ul style="list-style-type: none"> - Identify the needed materials/ tools for a given activity - carry out some activities at home and school following instructions with less assistance - Take appropriate measures when carrying out a given activity to prevent risks, accidents 	<ul style="list-style-type: none"> - Be careful when carrying out activities; - Be careful when using some dangerous objects 	<p>Household and school activities:</p> <ul style="list-style-type: none"> - Fetching water and firewood, - Looking after domestic animals - Feeding pets - Watering plants - Weeding the garden - Dusting chairs, cupboard, ... - Sweeping/Cleaning the compound - Cleaning bathrooms and different rooms - Washing dishes - Doing laundry - Preparing meals - Mopping floors; etc. <p>Note: the teacher/parent chooses or adds relevant activities according to learner's context, abilities bearing in mind to go from simple activities to complex ones.</p>	<p>For a given activity:</p> <ul style="list-style-type: none"> - In groups, learners discuss challenges and risks related to a given activity and appropriate measures to prevent them. - Learners are provided with required materials/tools - The teacher gives clear instructions and make sure that they are understood. - The teacher ensures that security measures are strictly taken into consideration. - Learners can start working in small groups and later work individually under teacher's supervision. - The teacher makes a follow up and assists as needed.
<p><i>Links to other learning areas: Kinyarwanda: Links to other learning areas: <u>Kinyarwanda</u>: new vocabulary related to household and school activities. <u>Physical development and health</u>: while handling objects and carrying out activities that need coordination.</i></p>				
<p><i>Assessment Criteria: ability to identify tools/materials needed and carry out a given activity with less assistance.</i></p>				
<p><i>Resources/Materials: Real materials related to a given activity</i></p>				

TOPIC AREA: Oneself and the changing environment			SUB-TOPIC AREA: Social integration	
Grade 3: Moderate			Unit 4: Social and religious activities in the community	Number of periods:
Key Unit Competence: Play active roles in social and religious activities, in the community independently and keep good manners during special events.				
Learning Objectives			Content	Learning activities
Knowledge	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Name social and religious activities that take place in the community 	<ul style="list-style-type: none"> - Participate in social and religious activity: Sing, dance, recite poems by imitating adults during social and religious celebrations/events - Use some materials used in social and religious activities - Play some roles in different social and religious activities depending on their abilities 	<ul style="list-style-type: none"> - Appreciate the Rwandan culture - Enjoy life and interact with others. - Keep good manners when participating in social and religious events 	Participation <ul style="list-style-type: none"> - Social activities in the community: Wedding ceremony, - Religious activities in the community: weekly worship service, celebration of special events (Baptism, communion, Christmas day, Easter, - Main characteristics of special events: songs/gospel songs, dances, - Good manners in social and religious events 	<ul style="list-style-type: none"> - Learners play some roles in social and religious activities under parents or the teachers' assistance. - Parents and teachers provide needed support and act as role model in terms of good manners in social and religious events. - The teacher creates opportunities for learners to learn popular and gospel songs, dances,
<i>Links to other learning areas: Kinyarwanda: new vocabulary related to religious and social activities in the community. Physical development and health: while performing dances.</i>				
<i>Assessment Criteria: ability to play active role in social and religious activities in the community with less assistance and keep good manners during special events.</i>				
<i>Resources/Materials: Real materials related to different social and religious activities.</i>				

2.4.2. LEARNING AREA 2: SOCIAL ECONOMIC ACTIVITIES FOR MODERATE LEVEL/ GRADE 3

Key competence to be achieved at the end of grade 3:

- Make different objects of fine with less autonomy
- Manipulate needle work, Knitting and Crocheting tools with reasonable accommodation
- Manipulate embroidery tools
- Use kitchen tools and utensils properly with autonomy and participate in meal preparation
- Safely manipulate tools used in gardening
- Model different sculpture with less autonomy

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Weaving	
Grade 3: Moderate		Unit 1: Weaving		Number of periods:
Key unit competence: Make different objects of fine with autonomy				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Produce different objects used in weaving Demonstrate how some weaving materials are obtained with less assistance. Exercise weaving of common objects with assistance	<ul style="list-style-type: none"> – Link objects and materials, they are made of. – Prepare weaving materials – Exercise how some common locally weaved objects are obtained – Avail product made by weaving 	<ul style="list-style-type: none"> – Handle weaving materials properly – Develop Self confidence – Exhibit sense of autonomous 	Produce different objects used in weaving tools and materials used in making the following objects: <ul style="list-style-type: none"> • Necklaces, • Ear rings, • Dolls/toys, • Ropes, • Baskets, wine baskets (agaseke) • Balls • Mats • Inkoko, ikibo Preparation and demonstration of weaving materials e.g.: Papyrus, Sisals, and Banana leaves. Making common locally weaved objects: <ul style="list-style-type: none"> • Necklaces, • Ear rings, • Dolls/toys, 	In groups, <ul style="list-style-type: none"> – learners produce different common locally weaved objects and asked to collaboratively mention materials used to make the objects. – Teachers demonstrate and explain to Learners how weaving materials are prepared and obtained. In groups; <ul style="list-style-type: none"> – the teacher guides/facilitate learners to make some common locally weaved objects

			<ul style="list-style-type: none"> • Ropes, • Baskets, wine baskets (agaseke) • Balls • Mats • Inkoko, ikibo, etc 	
Link to other subjects: <i>Physical Education and ICT, Science and Technology</i>				
Assessment criteria: <i>Ability to recognize and differentiate tools and materials used in weaving</i>				
Materials: <i>Locally made ear rings, inkoko, mats, baskets, balls, ropes</i>				

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Knitting	
Grade 3: Moderate			Unit 2: Knitting and crocheting	Number of periods:
Key unit competence: Manipulate needle work, Knitting and Crocheting tools with reasonable accommodation				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
Name basic tools for knitting and crochet Identify different types of wool Recognize knitting stitches	<ul style="list-style-type: none"> – Differentiate basic tools for knitting and crochet hooks – Select the right wool for knitting items – Make items using knitting stitches 	<ul style="list-style-type: none"> – Develop a hardworking culture. – Exhibit carefulness when handling sharp tools used – Appreciate neatness and orderly in his/her work 	Knitting tools and equipment <ul style="list-style-type: none"> – Needle, – Yarn needles, – Crochet hooks, – Sewing machine, – Sewing threads, – Scissors, – Tape measure, – Pins, etc.. Crochets tools <ul style="list-style-type: none"> – Crochets yarn, – Crochets hooks, 	<ul style="list-style-type: none"> – Through brainstorming session learners identify knitting and crocheting needles, crochets tools and if they have even seen where knitting and how it is done. – Each learner is given materials, the teacher demonstrates and facilitates them to practice how crochets, stitching, sewing knitting needles are handled. – In small groups each learner is given materials, the teacher facilitates each learners to practice how stitching, sewing and knitting is done (one a time as colleagues are also observing), they imitate until they can do it on their own.

			<ul style="list-style-type: none"> - Fabric, - Scissors, - Stitch Holders, etc.. <p>Pressing equipment:</p> <ul style="list-style-type: none"> - Iron, - Ironing board and tables, - Blanket, - Herringbone, etc. <p>Materials used in knitting</p> <ul style="list-style-type: none"> - Fibre types, - Ply, - stitches - Textiles, - Batons, - Stickers, etc. <p>Sewing</p> <ul style="list-style-type: none"> - Repairs - Replacing a button - Mending a tear etc.. 	<ul style="list-style-type: none"> - In small groups during sewing and knitting practices, learners should be encouraged to make the beautiful item/product with autonomy and at least the best three be appraised and applauded by the classmates
<i>Link to other subjects: Physical Education and ICT, Science and Technology</i>				
<i>Assessment criteria: Identify and use different knitting and crochets materials/tools</i>				
<i>Materials: Knitting and Crochets tools/equipment</i>				

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Embroidery/ needle work	
Grade 3: Moderate		Unit 3: Needle work		Number of periods:
Key unit competence: Manipulate embroidery tools with less assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the different textile materials and tools used in embroidery - Explain the process of making design patterns using the technique of embroidery 	<ul style="list-style-type: none"> - Create different embroidery designs and patterns on textiles using different techniques 	<ul style="list-style-type: none"> - Care for the different materials, tools and artworks - Appreciate the opinion of others without regard to sex, gender and age. 	<p>Different materials and tools for batik and tie-dye.</p> <ul style="list-style-type: none"> • Cloth, • Wax, • Colours, • Water, • Brush, • Spray etc. <p>Materials and tools used in embroidery e.g.</p> <ul style="list-style-type: none"> • Needles, • Hooks, • Loops, • Scissors, • Rings etc. <p>Techniques and process of creating embroidery designs on textiles e.g.</p> <ul style="list-style-type: none"> • Line stitch and • Cross stitch. 	<ul style="list-style-type: none"> • In manageable groups, learners are facilitated to discover types of needle work materials. • Share with learners some embroidery materials and tools for learners to touch and ask question about them. Allow learners to share ideas, materials and tools during this session • In their groups, learners are facilitated to collaboratively make different embroidery works using various materials • Encourage class competition as they exhibit different embroidery works and give opinions and learn to appreciate own works and those done by others.
<i>Link to other subjects: Physical Education and ICT, Science and Technology</i>				
<i>Assessment criteria: Ability to create different textile patterns and apply them on textiles by manipulating various tools and materials.</i>				
<i>Materials: Colouring equipment, cutting kits, dyes and inks, wax, cloth</i>				

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Cookery	
Grade 3: Moderate		Unit 4: Cookery		Number of periods:
Key unit competence: Use kitchen tools and utensils properly with autonomy and participate in meal preparation.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Use kitchen tools and utensils properly with less autonomy</p> <p>Participate in meal preparation with teachers' assistance</p> <p>Demonstrate basic food preparation techniques and Kitchen hygiene</p>	<ul style="list-style-type: none"> • Demonstrate usage of cooking recipes • Demonstrate the importance of food safety during food preparation, cooking and storage • Demonstrate the safe use of equipment 	<ul style="list-style-type: none"> • Appreciate the importance of cleaning and sanitizing kitchen tools, equipment and premises. • Appreciate the importance of proper use of tools and equipment and accuracy in measuring ingredients. • Enhancing weak areas and sustaining strong areas in order to perform better 	<p>Use Kitchen equipment</p> <p><i>Basic equipment/tools for food preparation and cooking</i></p> <ul style="list-style-type: none"> – Utensils, – Dishes, – Cutting devices, – Stirring equipment, – Charcoal, – Cookers, etc. <p>Basic methods of cookery</p> <ul style="list-style-type: none"> – Boiling, – Steaming, – Cooking under pressure, – Stewing, – Baking, – Frying, – Grilling; 	<ul style="list-style-type: none"> • In small groups learners brainstorm on the basic equipment/tools for food preparation and cooking they know at home or see at school and which they have ever used. • In small groups learners brainstorm on the different methods of cleaning utensils they know. In the groups, the teacher facilitates learners to clean different utensils brought in class by the teacher. • After every food they prepare they must also practice how to serve using various table services as guided by their teacher. • Learners role-play drawbacks of eating unhygienic food and using improper/contaminated water supply. The teacher will thereafter facilitate learners to understand the importance of food sanitation and the diseases associated to unclean food such as diarrhoea, cholera and dysentery. • Through brainstorming session, learners mentions various ways they use at home and school for the disposal of solid and liquid waste; care of bins, sink and drains.

			<p>Various table services, such as:</p> <ul style="list-style-type: none"> - Formal, - Informal, and - Buffet. <p>Kitchen hygiene</p> <ul style="list-style-type: none"> - Food hygiene, food handlers and the food stuffs, - Food sanitation, - General cleanliness of kitchen, - Disposal of kitchen waste, - Household pests 	<ul style="list-style-type: none"> • In small groups, learners discuss different food polluters such as cockroaches, ants, lizards and rodents, careful use of insecticide and pesticides at home. The teacher passing through the groups facilitates learners to create an awareness of cleanliness within the kitchen and outside, aiming for a cleaner and safer environment during food preparations and storage. • Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash and prepare area for cooking. • Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash, help wash dishes and pack supplies.
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Link to other subjects: Physical Education and ICT, Science and Technology

Assessment criteria: Performs cleaning and sanitizing of kitchen tools and equipment and premises

Materials: Basic equipment/tools for food preparation and cooking

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Gardening and farming	
Grade 3: Moderate			Unit 5: Gardening	Number of periods:
Key unit competence: Safely manipulate tools used in gardening with less guidance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Understand and Explain how to use garden tools with assistance</p> <p>Demonstrate how to use garden tools with assistance</p> <p>Practice and Use garden tools with assistance</p> <p>Understand the importance of water for plan growth and health</p>	<ul style="list-style-type: none"> - Select the proper tools for a given task/project. - Classify tools used in the gardening - Use appropriate tool to carry out a specific task 	<ul style="list-style-type: none"> - Appreciates the importance of garden - Grow confidence in the gardening - Enhanced children's social skills as they mix with the wide range of people needed to ensure gardening projects succeed - Promoted responsible behaviour 	<ul style="list-style-type: none"> • Explain the use of some use garden tools: <p>Working on the soil</p> <ul style="list-style-type: none"> - Flat spade, - Rake, - Fork, - Hoe, - Weed hoe, - Secateurs, - Pruners, - Shears, <ul style="list-style-type: none"> • Making a garden plan and preparation • Set up Seeding/ planting rules • Apply common garden watering methods such as, Furrow, Sprinkler, Soaker hoses and Drip (trickle). 	<ul style="list-style-type: none"> • Through question learners at the garden site should be facilitated to understand how to use garden tools. • In small groups give out 'Garden Tools' pictures. Ask learners if they have ever seen tools on the pictures and encourage learners to state or explain what the tool is used for.

			<ul style="list-style-type: none"> • Mulching and cultivating to control weeds. <p>Mulch materials include: Dry Leaves, dried grass, straw organic compost, sawdust, wood chips, cardboard, newspaper, shredded paper, old carpet, and paper and plastic sheeting.</p> <p>Tools used in gardening.</p> <p>Watering the garden</p> <ul style="list-style-type: none"> - Watering can, - Sprinklers, - A hose/hosepipe, - Perforated cans <p>Taking care of the garden</p> <ul style="list-style-type: none"> - Watering. - Weed control. - Cultivating. - Pest control. - Disease control 	<ul style="list-style-type: none"> • Basing on the learners' understanding of the importance of water for plan growth and health, in small groups learners discuss materials used mulching why mulch can conserve moisture, regulate the soil temperature and keep the vegetables cleaner. • Also encourage learners to take part in other chosen tasks (Where possible, issue individuals with Personal • Protective Equipment (PPE). <i>PPE to include overalls, waterproofs, boots, gloves and goggles.</i> Take the PPE to the gardening area).
<p><i>Link to other subjects: Physical Education and ICT, Science and Technology</i></p>				
<p><i>Assessment criteria: Identify, select and use properly the basic garden tools for a given task/project.</i></p>				
<p><i>Materials: Rake, shovel, pruner, trowel, hoe, wheelbarrow, hose, Etc.</i></p>				

TOPIC AREA: Vocational & entrepreneurship skills			SUB-TOPIC AREA: Arts and crafts	
Grade 3: Moderate		Unit 6: Modelling		Number of periods:
Key unit competence: Model different sculpture with autonomy				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Name and identify basic materials used in modelling to make common sculpture with teacher's assistance</p> <p>Practice modelling of simple and common sculptures especially those found their locality.</p> <p>Imitate model different sculpture with autonomy</p>	<ul style="list-style-type: none"> - Make some simple sculpture modelling - Identify materials and tools needed to make different sculptures - Use and manipulate modelling tools - Imitate basic materials used in modelling to make common sculpture with teacher's assistance 	<ul style="list-style-type: none"> - Develop neatness culture - Handle sculpture materials properly - Develop self-confidence - Develop a culture of Learning by doing - Develop a spirit of imitation 	<p>Modelling materials:</p> <ul style="list-style-type: none"> • Wood, Clay soils, • Metal, Stone, • Cloth, Colours <p>Modelling tools:</p> <ul style="list-style-type: none"> • Scissors, • Lazar blades, • Hammer, • Nails, etc. <p>Models simple and common sculpture of:</p> <ul style="list-style-type: none"> • Pot, Cow, • Goat, Cat • Hen/chicken • Person, etc. 	<ul style="list-style-type: none"> - Under teacher's guidance learners brainstorm some of sculpture they know. - The teacher facilitates the brainstorming of materials used to make some sculptures learners identified. - The teachers should be also having some sculptures for learners to analyse materials used to make the sculptures to develop learner's self-confidence - In small groups, learners under the coaching of their teacher practice and imitate modelling of simple and common sculptures especially those found their locality. - The assistance is reduced as learners can do it on their own
<i>Link to other subjects: Physical Education and ICT, Science and Technology</i>				
<i>Assessment criteria: Ability to identify materials used in modelling different sculptures and make some common sculptures with autonomy.</i>				
<i>Materials: Locally made sample sculptures, some basic modelling materials and tools</i>				

2.4.3. LEARNING AREA 3: BODY AWARENESS FOR MODERATE LEVEL/ GRADE 3

Competence to be achieved at the end of grade 3:

- Express needs or feelings politely
- Identify Changes in body parts, related to Gender, age or dysfunctions with supervision
- Explain how to maintain hygiene of body parts with less assistance
- Identify Changes in body parts, related to Gender, age or dysfunctions
- Associate body parts with their roles without assistance
- Identify various human and animal body parts & their respective functions

TOPIC AREA: Human and animal body parts, functions, health and body awareness			SUB TOPIC: Difference between animal and human beings	
Grade 3: Moderate	Unit 1: Differentiate animal from human beings			Number of periods:
Key Unit Competence: Identify various human and animal body parts & their respective functions				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
Differentiate various body parts & functions	– Name various body parts	– Show awareness of the importance of various body parts	– Discuss, indicate and differentiate roles and functions of body parts of human and domestic animals	– Drawing, colouring, collage of body parts of humans & familiar animals. – Touch, point at & say the name of various body parts & functions through images, rhymes & songs
<i>Links to other subjects: ADL, Literacy, social skills development</i>				
<i>Assessment criteria: Ability to identify various body parts & their respective functions</i>				
<i>Materials & resources: Big charts, photos, illustrations...</i>				

TOPIC AREA: Human and animal body parts, functions, health and body awareness			SUB TOPIC AREA: Human body parts and their roles.	
Grade 3: Moderate	Unit2: Use of human body parts		Number of periods:	
Key Unit Competence: Associate body parts with their roles without assistance				
Learning objectives			Content	Learning activities
Knowledge	Skills	Attitudes and values		
Differentiate various body parts & functions	– Associate body parts with their functions	– Show awareness of the importance of various body parts	– Identify & associate body functions by drawing, colouring, labelling, collage etc, of human and domestic animal body parts	<ul style="list-style-type: none"> – Drawing, colouring, collage of body parts of humans – Touch, point at & say the name of various body parts – parts & functions through images, rhymes & songs – In groups Associate body parts with their functions
<i>Links to other subjects: ADL, Literacy, social skills development</i>				
<i>Assessment criteria: Ability to identify various body parts & their respective functions</i>				
<i>Materials & resources: Big charts, photos, illustrations, etc</i>				

TOPIC AREA: Human and animal body parts, functions, health and body awareness			SUB TOPIC AREA : Changes in body parts related to gender, age, environment, etc,..	
Grade 3: Moderate	Unit 3: Characteristics of human and animals body parts		Number of periods:	
Key Unit Competence: Identify Changes in body parts, related to Gender, age or dysfunctions				
Learning objectives			Content	Learning activities
Knowledge	Skills	Attitudes and values		
Explain main Changes in body parts, related to Gender, age	Behave according to changes in body parts Manage body parts dysfunctions	<ul style="list-style-type: none"> - Characteristics of male /female human body - Changes during childhood - Various illness and body parts dysfunctions - Demonstrate different limitations in some of body parts - Discuss transformation of body part and reproduction system <p>Acknowledge behaviour change related to Gender, age and body parts dysfunctions</p>	<ul style="list-style-type: none"> - Through games, demonstrate how to behave according to body changes - Using images, illustrations, show body parts changes - In groups, discuss individual differences of class, family or school members - In groups, discuss various illness and body parts dysfunctions 	
<i>Links to other subjects: ADL, social skills</i>				
<i>Assessment criteria: Ability to identify changes in body parts, related to Gender, age</i>				
<i>Materials & resources: Big charts, photos, illustrations, etc</i>				

TOPIC AREA: Human and animal body parts, functions, health and body awareness			SUB TOPIC AREA : Cleanliness and hygiene of body parts- health and illnesses	
Grade 3: Moderate	Unit 4: Hygiene of body parts		Number of periods:	
Key Unit Competence: Explain how to maintain hygiene of body parts with less assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Explain how to clean different parts of the body' Identify some illness due to poor hygiene	<ul style="list-style-type: none"> - Clean properly his or her body - Demonstrate how to clean teeth, hands, eyes, nose, private parts 	<ul style="list-style-type: none"> - Show awareness of the importance of hygiene - Be always clean and smart 	<ul style="list-style-type: none"> - Cleanliness and hygiene of body parts: - Hygiene of teeth, hands, eyes, nose, private parts - Health and Illnesses - -Identify various illnesses and dysfunctions of body parts - Discuss and identify various method of cleaning oneself and one's environment 	<ul style="list-style-type: none"> - Clean their teeth, hands eyes, nose, private parts assisted with the teacher then after without assistance - Observe some pictures, photos in order to identify and differentiate some illness
<i>Links to other subjects: ADL, social skills development</i>				
<i>Assessment criteria: Ability to maintain hygiene of body parts</i>				
<i>Materials & resources: Big charts, photos, illustrations, etc</i>				

TOPIC AREA: Human and animal body parts, functions, health and body awareness		SUB TOPIC AREA: Reproduction and related awareness	
Grade 3: Moderate		Unit 5: Reproduction awareness	
Number of periods:			
Key Unit Competence: Identify Changes in body parts, related to Gender, age or dysfunctions with supervision			
Learning objectives		Content	Learning activities
Knowledge	Skills		
Explain main Changes in body parts, related to Gender, age	<ul style="list-style-type: none"> - Behave according to changes in body parts - Manage body parts dysfunctions 	<ul style="list-style-type: none"> - Changes during childhood and puberty - Various illness and body parts dysfunctions - Menstrual cycle for females - voice changes for males - Express attitudes, feelings, emotions, related reactions and body functions - Discuss transformation of body part and reproduction system <p>Acknowledge behaviour change related to Gender, age and body parts dysfunctions</p>	<ul style="list-style-type: none"> - Through games, demonstrate how to behave according to body changes - Using images, illustrations, show body parts changes - In groups, discuss individual differences of class, family or school members - In groups, discuss various illness and body parts dysfunctions
<i>Links to other subjects: ADL , social skills</i>			
<i>Assessment criteria: Ability to identify changes in body parts, related to Gender, age</i>			
<i>Materials & resources: Big charts, photos, illustrations, etc</i>			

TOPIC AREA: Human and animal body parts, functions, health and body awareness			SUB TOPIC AREA: Emotions, relating with others & relevant reactions or actions	
Grade 3: Moderate		Unit 6: Emotions, & Feelings		Number of periods:
Key Unit Competence: Express needs or feelings politely				
Learning objectives			Content	Learning activities
Knowledge	Skills	Attitudes and values		
Explain how to express reactions to various attitudes and emotions	<ul style="list-style-type: none"> – React politely to feelings, needs and attitudes of peers and other community members 	<ul style="list-style-type: none"> – Demonstrate politeness 	<ul style="list-style-type: none"> – How to formulate a polite question, request, response – How to express his or her feelings and needs – Use body parts to express their needs and communicate using hands, head, legs etc.to signs or indicate given situations – Discuss appropriate behaviour, reactions and feelings in a wide range of situations 	<ul style="list-style-type: none"> – Through games express reactions to various attitudes, feelings and emotions – In groups demonstrate how to react to feelings, needs and attitudes of peers – Role play how react to attitudes of other community members
<i>Links to other subjects; ADL, literacy, social skills development</i>				
<i>Assessment criteria: Ability to express his /her needs or feelings politely</i>				
<i>Materials & resources: Big charts, photos, illustrations, etc</i>				

2.4.4. LEARNING AREA 4: SOCIAL SKILLS DEVELOPMENT FOR MODERATE LEVEL/ GRADE 3

Key competences at the end of Grade Three

- At the end of Grade 3, the learner should be able to:
- Adequately respond to varying sensory and social stimuli
- Identify, recognize and socialize with a range of family, school and community members.
- Indicate basic Social and interactive abilities
- Indicate developing communication skills through either speech and language or body language modes or both
- Indicate psychomotor and sensory-motor skills developments, including gross & fine motor

TOPIC AREA: Citizenship and social identity		SUB TOPIC AREA: Identification and recognition of people, family, communities, country, locations and places		
Grade 3: Moderate	Unit1: Identification and recognition of people, family, communities, country, locations and places		Number of periods:	
Key Unit Competence: Identify himself or herself and his or her family members and differentiate greetings with less assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Tell his or her name - Name different family members - Localization of their house 	<ul style="list-style-type: none"> - Identify him or herself - Recognize his or her family members - Locate their habitation 	Show respect to his or her family members	<ul style="list-style-type: none"> - Recognize Myself, - Recognize my house - My family members - Different ways of greeting (hand shaking, waving), morning and evening greetings - Localization of community, and country - Symbols of schools, place, - Activities of locating various community land marks 	<ul style="list-style-type: none"> - To tell his or her name to the class, (self-introduction) - Observe various pictures of family members and describe in groups their family members - Observe photos of family members and recognize them - In pairs they greet each other and Locate their habitation assisted with the teacher
<i>Links to other subjects: Literacy, ADL</i>				
<i>Assessment criteria: Ability to greet each other and identify himself or herself and his or her family members</i>				
<i>Materials & resources: Big charts, photos, illustrations,</i>				

TOPIC AREA: Citizenship and social identity		SUB TOPIC AREA: Social community organization		
Grade 3: Moderate	Unit 2: Social and community organization		Number of periods:	
Key Unit Competence: Identify, recognize social organization (School, Village , cell /ishuri ,Umudugudu, Akagari) with repetition and exposure				
Learning objectives				
Knowledge and understanding	Skills (do/practice)	Attitudes and values (show)	Content	Learning activities
Identify his or her School Village Cell	– Differentiate his or her School, Village Cell, from others	<ul style="list-style-type: none"> Recognize the importance of a School, Village and cell 	<ul style="list-style-type: none"> Recognize and name community organization and leadership in school, home, church and environment Imitating drawings of symbols, colours and activities Activities of locating and identifying various school activities and symbols Community responsibilities at various organization Hierarchical level and responsibilities in various community contexts Demonstrating and understanding of basic social and culture organization and contexts (in school, church, security organs, etc.) Discussing, imitating and differentiating related social symbols 	<ul style="list-style-type: none"> In groups discuss on the location of their school, village and cell Pay a visit to neighbouring school village, cell. And observe their organisations
<i>Links to other subjects: Literacy, environment, ADL ..</i>				
<i>Assessment criteria: Ability to Identify recognize social organization (ishuri, Umudugudu, Akagari)</i>				
<i>Materials & resources: Big charts, photos, illustrations, real objects...</i>				

TOPIC AREA: Citizenship and social identity			SUB TOPIC AREA: Social community organization		
Grade 3: Moderate		Unit 3: Social & cultural activities of Rwanda & elsewhere			Number of periods:
Key Unit Competence: Identify, recognize and actively participate in social cultural activities of the Rwandan community and beyond without support.					
Learning objectives			Content	Learning activities	
Knowledge	Skills	Attitudes and values			
<ul style="list-style-type: none"> - List familiar types of cultural activities - Identify different songs 	<ul style="list-style-type: none"> - Demonstrate the ability to sing familiar songs. - Imitate various types of dances. - Accompany songs with rhythmic clapping and drumming. - Respond to specific riddles. 	<ul style="list-style-type: none"> - Appreciate the Rwandan cultural practices. - Show interest in Rwandan cultural activities. - Show respect of other countries cultural practices. - Follow instructions given during the practice of different cultural activities. 	<ul style="list-style-type: none"> - Types of cultural activities: songs, dances, drama, riddles, rhymes, drumming, etc. • Participation in home/Family and social activities E.g: Wedding, local justice • Rwandan dance: <p>Material used (imishanana, imigara, amayugi, ingabo, etc.)</p> <p>Clapping hands</p> <p>Drumming:</p> <ul style="list-style-type: none"> - Riddles: <p>Introductory words (sakwesakwe-soma)</p>	<ul style="list-style-type: none"> - Students watch a film of dancers - Students practice dancing individually, in pairs and in groups. - Observe different pictures of social-cultural activities. - Present various social and cultural activities using songs, toys and other games to e.g. church gatherings, weddings, family get-together, etc. - In pair or groups students practice basic traditional riddles <p><i>N.B: All activities shall be friendly, social-oriented, aiming at stimulating the sensory, motor, as well as speech and language systems.</i></p>	
<p><i>Assessment criteria: Can actively participate in social activities, identify social activities; Can react and respond to social prompts; Can respond with sensory physical and/or vocal reactions promptly and appropriately; Can socialize, accomplish social tasks and interact within a social setting, etc.</i></p>					
<p><i>Materials & resources: Attractively coloured and audio-visual materials; toys, images, pictures that symbolize tools, animals and people in a community; TV set; drums; dancing materials, mattresses, mirrors; mats and textures, flexible and therapeutic balls, story books, etc.</i></p>					
<p><i>N.B: All activities & learning tools shall aim at activating, stimulating & developing the sensory, motor nervous systems, communication and emotions.</i></p>					

TOPIC AREA: Citizenship and social identity			SUB TOPIC AREA: Rights and entitlements for people	
Grade 3: Moderate	Unit 4: Rights and entitlements for people		Number of periods:	
Key Unit Competence: Recognize own and others' belongings within the family and community without support.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<p>List personal property in the family and community.</p> <p>Differentiate own from others' property</p> <p>Identify right to property and ownership in the family and community.</p>	<ul style="list-style-type: none"> – Protect personal property in the family and community. – Demonstrate rights to property, ownership, and related violations. 	<ul style="list-style-type: none"> – Show respect of personal and family property. – Display the interest of sharing with others. – Demonstrate the positive reaction and response to others. – Portray emotional control vis-à-vis the property violation. 	<p>Personal and family property</p> <ul style="list-style-type: none"> – Personal property: cloths, tooth brush, books, etc., – Family property: House, car, domestic animals, furniture, etc. <p>Follow rules and regulations</p> <ul style="list-style-type: none"> – Tell and discuss procedures and regulations related to individual and common needs & methods of demanding as a matter of rights. E. g: toilets, eating, clearing – Class, family and community Mutual respect awareness 	<ul style="list-style-type: none"> • Draw and use different pictures and diagrams to stimulate basic understanding and discussions of different types of properties. • Students use the recorded simple songs to identify different rights to property. • From pictures given, students categorise properties and put them into groups they belong to such as personal, family, school and hospital groups. • Students pick out personal property from the group of objects.
<p><i>Assessment criteria: Can identify, recognize and respect personal and common property; Can understand basics of Rights & entitlements; Can socialize and interact within a social setting, with due respects of rules, limitations and boundaries with others, etc.</i></p>				
<p><i>Materials & resources: Attractively coloured and audio-visual materials; toys, images, diagrams, pictures, symbols, etc.; Sand; water; mattresses, mirrors; mats and textures, flexible and therapeutic balls, story books, etc. A range of material resources that would stimulate the development of sensory, speech and gUAGE, gross and fine motor developments and related activities'.</i></p>				
<p><i>N.B: All activities and learning tools shall aim at activating, stimulating & developing the sensory, motor nervous systems, as well as communication and emotions.</i></p>				

2.4.5. LEARNING AREA 5: PHYSICAL EDUCATION FOR MODERATE LEVEL/ GRADE 3

Competences to be achieved at the end of Grade 3

- Perform various balancing tricks with minimum support;
- Perform different postures and activities using different parts of the body without support;
- Using various tools and equipment, perform various games and sports activities.

TOPIC AREA: Body posture, balancing, movements and manipulation to develop muscles and physical skills			SUB-TOPIC AREA: Balancing in seating, lying down and standing positions	
Grade 3: Physical education for moderate level			Unit 1: Body postures, balancing and active movements	No. of periods:
Key Unit Competence: Use different tools and approaches to balance their bodies in different positions with close adequate guidance and instructions				
Learning Objectives			Content	Learning Activities
Knowledge	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Responding to instructions – Give signs of understanding of what is being done 	<ul style="list-style-type: none"> – Using tools with adequate guidance and instructions to use different tools and approaches to balance in different positions – Demonstrate body balance and positions 	<ul style="list-style-type: none"> – Develop love for guidance and care from others and vice versa – Recognition of body, balance and movements 	<ul style="list-style-type: none"> – Body postures, balancing and active movements. – Use various appropriate tools (balls, tied balls, toys... to play games) – Use rhythmic songs to perform different postures and activities – Perform various games and sports in teams (ranging from pairs to dozen) with minimum support 	<ul style="list-style-type: none"> – Individually learners use their limbs as guided and the teacher give clear instructions on use of tools and approaches showing body postures, balance and positions
<i>Links to other subjects: ADL, social studies, numeracy & literacy. Materials: chairs, mats, handling equipment....</i>				
<i>Assessment criteria: can use different tools and approaches to balance their bodies in different positions with adequate guidance and instructions</i>				

TOPIC AREA: Body posture, balancing, movements and manipulation to develop muscles and physical skills			SUB-TOPIC AREA: Use of different body parts	
Grade 3: Moderate		Unit 2: Using different body parts (Limbs, neck, abdomen...)		Number. of periods:
Key Unit Competence: Through rhythmic games and songs, perform different postures and activities using different parts of the body with maximum support				
Learning Objectives			Content	Learning Activities
Knowledge	Skills	Attitudes and values		
Name different parts of the body	<ul style="list-style-type: none"> - Perform different postures and activities using different parts of the body - Develop different physical skills using his /her body parts 	<ul style="list-style-type: none"> - Develop love for support and care from others and vice versa 	<ul style="list-style-type: none"> - Using different parts (Limbs, neck, abdomen) through games and songs. - Body exercises and activities that combine articulations and body functions. 	<ul style="list-style-type: none"> - Learners using songs, rhymes, active role plays, etc, to activate or imitate: - Various body activities - Articulations of various Body functions
<i>Links to other subjects: ADL, social studies, numeracy & literacy</i>				
<i>Assessment criteria: can use rhythmic songs to perform different postures and activities using different parts of the body with maximum support</i>				
<i>Materials: chairs, mats, handling equipment....</i>				

TOPIC AREA: Body posture, balancing, movements and manipulation to develop muscles and physical skills			SUB-TOPIC AREA: Body movement activities	
Grade 3: Moderate		Unit 3: Manipulation skills and Body movements (running, jumping, catching, crawling, frog jump, etc)		No. of periods:
Key Unit Competence: Use appropriate tools and body parts with close supports				
Learning Objectives			Content	Learning Activities
Knowledge	Skills	Attitudes and values		
Recognise tools	<ul style="list-style-type: none"> - Use various tools - Manipulate tools 	<ul style="list-style-type: none"> - Understanding the use of body, balance and practicing some body movements 	<ul style="list-style-type: none"> - Various tools and objects to manipulate through games, plays etc, e.g. sand, water, colored balls, balloons.... - Perform different postures and activities using different parts of the body. - Various tools and objects to manipulate through games, plays etc, e.g. sand, water, colored balls, balloons.... - Perform various games and sport in teams using different tools and equipment 	<ul style="list-style-type: none"> - Learners manipulate tools or objects through plays, games etc.
<i>Links to other subjects: ADL, social studies, numeracy & literacy</i>				
<i>Assessment criteria: can use appropriate tools (e.g.colored balls and balloons, tied balls, etc, to develop games and activities</i>				
<i>Materials: chairs, mats, handling equipment.....</i>				

2.4.6. LEARNING AREA 6: PRE-NUMERACY & NUMERACY FOR MODERATE LEVEL/ GRADE 3

Competences to be achieved at the end of Grade 3:

- Demonstrate basic skills in counting, writing, comparing, ordering numbers up to 10;
- Recognize different coins used in Rwanda and use them in buying and selling activities;
- Manipulate and explore calculator, computer, mobile phone and tablets
- Recognize and make Circular, Squared, Rectangular, Triangular objects with assistance
- Recognize different parts of the day (morning, afternoon, evening and night), week, month, year and make his/her own plan accordingly;
- Recognize and show directions and positions of things.

TOPIC AREA: Logical thinking in relation to counting, operation and measurements			SUB-TOPIC AREA: Counting and numbering	
Grade 3: Moderate		Unit 1: Counting, basic operations and measurements		No. of periods:
<p>Key Unit Competence: Demonstrate basic skills in counting, writing, comparing and ordering numbers</p> <ul style="list-style-type: none"> • Measure and compare lengths of objects • Perform basic counting in daily life situations 				
Learning Objectives			Content	Learning Activities
Knowledge	Skills	Attitudes and values		
<p>Recognize a given number of objects or pictures, images in varying shapes, colours sizes, etc</p> <p>Identify a given number in varying number cards, etc</p> <p>Read and use numbers in daily life activities</p>	<ul style="list-style-type: none"> – Count and numbering objects that are familiar within the schools, home and community – Group, Measure, compare, order, classify objects that are familiar within the schools, home and community environment – Manipulate concrete objects related to numbers – Use available electronic tools (Calculators, mobile telephones, computers, etc to recognize/ read and write numbers. – Perform addition and subtraction of numbers 	<ul style="list-style-type: none"> – Improve awareness of numbers and their significance – Demonstrate abilities to correctly count, measure, classify objects that are familiar within the schools, home and community and make basic calculations 	<ul style="list-style-type: none"> – Grouping and counting objects – Making numbers using real objects (sticks, stones, beans etc) or making numbers with body movements – Reading and writing numbers – Measuring weight, liquid and length of different objects – Use concrete objects to do basic Maths operations individually and in small groups – Comparing numbers and objects – Ordering objects and Numbering Classifying objects and matching numbers with the number of objects. 	<ul style="list-style-type: none"> – Students play games, or play related to counting (e.g. Pairs, Snap, Dominoes, Find your partner, Follow me loop, Number funs and Bingo, etc). – Students use drawings to group, compare, order, and classify, objects that are familiar within the schools, home and community – Students listen to stories related to numbers, repeat and make basic calculations (mental calculations) – Students use meters, balances and litre – Students manipulate (make groups, count, measure, compare, order, classify) tools and objects of various sizes, textures and colours (e.g. Colour shapes, Dices, stones, Sticks, exercise books, pencils, Bananas, Sweets, Ground nuts, Wall Chart, Number cards, Flash cards, Number lines, etc). – Students make numbering of concrete objects through rhymes, songs, etc

	– Match numbers with the number of objects		– Basic calculations involving addition and subtraction (vertically and horizontally or using number line)	– Student's perform activities related to counting and operations using concrete and colored objects, as well as real context situations
<i>Links to other learning area: ADL, Social Skills development, ICT & technology, Physical Education</i>				
<p><i>Assessment criteria: students are able to: - Actively, demonstrate the developing awareness of numbers; figures, sizes, comparative measurements,</i></p> <ul style="list-style-type: none"> - <i>Demonstrate basic skills in manipulating (count, group, classify, measure, compare, order and numbering) tools and objects of various sizes, textures and colored, etc.</i> - <i>Perform basic operations/ calculations involving addition and subtractions related to real contexts</i> 				
<p><i>Materials & resources: Attractively audio-visual materials; different objects (for counting, classifying, grouping, comparing, ordering) that are familiar within the schools, home and community, ruler, rope, boxes and cubes, etc.</i></p> <p><i>N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, and speech and communication skills.</i></p>				

TOPIC AREA: Logical Thinking in relation to counting, operation and measurements			SUB TOPIC AREA : Counting and operations using concrete objects and real contexts	
Grade 3: Moderate		Unit 2: Rwandan currency		Number of periods:
Key unit competence: Recognize different currency used in Rwanda and use them in buying and selling activities				
Learning objectives			Content	Suggested Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Recognize, differentiate different coins used in Rwanda Use numbers in daily life activities	<ul style="list-style-type: none"> - Distinguish Rwandan coins from other items/objects. - Give examples of what any given coin and notes can buy and make simple calculations involving money (paying and getting balance, etc) 	<ul style="list-style-type: none"> - Appreciate the importance of money in daily life - Show concern of using money honestly - Show concern of valuing money and make priorities 	<ul style="list-style-type: none"> - Rwandan currency (Coin of 1,5,10, 20, 50, 100, notes of 500,1000,2000 and 5000) and their denominations - Changing big coins and notes into small ones. - Simple activities involving addition and subtraction in buying and selling. 	<ul style="list-style-type: none"> - In groups students sort Rwandan coins from other objects (e.g. bottle tops, stones, papers, etc) - Each student may choose any coin and talk about the item/ object to buy with such coin. - Using a collection of Rwandan coins or drawings/ pictures of coins, students should be involved in role play on buying and selling. This activity may help students to change big coins into small ones, to quickly add and subtract money in order to get balance.
<i>Link to other subjects: ADL, Social Skills development, ICT & technology</i>				
<i>Assessment criteria: ability to recognise Rwandan coins from other objects, ability to use coins in different transactions like buying and selling</i>				
<i>Materials: A collection of all Rwandan coins, drawings or pictures of Rwandan coins</i>				

TOPIC AREA: Logical thinking in relation to counting, operation and measurements			SUB TOPIC AREA: Counting and operations using concrete objects and real contexts	
Grade 3: Moderate		Unit 3: Using electronic devices applied to numeracy, pre-numbers and numbers		Number of periods:
Key unit competence: Manipulate and explore calculator, computer, mobile phone and tablets				
Learning objectives			Content	Suggested Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Recognize and differentiate various electronic devices such as computers, calculators, etc, Use of counting skills in his daily activities.	<ul style="list-style-type: none"> – Manipulate calculator, computer and mobile phone – Explore different electronic devices with the purpose of acquire numeracy 	<ul style="list-style-type: none"> – Appreciate the importance of using electronic devices 	<ul style="list-style-type: none"> • Use available electronic devices to count • Use available electronic devices to operate numbers • Practice numeracy activities using calculators, mobile telephones, tablets and computers. 	<ul style="list-style-type: none"> • In groups students manipulate different types of electronic devices • In groups, learners explore calculator through computers, mobile phones and tablets
<i>Link to other subjects: ADL, Social Skills development, ICT & technology</i>				
<i>Assessment criteria: ability to recognise Rwandan coins from other objects, ability to use coins in different transactions like buying and selling</i>				
<i>Materials: A collection of all Rwandan coins, drawings or pictures of Rwandan coins</i>				

TOPIC AREA: TOPIC Area: Logical thinking in relation to counting, operation and measurements			SUB TOPIC AREA: Counting and operations using concrete objects and real contexts	
Grade 3: Moderate		Unit 4: Lines and Shapes.		Number of periods:
Key unit competence: Recognize and make Circular, Squared, Rectangular, Triangular objects				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Suggested Learning Activities
Recognize that objects have different shapes	<ul style="list-style-type: none"> • Make desired shapes using toys or any other object (sticks, rope, matches etc) • Give examples of objects that have Circular, Squared, Rectangular, triangular shape 	<ul style="list-style-type: none"> • Show concern of Collaborating and sharing with peers • Demonstrate ability of carefully observing before making decision 	<ul style="list-style-type: none"> • Drawing different shapes (circle, rectangle, square, triangle) using pencil or pen • Shading and painting the Circular, Squared, Rectangular, triangular objects with different colours: red, blue, orange, green, yellow, Pink, white and black. • Cutting desired shapes in papers, ... • Properties of shapes (square, rectangle, triangle, circle) 	<ul style="list-style-type: none"> • Individually, in pairs or small groups learners are asked to: • make a desired shape and compare their shapes • Help each other make a better shape • paint and Cut shapes from papers, • Draw shapes on the ground, on paper...
<i>Link to other subjects: ADL, ICT & technology</i>				
<i>Assessment criteria: ability to recognise square, rectangle, triangle and circle from other shapes, ability to give examples of objects which have squared, rectangular, triangular and circular shapes, ability to draw and paint square, rectangle, triangle and circle following properties, ability to make shapes and make cuts out of shapes.</i>				
<i>Materials & resources: Attractively audio-visual materials; different objects and different shapes for shading, painting, and cutting, papers, boxes and cubes, pair of scissors, etc.</i>				
<i>N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills</i>				

TOPIC AREA: Logical thinking in relation to counting, operation and measurements		SUB TOPIC AREA: Counting and operations using concrete objects and real contexts		
Grade 3: Moderate		Unit 5: Time and Child's daily activities		Number of periods:
Key unit competence: Recognize different parts of the day, days of the week and make own plan accordingly				
Learning objectives:			Content	suggested Learning activities
Knowledge	Skills (do/practice)	Attitudes and values		
Tell daily activities related to the parts of the day (morning, afternoon, evening and night) Tell the days of the week	<ul style="list-style-type: none"> • Set daily plan basing on different parts of the day and daily activities • Set weekly plan basing on days of the week and daily activities • Give examples of activities done during the different days of the week • Use a calendar, tell the date of today and the days of the week • Participate in schools/class activity at a given time of the day or week. 	<ul style="list-style-type: none"> • Demonstrate ability of setting a plan in daily/ weekly activities • Show concern of respecting time 	<ul style="list-style-type: none"> • Daily activities (Home and school) during morning, afternoon, evening, and night time <ul style="list-style-type: none"> – Daily activities at home/in dormitory: <ul style="list-style-type: none"> – Waking-up – Praying – Washing/bathing – Putting on clothes – Taking breakfast – Brushing – Going to school/class – Daily school /class activities during different parts of the day (morning, noon, afternoon, evening and night) – Days of the week and weekly corresponding activities – Making own plan 	<ul style="list-style-type: none"> • Through a song or poem students tell their daily activities • In groups students observe pictures/illustrations of parts of the day and match each part with an activity • -Through games students match appropriate greeting words with correspond time of the day • In groups learners observe illustrations/pictures showing parts of the day and say what they do at that time (match an illustration with an activity) • Using a calendar, students match days of the week and main activity done at school and home e.g going to school, to market, church/mosque/....
<i>Link to other subjects:</i> ADL, Social Skills development, ICT & technology, Physical Education				
<i>Assessment criteria:</i> ability to use a calendar, tell the days of the week and tell the date of today. Ability to set a daily / weekly plan				
<i>Materials & resources:</i> Attractively audio-visual materials; pictures, illustrations, calendar, etc.				
<i>N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills</i>				

TOPIC AREA: Logical thinking in relation to counting, operation and measurements			SUB TOPIC AREA: Counting and operations using concrete objects and real contexts	
Grade 3: Moderate		Unit 6: understanding position and directions		Number of periods:
Key unit competence: Recognize and show directions and positions of things.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Tell where things/ objects are	<ul style="list-style-type: none"> Indicate positions of objects Use correct propositions to describe positions of objects 	<ul style="list-style-type: none"> Locate objects in their right places Follow instructions related to directions and positions 	<ul style="list-style-type: none"> Positions and directions: Front and back, Top and bottom, Up and down Above and below On/over and under Left and right Inside and out side Between	<ul style="list-style-type: none"> Each learner locate where he/she is, what is in front or behind him/her. Individually each learner put objects following instructions. E.g. put a book on a table,... All learners do Physical exercise: arms up/down, jumping forward and backward, turn right and left Hide and seek game Line-up according to the teacher's instructions related to positions and directions (front, behind between, inside, outside).
Link to other subjects: ADL, Social Skills development, ICT & technology, Physical Education				
Assessment criteria: ability to direct himself/ herself or others. Ability to recognize the position of an object				
Materials & resources: Attractively audio-visual materials; pictures, illustrations, different objects (ball, table, cupboard...), etc.				
N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills				

2.4.7. LEARNING AREA 7: LITERACY FOR MODERATE LEVEL/ GRADE 3

2.4.7.1 KINYARWANDA

Ubushobozi bw'ingenzi bugamijwe kumwana urangije ikicyiro cya 3:

- Kumva udukuru, indirimbo n'imivugo no gusubiza ibibazo kubyo yumvise;
- Kumva indirimbo n'imivugo no kuzisubiramo adategwa;
- Kubara inkuru adategwa;
- Gutahura no gusoma inyuguti z'ikinyarwanda

IMBUMBANYIGISHO: Guteza imbere ubushobozi nyemvugo			INYIGISHO: Kumva no kuvuga	
IKICIRO CYA 3		UMUTWE 1: Kumva no gusubiza ibibazo kudukuru		Igihe:
Ubushobozi bw'ingenzi bugamijwe: Kumva udukuru, uturirimbo n'utuvugo no gusubiza ibibazo kubyo yumvise.				
Intego			Icyigwa	Ibikorwa by'abanyeshuri
Ubumenyi	Ubumenyigiro	ubukeshya		
Gufata mu mutwe iby'ingenzi mu nkuru	<ul style="list-style-type: none"> - Gusubiza ibibazo ku nkuru ngufi - Kuvuga imbere ya bagenzi be ibivugwa mu gakuru. 	<ul style="list-style-type: none"> - Guteza amatwi udukuru adaca mu ijambo uvuga. 	<ul style="list-style-type: none"> - Udukuru ku nsanganyamatsiko yatanze. - bibazo ku dukuru. 	<ul style="list-style-type: none"> - Abana bateza amatwi udukuru bitonze bari ku ruziga. - Basubiza ibibazo - Bavuga inkuru bumvise, umwe umwe. - Abandi bateza amatwi, bagakosora ibyavuzwe bitari byo, bakavuga ibitavuzwe. - Baha amashyiumazekuvuga.
<i>Ihuriron'ibindibyigwa: Muzika, Ibonezabuzima: Imiyego y'ingingo.</i>				
<i>Ingingongenderwaho mu isuzuma: Ubushobozi bwo kumva no kubara inkuru.</i>				
<i>Infashanyigisho: Udutabo tw'inkuru zisomerwa abana.</i>				

IMBUMBANYIGISHO: Guteza imbere ubushobozi nyemvugo			INYIGISHO: Kumva no Kuvuga	
IKICIRO 3		UMUTWE 2: Kumva no gusubiramo utuvugo n'uturirimbo		Igihe:
Ubushobozi bw'ingenzi bugamijwe: Kumva uturirimbo n'utuvugo no kudusubiramo adategwa.				
Intego			Icyigwa	Ibikorwa by'abanyeshuri
Ubumenyi	Ubumenyingiro	ubukeshya		
Gufata mu mutwe uturirimbo cyangwa utuvugo ku nsanganyamatsiko yatanzwe.	<ul style="list-style-type: none"> - Gusubiza ibibazo ku ndirimbo cyangwa ku muvugo - Kuririmba cyangwa kuvuga umuvugo imbere ya bagenzi be. 	<ul style="list-style-type: none"> - Guteka amatwi udukuru adaca mu ijamba uvuga. - Kugaragaza imbamutima 	<ul style="list-style-type: none"> - Uturirimbo n'utuvugo Udukuru ku nsanganyamatsiko yatanzwe. - Ibibazo ku dukuru. 	<ul style="list-style-type: none"> - Abana bateka amatwi uturirimbo udukuru bitonze barikuruziga. - Basubizaibibazo - Basubiramo uturirimbo cyangwa utuvugo badategwa. - Baririmba cyangwa bakavuga utuvugo umwe umwe. - Abandi bateka amatwi, bagakosora ibyavuzwe bitaribyoye, bakavuga ibitavuzwe. - Baha amashyi umaze kuririmba cyangwa kuvuga umuvugo.
<i>Ihuriro n'ibindi byigwa: Muzika, Ibonezabuzima: Imiyego y'ingingo.</i>				
<i>Ingingongenderwaho mu isuzuma: ubushobozi bwo kumva uturirimbo n'utuvugo no kudusubiramo adategwa.</i>				
<i>Infashanyigisho: CD iriho indirimbo cyangwa imivugo.</i>				

IMBUMBANYIGISHO: Guteza Imbere Ubushobozi Nyemvugo			INYIGISHO: Kuvuga	
IKICIRO CYA 3		UMUTWE 3: Kuvugira imbere ya bagenzi be		Igihe:
Ubushobozi bw'ingenzi bugamijwe :Kubara inkuru adategwa				
Intego			Icyigwa	Ibikorwa by'abanyeshuri
Ubumenyi	Ubumenyigiro	ubukeshya		
Gusobanukirwa ibigize inkuru.	<ul style="list-style-type: none"> - Kubara inkuru adategwa - Kuvuga imbere ya bagenzi be yifitiye ikizere 	<ul style="list-style-type: none"> - Guteza amatwi bagenzi be atabaca mu ijambo. - Gushirika ubwoba bwo kuvuga imbere ya bagenzi be. - Kwigirira ikizere 	<ul style="list-style-type: none"> - Kubara inkuru bahereye ku mashusho cyangwa kubyo bumvise. 	<ul style="list-style-type: none"> - Abana bitegereza amashusho bakavuga ibyobabona. - Buri Mwana agira icyo avuga kubyo abona. - Abana bavugaga umwe umwe izindi nkuru bumvise, ibyo babonye cyangwa ibyababayeho. - Abana baha amashyi umaze kuvuga.
<i>Ihuriron'ibindi byigwa: Muzika, Ibonezabuzima: Imiyego y'ingingo.</i>				
<i>Ingingongenderwaho mu isuzuma: ubushobozi bwo kuvugira imbere ya bagenzi be yifitiye ikizere.</i>				
<i>Infashanyigisho: Ibitabo by'inkuru zisomerwa abana.</i>				

IMBUMBANYIGISHO: Guteza Imbere Ubushobozi Nyandiko			INYIGISHO: Gusoma no Kwandika	
IKICIRO CYA 3		Umutwe 4: Gutahura no gusoma inyuguti		Igihe:
Ubushobozi bw'ingenzi bugamijwe: Gutahura no gusoma inyuguti z'ikinyarwanda				
Intego			Icyigwa	Ibikorwaby'abanyeshuri
Ubumenyi	Ubumenyigiro	ubukeshya		
<ul style="list-style-type: none"> - Kuvuga inyuguti zigize itonde ry'ikinyarwanda - Gutandukanya inyuguti nkuru n'intoya. 	<ul style="list-style-type: none"> - Gutahura inyuguti abwiwe aho yanditse mu zindi nyinshi. - Gusoma inyuguti zigize itonde ry'ikinyarwanda. - Gusoma amagambo magufi yanditse mu cyapa. 	<ul style="list-style-type: none"> - Kugaragaza ishyaka ryo kuvumbura - Kwiyumvamo ikizere. 	<ul style="list-style-type: none"> - Gutahura no gusoma inyuguti zigize itonde ry'ikinyarwanda. - Gusoma amagambo magufi yanditse mu cyapa. 	<ul style="list-style-type: none"> - Abana baririmbira hamwe uturirimbo turimo itonde ry'inyuguti. - Abana batega amatwi agakuru kiganjemo amagambo arimo inyuguti y'icyumweru. - Abana batahurajwi rya garutse kenshi mu gakuru. <p>Ku kibaho, abana batahura inyuguti nshya aho yanditse n'ingwa y'ibara mu magambo.</p> <ul style="list-style-type: none"> - Bitegereza aho yanditse yonyine. Mu matsinda mato abana bakina umukino wo kuvumbura inyuguti mu zindi nyinshi cyangwa mu nyandikozi nyuranye. - Mu matsinda mato, abana bakina umukino w'amakarita y'inyuguti nto bashyira hamwe inyuguti zisa. Bakoragutyo no ku nyuguti nkuru. Abana bakina imikino yo guhuza inyu guti nkuru n'intoya:. - Abana bafite inyuguti nkuru bahagarara kuruhande rumwe abafite inyuguti nto bakagenda bashakisha ufite inyuguti nkuru bahuje maze bagakora itsinda ryababiri babiri. Bagenda bahinduranya inyuguti n'abakinnyi. - Mu matsinda basoma amagambo magufi yanditse mu cyapa. Umwe umwe asoma amagambo magufi yanditse mu cyapa.
<p><i>Ihuriro n'ibindi byigwa: Iboneza buzima: Imyitozo yo kwimenyereza gukoresha imiyego y'ingingo nini n'intoya, gukangura icyumviro cyo kubona; Imibare: kubara inyuguti zigize itonde; cyangwa izigize ijamba, kuvangura inyuguti no guhuza inyuguti zisa.</i></p>				
<p><i>Ingingo ngenderwaho mu isuzuma: Ubushobozi bwo gutahura gusoma inyuguti zose nto n'inkuru zanditse mu cyapa zaba zonyine cyangwa mu magambo;</i></p>				
<p><i>Infashanyigisho: Amakarita ariho inyuguti nto n'inkuru zanditse mu cyapa, ibitabo n'inyandiko binyuranye.</i></p>				

IMBUMBANYIGISHO: Guteza imbere ubushobozi nyandiko			INYIGISHO: Gusoma no kwandika	
IKICIRO CYA 3		UMUTWE 5:Kwandika inyuguti n'amagambo magufi		Igihe:
Ubushobozi bw'ingenzi bugamijwe: Gutahura no gusoma inyugutiz'ikinyarwanda				
Intego			Icyigwa	Ibikorwa by'abanyeshuri
Ubumenyi	Ubumenyigiro	ubukeshya		
<ul style="list-style-type: none"> - Kuvuga inyuguti zigize itonde ry'ikinyarwanda - Gutandukanya inyuguti nkuru n'intoya. 	<ul style="list-style-type: none"> - Kwandika inyuguti nkuru n'intoya mu cyapa - Kwandika amagambo magufi mu cyapa. 	<ul style="list-style-type: none"> - Gukora umurimo unoze. - Kugira umwete n'umuhate mu byo akora. - Kudacika intege ahuye n'ibimugoye. 	<ul style="list-style-type: none"> - Kwandika inyuguti zigize itonde ry'ikinyarwanda - Kwandika amagambo magufi 	<ul style="list-style-type: none"> - Abana baririmbira hamwe uturirimbo turimo itonde ry'inyuguti. - Abana batega amatwi agakuru kiganjemo amagambo arimo inyuguti y'icyumweru. - Abana batahura ijwi ryagarutse kenshi mu gakuru. - Ku kibaho, abana batahura inyuguti nshya aho yanditse mu magambo mbonwa n'ingway'ibara mu cyapa. Bitegereza aho yanditse yonyine. - Buri Mwana yitoza kwandika inyuguti nto mu cyapa akoresheje uburyo n'ibikoresho binyuranye: kubumba, gukora inyuguti akoresheje uduti, ibishyimbo, utubuye; kwandika mu mucanga, kubutaka, ku kibaho. - Asubiramo izina ry'inyuguti uko ayanditse. - Abana bose bitegereza uko inyuguti yandikwa. - Buri Mwana ayandika inshuro nyinshi ku mpapuro cyangwa mu ikaye. - Umukino wo gukora amagambo yifashishije udukarita tw'inyuguti nto cyangwa inkuru - Buri Mwana yitoza kwandukura amagambo magufi ayareba.
<p>Ihuriron'ibindibiyigwa: <i>Ibonezabuzima: Imyitozo yo kwimenyereza gukoresha imiyego y'ingingo nini n'intoya; Imibare: kubara inyuguti zigize itonde; Ubugenzi n'umuco: Kubumba no kubaka inyuguti akoresheje ibintu binyuranye.</i></p>				
<p><i>Ingingo ngenderwaho mu isuzuma: Ubushobozi bwo kwandika inyuguti nto z'icyapa no kwandukura neza amagambo n'interuro ngufi mu nyuguti ntoz'icyapa.</i></p>				
<p><i>Infashanyigisho:mpapuro, amakaramu y'igiti, amakara mu y'amabara; amakarita ariho inyuguti, ibitabo n'inyandiko binyuranye.</i></p>				

2.4.7.2. ENGLISH

Competences to be achieved at the end of Grade 3:

- Tell the days of the week and some daily activities;
- Tell the months of the year and talk about school calendar.

TOPIC AREA: Basic literacy and communication skills in English			SUBTOPIC AREA: Descriptions, conversations, repetitions, listening and dialogues.	
Grade 3: Moderate	Unit 1: The days of the week and some daily activities			Number of periods:
Key Unit Competence: Tell the days of the week and some daily activities				
Learning objectives:				
Knowledge and understanding	Skills (do/practice)	Attitudes and values	Content	Suggested Learning activities
<ul style="list-style-type: none"> – List the days of weeks with some of their characteristics. – State some activities done based on different days of the week. 	<ul style="list-style-type: none"> – Write the days of the week in their hierarchy order. – Read simple sentences and short texts about the days of the week. – Respond when asked about the days of the week in simple words and phrases. 	<ul style="list-style-type: none"> – Accept to learn step by step and rejoice for progress made. 	<ul style="list-style-type: none"> – Using expressions such as: Daily, Weekly, every day, etc. – Asking questions such as: How many days are in a week? There are seven days in a week? How many hours are in a day? What do you do on Sunday? I go to Church on Sunday 	<ul style="list-style-type: none"> – In groups learners write the days of the week; – Each learner copies the names of the days of the week in their notebooks from the blackboard. – Learners tell different names of the week written on flash cards. – In groups, learners read the days of the week on a calendar and talk about some activities they do each day
<i>Links to other learning area: Kinyarwanda language, fine art, ICT, Social studies, Math</i>				
<i>Assessment criteria: students are able to:</i>				
<ul style="list-style-type: none"> • Actively demonstrate understanding of simple words and phrases related to the days of the week • Demonstrate basic skills in writing simple English words related to the days of the week. • Retain some words connected to the days of the week. • Materials & resources: Audio-visuals, paper, pens, wall-charts, real objects, pictures, one lap per child, drawings, calendar etc. 				
<i>N.B. All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills in English.</i>				

TOPIC AREA: Basic literacy and communication skills in English language			SUBTOPIC AREA: Descriptions, conversations, repetitions, listening and dialogues.	
Grade 3: Moderate	Unit 2: The months of the year and school calendar		Number of periods:	
Key Unit Competence: Tell the months of the year and talk about school calendar.				
Learning objectives:			Content	suggested Learning activities
Knowledge and understanding	Skills (do/practice)	Attitudes and values		
Identify words used in naming the months in a year. List the months of the year Recognize activities done at school in the course of the year	<ul style="list-style-type: none"> - Recite the days of the week - Write the days of the week in their hierarchy order. - Read simple sentences and short texts about the months of the year. - Respond when asked about the months of the year in simple words and phrases. 	<ul style="list-style-type: none"> - Apply knowledge acquired to real life situations. - Accept to learn step by step and rejoice for progress made. 	<ul style="list-style-type: none"> - Vocabulary: January, February, March, April, May, June, July, August, September, October, November, December, holiday, Christmas, Easter, birthday, etc. - Using expressions such as: Daily, weekly, every day, monthly, yearly, etc, - Asking questions such as: How many months are in a year? There are twelve days in a year. How many weeks in a year? When do you have long holidays? 	<ul style="list-style-type: none"> - In groups, learners name the months of the year orally and also learners read the school calendar. - In groups learners write the months of the year and each learner copies the names of the months of the year in their notebooks from the blackboard; - Learners tell different names of the months written on flash cards and in groups, learners read the Months of the year on a Calendar and talk about some activities they do each Day/week/month.
<i>Links to other learning area: Kinyarwanda language, fine art, ICT, Social studies, Math,</i>				
<i>Assessment criteria: students are able to:</i>				
<i>Actively demonstrate understanding of simple words and phrases related to the months of the year.</i>				
<i>Demonstrate basic skills in writing simple English words related to the months of the year.</i>				
<i>Retain some words connected to the months of the year.</i>				
<i>Materials & resources: Audio-visuals, paper, pens, wall-charts, real objects, pictures, one lap per child, drawings, calendar etc.</i>				
<i>N.B: All activities and learning tools shall aim at activating, stimulating & developing cognition, sensory, motor-sensory systems, speech and communication skills in English.</i>				

2.4.8. LEARNING AREA 8: ICT, SCIENCE & TECHNOLOGY FOR MODERATE LEVEL/ GRADE 3

Competences to be achieved at the end of Grade 3:

- Use fully and independently the basic ICT equipment for learning and daily purpose and ability to explain their basic purpose (TV, Telephone, cooker, computer, etc...);
- Explain the functional use of ICT & scientific equipment for leisure (Game devices, telephone, Telephone, TV, radio, Kitchen equipment, Computers, electricity, etc.;
- Explain and discuss the differences and functions of materials, and activities.

TOPIC AREA: Exploration use of common ICT tools and equipment			SUB-TOPIC AREA: Use and basic functions of ICT equipment	
Grade 3: Moderate		Unit 1: Common ICT tools and equipment		No. of periods:
Key Unit Competence: Use of basic ICT equipment for learning and daily purpose and ability to explain their basic purpose independently (TV, Telephone, cooker, computer, etc...).				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain basic purpose of ICT equipment	– Ability to explain their basic purpose (TV, Telephone, cooker, computer, etc...).	– Appreciate the existence and functional use of ICT equipment	– Basic purpose (TV, Telephone, cooker, computer, etc...)	– Under limited support learners discuss in groups /individually the basic purpose of TV, Telephone, cooker, computer, etc
<i>Links to other subjects: ADL, Physical education, fine art, ICT, Social studies, Math, literacy</i>				
<i>Assessment criteria: can fully be independent to explain the functional use of basic ICT equipment for learning and daily purposes</i>				
<i>Materials: chairs, mats, ICT equipment.....</i>				

TOPIC AREA: Exploration use of common ICT tools and equipment		SUB-TOPIC AREA: Basics of electricity and its functions		
Grade 3: Moderate		Unit 2: Functional use of ICT & scientific equipment for leisure		No. of periods:
Unit Competence: Explain the functional use of ICT & scientific equipment for leisure autonomously (Game devices, telephone, Telephone, TV, radio, Kitchen equipment, Computers, electricity, etc.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
State the use of ICT & scientific equipment for leisure	– Use ICT equipment in daily life	– Appreciate the existence and functional use of ICT equipment	– Functional use of ICT & scientific equipment for leisure (Game devices, telephone, Telephone, TV, radio, Kitchen equipment, Computers, electricity, etc.	– In groups, learners discuss the functional use of ICT & scientific equipment for leisure provided
<i>Links to other subjects: ADL, Physical education, fine art, ICT, Social studies, Math, literacy</i>				
<i>Assessment criteria: can demonstrate ability to explain the functional use of ICT & scientific equipment for leisure</i>				
<i>Materials: chairs, mats, ICT & scientific equipment for leisure</i>				

TOPIC AREA: Exploration use of common ICT tools and equipment			SUB-TOPIC AREA: Basics of electricity and its functions	
Grade 3: Moderate		Unit 3: Different electronic tools and their functions		No. of periods:
Key Unit Competence: Explain and discuss the differences and functions of materials, and activities.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
– Explain and discuss the differences and functions of materials	– Make analysis of different electronic materials	– Acknowledge the difference of different materials	– Different electronic materials and their Differences – Functions of different electric materials	– In groups, learners identify and discuss the differences and discuss the functions of electronic materials
<i>Links to other subjects: ADL, Physical education, fine art, ICT, Social studies, Math, literacy</i>				
<i>Assessment criteria: can explain the differences and functions of materials</i>				
<i>Materials: chairs, mats, electronic equipment....</i>				

3. SEVERE LEVEL

3.1. CURRICULUM OVERVIEW

Learning area 1 (subject)	Topic area	Sub-topics	Grade/level 1	Grade/level 2	Grade/level 3
			Aim: Acquire the skills necessary to perform daily tasks with increasing independence.		
1. ACTIVITIES OF DAILY LIVING (ADL)	Autonomy	Self - help skills	1. Express his/her toilet needs using the most appropriate means 2. Express his/her eating/drinking needs using most appropriate means. 3. Recognize and identify his/her own clothes 4. Identify harmful objects with assistance 5. Identify the location within the environment with assistance	1. Use toilet with assistance 2. Feed him/her self and show eating manners with assistance 3. Dress/undress him/herself with assistance 4. Recognize harmful objects with less assistance 5. Locate him or herself within the environment (in house, out.) with assistance	1. Use toilet on his/her own 2. Feed him/her self and show acceptable eating manners 3. Dress/undress on his/her own 4. Protect him or herself from harmful objects 5. Locate him or herself within the environment (in house, out.) with assistance
	Self -grooming	Personal hygiene	1. Maintain his/her body hygiene with assistance 2. Distinguish between clean and dirty clothes	1. Maintain his/her body hygiene with less assistance 2. Launder/wash own simple clothes with assistance	1. Maintain his/her body hygiene on his/her own with guidance 2. Launder/wash own simple clothes with less guidance
		Domestic activities	1. Carryout domestic activities with assistance	1. Carryout domestic activities with less assistance	1. Carryout some domestic activities with guidance

Learning area 2(subject)	Topic area	Sub-topics	Grade/level 1	Grade/level 2	Grade/level 3
			Aim: Acquire basic skills to perform some elementary socio-economic activities.		
2.SOCIAL ECONOMIC ACTIVITIES	1.Arts and crafts	1.Drawing and painting	1.Recognise drawing and painting materials with assistance	1.Draw and paint different pictures with assistance	1.Draw and paint different pictures with some improved autonomy
		2.Making objects	1.Make objects with assistance	1.Make objects with less assistance	1.Make objects with some improved autonomy
		3.Modelling	1.Recognise tools used in modelling with assistance	1.Imitate people doing modelling with guidance	1.Make simple modelling with some improved autonomy
		4.Decorating	1.Recognize tools used in decoration with assistance	1.Identify tools used in decoration with less assistance	1.Making decoration with some improved autonomy
		5.Needle work	1.Recognise materials used in needle work with assistance	1.Imitate needle work activities with assistance	1.Practice needle work with less assistance
	2.Farming	1.Gardening	1.Recognise tools used in gardening with assistance	1.Use some gardening tools with assistance	1.Work in garden with assistance/ guidance
		2.Animal rearing	2.Recognise some domestic animals with assistance	2.Take care of some domestic animals with assistance	2.Take care of some domestic animals with less assistance
	3.Entrepreneurship	1.Handling money	1.Recognise different types of Rwandan currency with assistance	1.Recognise different types of Rwandan currency with less assistance	1.Recognise different types of Rwandan with improved autonomy

Learning area 3 (subject)	Topic area	Sub-topics	Grade/level 1	Grade/level 2	Grade/level 3
			Aim: Developing awareness of his/her body.		
3.HEALTH AND BODY AWARENESS	Human body	1.Parts of the body	1.Recognize and name parts of human body with guidance	1.Recognize and name parts of human body with less guidance	1.Recognize and name parts of human body with improved autonomy
		2.Personal hygiene	1.Maintain proper hygiene of human body parts with guidance	1. Maintain proper hygiene of human body parts with less guidance	1. Maintain proper hygiene of human body parts with improved autonomy
		3.Reproduction	Recognise/identify own gender with assistance	Recognise own reproductive parts with guidance	Manage his/her body changes with improved autonomy

Learning area 4 (subject)	Topic area	Sub-topics	Grade/level 1	Grade/level 2	Grade/level 3
			Aim: Develop the basic skills required to function in society.		
4.SOCIAL SKILLS DEVELOPMENT	1.Social skills	1.My family	1. Identify him or herself and family members with assistance	1. Interact with known family members	1. Interact and develop relationship with familiar people.
		2.Oneself, family and surrounding environment	1.Recognize him/ herself, his/her classroom, classmates, teachers and care givers with assistance 2.Interact, cooperate/ socialize with peers through plays and games.	1. Introducing oneself: names and show family members with less assistance 2.Participate in group activities with help	1.Name the location of his/her home, Identify and recognize public places (market, church, schools, local entities, bank, hospitals, etc.) with assistance 2.Participate in group activities with less help
		3.Safety	1.Identify dangerous objects, places and harmful people with assistance	1.Recognize dangerous objects, places and harmful people with less assistance	1.Avoid dangerous objects, places and harmful people
		4. Culture and religion	1.Greet people and respond to greetings with guidance 2.Improve positive attitudes and good behaviour with assistance 3. Identify and appreciate God's creation with assistance 4.Recognize some occasions celebrated in Community with assistance	1.Greet people and respond to greetings with less guidance 2.Improve positive attitudes and good behaviour less with assistance 3.Identify and appreciate God's creation with less assistance 4.Name some occasions celebrated in community with less assistance 5.Pray before getting up, eating and sleeping with assistance	1.Greet people and respond to greetings appropriately to time with improved autonomy 3.Identify, name and appreciate God's creation with improved autonomy 4.Name and imitate how some occasions are celebrated in community with assistance. 5.Pray before getting up, eating and sleeping with less assistance

	2.Communication development	Total communication	1. Identify objects using non-verbal communication(images, symbols, pictures, signs, signals, gestures, etc.) with assistance	1.Communicate using non-verbal communication(images, symbols, pictures, signs, signals, gestures, etc.) with assistance	1.Communicate using non-verbal communication(images, symbols, pictures, signs, signals, gestures, etc.) with improved autonomy. 2. Interpret non-verbal and verbal cues (e.g. signs and body language) to solve problems with assistance
	3.Music	Traditional, religious and modern songs	1. Follow the rhythm of the song with assistance 2. Clap following the rhythm of songs with guidance 3. Recognize and name musical instruments with assistance	1. Follow the rhythm of the song with less assistance 2. Clap following the rhythm of songs with less assistance 3. Recognize and name musical instruments with less assistance	1. Follow the rhythm of the song improved autonomy. 2. Clap following the rhythm of songs with improved autonomy 3. Use musical instruments with assistance and sing and dance with assistance

Learning area 5 (subject)	Topic area	Sub-topics	Grade/level 1	Grade/level 2	Grade/level 3
			Aim: Develop ability to perform certain physical activities		
5.PHYSICAL EDUCATION	1.Motor skills development	1.Fine motor skills development	1.Manipulate simple objects and perform simple activities that enhance development of fine motor skills with assistance	1.Manipulate simple objects and perform simple activities that enhance development of fine motor skills with less assistance	1.Manipulate simple objects and perform simple activities that enhance development of fine motor skills with improved autonomy
		2.Gross motor skills development	1.Perform body movements and other activities through games with assistance	1.Perform body movements and other activities through games with less assistance	1.Perform body movements and other activities through games with improved autonomy
	2.Sports and culture	Sports and games	Participate in traditional and modern games and sports with guidance and assistance	Participate in traditional and modern games and sports with guidance and less assistance.	Participate in traditional and modern games and sports with less guidance and assistance

Learning area 6 (subject)	Topic area	Sub-topics	Grade/level 1		Grade/level 2	Grade/level 3
			Aims: Develop basic numeracy skills.			
6.NUMERACY	1.Pre-Numbers	1.Sorting and classifying	1. Sort and group objects according to colour, shape, size, etc with assistance.	1. Sort and classify objects according to colour, shape, size, etc with assistance.	1. Sort and classify objects according to colour, shape, size, etc with improved autonomy.	
		2.Directions & positions	1. Recognize directions and positions of objects with assistance	1. Recognize directions and positions of objects with less assistance	1. Show directions and positions of objects with less assistance	
		3.Shapes	Assemble toys and build blocks following designed shapes with assistance	1Assemble toys and build blocks following designed shapes with less assistance	1.Assemble, disassemble toys and build block on his own with improved autonomy	
	2.Numbers	1.Counting	Count from 1to10 through songs and game with assistance	Count and read numbers from 1-5 with assistance	Count and read numbers from 1 to 5 and Match numbers with objects they represent with assistance	
		2.Patterns	Identify patterns with assistance	Identify patterns with less assistance	Identify patterns on his/her own	
	Measurement	1.Weight, length, size and capacity	Compare at least 2 objects according to their weight, size and length using observable objects with assistance.	Compare more than 2 objects according to their weight, size, length and capacity using observable objects with assistance.	Arrange different objects according to their size, weight, length and capacity with assistance.	
		2.Time	Recognise daily school routines by responding to signals with assistance	Recognise daily school routines by responding to signals with less assistance:	Recognize important daily school routines and show respect of time and program with improved autonomy	
		3.Money	Identify Rwandan money and coins with assistance	Recognize Rwandan money and coins with less assistance	Differentiate Rwandan money and coins and perform simple transactions with assistance	

Insanganyamatsiko 7	Imbumbanyigisho	Inyigisho	Icyiciro 1	Icyiciro 2	Icyiciro 3
			Intego: Kugira ubumenyi bwibanze mu kinyarwanda		
7.LITERACY: IKINYARWANDA	1.GUTEZA IMBERE KUMVA NO KUVUGA	Gutega amatwi no Kuvuga	1.Gutandukanya amajwi y'abantu, akomoka ku bintu n'amajwi y'inyamaswa afashijwe n'umurezi	1.Gutandukanya amajwi y'abantu, akomoka ku bintu n'amajwi y'inyamaswa afashijwe gake.	1.Gutandukanya amajwi y'abantu, akomoka ku bintu n'amajwi y'inyamaswa we ubwe.
			2.Kugaragaza ko ateze amatwi aguma hamwe mu gihe asomerwa inkuru	2.Kugaragaza ko ateze amatwi ibyo asomewe/abwiwe asubiza ibibazo, ashyira mu bikorwa amabwiriza ahawe, basubiyemo inshuro zirenze ebyiri.	2.Kugaragaza ko ateze amatwi ibyo asomewe/ abwiwe asubiza ibibazo, ashyira mu bikorwa amabwiriza ahawe, byibuze basubiyemo inshuro zitarenze ebyiri.
	2. KWANDIKA NO GUSOMA	1.Kwimenyereza kwandika no gusoma	1.Gufata igitabo mu buryo buboneye no gusoma amashusho afashijwe n'umurezi.	1.Gufata igitabo mu buryo buboneye no gusoma amashusho afashijwe gake.	1.Gufata igitabo mu buryo buboneye no gusoma amashusho adategwa.
			2.Gufata ikaramu mu buryo bwabigenewe agaca imirongo inyuranye afashijwe n'umurezi.	2.Gufata ikaramu mu buryo bwabigenewe agaca imirongo inyuranye afashijwe gake n'umurezi.	2.Gufata ikaramu mu buryo bwabigenewe yandika inyuguti z'ikinyarwanda.

Learning area 8 (subject)	Topic area	Sub-topics	Grade/level 1	Grade/level 2	Grade/level 3
			Aim: acquire basic skills about and in using ICT, science and technology.		
8.ICT, SCIENCE AND TECHNOLOGY	1.ICT &Technology devices	1.Familiar/ common ICT devices	1.Recognise ICT and other technology devices used at home such as telephone, radio, TV, etc with assistance	1.Manipulate ICT and other technology devices used at home such as telephone, radio, TV, etc with assistance	1. Manipulate the ICT and other technology t devices used at home such as telephone, radio, TV, etc with less assistance.

3.2. GRADE 1: SEVERE LEVEL

3.2.1. LEARNING AREA 1: ACTIVITIES OF DAILY LIVING (ADL) FOR SEVERE LEVEL/ GRADE 1

Competences to be at the end grade one achieved:

Learner will be able to:

- Express his/her toilet needs using appropriate means with close assistance
- Express his/her eating/drinking needs using appropriate means with close assistance
- Recognize and identify clothes with close assistance
- Maintain his/her body hygiene with close assistance
- Distinguish between clean and dirty clothes with close assistance
- Carryout domestic activities with close assistance

TOPIC AREA: Autonomy		SUB-TOPIC AREA : Self help skills		
Grade 1: Severe	Unit 1: Express the needs for toilet		Number of periods	
Key unit competency: Express his/her toilet needs using the appropriate means with close assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Identify appropriate means to express toilet needs – Recognize location of toilets 	<ul style="list-style-type: none"> – Use appropriate means to express toilet needs – Move towards toilet with assistance 	<ul style="list-style-type: none"> – Maintain body and environment hygiene 	<ul style="list-style-type: none"> – Signs, gestures, body movement, pictures, pictograms, verbal expression, etc 	<ul style="list-style-type: none"> – Learners express the needs for toilet and walk to toilet to familiarise themselves with the location (helped by the teacher/ care giver)
<i>Link to other subjects: Health and body awareness</i>				
<i>Assessment criteria: Ability to express his/her needs using appropriate means and ability to localize the toilet appropriately with close assistance</i>				
<i>Materials: Toilet, pictures showing the toilet, toilet paper, water and soap, towel, etc</i>				

TOPIC AREA: Autonomy		SUB-TOPIC AREA : Self help skills		
Grade 1: Severe		Unit 2: Table manners	Number of periods	
Key unit competency: Express his/her eating/drinking needs using appropriate means with close assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> - Identify appropriate means to express his/her eating/ drinking needs - Recognize location of dining room 	<ul style="list-style-type: none"> - Use appropriate means to express his/her eating/ drinking needs - Move towards dining room with guidance 	<ul style="list-style-type: none"> - Maintain body and dining room hygiene - Develop table manners 	<ul style="list-style-type: none"> - Signs, gestures, body movement, pictures, pictograms, verbal expression, etc 	<ul style="list-style-type: none"> - Learners express his/her eating/drinking needs and walk to dining room to familiarise themselves with the location (helped by the teacher/care giver)
<i>Link to other subjects: Health and body awareness, Literacy</i>				
<i>Assessment criteria: Ability to express his/her eating/drinking needs using appropriate means and ability to localize the dining room appropriately with close assistance</i>				
<i>Materials: Dining room, dining room equipment, dishes, food and drinks, water and soap, etc.</i>				

TOPIC AREA: Autonomy		SUB-TOPIC AREA : Self-help skills		
Grade 1: Severe		Unit 3: Dressing	Number of periods	
Key unit competency: Recognize and identify clothes with close assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> - Identify his/her clothes - Recognize his/her clothes among others - Recognize location of his/her clothes 	<ul style="list-style-type: none"> - Distinguish clothes - Sort clothes according to categories (shirts, trousers, dresses, etc) 	<ul style="list-style-type: none"> - Maintain body and clothes hygiene - Keep his/her clothes appropriately 	<ul style="list-style-type: none"> - Clothes, cupboard, wardrobe, water, soap, shoes... 	<ul style="list-style-type: none"> - Learners recognize and identify his/ her clothes (assisted by the teacher/ caregiver) - Learners keep their clothes in appropriate places (assisted by the teacher/caregiver).
<i>Link to other subjects: Health and body awareness</i>				
<i>Assessment criteria: ability to recognize and identify clothes appropriately with close assistance</i>				
<i>Materials: Clothes, cupboard, wardrobe, shoes...</i>				

TOPIC AREA: Self grooming		SUB-TOPIC AREA : Personal hygiene		
Grade 1: Severe		Unit 4: Body hygiene		Number of periods
Key unit competency: Maintain his/her body hygiene with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Name body parts - Identify hygiene materials 	<ul style="list-style-type: none"> - Brush his/her teeth with assistance - Wash some of his/her body parts with assistance 	<ul style="list-style-type: none"> - Cleanness 	<ul style="list-style-type: none"> - Body parts :Head, neck, eyes, ears, - nose, mouth, limbs : arms and legs - Locate bathrooms - Hygiene of some body parts and materials used: body/skin bathing: (soap, towel, water, basin or bucket) - Brushing teeth: tooth paste, tooth brush and water 	<ul style="list-style-type: none"> - Learners are continuously assisted by the teacher/caregiver) - Practice some of their body parts hygiene.
Link to other subjects: <i>Health and body awareness, Physical Education</i>				
Assessment criteria: <i>Ability to brush their teeth, wash some of their bodies parts with assistance</i>				
Materials: <i>tooth brushes, tooth paste, water, soap, towels, basins, etc</i>				

TOPIC AREA: Self grooming		SUB-TOPIC AREA : Personal Hygiene		
Grade 1: Severe		Unit 5: Washing clothes		Number of periods
Key unit competency: Distinguish between clean and dirty clothes with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Distinguish clean between dirty clothes 	<ul style="list-style-type: none"> - Sort clean and dirty clothes 	<ul style="list-style-type: none"> - Ability to distinguish between clean and dirty clothes 	<ul style="list-style-type: none"> - Clean clothes, dirty clothes 	<ul style="list-style-type: none"> - Assisted by the teacher, the learners identify clean and dirty clothes
Link to other subjects: <i>Pre-numeracy</i>				
Assessment criteria: <i>Ability to distinguish dirty and clean clothes with assistance</i>				
Materials: <i>Clean clothes and dirty clothes, pictures, videos, etc</i>				

TOPIC AREA: Self grooming		SUB-TOPIC AREA : Domestic Activities		
Grade 1: Severe		Unit 6: Daily activities		Number of periods
Key unit competency: Carryout domestic activities with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
– Identify domestic activities with assistance.	– Use some of tools used in domestic activities with assistance.	– Cleanness – willingness	– Cleaning: a table, dining area – Sweeping, Mopping, – Watering flowers, – Collect lit – Disposal of rubbish	– In groups learners practice domestic/house work with assistance.
<i>Link to other subjects: Social economic activities</i>				
<i>Assessment criteria: Ability to clean, water flowers and sweep/mop and dispose rubbish with assistance.</i>				
<i>Materials: Brooms, mopes, water, soap, basins and buckets, dustbins, etc.</i>				

3.2.2. LEARNING AREA 2: SOCIAL ECONOMIC ACTIVITIES FOR SEVERE LEVEL/ GRADE 1

Competences to be achieved by the end of grade one

Learner will be able to:

- Recognise drawing and painting materials with assistance.
- Recognize the materials used to make simple objects with assistance
- Make simple objects with assistance
- Recognize the tools used in moulding with assistance
- Recognize the tools used in decoration with assistance
- Recognize the materials used in needle work with assistance
- Recognise tools used in gardening with assistance
- Recognize some domestic animals with assistance
- Recognize different types of Rwandan currency with assistance

TOPIC AREA: Arts and crafts		SUB TOPIC AREA: Drawing and painting		
Grade 1: Severe	Unit1: Drawing and painting materials		Number of period	
Key Unit Competence: Recognise drawing and painting materials with assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Name materials/ tools for drawing, painting	– Recognize tools to be used while drawing different objects.	– Demonstrate ability of keeping and safeguarding drawing materials.	– Drawing, cutting and paint tools Pencils, markers, Scissors, – Paint of different colours. Etc. Drawing and painting pictures	– Teacher expose to learners different drawing materials e.g.: pencils, Markers, scissors, paint of different colours. Etc. – Teacher introduces drawing and painting materials’ names, and learners will repeat.
<i>Links to other learning areas: Pre- numeracy</i>				
<i>Assessment criteria: Ability to recognize drawing and painting materials with close assistance</i>				
<i>Materials: Pencils, markers, scissors, paints of different colours, papers, etc.</i>				

TOPIC AREA: Arts and crafts		SUB TOPIC AREA: Making objects		
Grade 1: Severe	Unit 2: Making simple objects		Number of periods	
Key Unit Competence: Recognize the materials used to make simple objects with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Identify different materials used to make simple objects	– Recognize and handle materials appropriately – Make different simple objects	– Show a sense of responsibility on maintaining appropriately materials.	– Cutting and pasting objects using tools like scissors, paper, glue, etc.	– Teacher expose different materials to learners and show them how they can be used to make simple objects.
<i>Links to other learning areas: Pre numeracy</i>				
<i>Assessment criteria: Ability to recognize the materials used to make simple objects with assistance</i>				
<i>Materials: Scissors, papers, paper glue, scotch Etc.</i>				

TOPIC AREA: Arts and crafts		SUB TOPIC AREA: Moulding		
Grade 1: Severe	Unit 3: Simple moulding		Number of periods	
Key Unit Competence: Make simple shapes by moulding with assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> – Manipulate the tools used in moulding : clay, plaster and others 	<ul style="list-style-type: none"> – Handle moulding tools correctly. 	<ul style="list-style-type: none"> – Respect the instructions given by the teacher/care giver while moulding. 	<ul style="list-style-type: none"> – Names of tools used in moulding : clay, plaster and others – Manipulation of the tools 	In small groups, with assistance of the teacher, learners shape simple objects of their choices/ their imaginations
<i>Links to other learning areas: Physical education, ADL</i>				
<i>Assessment criteria: Ability to make simple shapes by moulding with assistance</i>				
<i>Materials: modern clay, plaster, and local materials, flower pots and modern stoves for demonstration purposes.</i>				

TOPIC AREA: Arts and crafts		SUB TOPIC AREA: DECORATING		
Grade 1: Severe	Unit 4: Decorating		Number of periods	
Key Unit Competence: Recognize tools used in decoration with assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> – Identify materials for decoration. 	<ul style="list-style-type: none"> – Choose materials for decoration. – Choose the best colours for decoration. 	<ul style="list-style-type: none"> – Recognise the importance of smartness 	<ul style="list-style-type: none"> – Decorating materials: flowers, clothes, colours, flower pots, etc. 	<ul style="list-style-type: none"> – The teacher/ care giver exposes to learners different decorating materials. – Practice decoration for different events using different materials with close assistance.
<i>Links to other learning areas: Pre numeracy, Physical education</i>				
<i>Assessment criteria: Ability to make simple decoration with assistance.</i>				
<i>Materials: flowers, clothes, colours, flower pots, etc.</i>				

TOPIC AREA: Arts and crafts		SUB TOPIC AREA: Needle work		
Grade 1: Severe	Unit 5: Needle work tools		Number of periods	
Key Unit Competence: Recognize tools used in needle work with assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Identify tools for needle work	– Choose tools for needle work. – Choose the right tools to be used	– Show a sense of responsibility on maintaining appropriately tools.	– Needle work tools such as needle, wool, thread, cloths, etc.	– The teacher/ care giver exposes to learners different needle work tools
<i>Links to other learning areas: Pre numeracy, Physical education</i>				
<i>Assessment criteria: Ability to recognize needle work tools with assistance.</i>				
<i>Materials: Needle, wool, thread, cloths, etc.</i>				

TOPIC AREA: FARMING		SUB TOPIC AREA: Gardening		
Grade 1: Severe	Unit 6: Gardening tools		Number of periods	
Key Unit Competence: Recognise tools used in gardening with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Identify farm/ gardening tools used at home	– Show gardening tools – Keep the tools in appropriate places	– Show carefulness while handling farming/ gardening tools	– Tools used in gardening: hoe, machete, forked hoe, wheelbarrow, watering can, spade, spraying pump, etc.	– With assistance of teacher learners identify tools used in farming/ gardening at his/her home (with assistance) – Learners sort the gardening tools from other tools in a store (with assistance)
<i>Links to other learning areas: ADL</i>				
<i>Assessment criteria: Ability to recognise tools used in gardening with assistance</i>				
<i>Materials: Hoe, machete, forked hoe, wheelbarrow, watering can, spade, spraying pump, etc.</i>				

TOPIC AREA: FARMING		SUB TOPIC AREA: Animal rearing		
Grade 1: Severe	Unit 7: Domestic animals		Number of periods	
Key Unit Competence: Recognise some domestic animals with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Identify domestic animals found at home	– Show domestic animals – Differentiate domestic animals	– Show carefulness while treating domestic animals	– Domestic animals such as cows, goats, chicken, rabbits, sheep, pigs, dogs, cats, etc	– With assistance of teacher learners identify domestic animals – Learners will differentiate domestic animals (with assistance)
<i>Links to other learning areas: ADL</i>				
<i>Assessment criteria: Ability to recognise some domestic animals with assistance</i>				
<i>Materials: Cows, goats, chicken, rabbits, sheep, pigs, dogs, cats, etc</i>				

TOPIC AREA: Entrepreneurship		SUB TOPIC AREA: Handling money		
Grade 1: Severe	Unit 8: Handling money		Number of periods	
Key Unit Competence: Recognise different types of currency with assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Recognise different types of Rwandan currency	– Show different types of Rwandan currency – Distinguish notes from ordinary paper	– Show carefulness in handling money	– Rwandan currency such as notes and coins	– With assistance of teacher learners identify notes and coins
<i>Links to other learning areas: ADL</i>				
<i>Assessment criteria: Ability to recognise Rwandan currency with assistance</i>				
<i>Materials: notes and coins</i>				

3.2.3. LEARNING AREA 3: HEALTH AND BODY AWARENESS FOR SEVERE LEVEL/ GRADE 1

Competences to be achieved at the end of grade one

Learner will be able to:

- Recognize and name human body parts with close assistance
- Maintain proper hygiene of human body parts with close assistance
- Recognise own gender with close assistance

TOPIC AREA: HUMAN BODY			SUB-TOPIC AREA : PARTS OF THE BODY	
Grade 1: Severe		Unit 1: Human body parts		Number of periods:
Key unit competency: Recognize and name human body parts with close assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Identify, point at some of his\her body parts with guidance	Differentiate human body parts	Carefulness Appreciate the importance of human body parts Cleanness	<ul style="list-style-type: none"> • Different parts of the body: head, eyes, ears, mouth, nose.... - Chest , breasts (girls) - The limbs: arms and legs 	<p>In groups learners observe illustrations/charts showing body parts</p> <p>Helped by the teacher learners show different parts of their body</p>
Link to other subjects: <i>Activity for Daily Living</i>				
<i>Assessment criteria: Ability to name body parts, practice hygiene and care of the body parts with close assistance</i>				
<i>Materials: Wall charts showing body parts, health foods, etc.</i>				

TOPIC AREA: HUMAN BODY			SUB-TOPIC AREA : PERSONAL HYGIENE	
Grade 1: Severe	Unit 2: Hygiene of the human body parts			Number of periods:
Key unit competency: Maintain proper hygiene of human body parts with close assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Identify ways of cleaning human body parts	Maintain hygiene of human body, private parts. e.g. nose, mouth, face and limbs Use handkerchief with guidance Avoid accidents: hurt, breaking, burns, Avoid disease: hygiene, health eating, etc	Always Demonstrate body hygiene	– Health of body parts: Avoiding accidents: hurt, breaking, burns, – Avoiding disease: hygiene, health eating, etc.	– In groups learners observe illustrations/charts showing body parts cleanliness – Helped by the teacher learners name all things around the school and at home (activities and tools) that can harm their bodies – Helped by the teacher, learners identify different ways in cleaning body parts
Link to other subjects: <i>Activity for daily living (hygiene)</i>				
<i>Assessment criteria: Ability to maintain hygiene and care of the body parts with close assistance</i>				
<i>Materials: wall charts showing human body parts and ways of cleaning, chart of different body accidents, etc</i>				

TOPIC AREA: HUMAN BODY			SUB-TOPIC AREA : REPRODUCTION	
Grade 1: Severe		Unit 3: Body changes		Number of periods:
Key unit competency: Recognise own gender with close assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify a male and a female - Name body parts - Show girls' and boys' toilets and dormitories 	<ul style="list-style-type: none"> - Identify his/her gender - Maintain body hygiene especially reproductive parts - For girls: Use sanitary pads during menstruation period 	<ul style="list-style-type: none"> - Respect each other - Cleanliness and orderly - Self confidence - Avoid or report violence 	<ul style="list-style-type: none"> - Gender :Male, Female - Reproductive parts: - Health and hygiene - Gender based violence: - Avoid tendency - Report in case of changes in boys and girls body: - Appropriate behaviour 	<ul style="list-style-type: none"> - Learners observe illustrations of boys and girls and tell difference. - Girls with the appropriate age: practice how sanitary pads are used - Practice washing under wears
Link to other subjects: <i>ADL (Hygiene)</i>				
<i>Assessment criteria: Ability to identify gender and manage body changes with close assistance</i>				
<i>Materials: Male and female illustrations, hygienic materials, etc.</i>				

3.2.4. LEARNING AREA 4: SOCIAL SKILLS DEVELOPMENT FOR SEVERE LEVEL/ GRADE 1

Competences to be achieved at the end of grade one

Learner will be able to:

- Recognise family members/guardians with assistance
- Introduce her /himself and recognise his/her class, classmates, teachers and caregivers with assistance
- Interact, cooperate/ socialize with other children through plays and games with assistance
- Recognise and avoid dangerous places and objects, animals, plants and harmful people at home, school and the community with assistance
- Greet and respond to simple greetings and farewells appropriately according to different times of the day with guidance
- Use non-verbal communication ways such as objects, images, symbols, pictures, signs, signals and gestures with assistance
- Sing and dance traditional, gospel and modern with close assistance using musical instruments with assistance

TOPIC AREA: Social skills development		SUB-TOPIC AREA: My family		
Grade 1: Severe		Unit 1: Family members, guardians and care takers		Number of periods:
Key Unit Competence: Recognise family members/guardians with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> – Identify family members/ – caregivers 	<ul style="list-style-type: none"> – Recognize family members while present or on photographs: father, mother, sister, brother – Greet family members – Initiate communication with family members, solve everyday life problems. 	<ul style="list-style-type: none"> – Demonstrate attachment to family members – Respect family members. 	<ul style="list-style-type: none"> – Family members: – Parents/ guardian: father, mother – Siblings: sister, brother, 	<ul style="list-style-type: none"> – Learners show and name family members while present or with photographs
<i>Links to other learning areas: Literacy</i>				
<i>Assessment criteria: Ability to identify and interact with family members (Mother, father, siblings), guardians and caregivers with assistance</i>				
<i>Materials: photographs of family members. Chart of family members</i>				

TOPIC AREA: Social skills development		SUB-TOPIC AREA: One self, family and surrounding environment		
Grade 1: Severe		Unit 2: My class		Number of periods:
Key Unit Competence: Introduce her /himself and recognise his/her class, classmates, teachers and caregivers with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Introduce him/herself by name - Name the classmates with assistance 	<ul style="list-style-type: none"> - Identify him or herself on a photograph - Identify own classroom - Recognize and name classmates and teacher 	<ul style="list-style-type: none"> - Develop self esteem, confidence and interaction 	<ul style="list-style-type: none"> - Myself: Names - My class: - location of my classroom - Classmates - Teachers /Caregivers 	<ul style="list-style-type: none"> - From a mix up of photographs, learners individually show their own photos and tell their names, - Individually or in groups and in different situations, learners are given opportunities and encouraged to recognize/show/name their classroom, classmates, teachers and caregivers.
<i>Links to other learning areas: Literacy</i>				
<i>Assessment criteria: Ability to recognize him or herself her, his/her class, classmates, teachers, caregivers with assistance</i>				
<i>Materials: Real classrooms and classroom objects, learner's photographs on a wall chart</i>				

TOPIC AREA: Social skills development		SUB-TOPIC AREA: Classroom environment		
Grade 1: Severe	Unit 3: Interaction with educators and peers		Number of periods:	
Key Unit Competence: Learners will be able to interact, cooperate/ socialize with other children through plays and games with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Show/distinguish peers and educators 	<ul style="list-style-type: none"> - Play with others in small groups - Share materials as needed in everyday life situations. - Express his/her needs to play with family members, educators and peers 	<ul style="list-style-type: none"> - Demonstrate positive interaction with peers and educators 	<ul style="list-style-type: none"> - Interaction with family members, educators and peers. 	<ul style="list-style-type: none"> - Teachers provide learners with opportunities to: - work in small groups - Share materials. - Take turns - Learners are encouraged /engaged in different games with peers.
Links to other learning areas: <i>Language and Physical education</i>				
Assessment criteria: <i>Ability to freely interact, cooperate/ socialize with other children through plays and organized games with assistance</i>				
Materials: <i>Materials needed in different games and plays</i>				

TOPIC AREA: Social skills		SUB TOPIC AREA: Safety		
Grade 1: Severe	Unit 4: Dangerous places/situations, people, objects, plants		Number of periods:	
Key Unit Competence: Recognise and avoid dangerous places and objects, animals, plants and harmful people at home, school and the community with assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Name dangerous objects, plants and harmful people 	<ul style="list-style-type: none"> - Identify harmful people, dangerous animals and insects, dangerous places at home, school and community. - Identify dangerous objects at home, school and community - Identify dangerous plants at home, school and community 	<ul style="list-style-type: none"> - Take care by avoiding risky places, situations, dangerous people, animals, objects and plants 	<ul style="list-style-type: none"> - Dangerous people - Dangerous animals and insects - Dangerous places: fire in the kitchen, toilet, road, holes electrical installations and devices - Dangerous objects: sharp knives, irritable chemicals, medicines, nails, needles, pins, multi-socket, bottle tops, etc. - Dangerous plants such as plants with spines, milky plants, etc. 	<ul style="list-style-type: none"> - The dangerous places, objects, animals or plants are shown using signs such as a red cross in X form. - Learners observe dangerous places, objects or plants, etc. - The teacher takes security measures to protect learners and reminds them as much as needed depending on situations. - Given a set of objects, learners sort out and group dangerous objects
Links to other learning areas: <i>Science and Environment</i>				
Assessment criteria: <i>Ability to identify dangerous places and objects at home, school and the community with assistance.</i>				
Materials: <i>Real material related to dangerous items, chart of dangerous objects, pictures and photos of dangerous objects</i>				

TOPIC AREA: Social skills development			SUB-TOPIC AREA: Culture and religion	
Grade 1: Severe		Unit 5: Response to simple greetings		Number of periods:
Key Unit Competence : Greet and respond to simple greetings and farewells appropriately according to different times of the day with assistance.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Distinguish expressions used to greet and respond to greetings at different times of the day. 	<ul style="list-style-type: none"> - Use appropriate expressions to greet and respond to greetings and farewells 	<ul style="list-style-type: none"> - Demonstrate affectionate gestures and friendliness as they greet and bid farewells 	<ul style="list-style-type: none"> - Good morning (Jane/Mum/ teacher/visitor) - Good afternoon (Peter), - Good evening (James) - Goodbye 	<ul style="list-style-type: none"> - Learners observe and listen to the teacher as s/he says the greetings to individual children and they will repeat in small groups the learners say “good morning”, “good afternoon”,” good evening” - They say “goodbye” to each other as they wave their hands - They can also respond to greetings through songs” good morning, good morning, good morning to you.....”. - Learners greet their peers - Puppet game: make the puppets talk to each other.
Links to other learning areas: <i>Literacy</i>				
Assessment criteria: <i>Ability to greet and respond to simple greetings and farewells according to different times of the day with assistance</i>				
Materials: <i>Puppets, chart of people greeting each other, chart showing time of day</i>				

TOPIC AREA: Communication development			SUB-TOPIC AREA: Total communication	
Grade 1: Severe		Unit 6: Non-verbal communication		Number of periods:
Key Unit Competence 1: Learners will be able to use non-verbal communication ways such as objects ,images, symbols, pictures, signs, signals and gestures with assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify forms of non-verbal communication - Distinguish signs or any other form of non-verbal communication 	<ul style="list-style-type: none"> - Communicate with peers, parents and educators - Express his/her needs using non-verbal communication 	<ul style="list-style-type: none"> - Interaction - Love/affection - Friendship 	<ul style="list-style-type: none"> - Non-verbal communication - Objects, Images, Symbols, Signs, Signals, Gestures 	<ul style="list-style-type: none"> - Learners observe real objects used in non-verbal communication to express their needs or feelings - Learners are provided opportunities to use signs, symbols, signals, gestures and images to communicate - Learners are initiated to play with peers
Links to other learning areas: <i>Literacy</i>				
Assessment criteria: : <i>Ability to use non-verbal communication with assistance</i>				
Materials: <i>Real objects, charts, flash cards with different pictures, images and photos</i>				

TOPIC AREA: Music		SUB-TOPIC AREA: Traditional, religious and modern songs		
Grade 1: Severe	Unit 7: Traditional, gospel and modern music		Number of periods:	
Key Unit Competence: Sing and dance traditional, gospel and modern with close assistance Use musical instruments with closed assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Name familiar musical instruments available in their environment with closed assistance. - Recognize and name musical instruments with closed assistance 	<ul style="list-style-type: none"> - Follow the rhythm of the song - Clap according to the rhythm with guidance - Use musical instruments with assistance - Sing and dance different songs - Express their feelings 	<ul style="list-style-type: none"> - Demonstrate enthusiasm, joy, friendship ,interaction and peace values 	<ul style="list-style-type: none"> - Names of musical instruments: drums, guitar, pendo, pianos, etc - Different songs and dances 	<ul style="list-style-type: none"> - Learners observe musical instruments. - Learners are provided opportunities to use some musical instruments - Learners are initiated to clap their hands - according to the rhythm. - Learners are provided opportunities to sing and dance
Links to other learning areas: <i>Literacy</i>				
Assessment criteria: <i>:Ability to sing, dance and play musical instruments with close assistance</i>				
Materials: <i>Musical instruments (piano, guitar, pendo, drums, etc), chart of musical instruments</i>				

3.2.5. LEARNING AREA 5: PHYSICAL EDUCATION FOR SEVERE LEVEL/ GRADE 1

Competences to be achieved at the end of grade one

Learners will be able to:

- Exercise different body postures with close assistance.
- Imitate basic physical exercises (jumping, walking, running and catching, etc.) with close assistance.
- Hold, catch, send and mould concrete objects with close assistance.

TOPIC AREA: Motor skills development		SUB TOPIC AREA: Fine motor development		
Grade 1: Severe		Unit 1: Manipulation of simple concrete objects	Number of periods:	
Key Unit Competence: Be able to hold, catch, send and mould concrete objects with close assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Handle different materials/tools used in everyday life.	– Develop ability to manipulate different concrete objects.	– Improved autonomy on manipulating different concrete objects.	Exercises different activities: <ul style="list-style-type: none"> – Holding a ball, spoon, pen, etc. – Catching a ball, etc. – Throwing/ tossing concrete objects: balls, marbles, sticks, etc – Moulding clay, play dough, – Make free drawings using a pencil with large diameter; – Hold a book and turn pages; – Thread beads, picking objects such as toys and other objects/ materials. 	For every exercise: <ul style="list-style-type: none"> – The teacher/ caregiver demonstrates to learners how to do the activity several times. – Learners are individually assisted to do the activities.
<i>Links to other learning areas: ADL , Pre Numeracy</i>				
<i>Assessment criteria: Ability to manipulate different concrete objects with close assistance</i>				
<i>Materials: Spoon, ball, writing materials, clay, modelling dough etc.</i>				

TOPIC AREA: Gross motor skills development		SUB TOPIC AREA: Body posture		
Grade 1: Severe	Unit 2: Basic body posture		Number of periods:	
Key Unit Competence: Be able to do exercises related to basic body postures with close assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Do exercises related to different postures.	– Shift from one body position to another.	– Develop a sense of autonomy – Improve physical fitness.	Activities related to body posture: – Sitting on chairs, on mats – Standing up – Lifting – Lying down on a bed, on a mat	– Learners are assisted to carry out exercises related to each body position using different materials where applicable. – Learners are assisted to carry out various exercises aiming at improving their ability to shift from one posture to another taking into consideration individual challenges.
<i>Links to other learning areas: ADL when dressing and undressing.</i>				
<i>Assessment criteria: Ability to carry out basic body postures with close assistance.</i>				
<i>Materials: Mats, chairs, beds,</i>				

TOPIC AREA: Gross motor skills development		SUB TOPIC AREA:Body Movements		
Grade 1: Severe		Unit 3: Imitation of basic movements		Number of periods:
Key Unit Competence: Imitate basic movement with close assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Develop ability to walk, jump, run and catch.	– Carry out basic mobility and coordination exercises.	– Develop a sense of autonomy when walking, jumping, running, etc – Improve physical fitness.	– Keeping a rhythm by clapping, stamping feet, etc. – Dancing according to a rhythm produced through clapping and drumming – Throwing and catching a ball – Walking with close assistance(using adapted advices)	For every exercise:
<i>Links to other learning areas: Pre numeracy when sorting and matching objects.</i>				
<i>Assessment criteria: Ability to carry out exercises aiming at developing mobility and coordination skills.</i>				
<i>Materials: drum, safe playground, ball, walkers, crutches, music instruments.</i>				

TOPIC AREA: Sports and culture			SUB-TOPIC AREA : Games	
Grade 1: Severe	Unit 4: Traditional and modern games			Number of periods:
Key unit competence: Participate in traditional and modern games with close assistance				
Learning objectives			Content	Suggested learning Activities
Knowledge and understanding	Skills	Attitudes and values		
– Name and play traditional and modern games.	– Develop muscles and body balance by playing traditional and modern games.	– Develop fair play spirit	Traditional games: – Hide and seek, baby handkerchief games(Agatambarok'umwana), running with a stick(agakoni), flag game, causes and effect/future wheels, skipping rope, etc. – Modern games:Football, basketball, volley ball, etc.	– Helped by teacher, learners form groups or teams and play different traditional and modern games
Link to other learning area: Health and body awareness and <i>Numeracy</i>				
<i>Assessment criteria: Ability to play different games with close assistance</i>				
<i>Materials: Balls for different games, sticks, handkerchiefs, skipping ropes, etc.</i>				

3.2.6. LEARNING AREA 6: PRE- NUMERACY AND NUMERACY FOR SEVERE LEVEL/ GRADE 1

Competences to be achieved at the end of grade one

Learner will be able to:

- Assemble toys and building blocks following designed shapes with close assistance
- Recognise directions and position of object with close assistance
- Count from 1 to 5 with close assistance
- Sort and group objects according to a given criteria with close assistance
- Compare at least two objects according to their weight, size and length with close assistance
- Recognise daily school routines by responding to signals with close assistance
- Recognise money coins used in Rwanda with close assistance
- Identify patterns with close assistance

TOPIC AREA: Pre-numbers		SUB TOPIC AREA: Sorting and Matching		
Grade 1: Severe	Unit 1: Sorting and matching concrete objects		Number of periods:	
Key Unit Competence: Be able to sort and match concrete objects with close assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes & values	Content	Learning activities
<ul style="list-style-type: none"> – Recognize that objects have different colours, shapes, and size 	<ul style="list-style-type: none"> – To identify items /objects with a given colour and match similar objects shapes with assistance – Sort and group similar objects based on a given colour, shape with assistance. 	<ul style="list-style-type: none"> – Acquire orderliness by putting together similar objects. 	<ul style="list-style-type: none"> – Colours: red, green, yellow, blue, black – Grouping objects according to their colours and shapes: rectangles/ square, circle. 	<ul style="list-style-type: none"> – Learners observe as the teacher/ caregiver shows different objects of the same colour: example: “this is a white cup; this is a green bucket, a black shirt, a yellow ball, these are red tomatoes, blue pens, etc. – Learners carry out exercises that help them to identify red objects among others. – Learners sort out and make group of red objects. – Game: Matching gap and related shapes with assistance – Make group of similar objects according to their shape and colour with close assistance.
<i>Links to other learning areas: PE: Fine motor skills development.</i>				
<i>Assessment criteria: Ability to group objects according to a given colour or shape.</i>				
<i>Materials: Concrete materials: clothes, plates, toys, school materials, etc.</i>				

TOPIC AREA: Pre-numbers			SUB-TOPIC AREA : Directions And Positions	
Grade 1: Severe		Unit 2: Position and directions		Number of periods:
Key unit competency: Recognise directions and position of object with close assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the location of the object. 	<ul style="list-style-type: none"> - Indicate positions of objects - Use correct prepositions to describe positions of objects 	<ul style="list-style-type: none"> - Put objects in right places according to given instructions. - Follow instructions related to directions and positions. 	Positions and directions: <ul style="list-style-type: none"> - Front and back, - Top and bottom, - Up and down - Above and below - On/over and under - Left and right - Inside and out side - Between 	<ul style="list-style-type: none"> - With close assistance, learners locate where he/she is, what is in front or behind him/her. - With close assistance, learners put objects following instructions. E.g. put a book on a table, etc - With close assistance, learners do physical exercise: arms up/down, jumping forward and backward, turn right and left - Hide and seek game - Line-up according to the teacher's instructions related to positions and directions (front, behind between, inside, outside).
Link to other subjects: PE, Health and body awareness				
<i>Assessment criteria: Ability to show directions and positions of objects with close assistance</i>				
<i>Materials: Tables, chairs, bottles, toys, etc.</i>				

TOPIC AREA: Pre-numbers			SUB-TOPIC AREA : Shapes	
Grade 1: Severe		Unit 3: Shapes		Number of periods:
Key unit competency: Assemble toys and building blocks following designed shapes with close assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Distinguish between different toys and shapes 	<ul style="list-style-type: none"> - Manipulate different toys - Make desired shapes using toys 	<ul style="list-style-type: none"> - Follow instructions - Share toys with peers - Collaborate with peers 	Handle/touch toys <ul style="list-style-type: none"> - Assemble toys/building blocks in the different shapes: - Circle , Square, - Rectangle, Triangle - Painting the shapes: use different colours - Mould the shapes from clay - Cut desired shapes in papers, leaves, etc 	<ul style="list-style-type: none"> - Assisted by teachers learners are asked to: - Pick and handle a certain toy - Join the toys to make a desired shape and then make a given shape.
<i>Link to other subjects: PE</i>				
<i>Assessment criteria: Ability to assemble toys and building blocks following designed shapes with close assistance</i>				
<i>Materials: Papers, boxes, wooden cut outs, pair of scissors, moulding clay, colours, different paints, banana leaves, etc</i>				

TOPIC AREA: Numbers			SUB-TOPIC AREA : Counting	
Grade 1: Severe	Unit 4: Counting		Number of periods:	
Key unit competency: Count from 1 to 5 with close assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
– Count numbers starting from 1 to 5	– Count concrete/real objects	– Use counting in her/his daily life	– Counting numbers from 1-5	– Assisted by the teacher count 1-5 using different concrete object.
<i>Link to other subjects: ADL</i>				
<i>Assessment criteria: Ability to count from 1-5 with close assistance</i>				
<i>Materials: Toys, bottle tops, different objects, etc</i>				

TOPIC AREA: Numbers			SUB-TOPIC AREA : Patterns	
Grade 1: Severe	Unit 5: Identifying patterns		Number of periods:	
Key unit competency: Identify patterns with close assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
– Explain how things are arranged	– Repeat given patterns – Arrange objects imitating a given pattern	– Orderly – Respect the given pattern orders, arrangement and nature	Different patterns: – Arranging according to a certain pattern	– With close help, learners observe how objects are arranged and imitate the order. – This can be according to colour, shape, size or number of objects
<i>Link to other subjects: ADL, PE</i>				
<i>Assessment criteria: Identify patterns with close assistance</i>				
<i>Materials: Different objects(bottles/tops, crayons/pencils, water colours, papers)</i>				

TOPIC AREA: Measurement			SUB-TOPIC AREA : Weight,length,size & capacity	
Grade 1: Severe	Unit 6: Comparing		Number of Periods	
Key unit competency: Compare at least two objects according to their weight, size and length with close assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Use appropriate words for comparison. 	<ul style="list-style-type: none"> - Recognise that objects differ in size, weight and length. - Arranging objects according to weight, size and length. 	<ul style="list-style-type: none"> - Appreciate diversity - Be neat/ orderly at school and home - Follow instructions 	Comparing concrete/observable objects according to: <ul style="list-style-type: none"> - Weight: light and heavy - Length: short and tall - Size : small and big - Capacity: fewer and more. - Put in order objects according to their size, length and weight 	With close assistance: <ul style="list-style-type: none"> - Learners lift two objects of different weight and finds out which one is heavy and which on is light - Learners order at least two objects according to their length from short to tall, light and heavy, small and big, few and many, ... - Whole class line-up according to their height (short-tall) - In a group of same objects learners arrange them according to their length - Learners put in order objects according to size, length, weight and capacity <p>Note: objects should be the same type but with different length, size.</p>
<i>Link to other subjects: ADL, PE</i>				
<i>Assessment criteria: Arrange and compare objects of different length, size, weight with close assistance</i>				
<i>Materials: Water, stones, blocks, ropes, bottles of different capacities, different containers, etc</i>				

TOPIC AREA: Measurement			SUB-TOPIC AREA : Time	
Grade 1: Severe		Unit 7: Child's daily activities		Number of periods:
Key unit competency: Recognise daily school routines by responding to signals with close assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Mention daily activities - Name the activity on the timetable - Tell time of the day - Tell days of the week 	<ul style="list-style-type: none"> - Respond to signals by participating in schools/class activity at a given time. - Match an illustration with activity done 	<ul style="list-style-type: none"> - Respect time and school's program/ timetable 	<ul style="list-style-type: none"> - Daily activities at home/in dormitory : <ul style="list-style-type: none"> - Waking-up, Praying , Washing/ bathing - Putting on clothes/uniforms - Taking breakfast & Brushing - Going to school/class - Daily school /class routines at different times of the day with corresponding signals e.g. Bell ringing, whistle, pictures, symbols etc). - Daily school /class routines at different times of the day:School time table (beginning lessons, break time, lunch, time to go home) - Time of the day: morning, noon, evening and night - Weekly activities: week days and weekends with corresponding activities done - Days of the week 	<ul style="list-style-type: none"> - With close assistance, learners tell their daily activities through a song or a poem - With close assistance, learners match class routines/ activities with corresponding signal through games. - With close assistance, in groups learners observe illustrations/ pictures showing time of the day and say what they do at that time (match an illustration with an activity) - Match days of the week and an activity done at school and home e.g going to school, to market, church/mosque/etc with close help
<i>Link to other subjects:</i>				
<i>Assessment criteria: Recognize important daily school routines and show respect of time with close assistance</i>				
<i>Materials: Calendar, school time table, cards of different colours, bottles, paints, different illustrations</i>				

TOPIC AREA: Measurement			SUB-TOPIC AREA : Money	
Grade 1: Severe	Unit 8: Recognising money			Number of periods:
Key unit competency: Recognise money coins used in Rwanda with close assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
– Recognise /identify different money coins used in Rwanda	– Distinguish money coins from other items/objects.	– Recognise that money is important – Use money appropriately – Keep money carefully.	Coins from 5-100: – Coin of 5Frw – Coin of 10 Frw – Coin of 20 Frw – Coin of 50 Frw – Coin of 100 Frw	– With close assistance, In small groups learners sort money coins from other objects like bottle tops, stones, papers, etc
<i>Link to other subjects: ADL, PE</i>				
<i>Assessment criteria: Ability to identify and distinguish coins from other objects</i>				
<i>Materials: all coins, and other concrete objects</i>				

3.2.7. ICYIGWA CYA 7: IKINYARWANDA

Ubushobozi bw'ingenzi bugamijwe nyuma yo kurangiza ikiciro cya mbere

Umunyeshuri araba ashobora:

- Gutandukanya amajwi y'abantu, akomoka ku bintu n'amajwi y'inyamaswa afashijwe n'umurezi
- Kugaragaza ko ateze amatwi aguma hamwe mu gihe asomerwa inkuru
- Gufata igitabo mu buryo buboneye no gusoma amashusho afashijwe n'umurezi.
- Gufata ikaramu mu buryo bwabigenewe agaca imirongo inyuranye afashijwe n'umurezi.

IMBUMBANYIGISHO: Guteza imbere kumva no kuvuga			INYIGISHO : Guteza amatwi no kuvuga	
Ubumuga bukomeye: Ikiciro 1		UMUTWE 1: Gutandukanya amajwi		Igihe:
Ubushobozi bw'ingenzi bugamijwe: Gutandukanya amajwi y'abantu, y'ibintu n'ay'inyamaswa afashijwe n'umurezi				
Intego			Icyigwa	Ibikorwa by'abanyeshuri
Ubumenyi	Ubumenyi ngiro	ubukeshya		
- Gutandukanya amajwi y'abantu, ay'ibintu n'ay'inyamaswa	- Gutahura amajwi atandukanye harimo ay' abantu, ibintu ndetse n'inyamaswa	- Guteza amatwi yitonze - Kwishimira amajwi y'ibikoresho bitandukanye by'umuziki	- Gutandukanya amajwi y'ibintu: - Ibikoresho bya muzika - inzogera, ifirimbi, imodoka, - Amajwi/imvugo z'inyamaswa, - urusaku rwa telefoni, rw' imodoka, indege, moto n'ibindi	- Bafashijwe n'abarezi, abana bafashwa guteza amatwi ibintu bitandukanye babireba cg batabireba
Ihuriro n'ibindi byigwa: <i>Muzika, icyongereza, imyitoto ngororamubiri</i>				
<i>Ingingo ngenderwaho mu isuzuma: ubushobozi bwo gutahura amajwi atandukanye ari ay'abantu, ibintu ndetse n'inyamaswa afashijwe n'umurezi.</i>				
<i>Imfashanyigisho: ibinyuguri, gitari, piyano, iningiri, ingoma, ifirimbi, inzogera, telefoni, amashushomvugo y'inyamaswa zimenyerewe mu bidukikije n' amajwi y'inyamaswa zo mu rugo.</i>				

IMBUMBANYIGISHO: Kwandika no gusoma			INYIGISHO : Gusoma	
Ubumuga bukomereye: Ikiciro 1	UMUTWE 2: Kwimenyereza ibitabo no gusoma amashusho			Igihe:
Ubushobozi bw'ingenzi bugamijwe: Gufata igitabo mu buryo buboneye no gusoma amashusho ahawe ubufasha n'umurezi				
Intego			icyigwa	Ibikorwa by'abanyeshuri
Ubumenyi	Ubumenyi ngiro	ubukeshya		
<ul style="list-style-type: none"> - Kurambura igitabo ahereye imbere ajya inyuma - Kukirambura neza atagiciye 	<ul style="list-style-type: none"> - Gufata igitabo atagicuritse - Gufata igitabo uko bikwiye - Kurambura neza impapuro 	<ul style="list-style-type: none"> - Gufata neza ibitabo (atabica) - Gukurikiza amabwiriza ahawe 	<ul style="list-style-type: none"> - Ibigize igitabo: - igifuniko, impapuro , umugongo, - inyandiko n' - amashusho, 	<ul style="list-style-type: none"> - Abana mu matsinda: - Bitoza gufata ibitabo neza batabicuritse, batabica/ badahinahina impapuro no kubikoresha
Ihuriro n'ibindi byigwa: <i>Gushushanya, imyitozo ngororamubiri</i>				
Ingingo ngenderwaho mu isuzuma: <i>Ubushobozi bwo gufata igitabo atagicuritse, akakirambura neza atagica atanasimbuka impapuro</i>				
Imfashanyigisho: <i>ibitabo byinshi bitandukanye</i>				

3.2.8. LEARNING AREA 8: ICT, SCIENCE AND TECHNOLOGY FOR SEVERE LEVEL/ GRADE 1

Competence to be achieved at the end of Grade 1

Learner will be able to:

- Recognize common ICT materials and technology tools used at home with close assistance

TOPIC AREA: ICT & Technology tools			SUB-TOPIC AREA : Familiar/common ICT tools	
Grade 1: Severe		Unit 1: ICT/ technology tools used at home		Number of periods:
Key Unit Competence: Recognize ICT and other technology tools used at home with close assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Identify different electronic devices used at home. – Identify different devices emitting light used at home 	<ul style="list-style-type: none"> – Recognize different electronic tools/ object used at home. – Recognize different devices emitting light used at home 	<ul style="list-style-type: none"> – Ability to recognize electronic tools/object used at home. – Ability to recognize different devices emitting light used at home 	<ul style="list-style-type: none"> – ICT, electronic devices used at home: Radio TV, Computer, Cell phone, Other devices : Light: torch, candles, lamps, bulbs – Water taps, water tanks 	<ul style="list-style-type: none"> – Assisted by the teacher learners identify different electronic devices used at home. – Assisted by the teacher learners identify different object/tools emitting light used at home – ICT, electronic devices used at home: – Radio – TV, Computer, Cell phone, Other tools : – Light: torch, candles, lamps, bulbs – Water taps, water tanks
<i>Link to other subjects: ADL, Social Economic Activities</i>				
<i>Assessment criteria: identify different electronic devices used at home, identify different devices emitting light used at home with close assistance</i>				
<i>Materials: Candles, touch, spirit lamps, water taps, radio, cell phone, TV, computer, etc</i>				

3.3. GRADE 2: SEVERE LEVEL

3.3.1. LEARNING AREA 1: ACTIVITIES OF DAILY LIVING (ADL) FOR SEVERE LEVEL/ GRADE 2

Competences to be achieved at the end grade two

Learner will be able to:

- Use toilet with assistance
- Feed him/her self and show table manners with assistance
- Dress/undress him/her self with assistance
- Maintain his/her body hygiene with assistance
- Launder/wash own simple clothes with assistance
- Carryout domestic activities with assistance

TOPIC AREA: Autonomy			SUB-TOPIC AREA : Self help skills	
Grade 2: Severe		Unit 1: Use toilet with assistance		Number of periods
Key Unit Competence: Use toilet with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Show the location of toilets – Identify materials needed in toilet 	<ul style="list-style-type: none"> – Use the toilet with assistance – Wash hands with assistance 	<ul style="list-style-type: none"> – Express her/his needs – Keep sanitary clean 	<ul style="list-style-type: none"> – Location of toilet – Using toilet – Using toilet paper – Washing hands after using toilet 	<ul style="list-style-type: none"> – Learners walk to toilet (helped by the teacher/care giver) and are shown how the toilet is used – They are shown the toilet paper as well and use toilet with assistance. – Learners practice washing hands using clean water and soap with assistance
Link to other subjects: <i>Health and body awareness</i>				
<i>Assessment criteria: Ability to express his/her needs using the most appropriate means and ability to use the toilet with assistance</i>				
<i>Materials: Toilet, toilet papers, water, soap, basins/buckets, etc.</i>				

TOPIC AREA: Autonomy			SUB-TOPIC AREA : Self help skills	
Grade 2: Severe	Unit 2:Table manners			Number of periods
Key unit competency: Feed him/her self and show table manners with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Show where the dining room is located - Identify items / tools used at the dining room. 	<ul style="list-style-type: none"> - Use the dining tools - Choose the food to eat and utensils to use - Eating and - Sharing meal - with assistance. 	<ul style="list-style-type: none"> - Show table manners - with assistance 	<ul style="list-style-type: none"> - Location of the dining room, eating items such as: spoon, fork, knife, plate, cup, jug, etc. - Expression of feelings: enjoyed meal, satisfied, hungry , need more food, - Good behaviour while eating: - washing hands before and after eating. 	<ul style="list-style-type: none"> - In small groups learners sort dinning tools from others - Each learner practices using table tools - Given materials learners wash their hands before and after eating.
<i>Link to other subjects: Physical Education</i>				
<i>Assessment criteria: Ability to use the dining tools and ability to choose the food to eat and tools to use with assistance.</i>				
<i>Materials: all the utensils, water, soap, basin, bucket, dining table</i>				

TOPIC AREA: Autonomy			SUB-TOPIC AREA : Self help skills	
Grade 2: Severe		Unit 3: Dressing		Number of periods:
Key unit competency: Dress/undress him/herself with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Distinguish his/her own clothes from others. - Name different types of clothes/garments with assistance 	<ul style="list-style-type: none"> - Wear clothes according to time (e.g: sport activities....) and activity with assistance 	<ul style="list-style-type: none"> - Self confidence - Look decent in public 	<ul style="list-style-type: none"> - Different clothes: - Shirts, skirts - Shorts/trousers - Underwear, socks, uniform - night dresses... - Dress and undress; - button up and zip up. 	<ul style="list-style-type: none"> - Under teacher's guidance learners practice dressing and undressing, button up and zipping up.
<i>Link to other subjects: Physical education</i>				
<i>Assessment criteria: Ability to dress, undress his/her own with assistance</i>				
<i>Materials: Different types of clothes, pictures, etc.</i>				

TOPIC AREA: Self grooming			SUB-TOPIC AREA : Personal hygiene	
Grade 2: Severe		Unit 4: Body hygiene		Number of periods
Key unit competency: Maintain his/her body hygiene with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Name body parts - Identify hygiene materials 	<ul style="list-style-type: none"> - Brush his/her teeth - Wash some of his/her body parts with less assistance - Comb her/his hair with assistance 	<ul style="list-style-type: none"> - Show cleanliness 	<ul style="list-style-type: none"> - Body parts :Head, neck, eyes, ears, nose, mouth, limbs : arms and legs, Reproductive parts - Locate bathrooms according to gender - Hygiene of some body parts and materials used: body/skin bathing: (soap, towel, water, basin or bucket) - Brushing teeth: tooth paste, tooth brush and water with less assistance - Hair combing: combs 	<ul style="list-style-type: none"> - Learners are continuously assisted/guided and practice their entire body hygiene until they can do it themselves.
<i>Link to other subjects: Health and body awareness</i>				
<i>Assessment criteria: Ability to brush their teeth, wash some of their body parts with assistance</i>				
<i>Materials: Tooth brushes, tooth paste, water, soap, towels, basins, hair combs, nails cutter, cotton buds, etc.</i>				

TOPIC AREA: Self grooming			SUB-TOPIC AREA : Personal Hygiene		
Grade 2: Severe	Unit 5: Washing clothes		Number of periods		
Key unit competency: Wash simple clothes with assistance					
Learning objectives			Content	Learning Activities	
Knowledge and understanding	Skills	Attitudes and values			
<ul style="list-style-type: none"> - Recognize clean and dirty clothes - Identify materials necessary for laundry 	<ul style="list-style-type: none"> - Sort dirty clothes according to colours - Choose appropriate materials for laundry with less assistance - Put dirty clothes in water for washing 	<ul style="list-style-type: none"> - Show Cleanliness, Respect and Discipline 	<ul style="list-style-type: none"> - Materials for laundry : - Soap, water, buckets/ basins - Washing/laundry process :Sorting out & Soaking 	<ul style="list-style-type: none"> - In small groups each child/ learner points/shows the materials they use at home. - Learners will sort and soak clothes with assistance 	
<i>Link to other subjects:</i> Physical Education					
<i>Assessment criteria:</i> Ability to sort and soak dirty clothes according to colours with assistance					
<i>Materials:</i> Washing soap, water, bucket/basin, dirty simple clothes for washing, etc.					

TOPIC AREA: Self grooming			SUB-TOPIC AREA : Domestic activities		
Grade 2: Severe	Unit 6: Daily activities		Number of periods		
Key unit competency: Carryout domestic activities with less assistance					
Learning objectives			Content	Learning Activities	
Knowledge and understanding	Skills	Attitudes and values			
<ul style="list-style-type: none"> - Identify daily home activities with less assistance 	<ul style="list-style-type: none"> - Use some of the tools used in domestic activities with less assistance 	<ul style="list-style-type: none"> - Show Cleanliness and willingness 	<ul style="list-style-type: none"> - Cleaning: a table, dining area - Sweeping - Mopping, - Watering flowers, - Collect up litter - Dispose off rubbish 	<ul style="list-style-type: none"> - In groups learners practice domestic/house work with assistance 	
<i>Link to other subjects:</i> Social Economic Activities					
<i>Assessment criteria:</i> Ability to clean, water flowers and sweep/mop and dispose off rubbish with assistance.					
<i>Materials:</i> Brooms, mopps, water, soap, basins and buckets, dust bins, etc					

3.3.2. LEARNING AREA 2: SOCIAL ECONOMIC ACTIVITIES FOR SEVERE LEVEL/ GRADE 2

Competences to be achieved by the end of grade two

Learner will be able to:

- Draw and paint different pictures with assistance
- Make simple objects with less Assistance
- Imitate people moulding with guidance
- Identify tools used in decoration with less assistance
- Imitate needle work activities with assistance
- Use some gardening tools with assistance
- Take care of some domestic animals with assistance
- Recognize different types of Rwandan currency with assistance

TOPIC AREA: Arts and crafts		SUB TOPIC AREA: Draw and painting		
Grade 2: Severe	Unit 1: Drawing and painting different pictures		Number of periods:	
Key Unit Competence: Draw and paint different pictures with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Name materials/ tools for drawing, painting 	<ul style="list-style-type: none"> - Recognize materials/ tools to be used while drawing and painting, - Draw a given object/picture - Paint pictures with assistance 	<ul style="list-style-type: none"> - Demonstrate team work spirit 	<ul style="list-style-type: none"> - Drawing and paint tools : Pencils, markers, - Paint of different colours. - Drawing and painting pictures 	<ul style="list-style-type: none"> - Helped by teacher, learners draw and paint different pictures
<i>Links to other learning areas: Physical Education and Science and technology, ADL</i>				
<i>Assessment criteria: Ability to draw and paint different pictures with assistance</i>				
<i>Materials: Pencils, markers, paint and colours</i>				

TOPIC AREA: Arts and crafts		SUB TOPIC AREA: Making objects		
Grade 2: Severe	Unit 2: Making objects		Number of periods	
Key Unit Competence: Make objects with less assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> – identify different materials used to make simple objects 	<ul style="list-style-type: none"> – Show different materials to make objects – Make different objects 	<ul style="list-style-type: none"> – Respect instructions while making different simple objects 	<ul style="list-style-type: none"> – Cutting and pasting objects – Making objects 	<ul style="list-style-type: none"> – Teacher will expose materials and encourage learners to make objects
<i>Links to other learning areas: Pre-numeracy, ADL, Physical Education</i>				
<i>Assessment criteria: Ability to recognize the materials used to make simple objects with assistance</i>				
<i>Materials: Scissors, papers, paper glue, leave bananas, scotch, etc</i>				

TOPIC AREA: Arts and crafts		SUB TOPIC AREA: Moulding		
Grade 2: Severe	Unit 3: Moulding with imitation		Number of periods:	
Key Unit Competence: Able to practice moulding with guidance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> – Identify moulding tools to make objects – Imitate people doing moulding 	<ul style="list-style-type: none"> – Handle moulding tools – Practice moulding – to make different simple objects with assistance 	<ul style="list-style-type: none"> – Show carefulness while moulding. 	<ul style="list-style-type: none"> – Names of tools used in moulding : clay, plaster and others – Manipulate the tools – Imitate people moulding – Practice moulding. 	<ul style="list-style-type: none"> – With teacher guidance, learners practice moulding of different simple objects
<i>Links to other learning areas: Physical education, ADL</i>				
<i>Assessment criteria: Ability to make simple objects by moulding with guidance</i>				
<i>Materials: clay, plaster and others</i>				

TOPIC AREA: Arts and crafts		SUB TOPIC AREA: DECORATING		
Grade 2: Severe		Unit 4: Decorating		Number of periods:
Key Unit Competence: Identify tools used in decoration with less assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Name and identify materials for decoration.	– Show materials for decoration. – Select colours for decoration from others.	– Self-confidence in selecting and showing materials for decoration	– Decorating materials: flowers, clothes, papers, markers, colours, flower pots, etc.	– Assisted by teacher, learners practice – Decoration of different events using different materials.
<i>Links to other learning areas: Pre numeracy, Physical education, ADL</i>				
<i>Assessment criteria: Ability to make simple decoration with less assistance.</i>				
<i>Materials: flowers, clothes, colours, flower pots, markers, papers, etc.</i>				

TOPIC AREA: Arts and crafts		SUB TOPIC AREA: NEEDLE WORK		
Grade 2: Severe		Unit 5 : Able to practice needle work with imitation with assistance		Number of periods
Key Unit Competence: Making needle work with imitation				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Identify needle work tools to make objects – Imitate people doing needle work	– Handle needle work tools – Practice needle work	– Show carefulness while doing needle work.	– Names of tools used in needle work such as needles, wools, threads, etc. – Manipulate the tools – Imitate people doing needle work – Practice needle work	– With teacher guidance, learners practice needle work with imitation
<i>Links to other learning areas: Pre numeracy, Physical education, ADL</i>				
<i>Assessment criteria: Ability to imitate people doing needle work with assistance.</i>				
<i>Materials: needles, wools, threads, etc.</i>				

TOPIC AREA: FARMING		SUB TOPIC AREA: Gardening		
Grade 2: Severe	Unit 6: Gardening tools		Number of periods	
Key Unit Competence: Use farming tools with assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Name a range of farming/gardening tools used at home - Identify farming tools 	<ul style="list-style-type: none"> - Select proper tools for gardening/ farming from others - Use gardening tools 	<ul style="list-style-type: none"> - Show the sense of taking care of farming/ gardening tools 	Tools used in gardening: hoe, machete, forked hoe, wheelbarrow, watering can, spade, spraying pump etc.	<ul style="list-style-type: none"> - With assistance of teacher learners select tools used in farming/gardening - Learners sort the gardening tools from other tools in a store (with assistance) - Learners use gardening tools with assistance
<i>Links to other learning areas: ADL, Physical education, pre numeracy</i>				
<i>Assessment criteria: Ability to use tools used in farming/gardening with assistance</i>				
<i>Materials: hoe, machete, forked hoe, wheelbarrow, watering can, spade, spraying pump etc.</i>				

TOPIC AREA: FARMING		SUB TOPIC AREA: Animal rearing		
Grade 2: Severe	Unit 7: Domestic animals		Number of periods	
Key Unit Competence: Take care of domestic animals with less assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify domestic animals - Name domestic animals 	<ul style="list-style-type: none"> - Select which animal to take care of 	<ul style="list-style-type: none"> - Show the sense of taking care animals 	<ul style="list-style-type: none"> - Domestic animals like cows, goats, sheep, chicken, etc 	<ul style="list-style-type: none"> With assistance of teacher learners select animal to take care of Learners take care of domestic animals(with assistance)
<i>Links to other learning areas: ADL, Physical education, pre numeracy</i>				
<i>Assessment criteria: Ability to take care of domestic animals with assistance</i>				
<i>Materials: domestic animals, food for animals, grass, etc</i>				

TOPIC AREA: Entrepreneurship		SUB TOPIC AREA: Handling money		
Grade 2: Severe	Unit 8: Rwandan currency		Number of periods	
Key Unit Competence: Recognise different types of currency with assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Recognise different types of Rwandan currency	– Show different types of Rwandan currency – Distinguish notes from ordinary paper	– Show carefulness in handling money	– Rwandan currency such as notes and coins	– With assistance of teacher learners identify notes and coins
<i>Links to other learning areas: ADL</i>				
<i>Assessment criteria: Ability to recognise Rwandan currency with assistance</i>				
<i>Materials: notes and coins</i>				

3.3.3. LEARNING AREA 3: HEALTH AND BODY AWARENESS SYLLABUS FOR SEVERE LEVEL/ GRADE 2

Competences to be achieved at the end of grade two

Learner will be able to:

- Recognize and name human body parts with assistance
- Maintain proper hygiene of human body parts with assistance
- Recognise own reproductive parts with assistance

TOPIC AREA: Human body		SUB-TOPIC AREA : Parts of the body		
Grade 2: Severe		Unit 1: Human body parts		Number of periods:
Key unit competency: Recognize and name human body parts with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
– Name, touch, point at some of his\her body parts with less guidance	– Differentiate human body parts	– Carefulness – Appreciate the importance of human body parts – Cleanliness	– Different parts of the body: head, eyes, ears, mouth, nose.... Chest , breasts (girls), The limbs: arms and legs	– In groups learners observe illustrations/charts showing body parts – Helped by the teacher learners show different parts of their body
Link to other subjects: <i>Activity for Daily Living (body hygiene)</i>				
Assessment criteria: <i>ability to name body parts, practice hygiene and care of the body parts with assistance</i>				
Materials: <i>Wall charts showing body parts, health foods, etc.</i>				

TOPIC AREA: Human body			SUB-TOPIC AREA : Personal hygiene	
Grade 2: Severe	Unit 2: Hygiene of the human body parts			Number of periods:
Key unit competency: Maintain proper hygiene of human body parts with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Name ways of cleaning human body parts 	<ul style="list-style-type: none"> - Maintain hygiene of human body, private parts .e.g. nose, mouth, face and limbs - Use handkerchief with guidance - Avoid accidents: hurt, breaking, burns, - Avoid disease: hygiene, health eating, 	<ul style="list-style-type: none"> - Always Demonstrate body hygiene 	<ul style="list-style-type: none"> - •Health of body parts: - Avoiding accidents: hurt, breaking, burns, - Avoiding disease: hygiene, health eating, etc. 	<ul style="list-style-type: none"> - In groups learners observe illustrations/charts showing body parts cleanliness - Helped by the teacher learners name all things around the school and at home (activities and tools) that can harm their bodies - Helped by the teacher, learners identify different ways in cleaning body parts
Link to other subjects: <i>Activity for daily living (hygiene)</i>				
<i>Assessment criteria: ability to maintain hygiene and care of the body parts with assistance</i>				
<i>Materials: wall charts showing human body parts and ways of cleaning, chart of different body accidents, etc</i>				

TOPIC AREA: Human body			SUB-TOPIC AREA : Reproduction	
Grade 2: Severe		Unit 3: Body changes		Number of periods:
Key unit competency: Recognise own reproductive parts with less assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> - Identify a male and a female - Name body parts - Show girls' and boys' toilets and dormitories 	<ul style="list-style-type: none"> - Identify his/her gender - Maintain body hygiene especially reproductive parts - For girls: Use sanitary pads during menstruation period 	<ul style="list-style-type: none"> - Respect of each other irrespective of gender - Cleanness and orderly - Self confidence - Avoid or report violence 	<ul style="list-style-type: none"> - Gender :Male, Female - Reproductive parts: - Health and hygiene - Gender based violence: - Avoid tendency - Report in case of changes in boys and girls body: - Appropriate behaviour 	<ul style="list-style-type: none"> - Learners observe illustrations of boys and girls and tell difference. - Girls with the appropriate age: practice how sanitary pads are used - Practice washing under wears
Link to other subjects: <i>ADL (Hygiene)</i>				
<i>Assessment criteria: Ability to identify gender and manage body changes with less assistance</i>				
<i>Materials: Male and female illustrations, hygienic materials, etc.</i>				

3.3.4. LEARNING AREA 4: SOCIAL SKILLS DEVELOPMENT FOR SEVERE LEVEL/ GRADE 2

Competences to be achieved at the end of grade two

Learner will be able to:

- Interact with known family members/ guardians
- Introduce her /himself and show family members with less assistance.
- Participate in group activities
- Recognise and avoid dangerous places and objects, animals, plants and harmful people at home, school and the community with assistance
- Greet and respond to simple greetings and farewells appropriately according to different times of the day with less guidance
- Use non-verbal communication ways such as objects, images, symbols, pictures, signs, signals and gestures with assistance
- Sing and dance traditional, gospel and modern with assistance.

TOPIC AREA: Social skills development		SUB-TOPIC AREA: My family		
Grade 2: Severe	Unit 1: Family members, guardians and care takers		Number of periods:	
Key Unit Competence: Recognise and name family members/ guardians with assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Name family members/ caregivers with assistance 	<ul style="list-style-type: none"> - Recognize family members while present or on photographs: father, mother, sister, brother with assistance - Greet family members with assistance - Initiate communication with family members - to solve everyday life problems with assistance 	<ul style="list-style-type: none"> - Demonstrate attachment to family members - Respect family members. 	<ul style="list-style-type: none"> - Family members: - Parents/ guardian: father, mother - Siblings: sister, brother, 	<ul style="list-style-type: none"> - Learners show and name family members while present or with photographs with assistance - Learners are encouraged to greet family members/guardians and care takers and demonstrate attachment and respect to them with assistance
<i>Links to other learning areas: Literacy</i>				
<i>Assessment criteria: Name and interact with family members (Mother, father, siblings), guardians and care takers with assistance.</i>				
<i>Materials: photographs of family members. Chart of family members</i>				

TOPIC AREA: SOCIAL SKILLS DEVELOPMENT			SUB-TOPIC AREA: Oneself, family and surrounding environment	
Grade 2: Severe		Unit 2: My class		Number of periods:
Key Unit Competence: Introduce her /himself and recognise his/her class, classmates, teachers and caregivers with assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Introduce him/herself by name - Name the classmates with less assistance 	<ul style="list-style-type: none"> - Identify him or herself on a photograph - Identify own classroom - Recognize and name classmates and teacher 	<ul style="list-style-type: none"> - Develop self esteem, confidence and interaction 	<ul style="list-style-type: none"> - Myself: Names - My class: <ul style="list-style-type: none"> - location of my classroom - Classmates - Teachers /Caregivers 	<ul style="list-style-type: none"> - From a mix up of photographs, learners individually show their own photos and tell their names, - Individually or in groups and in different situations, learners are given opportunities and encouraged to recognize/show/name their classroom, classmates, teachers and caregivers.
<i>Links to other learning areas: Literacy</i>				
<i>Assessment criteria: Ability to recognize him or herself her, his/her class, classmates, teachers, caregivers with assistance.</i>				
<i>Materials: Real classrooms and classroom objects, learner's photographs on a wall chart</i>				

TOPIC AREA: Social skills development			SUB-TOPIC AREA: Classroom environment		
Grade 2: Severe	Unit 3: Interaction with educators and peers			Number of periods:	
Key Unit Competence: Learners will be able to interact, cooperate/ socialize with other children through plays and games with assistance					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitudes and values			
<ul style="list-style-type: none"> - Show/distinguish peers and educators 	<ul style="list-style-type: none"> - Play with others in small groups - Share materials as needed in everyday life situations. - Express his/her needs to play with family members, educators and peers 	<ul style="list-style-type: none"> - Demonstrate positive interaction with peers and educators 	<ul style="list-style-type: none"> - Interaction with family members, educators and peers. 	<ul style="list-style-type: none"> - Teachers provide learners with opportunities to: <ul style="list-style-type: none"> - work in small groups - Share materials. - Take turns - Learners are encouraged /engaged in different games with peers. 	
Links to other learning areas: <i>Language and Physical education</i>					
Assessment criteria: <i>Ability to freely interact, cooperate/ socialize with other children through plays and organized games with less assistance</i>					
Materials: <i>Materials needed in different games and plays</i>					

TOPIC AREA: Social skills			SUB TOPIC AREA: Safety	
Grade 2: Severe	Unit 4: Dangerous places/situations, people, objects, plants			Number of periods:
Key Unit Competence: Recognise and avoid dangerous places and objects, animals, plants and harmful people at home, school and the community with assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Name dangerous objects, plants and harmful people 	<ul style="list-style-type: none"> - Identify harmful people - Identify dangerous animals and insects - Identify dangerous places at home, school and community - Identify dangerous objects at home, school and community - Identify dangerous plants at home, school and community 	<ul style="list-style-type: none"> - Take care by - avoiding risky places, situations, dangerous people, animals, objects and plants 	<ul style="list-style-type: none"> - Dangerous people - Dangerous animals and insects - Dangerous places: fire in the kitchen, toilet, road, holes electrical installations and devices - Dangerous objects: sharp knives, irritable chemicals, medicines, nails, needles, pins, multi-socket, bottle tops, etc. - Dangerous plants such as plants with spines, milky plants, etc. 	<ul style="list-style-type: none"> - The dangerous places, objects, animals or plants are shown using signs such as a red cross in X form. - Learners observe dangerous places, objects or plants, etc. - The teacher takes security measures to protect learners and reminds them as much as needed depending on situations. - Given a set of objects, learners sort out and group dangerous objects
Links to other learning areas: <i>Science and Environment</i>				
Assessment criteria: <i>Ability to identify dangerous places and objects at home, school and the community with assistance.</i>				
Materials: <i>Real material related to dangerous items, chart of dangerous objects, pictures and photos of dangerous objects</i>				

TOPIC AREA: Social skills			SUB-TOPIC AREA: Culture and religion	
Grade 2: Severe		Unit 5: Response to simple greetings		Number of periods:
Key Unit Competence: Greet and respond to simple greetings and farewells appropriately according to different times of the day with less guidance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Distinguish expressions used to greet and respond to greetings at different times of the day. 	<ul style="list-style-type: none"> - Use appropriate expressions to greet and respond to greetings and farewells 	<ul style="list-style-type: none"> - Demonstrate affectionate gestures and friendliness as they greet and bid farewells 	<ul style="list-style-type: none"> - Good morning (Jane/Mum/ teacher/visitor) - Good afternoon (Peter), - Good evening (James) - Goodbye 	<ul style="list-style-type: none"> - Learners observe and listen to the teacher as s/he says the greetings to individual children and they will repeat. - In small groups the learners say “good morning”, “good afternoon”,” good evening” - They say “goodbye” to each other as they wave their hands - They can also respond to greetings through songs” good morning, good morning, good morning to you.....” - Learners greet their peers - Puppet game: make the puppets talk to each other.
Links to other learning areas: <i>Literacy</i>				
Assessment criteria: <i>Ability to greet and respond to simple greetings and farewells according to different times of the day with assistance</i>				
Materials: <i>Puppets, chart of people greeting each other, chart showing time of day</i>				

TOPIC AREA: Communication development			SUB-TOPIC AREA: Total communication	
Grade 2: Severe		Unit 6: Non-verbal communication		Number of periods:
Key Unit Competence: use non-verbal communication ways such as objects ,images, symbols, pictures, signs, signals and gestures with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Identify forms of non-verbal communication with assistance - Distinguish signs or any other form of non-verbal communication with assistance 	<ul style="list-style-type: none"> - Communicate with peers, parents and educators - Express his/her needs using non-verbal communication 	<ul style="list-style-type: none"> - Interaction - Love/affection - Friendship 	<ul style="list-style-type: none"> - Non-verbal communication - Objects, Images, Symbols, Signs, Signals, Gestures 	<ul style="list-style-type: none"> - Learners observe real objects used in non-verbal communication to express their needs or feelings - Learners are provided opportunities to use signs, symbols, signals, gestures and images to communicate - Learners are initiated to play with peers
Links to other learning areas: <i>Literacy</i>				
Assessment criteria: : <i>Ability to use non-verbal communication with assistance</i>				
Materials: <i>Real objects, charts, flash cards with different pictures, images and photos</i>				

TOPIC AREA: Music		SUB-TOPIC AREA: Traditional, religious and modern songs		
Grade 2: Severe		Unit 7: Traditional, gospel and modern music		Number of periods:
Key Unit Competence: Sing and dance traditional, gospel and modern with assistance Use musical instruments with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Name familiar musical instruments available in their environment with assistance. - Recognize and name musical instruments with assistance 	<ul style="list-style-type: none"> - Follow the rhythm of the song - Clap according to the rhythm with guidance - Use musical instruments with assistance - Sing and dance different songs - Express their feelings 	<ul style="list-style-type: none"> - Demonstrate enthusiasm, joy, friendship ,interaction and peace values 	<ul style="list-style-type: none"> - Names of musical instruments: drums, guitar, pendo, pianos, etc - Different songs and dances 	<ul style="list-style-type: none"> - Learners observe musical instruments. - Learners are provided opportunities to use some musical instruments - Learners are initiated to clap their hands according to the rhythm - Learners are provided opportunities to sing and dance
Links to other learning areas: <i>Literacy</i>				
Assessment criteria: <i>:Ability to sing, dance and play musical instruments with assistance</i>				
Materials: <i>Musical instruments (piano, guitar, pendo, drums, etc), chart of musical instruments</i>				

3.3.5. LEARNING AREA 5: PHYSICAL EDUCATION FOR SEVERE LEVEL/ GRADE 2

Competences to be achieved at the end of grade two

Learners will be able to:

- Exercise different body postures with assistance.
- Imitate basic physical exercises (jumping, walking, running and catching, etc.) with assistance.
- Hold, catch, send and mould concrete objects with assistance.

TOPIC AREA: Motor skills development			SUB-TOPIC AREA : Fine Motor Skills Development	
Grade 2: Severe	Unit 1: Manipulation of simple concrete objects		Number of periods:	
Key unit competence: Manipulate concrete objects and perform simple activities with assistance				
Learning objectives			Content	Suggested learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Name and manipulate concrete objects 	<ul style="list-style-type: none"> - Recognize concrete objects - Handle /hold objects in hands, - Develop eye-hand coordination 	<ul style="list-style-type: none"> - Show Self confidence in handling/dealing with objects, - Show carefulness in handling objects 	<ul style="list-style-type: none"> - Manipulation of simple objects (pens, candle, stones, balls, - Handle door knobs, bottle tops, etc - Activities that involve handling eye-hand coordination 	<ul style="list-style-type: none"> - Helped by the teacher, learners play and interact with different concrete objects, - Helped by the teacher, learners participate in activities to handle objects. - Helped by the teacher, learners participate in activities involving eye-hand coordination: - Helped by the teacher, learners practice finger painting activities, making paper dolls, colouring, poking straws into holes, thread through a needle, etc.
Link to other subjects: ADL				
<i>Assessment criteria: Ability to hold/handle different objects, developed dexterity and eyes and hand coordination with assistance.</i>				
<i>Materials: Straws, sponge, colours, buttons, papers, buckets, bottle tops, pens, candles.</i>				

TOPIC AREA: Gross motor skills development		SUB TOPIC AREA: Body posture		
Grade 2: Severe	Unit 2: Basic body posture		Number of periods:	
Key Unit Competence: Be able to do exercises related to basic body postures with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Do exercises related to different postures. 	<ul style="list-style-type: none"> - Shift from one body position to another. 	<ul style="list-style-type: none"> - Develop a sense of autonomy - Improve physical fitness. 	Activities related to body posture: <ul style="list-style-type: none"> - Sitting on chairs, on mats - Standing up - Lifting - Lying down on a bed, on a mat 	<ul style="list-style-type: none"> - Learners are assisted to carry out exercises related to each body position using different materials where applicable. - Learners are assisted to carry out various exercises aiming at improving their ability to shift from one posture to another taking into consideration individual challenges.
<i>Links to other learning areas: ADL when dressing and undressing.</i>				
<i>Assessment criteria: Ability to carry out basic body postures with close assistance.</i>				
<i>Materials: Mats, chairs, beds,</i>				

TOPIC AREA: Motor skills development			SUB-TOPIC AREA : Body movements	
Grade 2: Severe	Unit 3: Imitation of basic movements			Number of periods:
Key unit competence: Perform body movements and other activities through games with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Suggested learning Activities
<ul style="list-style-type: none"> – Show knowledge in playing games using different body parts. 	<ul style="list-style-type: none"> – Show different body movement. – Develop muscles and body balance 	<ul style="list-style-type: none"> – Maintaining body health through body parts movements. – Respect instructions. 	<ul style="list-style-type: none"> – Body movement: sitting, standing, running, jumping, skipping, hoping twirl, climbing; etc – Other different physical exercises: Arms up/down, line rows, circles/semi circles, etc 	<ul style="list-style-type: none"> – Helped by teacher, each learner carry out different physical exercises (rotation of the neck, shoulders, backbone, jumping, turning around, etc – The teacher gives instructions of each exercise and learners respond. – In groups learners exercise different body movements.
Link to other subjects: ADL, Pre- numeracy, health and body awareness				
<i>Assessment criteria: Can show ability to perform different body movements and exercise with assistance.</i>				
<i>Materials: Balls, sticks, skipping ropes, videos, dances, etc.</i>				

TOPIC AREA: Sports and culture			SUB-TOPIC AREA : Games	
Grade 2: Severe		Unit 4: Traditional and modern games		Number of periods:
Key unit competence: Participate in traditional and modern games with assistance				
Learning objectives			Content	Suggested learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Name and play traditional and modern games. - Show equipment used for a specific game. 	<ul style="list-style-type: none"> - Perform different exercises. - Develop body balance and control. - Use equipment appropriately. 	<ul style="list-style-type: none"> - Develop fair play spirit, - Develop self confidence in games - Develop mutual respect 	<ul style="list-style-type: none"> - Traditional games: - Hide and seek, baby handkerchief games (Agatambarok'umwana), running with a stick(agakoni), flag game (drapeau), causes and effect/ future wheels, skipping rope, etc. - Modern games: football, basketball, volley ball, etc. 	<ul style="list-style-type: none"> - Helped by teacher, learners form groups or teams, and play different traditional and modern games - In pairs and facilitated by their teachers, learners name different equipment used in traditional and modern games at their schools.
Link to other learning area: Health and body awareness and <i>Numeracy</i>				
<i>Assessment criteria: Ability to participate in different games with assistance, ability to endure and respect games rule and regulations</i>				
<i>Materials: Balls for different games, sticks, handkerchiefs, skipping ropes, etc.</i>				

3.3.6. LEARNING AREA 6: PRE- NUMERACY AND NUMERACY FOR SEVERE LEVEL/ GRADE 2

Competences to be achieved at the end of grade 2

Learner will be able to:

- Assemble toys and building blocks following designed shapes with assistance
- Recognize and show directions and positions of objects with assistance
- Count and read numbers from 1 to 5 with assistance
- Sort and group objects according to a given criteria with assistance.
- Compare at least two objects according to their weight, size, length and capacity with assistance
- Recognise daily school routines by responding to signals with assistance
- Differentiate money coins and note used in Rwanda with assistance
- Identify patterns with assistance

TOPIC AREA: Pre- numbers			SUB TOPIC AREA: Sorting and Matching	
Grade 2: Severe	Unit 1: Sorting and matching concrete objects		Number of periods:	
Key Unit Competence: Be able to sort and match concrete objects with assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes & values		
<ul style="list-style-type: none"> - Recognize that objects have different colours, shapes, size and texture 	<ul style="list-style-type: none"> - To identify items /objects with a given colour and match similar objects shapes - Sort and group similar objects based on a given colour, shape 	<ul style="list-style-type: none"> - Demonstrate orderliness by putting together similar objects. 	<ul style="list-style-type: none"> - Colours: red, green, yellow, blue, black - Grouping objects according to their colours and shapes: rectangles/square, circle. 	<ul style="list-style-type: none"> - Learners observe as the teacher/caregiver shows different objects of the same colour: example for the red colour: “this is a white cup; this is a green bucket, a black shirt, a yellow ball, these are red tomatoes, blue pens, etc. - Learners carry out exercises that help them to identify red objects among others. - Learners sort out and make group of red objects. - Game: Matching gap and related shapes with assistance - Their shape and colour with close assistance.
<i>Links to other learning areas: PE: Fine motor skills development</i>				
<i>Assessment criteria: Ability to group objects according to a given colour or shape</i>				
<i>Materials: Concrete materials: clothes, plates, toys, school materials, etc.</i>				

TOPIC AREA: Pre-numbers			SUB-TOPIC AREA : Directions and positions	
Grade 2: Severe	Unit 2: Position and directions		Number of periods:	
Key unit competency: Recognize and show directions and positions of objects with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Mention location of objects 	<ul style="list-style-type: none"> - Indicate positions of objects - Use correct prepositions to describe positions of objects 	<ul style="list-style-type: none"> - Put objects in right places according to given instructions. - Follow instructions related to directions and positions 	Positions and directions: <ul style="list-style-type: none"> - Front and back, - Top and bottom, - Up and down - Above and below - On/over and under - Left and right - Inside and outside - Between 	<ul style="list-style-type: none"> - With assistance, learners locate where he/she is, what is in front or behind him/her. - With assistance, learners put objects following instructions. E.g. put a book on a table, etc, learners do physical exercise: arms up/down, jumping forward and backward, turn right and left - Hide and seek game - Line-up according to the teacher's instructions related to positions and directions (front, behind between, inside, outside).
<i>Link to other subjects:</i> PE, Health and body awareness				
<i>Assessment criteria:</i> Recognize and show directions and positions of objects with assistance				
<i>Materials:</i> Tables, chairs, bottles, toys, etc				

TOPIC AREA: Pre-numbers		SUB-TOPIC AREA : Shapes		
Grade 2: Severe	Unit 3: Shapes			Number of periods:
Key unit competency: Assemble toys and building blocks following designed shapes with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Distinguish between different toys and shapes. 	<ul style="list-style-type: none"> – Manipulate different toys. – Make desired shapes using toys. 	<ul style="list-style-type: none"> – Follow instructions. – Share toys with peers. – Collaborate with peers. 	<ul style="list-style-type: none"> – Handle/touch toys – Assemble toys/building blocks in the different shapes: Circle, Square, Rectangle, and Triangle. – Painting the shapes: use different colours – Mould the shapes from clay – Cut desired shapes in papers, leaves, etc 	Assisted by teachers learners are asked to: <ul style="list-style-type: none"> – Pick and handle a certain toy – Join the toys to make a desired shape and then make a given shape. – Mould shapes they like from clay and tell the class what he/she has done. – Cut shapes from papers, leaves, etc
<i>Link to other subjects: PE</i>				
<i>Assessment criteria: Ability to assemble toys and building blocks following designed shapes with assistance</i>				
<i>Materials: Papers, boxes, wooden cut outs, pair of scissors, moulding clay, colours, different paints, banana leaves, etc</i>				

TOPIC AREA: Numbers		SUB-TOPIC AREA : Counting		
Grade 2: Severe	Unit 4: Counting			Number of periods:
Key unit competency: Count and read numbers from 1 to 5 with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Count numbers starting from 1 to 5 – Read numbers from 1-5 	<ul style="list-style-type: none"> – Count concrete/real objects – Read the numbers 	<ul style="list-style-type: none"> – Use counting in her/his daily life 	<ul style="list-style-type: none"> – Counting numbers from 1-5 – Reading and counting numbers 1-5 	<ul style="list-style-type: none"> – Assisted by the teacher count 1-5 using different concrete object. – Reads 1-5 from 1-5 – Play a game of counting
<i>Link to other subjects: ADL, PE</i>				
<i>Assessment criteria: Ability to count and read number from 1-5 with assistance</i>				
<i>Materials: Toys, bottle tops, different objects, etc</i>				

TOPIC AREA: Numbers		SUB-TOPIC AREA : Patterns		
Grade 2: Severe	Unit 5: Identifying patterns		Number of periods:	
Key unit competency: Identify patterns with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain how things are arranged 	<ul style="list-style-type: none"> - Repeat given patterns - Arrange objects imitating a given pattern 	<ul style="list-style-type: none"> - Orderly - Respect the given pattern orders, arrangement and nature 	Different patterns: <ul style="list-style-type: none"> - Arranging according to a certain pattern 	<ul style="list-style-type: none"> - With help, learners observe how objects are arranged and imitate the order. This can be according to colour, shape, size or number of objects
<i>Link to other subjects: ADL, PE</i>				
<i>Assessment criteria: Identify patterns with assistance</i>				
<i>Materials: Different objects(bottles/tops, crayons/pencils, water colours, papers)</i>				

TOPIC AREA: Measurement			SUB-TOPIC AREA : Weight,length,size &capacity	
Grade 2: Severe	Unit 6: Comparing		Number of Periods	
Key unit competency: Compare at least two objects according to their weight, size ,length and capacity with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Use appropriate words for comparison 	<ul style="list-style-type: none"> - Recognise that objects differ in size, weight and length. - Arranging objects according to weight, size, length and capacity 	<ul style="list-style-type: none"> - Appreciate diversity - Be neat/orderly at school and home - Follow instructions - Respect programs/ timetable 	<p>Comparing concrete/ observable objects according to:</p> <ul style="list-style-type: none"> - Weight: light and heavy - Length: short and tall - Size : small and big - Capacity: fewer and more. - Put in order objects according to their size, length and weight 	<p>With close assistance:</p> <ul style="list-style-type: none"> - Learners lift two objects of different weight and finds out which one is heavy and which on is light - Learners order at least two objects according to their length from short to tall, light and heavy, small and big, few and many, etc - Whole class line-up according to their height (short-tall) - In a group of same objects learners arrange them according to their length - Learners put in order objects according to size, length, weight and capacity. <p>Note: objects should be the same type but with different length, size.</p>
<i>Link to other subjects: ADL, PE</i>				
<i>Assessment criteria: Arrange and compare objects of different length, size, weight and capacity with assistance</i>				
<i>Materials: Water, stones, blocks, ropes, bottles of different capacities, different containers, etc</i>				

TOPIC AREA: Measurement			SUB-TOPIC Area : time	
Grade 2: Severe		Unit 7: Child's daily activities		Number of periods:
Key unit competency: Recognise daily school routines by responding to signals with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Mention daily activities - Name the activity on the timetable - Tell time of the day - Tell days of the week 	<ul style="list-style-type: none"> - Respond to signals by participating in schools/class activity at a given time. - Match an illustration with activity done 	<ul style="list-style-type: none"> - Respect time and school's program/ timetable 	Daily activities at home/in dormitory: <ul style="list-style-type: none"> - Waking-up, Praying , Washing/ bathing - Putting on clothes/uniforms - Taking breakfast & Brushing - Going to school/class - Daily school /class routines at different times of the day with corresponding signals e.g. Bell ringing, whistle, pictures, symbols etc). - Daily school /class routines at different times of the day: - School time table (beginning lessons, break time, lunch, time to go home) - Time of the day: morning, noon, evening and night - Weekly activities: week days and weekends with corresponding activities done - Days of the week 	<ul style="list-style-type: none"> - With assistance, learners tell their daily activities through a song or a poem - With assistance, learners match class routines/ activities with corresponding signal through games. - With assistance, learners observe illustrations/pictures showing time of the day and say what they do at that time (match an illustration with an activity) in groups - Match days of the week and an activity done at school and home e.g. going to school, to market, church/mosque/etc with close help.
<i>Link to other subjects:</i>				
<i>Assessment criteria: Recognize important daily school routines and show respect of time with assistance</i>				
<i>Materials: Calendar, school time table, cards of different colours, bottles, paints, different illustrations</i>				

TOPIC AREA: Measurement			SUB-TOPIC AREA : Money	
Grade 2: Severe	Unit 8: Recognising money			Number of periods:
Key unit competency: Differentiate money coins and note used in Rwanda with assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise /identify different money coins to notes used in Rwanda. 	<ul style="list-style-type: none"> - Distinguish money coins from other items/objects. - Distinguish coins from notes. 	<ul style="list-style-type: none"> - Recognise that money is important. - Use money appropriately. - Keep money carefully. 	Coins from 5-100 <ul style="list-style-type: none"> - Coin of 5Frw - Coin of 10 Frw - Coin of 20 Frw - Coin of 50 Frw - Coin of 100 Frw - Money notes: 500, 1000, 2000 and 5000 - Importance of money - Keeping money 	<ul style="list-style-type: none"> - With assistance, learners sort money coins and notes from other objects like bottle tops, stones, papers, etc.
<i>Link to other subjects: ADL, PE</i>				
<i>Assessment criteria: Ability to identify and distinguish coins from notes with assistance</i>				
<i>Materials: All coins, notes and other concrete objects</i>				

3.3.7. ICYIGWA CYA 7: IKINYARWANDA

Ubushobozi bw'ingenzi bugamijwe nyuma yo kurangiza ikiciro cya 2

Umunyeshuri araba ashobora:

- Gutandukanya amajwi y'abantu, akomoka ku bintu n'amajwi y'inyamaswa afashijwe gake.
- Kugaragaza ko ateze amatwi ibyo asomewe/abwiwe asubiza ibibazo, ashyira mu bikorwa amabwiriza ahawe, byibuze basubiyemo inshuro zirenze ebyiri afashijwe gake.
- Gufata igitabo mu buryo buboneye afashijwe gake

IMBUMBANYIGISHO: Guteza imbere kumva no kuvuga			INYIGISHO : Guteza amatwi no kuvuga	
Ubumuga bukomeye: Ikiciro 2		UMUTWE 1: Gutandukanya amajwi		Igihe:
Ubushobozi bw'ingenzi bugamijwe: Gutandukanya amajwi y'abantu, akomoka ku bintu n'amajwi y'inyamaswa afashijwe gake				
Intego			Icyigwa	Ibikorwa by'abanyeshuri
Ubumenyi	Ubumenyi ngiro	ubukasha		
– Gutandukanya amajwi y'abantu, ay'ibintu n'ay'inyamaswa	– Gutahura amajwi atandukanye harimo ay'abantu, ibintu ndetse n'inyamaswa	– Guteza amatwi yitonze, – Kwishimira amajwi y'ibikoresho bitandukanye by'umuziki	– Gutandukanya amajwi y'ibintu: Ibikoresho bya muzika inzogera, ifirimbi, imodoka, Amajwi/imvugo z'inyamaswa, urusaku rwa telefoni, rw'imodoka, indege, moto, n'ibindi	– Bahawe ubufasha buke na mwarimu, abana bafashwa guteza amatwi ibintu bitandukanye babireba cg batabireba – Mu matsinda, bafashijwe na mwarimu wabo abana bakina umukino wo kwigana inyamaswa bazi uko zivuga
Ihuriro n'ibindi byigwa: <i>Muzika, icyongereza, imyitozo ngororamubiri</i>				
<i>Ingingo ngenderwaho mu isuzuma: ubushobozi bwo gutahura amajwi atandukanye ari ay'abantu, ibintu ndetse n'inyamaswa ahawe ubufasha buke na mwarimu</i>				
<i>Imfashanyigisho: ibinyuguri, gitari, piyano, iningiri, ingoma, ifirimbi, inzogera, telefoni, amashushomvugo, zimenyerewe mu bidukikije n' amajwi y'inyamaswa zo mu rugo.</i>				

IMBUMBANYIGISHO: Kwandika no gusoma			INYIGISHO : Gusoma	
Ubumuga bukomeye: Ikiciro 2		UMUTWE 2: Kwimenyereza kwandika no gusoma		Igihe:
Ubushobozi bw'ingenzi bugamijwe: Gufata igitabo mu buryo buboneye no gusoma amashusho afashijwe gake.				
Intego			icyigwa	Ibikorwa by'abanyeshuri
Ubumenyi	Ubumenyi ngiro	ubukeshya		
<ul style="list-style-type: none"> - Kurambura igitabo ahereye imbere aya inyuma - Kukirambura neza atagiciye 	<ul style="list-style-type: none"> - Gufata igitabo atagicuritse - Gufata igitabo uko bikwiye - Kurambura neza impapuro 	<ul style="list-style-type: none"> - Gufata neza ibitabo (atabica) - Gukurikiza amabwiriza ahawe 	<ul style="list-style-type: none"> - Ibigize igitabo: - igifuniko, impapuro, umugongo, - inyandiko n'amashusho, 	<ul style="list-style-type: none"> - Abana mu matsinda: - Bitoza gufata ibitabo neza batabicuritse, batabica/ badahinahina impapuro no kubikoresha - Abana bafashijwe na mwarimu wabo, barambura neza impapuro zigize igitabo
Ihuriro n'ibindi byigwa: <i>Gushushanya, icyongereza, imyitozo ngororamubiri</i>				
Ingingo ngenderwaho mu isuzuma: <i>Ubushobozi bwo gufata igitabo atagicuritse, akakirambura neza atagica atanasimbuka impapuro abifashijwe na mwarimu we</i>				
Imfashanyigisho: <i>ibitabo byinshi bitandukanye</i>				

3.3.8. LEARNING AREA 8: ICT, SCIENCE AND TECHNOLOGY SYLLABUS FOR SEVERE LEVEL/ GRADE 2

Competence to be achieved at the end of Grade 2

Learner will be able to:

- Manipulate common ICT devices with assistance
- Put on/off light, call/end call and put on/off TV and radio with assistance

TOPIC AREA: ICT & Technology devices			SUB-TOPIC AREA : Familiar/common ict devices	
Grade 3: Severe		Unit 1: ICT devices used at home		Number of periods:
Key unit competency: Manipulate ICT and other technology devices used at home with less assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Name ICT or electronic devices used at home/ community - Identify devices used for light at home emitting light used at home 	<ul style="list-style-type: none"> - Put on/ off a candle or a lamp - Switch on/off light - Turn on and off water tap while fetching water - Call/ receive a call using a cell phone - Turn a radio on and off 	<ul style="list-style-type: none"> - Proper manipulation of common ICT devices used at home 	<ul style="list-style-type: none"> - ICT, electronic tools used at home: - Radio - TV, Computer, Cell phone, Other tools : - Light: torch, candles, lamps, bulbs - Water taps, water tanks 	<ul style="list-style-type: none"> - In groups and assisted by the teacher, learners manipulate each tool: - Lighting a candle, lamp and switching on/off light - Cell phone: Use a cell phone to call and end a call. Manipulate yes and no buttons on the cell phone - TV, Radio and computer: connect, turn on a radio, TV search for a certain channel/ change channel as desired and turn
<i>Link to other subjects: ADL, Social Economic Activities</i>				
<i>Assessment criteria: Put on/off light, call/end call and put on/off TV and radio with assistance</i>				
<i>Materials: Candles, touch, spirit lamps, water taps, radio, cell phone, TV, computer, etc.</i>				

3.4. GRADE 3: SEVERE LEVEL

3.4.1. LEARNING AREA: ACTIVITIES FOR DAILY LIVING (ADL) FOR SEVERE LEVEL/ GRADE 3

Competences to be achieved at the end grade three:

Learner will be able to:

- Use toilet with on his/her own
- Feed him/ herself and show table manners with less guidance
- Dress/undress on his/her own
- Maintain his/her body hygiene with less guidance
- Launder/wash simple clothes with less guidance
- Carryout some mastered domestic activities with guidance

TOPIC AREA: Autonomy			SUB-TOPIC AREA : Self-help skills	
Grade 3: Severe		Unit 1: Use toilet		Number of periods
Key unit competency: Use toilet on his/her own				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Show the location of toilets (girls/boys toilets) – Name materials needed for washing hands 	<ul style="list-style-type: none"> – Use the toilet on his/her own – Wash hands after using toilet on his/her own 	<ul style="list-style-type: none"> – Express her/his needs. – Keep sanitary rules. – Self confidence – Self help 	<ul style="list-style-type: none"> – Location of washrooms (toilet) – Using toilet – Using toilet paper – Washing hands after using toilet 	<ul style="list-style-type: none"> – Learners walk to toilet to familiarise themselves with the location (helped by the teacher/care giver) and are shown how the toilet is used – They are shown the toilet paper as well – Learners practice washing hands using clean water and soap.
<i>Link to other subjects: Health and body awareness</i>				
<i>Assessment criteria: Ability to use the toilet appropriately with less guidance</i>				
<i>Materials: water, soap, basins/buckets, toilet papers, toilets.</i>				

TOPIC AREA: Autonomy		SUB-TOPIC AREA : Self help skills		
Grade 3: Severe	Unit 2: Table manners			Number of periods
Key unit competency: Feed him/herself and show table manners with less guidance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> - Show where the dining room is located - Name items /tools used in the dining room - Identify meals 	<ul style="list-style-type: none"> - Use the dining tools - Choose food to eat and tools to use and eat using hands/ spoon/fork - Clean the table after eating - serving him/her self and others 	<ul style="list-style-type: none"> - Show table manners - Cleanliness - Self -help in eating and sharing meal - Politely express his/her eating/drinking needs. 	<ul style="list-style-type: none"> - Location of the dining room - Eating utensils such as: spoon, fork, knife, plate, cup, jug, etc. - Expression of feelings: satisfied, hungry , need more food, - Good behaviour /manners while eating; - Washing hands 	<ul style="list-style-type: none"> - In small groups learners sort dinning tools from others - Each learner practices using table tools - learners wash their hands before and after eating - In groups learners practice serving food and cleaning up after eating.
Link to other subjects: <i>Physical Education, Social Skills Development</i>				
<i>Assessment criteria: Ability to feed him/herself and ability to show appropriate table manners, ability to clean up after eating and correctly dispose leftovers with less guidance .</i>				
<i>Materials: all the utensils, water, soap, basin, bucket, dining table, etc.</i>				

TOPIC AREA: Autonomy			SUB-TOPIC AREA : Self help skills	
Grade 3: Severe		Unit 3: Dressing		Number of periods
Key unit competency: Dress/undress with less guidance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> - Distinguish his/her own clothes from others. - Name different clothes/garments - Differentiate clothes as per colours 	<ul style="list-style-type: none"> - Wear and undress clothes him/herself - Choose clothes from others with different colours 	<ul style="list-style-type: none"> - Self confidence - Look decent in public - Show ability to make a choice 	<ul style="list-style-type: none"> - Different clothes: Shirts, skirts , Shorts/trousers, - Underwear, Socks, uniform, Night dresses, dress and undress, button unbutton up and zip and unzip up, - Different colours of clothes: Red, yellow, green, etc. 	<ul style="list-style-type: none"> - Under teacher's guidance learners dress and undress, button and unbutton up and zip and unzip up. - Learners practice dressing different clothes of different colours - The assistance is systematically reduced as learners can make progress.
Link to other subjects: <i>Physical education</i>				
<i>Assessment criteria: Ability to dress, undress appropriately with less guidance</i>				
<i>Materials: different types of clothes</i>				

TOPIC AREA: Self grooming			SUB-TOPIC AREA : Personal hygiene	
Grade 3: Severe		Unit 4: Body hygiene		Number of periods
Key unit competency: Maintain his/her body hygiene on his/her own with guidance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Name body parts - Identify hygiene materials - Recognize the use of each material in body hygiene. 	<ul style="list-style-type: none"> - Brush his/her teeth - Wash his/her body - Comb her/his hair - Cut/ his/her nails ask for assistance - Recognise own tooth brush 	<ul style="list-style-type: none"> - Cleanness - Self confidence 	<ul style="list-style-type: none"> - Body parts: Head, neck, eyes, ears, nose, mouth, limbs: arms and legs, Reproductive parts. Own gender : Male/female - locate bathrooms according to gender - Hygiene of each body part and materials used: body/ skin bathing: (soap, towel, water, basin or bucket) - Brushing teeth: tooth paste, tooth brush and water - Nail cutting: nail cutter or blade - Hair combing: combs 	<ul style="list-style-type: none"> - Learners are continuously assisted /guided and practice their entire body hygiene until they can do it themselves.
<i>Link to other subjects: Health and body awareness, Physical education</i>				
<i>Assessment criteria: Ability to brush their teeth, wash their bodies with less guidance</i>				
<i>Materials: Tooth brushes, tooth paste, water, soap, towels, basins, nail cutters, hair combs, etc.</i>				

TOPIC AREA: Self grooming			SUB-TOPIC AREA : Personal Hygiene	
Grade 3: Severe	Unit 5: Washing clothes			Number of periods
Key unit competency: Wash simple clothes with less guidance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Name materials necessary for laundry - Identify dirty clothes 	<ul style="list-style-type: none"> - Sort dirty clothes with the same colour - Wash simple clothes following correct procedures - Wash clothes with less guidance 	<ul style="list-style-type: none"> - Self-confidence, - Cleanliness, - Hard-working spirit. 	<ul style="list-style-type: none"> - Washing materials : Soap, water, buckets/basins - Washing process : Sorting out & Soaking Washing & Rinsing Wringing, drying, ironing 	<ul style="list-style-type: none"> - In small groups each child/learner points/shows the materials they use at home. - Learners wash clothes with less guidance
Link to other subjects: Physical education				
<i>Assessment criteria: Ability to distinguish dirty and clean clothes and ability to wash simple clothes with less guidance</i>				
<i>Materials: Washing soap, water, bucket/basin, dirty simple clothes for washing, etc.</i>				

TOPIC AREA: Self grooming			SUB-TOPIC AREA : Personal Hygiene	
Grade 3: Severe		Unit 6: Domestic work		Number of periods:
Key unit competency: Carryout some mastered domestic activities with less guidance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify and name tools used for each domestic activity 	<ul style="list-style-type: none"> - Perform some of the house works - Participate in house works 	<ul style="list-style-type: none"> - Hard-working spirit - Cooperation - Orderly - Cleanliness - Self-confidence 	<ul style="list-style-type: none"> - Cleaning: a table, dining area - Sweeping, mopping, watering flowers, making a bed, - Kitchen activities: <ul style="list-style-type: none"> - wash dishes - Setting a table - Collect litter - Disposal of rubbish 	<ul style="list-style-type: none"> In groups learners practice domestic/ house work.
<i>Link to other subjects: Physical education</i>				
<i>Assessment criteria: Ability to clean, make a bed, water flowers and prepare a table for a meal with less guidance.</i>				
<i>Materials: Brooms, mopes, water, soap, basins and buckets, kitchen tools/utensils, dustbins</i>				

3.4.2. LEARNING AREA 2: SOCIAL ECONOMIC ACTIVITIES FOR SEVERE LEVEL/ GRADE 3

Competences to be achieved by the end of grade three

Learner will be able to:

- Draw and paint different pictures with improved autonomy
- Make simple objects with improved autonomy
- Make simple object by moulding with improved autonomy
- Make simple decoration with less assistance
- Practice needle work with less assistance
- Work in garden with assistance and guidance
- Take care of domestic animals with less assistance
- Recognize different types of Rwandan currency with improved autonomy

TOPIC AREA: Arts and crafts		SUB TOPIC AREA: Draw and painting		
Grade 3: Severe	Unit 1: Drawing and painting different pictures		Number of periods:	
Key Unit Competence: Draw and paint different pictures with improved autonomy				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> – Draw and paint simple pictures by using different materials 	<ul style="list-style-type: none"> – Handle appropriately materials/ tools to be used while drawing and painting with less assistance, – Draw a given object/picture – Paint pictures with less assistance 	<ul style="list-style-type: none"> – Show team work spirit – Show self-confidence 	<ul style="list-style-type: none"> – Drawing and painting tools :Pencils, – markers, – Paint of different colours. – Drawing and painting pictures 	<ul style="list-style-type: none"> – With teacher guidance, learners draw and paint different pictures
<i>Links to other learning areas: Physical Education and Science and technology, ADL</i>				
<i>Assessment criteria: Ability to draw and paint different pictures with improved autonomy</i>				
<i>Materials: Pencils, markers, paint, colours and papers.</i>				

TOPIC AREA: Arts and crafts		SUB TOPIC AREA: Making objects		
Grade 3: Severe	Unit 2: Making simple objects		Number of periods:	
Key Unit Competence: Make simple objects with improved autonomy				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> • Make simple object with less assistance 	<ul style="list-style-type: none"> • Produce simple object with less assistance 	<ul style="list-style-type: none"> • Develop self-confidence while making simple objects 	<ul style="list-style-type: none"> • Cutting and pasting tools • Scissors, paper glue, papers, leave bananas, scotch,etc. 	<ul style="list-style-type: none"> • Teacher show learners how to make simple objects by using different materials
<i>Links to other learning areas: Pre-numeracy, ADL, Physical Education</i>				
<i>Assessment criteria: Ability to make simple objects with less assistance</i>				
<i>Materials: Scissors, papers, paper glue, leave bananas, scotch,etc</i>				

TOPIC AREA: Arts and crafts		SUB TOPIC AREA: Moulding		
Grade 3: Severe	Unit 3: Simple moulding		Number of periods:	
Key Unit Competence: Make simple object by moulding with less assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> – Make simple objects and shapes 	<ul style="list-style-type: none"> – Practice moulding – to make different simple objects and shapes with less assistance 	<ul style="list-style-type: none"> – Show carefulness when performing the task, – Appreciate moulding made objects 	<ul style="list-style-type: none"> – Manipulate the tools of moulding – Imitate people moulding – Practice moulding. 	<ul style="list-style-type: none"> – With teacher guidance, learners practice moulding of different simple objects and shapes
<i>Links to other learning areas: Physical education, ADL</i>				
<i>Assessment criteria: Ability to make simple objects and shapes by moulding with improved autonomy</i>				
<i>Materials: clay, plaster and others</i>				

TOPIC AREA: Arts and crafts		SUB TOPIC AREA: DECORATING		
Grade 3: Severe	Unit 4: Decorating		Number of periods	
Key Unit Competence: Make simple decoration with less assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> – Make decoration of simple events 	<ul style="list-style-type: none"> – Prepare materials used for decorating different styles – Decorate simple event with less assistance 	<ul style="list-style-type: none"> – Manifest self-confidence while doing decoration, – Appreciate decoration in culture and society 	<ul style="list-style-type: none"> – Decorating materials: flowers, clothes, papers, makers, colours, arts and crafts products, balloons, stickers, hammers, nails, vase lower pots, etc. 	<ul style="list-style-type: none"> – The teacher gives learners instructions regarding decoration; – Assisted by teacher, learners practice decorating for different events using different materials.
<i>Links to other learning areas: Pre numeracy, Physical education, ADL</i>				
<i>Assessment criteria: Ability to make simple decoration with less assistance.</i>				
<i>Materials: flowers, clothes, papers, makers, colours, arts and crafts products, balloons, stickers, hammers, nails, vase lower pots</i>				

TOPIC AREA: Arts and crafts		SUB TOPIC AREA: NEEDLE WORK		
Grade 3: Severe	Unit 5 : Practice needle work with imitation with less assistance		Number of periods	
Key Unit Competence: Making needle work with imitation				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> – Identify needle work tools to make objects – Prictice needle work 	<ul style="list-style-type: none"> – Handle needle work tools – Practice needle work 	<ul style="list-style-type: none"> – Show carefulness while doing needle work. 	<ul style="list-style-type: none"> – Names of tools used in needle work such as needles, wools, threads, etc. – Manipulate the tools – Practice needle work 	<ul style="list-style-type: none"> – With teacher guidance, learners practice needle work
<i>Links to other learning areas: Pre numeracy, Physical education, ADL</i>				
<i>Assessment criteria: Ability to imitate people doing needle work with assistance.</i>				
<i>Materials: needles, wools, threads, etc.</i>				

TOPIC AREA: FARMING		SUB TOPIC AREA: Gardening		
Grade 3: Severe	Unit 6: Gardening tools		Number of periods:	
Key Unit Competence: Working in the garden with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Recognize appropriate tools used while gardening - Work in the garden 	<ul style="list-style-type: none"> - Select proper tools for a given task, - Use appropriate tools to carry out a specific task - Handle gardening tools 	<ul style="list-style-type: none"> - Appreciate the importance of garden, - Grow confidence in gardening 	<ul style="list-style-type: none"> - Tools used in gardening: hoe, machete, forked hoe, wheelbarrow, watering can, spade, spraying pump, - Handling and using appropriately gardening tools 	<ul style="list-style-type: none"> - With assistance of teacher learners select tools for performing a specific task in gardening - Learners handle and use appropriately gardening tools
<i>Links to other learning areas: ADL, pre numeracy</i>				
<i>Assessment criteria: Ability to use appropriately gardening tools with less assistance</i>				
<i>Materials: hoe, machete, forked hoe, wheelbarrow, watering can, spade, spraying pump.</i>				

TOPIC AREA: FARMING		SUB TOPIC AREA: Animal rearing		
Grade 3: Severe	Unit 7: Domestic animals		Number of periods	
Key Unit Competence: Take care of domestic animals with improved autonomy				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Identify domestic animals - Name domestic animals 	<ul style="list-style-type: none"> - Select which animal to take care of 	<ul style="list-style-type: none"> - Show the sense of taking care animals 	<ul style="list-style-type: none"> - Domestic animals like cows, goats, sheep, chicken, etc 	<ul style="list-style-type: none"> - With assistance of teacher learners select animal to take care of - Learners take care of domestic animals(with assistance)
<i>Links to other learning areas: ADL, Physical education, pre numeracy</i>				
<i>Assessment criteria: Ability to take care of domestic animals with improved autonomy</i>				
<i>Materials: domestic animals, food for animals, grass, etc</i>				

TOPIC AREA: Entrepreneurship		SUB TOPIC AREA: Handling money		
Grade 3: Severe	Unit 8: Rwandan currency		Number of periods	
Key Unit Competence: Recognise different types of currency with improved autonomy				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Recognise different types of Rwandan currency	– Show different types of Rwandan currency – Distinguish notes from ordinary paper	– Show carefulness in handling money	– Rwandan currency such as notes and coins	– With assistance of teacher learners identify notes and coins
<i>Links to other learning areas: ADL</i>				
<i>Assessment criteria: Ability to recognise Rwandan currency with improved autonomy</i>				
<i>Materials: notes and coins</i>				

3.4.3. LEARNING AREA 3: HEALTH AND BODY AWARENESS SYLLABUS FOR SEVERE LEVEL/ GRADE 3

Competences to be achieved at the end of grade three

Learner will be able to:

- Recognize and name human body parts with less assistance
- Maintain proper hygiene of human body parts with less assistance
- Manage body changes with less assistance

TOPIC AREA: Human body			SUB-TOPIC AREA : Parts of the body	
Grade 3: Severe		Unit 1: Human body parts		Number of periods:
Key unit competency: Recognize and name human body parts with less assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
– Name, touch, point at some of his\her body parts without guidance	– Differentiate human body parts	– Carefulness – Appreciate the importance of human body parts – Cleanliness	– Different parts of the body: head, eyes, ears, mouth, nose, etc. Chest , breasts (girls) The limbs: arms and legs	– In groups learners observe illustrations/ charts showing body parts – Helped by the teacher learners show different parts of their body
Link to other subjects: <i>Activity for Daily Living (body hygiene)</i>				
Assessment criteria: <i>ability to name body parts, practice hygiene and care of the body parts with less assistance</i>				
Materials: <i>Wall charts showing body parts, health foods, etc.</i>				

TOPIC AREA: Human body			SUB-TOPIC AREA : Personal hygiene	
Grade 3: Severe	Unit 2: Hygiene of the human body parts			Number of periods:
Key unit competency: Maintain proper hygiene of human body parts with less assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Name ways of cleaning human body parts without assistance 	<ul style="list-style-type: none"> - Maintain hygiene of human body, private parts .e.g. nose, mouth, face and limbs - Use handkerchief with guidance - Avoid accidents: hurt, breaking, burns, - Avoid disease: hygiene, health eating, etc. 	<ul style="list-style-type: none"> - Always Demonstrate body hygiene 	<ul style="list-style-type: none"> - Health of body parts: - Avoiding accidents: hurt, breaking, burns, - Avoiding disease: hygiene, health eating, etc. 	<ul style="list-style-type: none"> - In groups learners observe illustrations/charts showing body parts cleanliness. - Helped by the teacher learners name all things around the school and at home (activities and tools) that can harm their bodies. - Helped by the teacher, learners identify different ways in cleaning body parts.
Link to other subjects: <i>Activity for daily living (hygiene)</i>				
Assessment criteria: <i>ability to maintain hygiene and care of the body parts with less assistance</i>				
Materials: <i>wall charts showing human body parts and ways of cleaning, chart of different body accidents, etc.</i>				

TOPIC AREA: Human body			SUB-TOPIC AREA : Reproduction	
Grade 3: Severe		Unit 3: Body changes		Number of periods:
Key unit competency: Manage body changes with less assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Tell the difference between a male and a female - Name body parts - Show girls' and boys' toilets and dormitories 	<ul style="list-style-type: none"> - Identify his/her gender - Maintain body hygiene especially reproductive parts - For girls: Use sanitary pads during menstruation period 	<ul style="list-style-type: none"> - Respect of each other irrespective of gender - Cleanliness and orderly - Self confidence - Avoid/Report violence 	<ul style="list-style-type: none"> - Gender : Male, Female - Reproductive parts: - Health and hygiene - Gender based violence: - Avoid tendency - Report in case - Body changes in boys and girls: - Appropriate behaviour during adolescence. 	<ul style="list-style-type: none"> - Learners observe illustrations of boys and girls and tell difference. - Girls with the appropriate age: practice how sanitary pads are used. - Practice washing under wears.
Link to other subjects: <i>ADL (Hygiene)</i>				
<i>Assessment criteria: Ability to manage body changes with less assistance</i>				
<i>Materials: Male and female illustrations, hygienic materials, etc.</i>				

3.4.4. LEARNING AREA 4: SOCIAL SKILLS DEVELOPMENT SYLLABUS FOR SEVERE LEVEL/ GRADE 3

Competences to be achieved at the end of grade three

Learner will be able to:

- Recognise, interact with and show respect for family members/ guardians with less assistance
- Introduce her /himself and recognise his/her class, classmates, teachers, and caregivers with less assistance Learners will be able to interact, cooperate/ socialize with other children through plays and games with less assistance
- Recognise and avoid dangerous places and objects, animals, plants and harmful people at home, school and the community with less assistance
- Greet and respond to simple greetings and farewells according to different times of the day with less assistance
- Learners will be able to use non-verbal communication ways such as objects, images, symbols, pictures, signs, signals and gestures with less assistance
- Sing and dance traditional, gospel and modern with less assistance; use musical instruments with less assistance

TOPIC AREA: Social skills development		SUB-TOPIC AREA: My family		
Grade 3: Severe		Unit 1: Family members, guardians and care takers		Number of periods:
Key Unit Competence: Interact and develop relationship with familiar people				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values		Content
				Learning activities
<ul style="list-style-type: none"> - Name family members/ caregivers with less guidance 	<ul style="list-style-type: none"> - Recognize family members while present or on photographs: father, mother, sister, brother - Greet family members - Initiate communication with family members, to solve everyday life problems. 	<ul style="list-style-type: none"> - Demonstrate (attachment to family members - Respect family members with less guidance 	<ul style="list-style-type: none"> - Family members: - Parents/ guardian: father, mother - Siblings: sister, brother, 	<ul style="list-style-type: none"> - Learners show and name family members while present or with photographs with less guidance - Learners are encouraged to greet family members/guardians and care takers and demonstrate attachment and respect to them with less assistance
<i>Links to other learning areas: Literacy</i>				
<i>Assessment criteria: Interact and develop relationship with familiar people (Mother, father, siblings), guardians and care takers with less assistance</i>				
<i>Materials: photographs of family members, Chart of family members</i>				

TOPIC AREA: Social skills			SUB-TOPIC AREA: Oneself, family and surrounding environment	
Grade 3: Severe		Unit 2: My class		Number of periods:
Key Unit Competence: Introduce her /himself and recognise his/her class, classmates, teachers, and caregivers with less assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Introduce him/herself by name - Name the classmates without assistance 	<ul style="list-style-type: none"> - Identify him or herself on a photograph - Identify own classroom - Recognize and name classmates and teacher 	<ul style="list-style-type: none"> - Develop self - esteem, confidence and interaction 	<ul style="list-style-type: none"> - Myself: Names - My class: - location of my classroom - Classmates - Teachers /Caregivers 	<ul style="list-style-type: none"> - From a mix up of photographs, learners individually show their own photos and tell their names, - Individually or in groups and in different situations, learners are given opportunities and encouraged to recognize/show/name their classroom, classmates, teachers and caregivers.
<i>Links to other learning areas: Literacy</i>				
<i>Assessment criteria: Ability to recognize him or herself her, his/her class, classmates, teachers, caregivers</i>				
<i>Materials: Real classrooms and classroom objects, learner's photographs on a wall chart</i>				

TOPIC AREA: Social skills		SUB-TOPIC AREA: Classroom environment		
Grade 3: Severe	Unit 3: Interaction with educators and peers		Number of periods:	
Key Unit Competence: Learners will be able to interact, cooperate/ socialize with other children through plays and games with less assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Show/distinguish peers and educators with improved autonomy 	<ul style="list-style-type: none"> - Play with others in small groups - Share materials as needed in everyday life situations. - Express his/her needs to play with family members, educators and peers 	<ul style="list-style-type: none"> - Demonstrate positive interaction with peers and educators 	<ul style="list-style-type: none"> - Interaction with family members, educators and peers. 	<ul style="list-style-type: none"> - Teachers provide learners with opportunities to: <ul style="list-style-type: none"> - work in small groups - Share materials. - Take turns - Learners are encouraged /engaged in different games with peers.
Links to other learning areas: <i>Language and Physical education</i>				
Assessment criteria: <i>Ability to freely interact, cooperate/ socialize with other children through plays and organized games with less assistance.</i>				
Materials: <i>Materials needed in different games and plays</i>				

TOPIC AREA: Social skills		SUB TOPIC AREA: Safety		
Grade 3: Severe	Unit 4: Dangerous places/situations, people, objects, plants		Number of periods:	
Key Unit Competence: Recognise and avoid dangerous places and objects, animals, plants and harmful people at home, school and the community with less assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Name dangerous objects, plants and harmful people with improved autonomy 	<ul style="list-style-type: none"> - Identify harmful people - Identify dangerous animals and insects - Identify dangerous places at home, school and community - Identify dangerous objects at home, school and community - Identify dangerous plants at home, school and community 	<ul style="list-style-type: none"> - Take care by - avoiding risky places, situations, dangerous people, animals, objects and plants 	<ul style="list-style-type: none"> - Dangerous people - Dangerous animals and insects - Dangerous places: fire in the kitchen, toilet, road, holes electrical installations and devices - Dangerous objects: sharp knives, irritable chemicals, medicines, nails, needles, pins, multi-socket, bottle tops, etc. - Dangerous plants such as plants with spines, milky plants, etc. 	<ul style="list-style-type: none"> - The dangerous places, objects, animals or plants are shown using signs such as a red cross in X form. - Learners observe dangerous places, objects or plants, etc. - The teacher takes security measures to protect learners and reminds them as much as needed depending on situations. - Given a set of objects, learners sort out and group dangerous objects
Links to other learning areas: <i>Science and Environment</i>				
Assessment criteria: <i>Ability to identify dangerous places and objects at home, school and the community with less assistance</i>				
Materials: <i>Real material related to dangerous items, chart of dangerous objects, pictures and photos of dangerous objects</i>				

TOPIC AREA: Social skills			SUB-TOPIC AREA: Culture and religion	
Grade 3: Severe		Unit 5: Response to simple greetings		Number of periods:
Key Unit Competence : Greet and respond to simple greetings and farewells according to different times of the day with less assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Distinguish expressions used to greet and respond to greetings at different times of the day. 	<ul style="list-style-type: none"> - Use appropriate expressions to greet and respond to greetings and farewells 	<ul style="list-style-type: none"> - Demonstrate affectionate gestures and friendliness as they greet and bid farewells 	<ul style="list-style-type: none"> - Good morning (Jane/Mum/ teacher/visitor) - Good afternoon (Peter), - Good evening (James) - Goodbye 	<ul style="list-style-type: none"> - Learners observe and listen to the teacher as s/he says the greetings to individual children and they will repeat. - In small groups the learners say “good morning”, “good afternoon”, “good evening” - They say “goodbye” to each other as they wave their hands - They can also respond to greetings through songs” good morning, good morning, good morning to you.....”. - Learners greet their peers - Puppet game: make the puppets talk to each other.
Links to other learning areas: <i>Literacy</i>				
Assessment criteria: <i>Ability to greet and respond to simple greetings and farewells according to different times of the day with less assistance</i>				
Materials: <i>Puppets, chart of people greeting each other, chart showing time of day</i>				

TOPIC AREA: Communication development			SUB-TOPIC AREA: Total communication	
Grade 3: Severe		Unit 6: Non-verbal communication		Number of periods:
Key Unit Competence: Learners will be able to use non-verbal communication ways such as objects ,images, symbols, pictures, signs, signals and gestures with less assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Identify forms of non-verbal communication with less assistance - Distinguish signs or any other form of non-verbal communication with less assistance 	<ul style="list-style-type: none"> - Communicate with peers, parents and educators - Express his/her needs using non-verbal communication 	<ul style="list-style-type: none"> - Interaction - Love/affection - Friendship 	<ul style="list-style-type: none"> - Non-verbal communication - Objects, Images, Symbols, Signs, Signals, Gestures 	<ul style="list-style-type: none"> - Learners observe real objects used in non-verbal communication to express their needs or feelings - Learners are provided opportunities to use signs, symbols, signals, gestures and images to communicate - Learners are initiated to play with peers
Links to other learning areas: <i>Literacy</i>				
Assessment criteria: : <i>Ability to use non-verbal communication with less assistance</i>				
Materials: <i>Real objects, charts, flash cards with different pictures, images and photos</i>				

TOPIC AREA: Music		SUB-TOPIC AREA: Traditional, religious and modern songs		
Grade 3: Severe		Unit 7: Traditional, gospel and modern music		Number of periods:
Key Unit Competence : Sing and dance traditional, gospel and modern with less assistance Use musical instruments with closed assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Name familiar musical instruments available in their environment with less assistance - Recognize and name musical instruments with less assistance 	<ul style="list-style-type: none"> - Follow the rhythm of the song - Clap according to the rhythm with guidance - Use musical instruments with assistance - Sing and dance different songs - Express their feelings 	<ul style="list-style-type: none"> - Demonstrate enthusiasm, joy, friendship ,interaction and peace values 	<ul style="list-style-type: none"> - Names of musical instruments: drums, guitar, pendo, pianos, etc - Different songs and dances 	<ul style="list-style-type: none"> - Learners observe musical instruments. - Learners are provided opportunities to use some musical instruments - Learners are initiated to clap their hands according to the rhythm. - Learners are provided opportunities to sing and dance
Links to other learning areas: <i>Literacy</i>				
Assessment criteria: <i>Ability to sing, dance and play musical instruments with less assistance</i>				
Materials: <i>Musical instruments (piano, guitar, pendo, drums, etc.), chart of musical instruments</i>				

3.4.5. LEARNING AREA 5: PHYSICAL EDUCATION FOR SEVERE LEVEL/ GRADE 3

Competences to be achieved at the end of grade three

Learners will be able to:

- Exercises different body postures with less assistance
- Imitate basic physical exercises (jumping, walking, running and catching, etc.) with less assistance.
- Hold, catch, send and mould concrete objects with less assistance

TOPIC AREA: Motor skills development			SUB TOPIC AREA: Fine motor skills development	
Grade 3: Severe		Unit 1: Manipulation of concrete objects		Number of periods:
Key Unit Competence: Be able to hold, catch, send and mould concrete objects with less assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Handle different materials/tools used in everyday life. 	<ul style="list-style-type: none"> - Ability to manipulate different concrete objects. 	<ul style="list-style-type: none"> - Demonstrate ability to manipulate different concrete objects. 	<p>Exercises different activities:</p> <ul style="list-style-type: none"> - Holding a ball, spoon, pen, etc. - Catching a ball, etc. - Sending concrete objects(balls) - Moulding clay, modelling dough, - Playing with clay, stick or stones to form different shapes - Make free drawings using a pencil with large diameter - Hold a book and turn pages - Thread beads - Picking objects such as toys and other objects/materials. 	<p>For every exercise:</p> <ul style="list-style-type: none"> - The teacher/ caregiver demonstrate to learners how to do the activities several times. - Learners are individually assisted to do the activities.
<i>Links to other learning areas: ADL , Pre Numeracy</i>				
<i>Assessment criteria: Ability to manipulate different concrete objects with close assistance</i>				
<i>Materials: Spoon, ball, writing materials, clay, modelling dough etc.</i>				

TOPIC AREA: MOTOR SKILLS DEVELOPMENT		SUB TOPIC AREA: Body posture		
Grade 3: Severe	Unit 2: Basic body posture		Number of periods:	
Key Unit Competence: Exercises different body postures with less assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> – Carry out exercises related to different postures with close assistance 	<ul style="list-style-type: none"> – Shift from one body position to another, with close assistance 	<ul style="list-style-type: none"> – Develop a sense of autonomy – Improve Physical fitness 	<ul style="list-style-type: none"> – Activities related to body posture: – Sitting on chairs, on mats – Standing up – Lifting – Laying down on a bed, on a mat. 	<ul style="list-style-type: none"> – Learners are assisted to do exercises related to each body position using different materials where applicable. – Learners are assisted to carry out various exercises aiming at improving their ability to shift from one posture to another taking into consideration individual challenges.
<i>Links to other learning areas: ADL when dressing and undressing</i>				
<i>Assessment criteria: Ability to carry out basic body postures with close assistance</i>				
<i>Materials: Mats, chairs, beds, etc.</i>				

TOPIC AREA: GROSS MOTOR SKILLS DEVELOPMENT		SUB TOPIC AREA:Body Movements		
Grade 3: Severe		Unit 3: Imitate different basic movement	Number of periods:	
Key Unit Competence: Imitate basic movements with less assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Develop improved ability to walk, jump, run and catch. 	<ul style="list-style-type: none"> - Carry out basic mobility and coordination exercises. 	<ul style="list-style-type: none"> - Develop a sense of autonomy. - Improve physical fitness. 	<ul style="list-style-type: none"> - Keeping a rhythm by clapping, stamping feet, etc. - Dancing according to a rhythm produced through clapping and drumming - Throwing and catching a ball - Walking with close assistance(using adapted advices) 	<p>For every exercise:</p> <ul style="list-style-type: none"> - The teacher/caregiver demonstrates several times - Learners are individually assisted to do the exercise. - Using the available adapted materials, teacher/caregiver assist learners with mobility problem to do different exercises.
<i>Links to other learning areas: Pre numeracy when sorting and matching objects.</i>				
<i>Assessment criteria: Ability to carry out exercises aiming at developing mobility and coordination skills.</i>				
<i>Materials: Drum, safe playground, ball, walkers, crutches, music instruments, etc.</i>				

TOPIC AREA: Sports and culture			SUB-TOPIC AREA : Games	
Grade 3: Severe		Unit 4: Traditional and modern games		Number of periods:
Key unit competence: Participate in traditional and modern games with less assistance				
Learning objectives			Content	Suggested learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Name and play traditional and modern games. - Show equipment used for a specific game. 	<ul style="list-style-type: none"> - Perform different exercises. - Develop body balance and control. - Use equipment appropriately. 	<ul style="list-style-type: none"> - Develop fair play spirit, - Develop self confidence in games - Develop mutual respect 	<ul style="list-style-type: none"> - Traditional games: <ul style="list-style-type: none"> - Hide and seek, baby handkerchief games (Agatambarok'umwana), running with a stick (agakoni), flag game (drapeau), causes and effect/ future wheels, skipping rope, etc. - Modern games: football, basketball, volley ball, etc. 	<ul style="list-style-type: none"> - Helped by teacher, learners form groups or teams, and play different traditional and modern games - In pairs and facilitated by their teachers, learners name different equipment used in traditional and modern games at their schools.
Link to other learning area: Health and body awareness and <i>Numeracy</i>				
<i>Assessment criteria: Ability to participate in different games with assistance, ability to endure and respect games rule and regulations</i>				
<i>Materials: Balls for different games, sticks, handkerchiefs, skipping ropes, etc.</i>				

3.4.6. LEARNING AREA 6: PRE- NUMERACY AND NUMERACY FOR SEVERE LEVEL/ GRADE 3

Competences to be achieved at the end of grade 3

- Assemble and disassemble toys and building block with less assistance
- Show directions and positions of objects with less assistance
- Count and read numbers from 1 to 5 and match numbers with objects they represent with less assistance
- Sort and classify objects with improved autonomy.
- Arrange different objects according to their size, weight, length and capacity with improved autonomy.
- Recognize important daily school routines and show respect of time and program with less assistance
- Differentiate money coins and notes used in Rwanda with improved autonomy
- Identify patterns with improved autonomy

TOPIC AREA: Pre- Numbers			SUB TOPIC AREA: Sorting and Matching	
Grade 3: Severe	Unit 1: Sorting and matching concrete objects			Number of periods:
Key Unit Competence: Be able to sort and match concrete objects with less assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes & values	Content	Learning activities
<ul style="list-style-type: none"> – Differentiate and associate colours 	<ul style="list-style-type: none"> – To identify items /objects with a given colour and match similar objects shapes with assistance – Sort and group similar objects based on a given colour, shape with assistance 	<ul style="list-style-type: none"> – Demonstrate orderliness by putting together similar objects. 	<ul style="list-style-type: none"> – Colours: red, green, yellow, blue, black – Grouping of objects according to their colours and shapes: rectangles/ square, circle. 	<ul style="list-style-type: none"> – Learners observe as the teacher/ caregiver shows different objects of the same colour: example for the red colour: “this is a white cup; this is a green bucket, a black shirt, a yellow ball, these are red tomatoes, blue pens, etc. – Learners do exercises that help them to identify red objects among others. – Learners sort out and make group of red objects. – Game: Matching gap and related shapes with assistance – Make group of similar objects according to their shape and colour with close assistance.
<i>Links to other learning areas: P.E: Fine motor skills development.</i>				
<i>Assessment criteria: Ability to group objects according to a given colour or shape.</i>				
<i>Materials: Concrete materials: clothes, plates, toys, school materials, etc.</i>				

TOPIC AREA: Pre-numbers			SUB-TOPIC AREA : Directions and positions	
Grade 3: Severe	Unit 2: Position and directions			Number of periods:
Key unit competency: Show directions and positions of objects with less assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Mention location of objects 	<ul style="list-style-type: none"> - Indicate positions of objects - Use correct prepositions to describe positions of objects 	<ul style="list-style-type: none"> - Put objects in right places according to given instructions. - Follow instructions related to directions and positions 	Positions and directions: <ul style="list-style-type: none"> - Front and back, - Top and bottom, - Up and down - Above and below - On/over and under - Left and right - Inside and out side - Between 	<ul style="list-style-type: none"> - With less assistance, learners locate where he/she is, what is in front or behind him/her. - With less assistance, learners put objects following instructions. E.g. put a book on a table, etc - With less assistance, learners do physical exercise: arms up/down, jumping forward and backward, turn right and left - Hide and seek game - Line-up according to the teacher's instructions related to positions and directions (front, behind between, inside, outside).
Link to other subjects: PE, Health and body awareness				
<i>Assessment criteria: Show directions and positions of objects with less assistance</i>				
<i>Materials: Tables, chairs, bottles, toys, etc</i>				

TOPIC AREA: PRE-NUMBERS		SUB-TOPIC AREA : Shapes		
Grade 3: Severe	Unit 3: Shapes			Number of periods:
Key unit competency: Assemble toys and building blocks following designed shapes with less assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Distinguish between different toys and shapes 	<ul style="list-style-type: none"> - Manipulate different toys - Make desired shapes using toys 	<ul style="list-style-type: none"> - Follow instructions - Share toys with peers - Collaborate with peers 	<ul style="list-style-type: none"> - Handle/touch toys - Assemble toys/building blocks in the different shapes: <ul style="list-style-type: none"> - Circle , Square, - Rectangle, Triangle - Painting the shapes: use different colours - Mould the shapes from clay - Cut desired shapes in papers, leaves, etc 	Assisted by teachers learners are asked to: <ul style="list-style-type: none"> - Pick and handle a certain toy - Join the toys to make a desired shape and then make a given shape. - Mould shapes they like from clay and tell the class what he/she has done. - Cut shapes from papers, leaves, etc
<i>Link to other subjects: PE, ADL</i>				
<i>Assessment criteria: Ability to assemble toys and building blocks following designed shapes with less assistance</i>				
<i>Materials: Papers, boxes, wooden cut outs, pair of scissors, moulding clay, colours, different paints, banana leaves, etc</i>				

TOPIC AREA: Numbers			SUB-TOPIC AREA : Counting	
Grade 3: Severe	Unit 4: Counting			Number of periods:
Key unit competency: Count and read numbers from 1 to 5 with less assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Count numbers starting from 1 to 5 - Read numbers from 1-5 	<ul style="list-style-type: none"> - Count concrete/real objects - Read the numbers 	<ul style="list-style-type: none"> - Use counting in her/his daily life 	<ul style="list-style-type: none"> - Counting numbers from 1-5 - Reading and counting numbers 1-5 	<ul style="list-style-type: none"> - Assisted by the teacher count 1-5 using different concrete object. - Reads 1-5 from 1-5 - Play a game of counting
Link to other subjects: ADL, PE				
<i>Assessment criteria: Ability to count and read number from 1-5 with less assistance</i>				
<i>Materials: Toys, bottle tops, different objects, etc</i>				

TOPIC AREA: Numbers		SUB-TOPIC AREA : Patterns		
Grade 3	Unit 5: Identifying patterns		Number of periods:	
Key unit competency: Identify patterns with less assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain how things are arranged. 	<ul style="list-style-type: none"> - Repeat given patterns - Arrange objects imitating a given pattern. 	<ul style="list-style-type: none"> - Orderly - Respect the given pattern orders, arrangement and nature. 	Different patterns: <ul style="list-style-type: none"> - Arranging according to a certain pattern. 	<ul style="list-style-type: none"> - With help, learners observe how objects are arranged and imitate the order. This can be according to colour, shape, size or number of objects
Link to other subjects: ADL, PE				
<i>Assessment criteria: Identify patterns with less assistance</i>				
<i>Materials: Different objects(bottles/tops, crayons/pencils, water colours, papers)</i>				

TOPIC AREA: Measurements		SUB TOPIC AREA: Comparing		
Grade 3: Severe	Unit 6 : Compare objects based on their size and length		Number of periods:	
Key Unit Competence: Compare objects based on their size and length with less assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> – Compare objects (big vs. small, Long vs. short) 	<ul style="list-style-type: none"> – Group objects according to their length and size with assistance 	<ul style="list-style-type: none"> – Habit to make a choice between long/ short and big/ small objects 	<ul style="list-style-type: none"> – Comparing and grouping different items in terms of size and length: big and small, long and short 	<ul style="list-style-type: none"> – Learners observe the teacher/caregiver’s demonstration using available materials. – Assisted by the teacher, learners carry out exercises that help them to distinguish the big objects from small objects; and later on long objects from short ones. – Learners sort out and group objects according their size or length.
<i>Links to other learning areas: PE: Fine motor development</i>				
<i>Assessment criteria: Ability to compare and group objects based on their size and length with assistance.</i>				
<i>Materials: Concrete materials: school materials, domestic items, foods, etc.</i>				

TOPIC AREA: Measurement		SUB-TOPIC AREA : Time		
Grade 3: Severe	Unit 7: Child's daily activities		Number of periods:	
Key unit competency: Recognise important daily school routines and show respect of time and program with less assistance				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Mention daily activities - Name the activity on the timetable - Tell time of the day - Tell days of the week - Tell time of the week 	<ul style="list-style-type: none"> - Respond to signals by participating in schools/class activity at a given time. - Match an illustration with activity done 	<ul style="list-style-type: none"> - Respect time and school's program/ timetable 	Daily activities at home/in dormitory : <ul style="list-style-type: none"> - Waking-up, Praying , Washing/ bathing - Putting on clothes/uniforms - Taking breakfast & Brushing - Going to school/class - Daily school /class routines at different times of the day with corresponding signals e.g. Bell ringing, whistle, pictures, symbols etc). Daily school /class routines at different times of the day: - School time table (beginning lessons, break time, lunch, time to go home) - Time of the day: morning, noon, evening and night - Weekly activities: week days and weekends with corresponding activities done - Days of the week 	<ul style="list-style-type: none"> - With less assistance, learners tell their daily activities through a song or a poem - With less assistance, learners match class routines/ activities with corresponding signal through games. - With less assistance, learners observe illustrations/pictures showing time of the day and say what they do at that time (match an illustration with an activity) in groups - With assistance learners match days of the week and an activity done at school and home e.g going to school, to market, church/mosque/etc with close help
<i>Link to other subjects: Pre- numeracy, Pre- literacy</i>				
<i>Assessment criteria: Recognize important daily school routines and show respect of time with less assistance</i>				
<i>Materials: Calendar, school time table, cards of different colours, bottles, paints, different illustrations</i>				

TOPIC AREA: Measurement			SUB-TOPIC AREA : Money	
Grade 3: Severe	Unit 8: Recognising money			Number of periods:
Key unit competency: Differentiate money coins and notes used in Rwanda with improved autonomy				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise /identify different money coins to notes used in Rwanda - Tells types of money used at home 	<ul style="list-style-type: none"> - Distinguish money coins from other items/objects - Distinguish coins from notes 	<ul style="list-style-type: none"> - Recognise that money is important - Use money appropriately - Keep money carefully 	Coins from 5-100 <ul style="list-style-type: none"> - Coin of 5Frw - Coin of 10 Frw - Coin of 20 Frw - Coin of 50 Frw - Coin of 100 Frw - Money notes: 500, 1000, 2000 and 5000 - Importance of money - Keeping money 	<ul style="list-style-type: none"> - Learners sort money coins and notes from other objects like bottle tops, stones, papers, on their own, etc
<i>Link to other subjects: ADL, PE</i>				
<i>Assessment criteria: Ability to identify and distinguish coins from notes with improved autonomy</i>				
<i>Materials: All coins, notes and other concrete objects</i>				

3.4.7. ICYIGWA CYA 7: IKINYARWANDA

Ubushobozi bw'ingenzi bugamijwe nyuma yo kurangiza ikiciro cya gatatu

Umunyeshuri araba ashobora:

- Gutandukanya amajwi y'abantu, akomoka ku bintu n'amajwi y'inyamaswa we ubwe.
- Kugaragaza ko ateze amatwi ibyo asomewe/abwiwe asubiza ibibazo, ashyira mu bikorwa amabwiriza ahawe, byibuze basubiyemo ishuro zitarenze ebyiri.
- Gufata igitabo mu buryo buboneye no gusoma amashusho adategwa.

IMBUMBANYIGISHO: Guteza imbere kumva no kuvuga			INYIGISHO : Guteza amatwi no kuvuga	
Ubumuga bukomeye: Ikiciro 3		UMUTWE 1: Gutandukanya amajwi		Igihe:
Ubushobozi bw'ingenzi bugamijwe: Gutandukanya amajwi y'abantu, akomoka ku bintu n'amajwi y'inyamaswa we ubwe				
Intego			Icyigwa	Ibikorwa by'abanyeshuri
Ubumenyi	Ubumenyi ngiro	ubukeshya		
– Gutandukanya amajwi y'abantu, ay'ibintu n'ay'inyamaswa	– Gutahura amajwi atandukanye harimo ay'abantu, ibintu ndetse n'inyamaswa	– Guteza amatwi yitonze, – Kwishimira amajwi y'ibikoresho bitandukanye by'umuziki	– Gutandukanya amajwi y'ibintu: – Ibikoresho bya muzika – inzogera, ifirimbi, imodoka, – Amajwi/imvugo z'inyamaswa, – urusaku rwa telefoni, rw'imodoka, indege, moto, n'ibindi	– Abana bagerageza guteza amatwi bagatandukanya amajwi atandukanye babireba cg batabireba – Mu matsinda, abana bagerageza kwigana inyamaswa bazi uko zivuga bo ubwabo
Ihuriro n'ibindi byigwa: <i>Muzika, icyongereza, imyitozo ngororamubiri</i>				
Ingingo ngenderwaho mu isuzuma: <i>ubushobozi bwo gutahura amajwi atandukanye ari ay'abantu, ibintu ndetse n'inyamaswa we ubwe</i>				
Imfashanyigisho: <i>ibinyuguri, gitari, piyano, iningiri, ingoma, ifirimbi, inzogera, telefoni, amashushomvugo y'inyamaswa zimenyerewe mu bidukikije n' amajwi y'inyamaswa zo mu rugo.</i>				

IMBUMBANYIGISHO: Kwandika no gusoma			INYIGISHO : Gusoma	
Ubumuga bukomeye: Ikiciro 3		UMUTWE 2: Kwimenyereza kwandika no gusoma		Igihe:
Ubushobozi bw'ingenzi bugamijwe: Gufata igitabo mu buryo buboneye no gusoma amashusho adategwa				
Intego			icyigwa	Ibikorwa by'abanyeshuri
Ubumenyi	Ubumenyi ngiro	ubukeshya		
<ul style="list-style-type: none"> - Kurambura igitabo ahereye imbere aya inyuma - Kukirambura neza atagiciye 	<ul style="list-style-type: none"> - Gufata igitabo atagicuritse 	<ul style="list-style-type: none"> - Gufata neza ibitabo (atabica) - Gukurikiza amabwiriza ahawe 	<ul style="list-style-type: none"> - Ibigize igitabo: - igifuniko, impapuro , umugongo, inyandiko n' amashusho, - Gufata igitabo uko bikwiye - Kurambura neza impapuro 	<ul style="list-style-type: none"> - Abana mu matsinda: - Bitoza gufata ibitabo neza batabicuritse, batabica/ badahinahina impapuro no kubikoresha - Abana barambura neza impapuro zigize igitabo
Ihuriro n'ibindi byigwa: <i>Gushushanya, icyongereza</i>				
<i>Ingingo ngenderwaho mu isuzuma: ubushobozi bwo gufata igitabo atagicuritse, akakirambura neza atagica atanasimbuka impapuro we ubwe</i>				
<i>Imfashanyigisho: ibitabo byinshi bitandukanye</i>				

3.4.8. LEARNING AREA 8: ICT, SCIENCE AND TECHNOLOGY FOR SEVERE LEVEL/ GRADE 3

Competence to be achieved at the end of Grade 3

Learner will be able to:

- Manipulate common ICT materials on his/her own or with less assistance
- Put on/off light, call/end call and put on/off TV and radio with improved autonomy

TOPIC AREA: ICT & Technology devices			SUB-TOPIC AREA : Familiar/common ICT devices	
Grade 3: Severe		Unit 1: ICT devices used at home		Number of periods:
Key unit competency: Manipulate ICT and other technology devices used at home with improved autonomy				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Name ICT devices used at home/community - Identify tools emitting light used at home 	<ul style="list-style-type: none"> - Put on/ off a candle or a lamp - Switch on/off light - Turn on and off water tap while fetching water - Call/ receive a call using a cell phone - Turn a radio on and off 	<ul style="list-style-type: none"> - Proper manipulation of common ICT devices - used at home - Self confidence 	<ul style="list-style-type: none"> - ICT, electronic devices used at home: - Radio - TV, Computer, Cell phone, Other tools - Light: torch, candles, lamps, bulbs - Water taps, water tanks 	<ul style="list-style-type: none"> - In groups and assisted by the teacher, learners manipulate each devices l: - Lighting a candle, lamp and switching on/off light - Cell phone: Use a cell phone to call and end a call. Manipulate yes and no buttons on the cell phone - TV, Radio and computer: connect, turn on a radio, TV search for a certain channel/ change channel as desired and turn off the radio, TV
<i>Link to other subjects: ADL, Social Economic Activities</i>				
<i>Assessment criteria: Put on/off light, call/end call and put on/off TV and radio with less assistance</i>				
<i>Materials: Candles, touch, spirit lamps, water taps, radio, cell phone, TV, computer, switches, etc.</i>				

4. PROFOUND LEVEL

4.1. Syllabus overview

Learning areas/ Subjects	Topic area	Sub topic	Competences per grade		
			Grade 1	Grade 2	Grade 3
			Aim: Improving independent living and autonomy for learner of profound level of intellectual disability.		
1. Activity of Daily Living (ADL)	1. Human Body	Identification of gender characteristics	Identify his/her gender (boy/girl) with close assistance.	Identify image of boys versus girls; man versus woman with close assistance.	Differentiate images of boy versus girl; man versus woman with close assistance.
		Parts of the body	Identify different parts of human body with close assistance.	Recognize different parts of human body with close assistance.	Show different parts of human body with close assistance
	2. Personal Hygiene	Development of personal cleanliness.	Wash his/her hands and face, brush teeth, wipe nose, with close assistance.	Wash his/her hands and face, brush teeth, wipe nose, comb his/her hair with close assistance.	Wash his/her body with close assistance.
	3. Self Feeding	Development of good manners to feed him/	Sit properly while eating with close assistance.	Use of table materials with close assistance.	Feeding him/herself with close assistance.
	4. Dressing	Development of personal capacity to dress and undress; to button and zip up	Dress and undress; with close assistance.	Button and zip up with close assistance.	Dress and undress, button and zip up with less assistance.
	5. Toilet Use	Optimal use of a toilet and accessories.	Use a toilet, hygienic accessories and other sanitation facilities with close assistance.	Use a toilet, hygienic accessories and other sanitation facilities with assistance.	Use a toilet, hygienic accessories and other sanitation facilities with less assistance.
	6. Personal Safety	Identification and avoidance of dangerous places and objects	Identify dangerous places and objects with close assistance.	Recognize dangerous places and objects with close assistance.	Avoid dangerous places and objects with close assistance.

Learning areas/ Subjects	Topic area	Sub topic	Competences per grade		
			Grade 1	Grade 2	Grade 3
			Aims: Developing social interaction and relationship		
2. Social Skills	1.Moral and family life education	Identification of family members, guardians and caregivers.	Identify family members (mother, Father) with close assistance.	Recognize all family members (nuclear family) with close assistance.	Recognize all family members (nuclear family), caregivers and guardians with close assistance.
	2.Social Interaction	Relationships	Interact with his/her siblings (brother, sister), peers and educators with close assistance.	Interact with his/her siblings, peers and educators with assistance.	Interact with his/her siblings, peers and educators with less assistance.
Learning areas/ Subjects	Topic area	Sub topic	Competences per grade		
			Grade 1	Grade 2	Grade 3
			Aims : Stimulating communication ability for learners with profound level of disability		
3. Language, Speech and Communication Development	1. Listening, attention and communication skills	Names and sounds	Respond to his/her names with close assistance.	Respond to his/her names with assistance.	Respond to his/her names with less assistance.
	2. Pre-reading skills	Recognition of visual, coloured images/pictures and concrete objects.	Recognize simple coloured, concrete image with close assistance.	Differentiate coloured image / concrete objects with close assistance.	Arrange coloured image / concrete objects with close assistance.
	3. Stimulation of capacity to produce sounds	Babble sequences of sounds or have a few basic functional words.	Repeat basic vowels and bilabials (/m/ & /p/) with close assistance.	Repeat basic vowels, bilabials (/m/ & /p/) and consonants with less assistance.	Make simple sounds/ words with close assistance.
	4.Development of capacity to respond to commands and instructions	Response to verbal and non-verbal commands and Instructions.	Recognize and respond to commonly used verbal and non-verbal commands and instructions with close assistance.	Respond to commands through using most appropriate form of communication with close assistance.	Respond to commands through using most appropriate form of communication with less assistance.

Learning areas/ Subjects	Topic area	Sub topic	Competences per grade		
			Grade 1	Grade 2	Grade 3
			Aims : Developing fine and gross motor skills		
4.Physical Education	1. Development of body posture	Sitting Standing Lifting Lying	Exercise him/herself to basic body postures such as Sitting, Standing up, movement, etc, with much stimulation /initiation and assistance.	Exercise him/herself to basic body postures such as Sitting, Standing up, movement, etc, with less stimulation / initiation and assistance.	Exercise him/herself to basic body postures such as Sitting, Standing up, movement, etc, without much stimulation / initiation and assistance.
	2. Body parts	Imitating different basic movement (jumping, walking, running, catching,	Imitate different movements such as: walking, jumping, running, catching, etc according to physical abilities with close assistance.	Imitate different movements such as: walking, jumping, running, catching, etc, according to physical abilities (with assistance).	Imitate different movements such as: walking, jumping, running, catching, etc, according to physical abilities with less assistance).
	3. Manipulation of object	Holding, catching, sending and moulding objects	Hold and manipulate objects to develop fine motor skills with close assistance.	Catch and send objects to develop fine motor skills with assistance.	Mould objects to develop fine motor skills with less assistance.
Learning areas/ Subjects	Topic area	Sub topic	Competences per grade		
			Grade 1	Grade 2	Grade 3
			Aims : Developing elementary numeracy skills		
5. Pre-Numeracy	1. Pre-numbers	Manipulation exercises	Practice fingers and hand exercises.	Practice fingers and hand exercises.	Practice fingers and hand exercises.
		Sorting and Matching	Match concrete objects with close assistance.	Match objects with close assistance.	Match objects less assistance
			Group similar objects with close assistance.	Group similar objects with assistance.	Group similar objects less assistance.
	2. Comparing	Comparing objects based on size and length	Compare objects (long & short; Big & small) with close assistance.	Compare objects (long & short; Big & small) with assistance.	Compare objects (colour, long & short; Big & small) with less assistance.
	3. Timing	Timing on daily routine activities	Use pictograms/ Pictures and objects for time management. (With close assistance).	Use pictograms/ pictures and objects for time management (with assistance).	Use pictograms/ pictures and object for time management (with less assistance).

4.2. GRADE 1: PROFOUND LEVEL

4.2.1. LEARNING AREA 1: ACTIVITIES OF DAILY LIVING (ADL) FOR PROFOUND LEVEL/ GRADE 1

Competences to be achieved at the end of grade one

Learners will be able to:

- Identify his/her own gender with close assistance. Show different parts of the body with close assistance. Practice personal cleanliness (wash hands and face) with close assistance.
- Dress and undress with close assistance.
- Feed him/herself with close assistance.
- Use a toilet and accessories with close assistance.
- Identify and avoid dangerous places and objects with close assistance

TOPIC AREA: Human body		Sub topic area: Gender characteristics		
Grade 1: Profound		Unit 1: Identification of his/her own gender		Number of periods:
Key Unit Competence: Able to talk about his/her own gender with close assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> – Identify him/herself self as boy/as girl 	<ul style="list-style-type: none"> – Make groups of girls or boys using pictures – Identify him or herself as boy or girl respectively 	<ul style="list-style-type: none"> – Develop self-esteem and confidence 	<ul style="list-style-type: none"> – I am a boy – I am a girl 	<ul style="list-style-type: none"> – The Teacher/caregiver provides girls with a same object such as a gender representing image. The same is done for boys. – He/she forms groups of learners based on their gender. – He/she associates each group with the gender using image identifying them: these are boys; these are girls. – He/she provides separately, pictures of boys and girls and have children to make 2 groups based on gender. – Game: The Teacher/caregiver puts the images used before on a wall to have boys and girls in 2 groups based on their gender – The Teacher/caregiver helps each learner to identify his/her self as boy or girl.
<i>Links to other learning areas: Numeracy when making groups based on gender and using the concept of images.</i>				
<i>Assessment criteria: Ability to talk about him/her as a girl or as a boy</i>				
<i>Materials: Photographs/pictures and images.</i>				

TOPIC AREA: Human body		Sub topic area: Parts of the body		
Grade 1: Profound		Unit 2: Identification of different parts of the body		
Key Unit Competence: Show the main parts of the body with close assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Recognize the main parts of the body	– Show a given main part on his/her own body or on pictures/ wall charts – Distinguish the main parts of the body.	– Demonstrate good habits of cleanliness	Main parts of the body: – Head – Trunk – Limbs (Arms and legs)	– Learners show a given part of the body as the Teacher/ caregiver shows that part and says its name.
Links to other learning areas: Numeracy while developing learners capacity to make groups/classifying				
Assessment criteria: Ability to show the main parts of the body.				
Materials: Pictures, wall charts.				

TOPIC AREA: Personal Hygiene		Sub topic area: Development of personal cleanliness		
Grade 1: Profound		Unit 3: Personal cleanliness		
Key Unit Competence: Practice personal cleanliness with close assistance				
Learning objectives			Content	Suggested Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Wash different parts of the body, brush teeth and wipe nose	– Wash hand and face, Brush teeth Wipe his/her nose with close assistance – Request for assistance – Keep his/her ears clean – keep their personal cleaning materials (brush teeth, handkerchief, ...)	– Demonstrates good habits of cleanliness	Clean parts of the head – Eyes – Ears – Nose – Mouth	– Learners observe the teacher/caregivers as he / she washes hands and face, brush teeth and wipe nose. – The Teacher/caregiver provides opportunities to allow learners to clean their hands and face, brush teeth and wipe nose with their personal cleaning materials.
Links to other learning areas: Physical Education while developing eye-hand coordination and fine motor development.				
Assessment criteria: Ability to practice hygiene of these parts with close assistance.				
Materials: soap, basin, towel, toothpaste, toothbrush, handkerchief, etc.				

TOPIC AREA: Self feeding		Sub topic area: Development of good manners to feed him/ her self		
Grade 1: Profound		Unit 4: Good manner to feed him/ her self		Number of periods:
Key Unit Competence: Be able to feed him/ herself with close assistance.				
Learning objectives			Content	Suggested learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Develop good manners to feed him/ herself 	<ul style="list-style-type: none"> - Feeding him/ herself 	<ul style="list-style-type: none"> - Demonstrate ability to eat appropriately using table materials (spoons, cup and plates) 	<ul style="list-style-type: none"> - Table manners - Table tools - Table's hygiene 	<ul style="list-style-type: none"> - Learners are assisted to observe good manner on table, thereafter, they will imitate - Learners are trained how to eat appropriately. Ag: How to hold the spoon, fork, cup, plate, etc. - Learners are assisted to use different table's tools, e.g.: spoon, plates, cups, etc. - Learners are assisted to clean table after meals
<i>Links to other learning areas: PE: development of fine motor skills</i>				
<i>Assessment criteria: Ability to feed him/ her self</i>				
<i>Materials: Spoons, cup and plates</i>				

TOPIC AREA: Dressing			Sub topic area: Capacity to dress and undress	
Grade 1: Profound		Unit 5: Dressing and undressing		Number of periods:
Key Unit Competence: Be able to dress and undress with close assistance.				
Learning objectives			Content	Suggested Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Dress and undress	– Develop capacity to dress and undress	– Demonstrate Habit to Dress and undress properly	Dress and undress – T- shirt – Pullover – Skirt – Dress – Socks – etc	– Learners observe teachers/ caregivers practices while dressing and undressing. – Teachers/ caregivers provide learners with opportunity to imitate him/her individually.
<i>Links to other learning areas: Physical Education when manipulating concrete objects</i>				
<i>Assessment criteria: Ability to dress and undress different types of clothes.</i>				
<i>Materials: clothes of different types and colours.</i>				

TOPIC AREA: Toilet use			Sub topic area: Optimal use of toilet and accessories	
Grade 1: Profound		Unit 6: Use of toilet and accessories		Number of periods:
Key Unit Competence: Be able to use toilet and accessories with close assistance.				
Learning objectives			Content	Suggested learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Use a toilet, hygienic accessories and other sanitation facilities	– Use a toilet hygienic accessories and other sanitation facilities.	– Demonstrate sense of autonomy while using a toilet and improve hygiene behaviour	– Use of Traditional (squat toilet/deep hole in the floor – Modern (with a bowl and a seat), - Use of a towel, water taps, hand driers, cleansing chemicals and soaps, hygienic and sanitary pads, dust bin.	– Learners observe the caregivers demonstrating proper toilet use manners and WASH facilities. – Learners are individually assisted by the caregiver/teachers when practicing. – Learners are encouraged and assisted.
<i>Links to other learning areas: PE: Development of fine motor skills</i>				
<i>Assessment criteria: Ability to use a toilet and WASH facilities.</i>				
<i>Materials: Materials needed in the toilet: toilet paper, basin, water, towel, cleansing chemicals and soaps, hygienic and sanitary pads, dust bin, etc.</i>				

TOPIC AREA: Personal safety		Sub topic area: Dangerous places and objects		
Grade 1: Profound		Unit 7: Identification and avoidance of dangerous places and objects		Number of periods:
Key Unit Competence: Identify and avoid dangerous places and objects				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Identify and avoid dangerous places and objects.	– Develop capacity to identify and avoid dangerous places and objects.	– Demonstrate ability to identify and avoid dangerous places and objects.	– Identify and avoid harmful objects in classroom and surrounding environment e.g.: Stairs, doors, chairs, knives, poles, holes, stones, pens, pencils, power tools, staples.	– Learners observe how the teacher/ caregivers demonstrate the avoidance of dangerous objects. – Learners are assisted and coached on avoidance of dangerous places and objects.
<i>Links to other learning areas: Physical Education: Body postures and body parts</i>				
<i>Assessment criteria: Ability to sit and walk in safe places.</i>				
<i>Materials: doors, chairs, knives, poles, holes, stones, pens, pencils, power tools, staples, etc.</i>				

4.2.2. LEARNING AREA 2: SOCIAL SKILLS AND EMOTIONAL DEVELOPEMNT FOR PROFOUND LEVEL/ GRADE 1

Competences to be achieved at the end of grade one

Learners will be able to:

- Recognize their mother and father using verbal and nonverbal signs with close assistance
- Interact with siblings using verbal and nonverbal signs with close assistance

TOPIC AREA: Moral and family life education			Sub-topic area: Family members and caregivers	
Grade 1: Profound		Unit 1: Identification of mother and father		Number of periods:
Key Unit Competence: Identify their mother and father with close assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
- Identify their mother and father.	- Recognize their mother and father.	- Demonstrate ability to express recognition of mother and father by touching, pointing at or smiling to.	- This is my mother - This is my father	- Assisted by the teacher /caregiver learners are invited one by one to point at/ touch and smile to his/ her mom and daddy.
<i>Links to other learning areas: ADL while learning gender characteristics.</i>				
<i>Assessment criteria: Ability to recognize his or her mom or daddy with close assistance.</i>				
<i>Materials: Pictures of mom and daddy, video, mom and daddy at home.</i>				

TOPIC AREA: Social interaction			Sub-topic area: Relationship	
Grade 1: Profound		Unit 2: Interaction with siblings		Number of periods:
Key Unit Competence: Interact with siblings with close assistance.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Interact with siblings (sister, brothers, etc.)	– Identify and demonstrate positive relationship with siblings	– Demonstrate ability to express recognition of siblings by greeting, touching, pointing at or smiling to them.	– Play with siblings – Interact with siblings in different situations (inside and outside the school).	– Teachers/ caregivers assist the learner to point at, greet, touch and play with siblings.
<i>Links to other learning areas: Language and communication.</i>				
<i>Assessment criteria: Ability to interact with siblings by playing, greeting or smiling to them.</i>				
<i>Materials: Pictures of mom and daddy, video, mom and daddy at home.</i>				

4.2.3. LEARNING AREA 3: LANGUAGE, SPEECH AND COMMUNICATION DEVELOPMENT FOR PROFOUND LEVEL/ GRADE 1

Competences to be achieved at the end of grade one

Learners will be able to:

- Recognize their names with close assistance.
- Recognize simple, visual, coloured images and concrete objects with close assistance.
- Babble basic vowels and bilabials with close assistance.
- Respond to verbal and nonverbal commands and simple instructions with close assistance.

TOPIC AREA: Listening, attention and communication skills		SUB TOPIC AREA: Names and sounds		
Grade 1: Profound		Unit 1: Names		Number of periods:
Key Unit Competence: Listen and respond to his/her name when called, with close assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Recognize his / her name.	– Respond to his / her name by any sign.	– Develop a sense of responding to his / her name.	– His/her names.	– Teacher/caregiver introduce learners' names – Learners will be engaged in different games based on their names, sign names, or pictures, with teacher's / care giver's assistance. – Learners will be exposed to different audio devices, such as radio, TV, mobile phone, etc.
<i>Links to other learning areas: ADL: Human body.</i>				
<i>Assessment criteria: Ability to recognize her/his names, sign names and/or pictures.</i>				
<i>Materials: Pictograms, pictures, audio devices, etc.</i>				

TOPIC AREA: Pre- reading skills		SUB TOPIC AREA: Images and pictures		
Grade 1: Profound	Unit 2: Simple, visual , colored images and pictures		Number of periods:	
Key Unit Competence: Recognize simple, visual , coloured images, pictures and concrete objects with close assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Identify the representation of an image or a picture.	– Develop ability to recognize images or pictures of real objects.	– Express recognition of simple, visual, coloured images, pictures and concrete objects.	– Simple, visual, coloured images, pictures and concrete objects.	– With teachers’/caregivers’ close assistance, learners will recognize images or pictures of real objects.
<i>Links to other learning areas: ADL</i>				
<i>Assessment criteria: Ability to recognize images, pictures and objects with assistance.</i>				
<i>Materials: Simple images, simple pictures, etc.</i>				

TOPIC AREA: Stimulation of capacity to produce sounds		SUB TOPIC AREA: Babble sequences of sounds and basic functional words		
Grade 1: Profound	Unit 3: Basic vowels and bilabials		Number of periods:	
Key Unit Competence: Be able to babble basic vowels and, bilabials with close assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Manifest ideas, feeling and emotions.	– Develop bubbling performance.	– Express his/her ideas, feelings and emotions through bubbles.	– Ideas, feelings, emotions expression	– With teachers’/caregivers’ close assistance, learners will observe and imitate the teacher’s lips movements (lip reading) to produce bubble sound. – Learners will be exposed to exciting situations to stimulate the expression of their feelings and emotions.
<i>Links to other learning areas: ADL</i>				
<i>Assessment criteria: Capacity to communicate or to interact with surrounding people through bubbles.</i>				
<i>Materials: Videos, images, scenario, games, etc.</i>				

TOPIC AREA: Develop capacity to respond to commands and simple instructions		SUB TOPIC AREA: Response to verbal and non-verbal commands (simple instructions)		
Grade 1: Profound	Unit 4: Use of appropriate form of communication to respond to commands (simple instructions)		Number of periods:	
Key Unit Competence: Respond to verbal and non-verbal commands (simple instructions) with close assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Recognize appropriate form of communication to verbal and non-verbal commands (simple instructions).	– Respond appropriately to verbal and non-verbal commands (simple instructions).	– Develop habit to respond appropriately to commands.	– Simple verbal and non-verbal commands commonly used.	– With teachers’/care givers’ close assistance, learners are invited to respond to simple commands.
<i>Links to other learning areas: ADL , social skills</i>				
<i>Assessment criteria: The ability to respond appropriately to simple commands.</i>				
<i>Materials: Images, games, flash cards, etc.</i>				

4.2.4. LEARNING AREA 4: PHYSICAL EDUCATION FOR PROFOUND LEVEL/ GRADE 1

Competences to be achieved at the end of grade one

Learners will be able to:

- Do exercises related to basic body postures with close assistance.
- Imitate basic movement (jumping, walking, running and catching with close assistance.
- To hold, catch, send and mould concrete objects with close assistance.

TOPIC AREA: Body posture		SUB TOPIC AREA: - Sitting, Standing, Lifting, Lying		
Grade 1: Profound		Unit 1: Basic body posture	Number of periods:	
Key Unit Competence: Be able to do exercises related to basic body postures with close assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
- Do exercises related to different postures with close assistance	- Shift from one bodily position to another with close assistance	- Develop a sense of autonomy - Improve Physical fitness	- Activities related to body posture: Sitting down on chairs, on mats, Standing up, Lifting, Lying down on a bed, on a mat	- Learners are assisted to carry out exercises related to each bodily position using different materials where applicable. - Learners are assisted to carry out various exercises aiming at improving their ability to shift from one posture to another taking into consideration individual challenges.
<i>Links to other learning areas: ADL when dressing and undressing</i>				
<i>Assessment criteria: Ability to carry out basic body postures with close assistance</i>				
<i>Materials: Mats, chairs, beds,</i>				

TOPIC AREA: Body parts		SUB TOPIC AREA: Imitate different basic movement (jumping, walking, running, catching, etc.		
Grade 1: Profound		Unit 2: Imitation of movements		Number of periods:
Key Unit Competence: Imitate basic movement (jumping, walking, running and catching with close assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Develop improved ability to walk, jump, run and catch. 	<ul style="list-style-type: none"> - Carry out basic mobility and coordination exercises. 	<ul style="list-style-type: none"> - Develop a sense of autonomy - Improve Physical fitness 	<ul style="list-style-type: none"> - Keeping a rhythm by clapping, stamping feet, etc. - Dancing according to a rhythm produced through clapping and drumming - Throwing and catching a ball - Walking with close assistance(using adapted advices) 	<ul style="list-style-type: none"> - For every exercise: the teacher/caregiver demonstrates several times learners are individually assisted to carry out the exercise. - Using the available adapted materials, teacher/caregiver assist learners with mobility problem to carry out different exercises.
<i>Links to other learning areas: Pre numeracy when sorting and matching objects.</i>				
<i>Assessment criteria: Ability to carry out exercises aiming at developing mobility and coordination skills.</i>				
<i>Materials: drum, safe playground, ball, walkers, crutches, music instruments.</i>				

TOPIC AREA: Manipulation of concrete objects		SUB TOPIC AREA: Holding, catching, sending and moulding objects		
Grade 1: Profound		Unit 3: Fine motor development		Number of periods:
Key Unit Competence: Be able to hold, catch, send and mould concrete objects with close assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Handle different materials/ tools used in everyday life with close assistance. 	<ul style="list-style-type: none"> - Demonstrate ability to manipulate different concrete objects. 	<ul style="list-style-type: none"> - Demonstrate ability to manipulate different concrete objects. 	<p>Exercises different activities:</p> <ul style="list-style-type: none"> - Holding a ball, spoon, pen, etc. - Catching a ball, etc. - Sending concrete objects(balls) moulding clay, modelling dough, playing with clay, stick or stones to form different shapes - Make free drawings using a pencil with large diameter - Hold a book and turn pages - Thread beads, picking objects such as toys and other objects/materials. 	<p>For every exercise:</p> <ul style="list-style-type: none"> - The teacher/ caregiver demonstrates several times - Learners are individually assisted to do the exercise.
<i>Links to other learning areas: ADL , Pre Numeracy</i>				
<i>Assessment criteria: Ability to manipulate different concrete objects with close assistance</i>				
<i>Materials: Spoon, ball, writing materials, clay, modelling dough etc.</i>				

4.2.5. LEARNING AREA 5: PRE NUMERACY FOR PROFOUND LEVEL/ GRADE 1

Competences to be achieved at the end of grade one

Learners will be able to:

- Manipulate concrete objects using fingers and hands with close assistance.
- Sort and match concrete objects with close assistance.
- Compare objects based on their size and length with close assistance.

TOPIC AREA: Numbers		SUB TOPIC AREA: Manipulation		
Grade 1: Profound	Unit 1: Practice fingers and hand exercises		Number of periods:	
Key Unit Competence: Manipulate concrete objects using fingers and hands with close assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Manipulate concrete objects using fingers and hands	– Practice fingers and hand exercises	– Demonstrate ability to develop fine motor skills	– Open and close hands – Finger bends – Thumb bend – Fingers bend to make an “O” – Thumb up with other finger bends – Pick objects by opposing the thumb to index finger – Catch firmly an object	– The Teacher/caregiver demonstrates how to practice a given exercise/ activity – Learners to carry out a given exercise under the teacher/caregiver’s individual close assistance. – Learners model things using clay – Learners manipulate/handle different objects/toys
<i>Links to other learning areas: Physical Education: Fine motor skills development</i>				
<i>Assessment criteria: Ability to practice finger and hand exercises to improve fine motor and hand coordination skills.</i>				
<i>Materials: Concrete materials such as toys, clay, toothpaste, toothbrush, clothes, school materials, ropes, etc.</i>				

TOPIC AREA: Numbers		SUB TOPIC AREA: Sorting and Matching		
Grade 1: Profound		Unit 2: Sorting and matching concrete objects		Number of periods:
Key Unit Competence: Sorting and matching concrete objects with close assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes & values		
<ul style="list-style-type: none"> – Differentiate and associate colours 	<ul style="list-style-type: none"> – To identify items /objects with a given colour and match similar objects shapes with assistance – Sort and group similar objects based on a given colour, shape with assistance. 	<ul style="list-style-type: none"> – Acquire orderliness by putting together similar objects. 	<ul style="list-style-type: none"> – Colours: red, green, yellow, blue, black – Grouping of objects according to their colours and shapes: rectangles/square, circle. 	<ul style="list-style-type: none"> – Learners observe as the teacher/caregiver shows different objects of the same colour: example for the red colour: “this is a yellow cup; this is a red bucket, a white shirt, a green ball, these are red tomatoes, blue pens, red T-shirt etc. – Learners carry out exercises that help them to identify objects of different colours among others. – Learners sort out and make group of red objects. – Game: Matching gap and related shapes with close assistance – Make group of similar objects according to their shape and colour with close assistance.
<i>Links to other learning areas: PE: Fine motor skills development.</i>				
<i>Assessment criteria: Ability to group objects according to a given colour or shape.</i>				
<i>Materials: Concrete materials: clothes, plates, toys, school materials, etc.</i>				

TOPIC AREA: Numbers		SUB TOPIC AREA: Comparing		
Grade 1: Profound		Unit 3: Compare objects based on their size and length		Number of periods:
Key Unit Competence: Compare objects based on their size and length with close assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> – Compare big and small objects – Compare long and short objects 	<ul style="list-style-type: none"> – Group objects according to their length and size with assistance 	<ul style="list-style-type: none"> – Demonstrate ability to make a choice between long/ short and big/ small objects 	<ul style="list-style-type: none"> – Comparing and grouping different items in terms of size and length: big and small, long and short (eg. pen, pencil, ruler, chalk, banana, empty bottles, etc.) 	<ul style="list-style-type: none"> – Learners observe the teacher/caregiver’s demonstration using available materials. – Assisted by the teacher, learners carry out exercises that help them to distinguish the big objects from small objects; and later on long objects from short ones. – Learners sort out and group objects according their size or length.
<i>Links to other learning areas: PE: Fine motor development</i>				
<i>Assessment criteria: Ability to compare and group objects based on their size and length with assistance.</i>				
<i>Materials: Concrete materials: school materials, domestic items, foods, etc.</i>				

4.3. GRADE 2: PROFOUND LEVEL

4.3.1. LEARNING AREA 1: ACTIVITIES OF DAILY LIVING (ADL) FOR PROFOUND LEVEL/ GRADE 2

Competences to be achieved at the end of grade two

Learners will be able to:

- Differentiate male and female with close assistance.
- Recognize the main parts of the body with assistance.
- Practice personal cleanliness (brush teeth and wipe nose) with assistance.
- Button and zip up with assistance.
- Use table tools/utensils with assistance.
- Use a toilet and accessories with assistance.
- Identify and avoid dangerous places and objects with assistance.

TOPIC AREA: Human body		Sub topic area: Gender characteristics		
Grade 2: Profound	Unit 1: Identification of his/her own gender		Number of periods:	
Key Unit Competence: Differentiate male and female with assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Identify images of boys versus girls	– Make groups of girls or boys using pictures – Identify images of boy/ man and girls / women	– Develop self-esteem and confidence	– This is a boy/man – This is a girl/ woman	– The Teacher/caregiver provides separately, pictures/ image of boys and girls. – Learners are assisted to point at / say who is a girl/ women and who is a boy.
<i>Links to other learning areas: Pre numeracy when sorting and matching concrete objects</i>				
<i>Assessment criteria: Ability to identify images of boys/ girls. Men and women</i>				
<i>Materials: Photographs/pictures of boys/ girls/men and women</i>				

TOPIC AREA: Human body			Sub topic area: Parts of the body	
Grade 2: Profound			Unit 2: Different parts of the body	
Key Unit Competence: Recognize the main parts of the body with assistance.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Recognize the main parts of the body 	<ul style="list-style-type: none"> – Show a given main part on his/her own body or on pictures/ wall charts. – Distinguish the main parts of the body. 	<ul style="list-style-type: none"> – Demonstrate good habits of cleanliness. 	Main parts of the body: <ul style="list-style-type: none"> – Head – Trunk – Limbs (Arms and legs). 	<ul style="list-style-type: none"> – Learners show a given part of the body as the Teacher/ caregiver shows that part and says its name.
<i>Links to other learning areas: Numeracy while developing learners capacity to make groups/classifying</i>				
<i>Assessment criteria: Ability to show the main parts of the body</i>				
<i>Materials: Pictures, wall charts, etc.</i>				

TOPIC AREA: Personal Hygiene			Sub topic area: Development of personal cleanliness	
Grade 2: Profound		Unit 3: Personal cleanliness		
Key Unit Competence: Able to practice personal cleanliness with assistance.				
Learning objectives			Content	Learning objectives
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Brush teeth and wipe nose 	<ul style="list-style-type: none"> – Brush teeth and wipe his/her nose. – Request for assistance – Keep his/her teeth using (brush teeth, handkerchief , ...) 	<ul style="list-style-type: none"> – Brush teeth and wipe nose 	Skills <ul style="list-style-type: none"> – Brush teeth and wipe his/her nose. – Request for assistance – Keep his/her teeth clean using (brush teeth, handkerchief , ...) 	<ul style="list-style-type: none"> – Brush teeth and wipe nose.
<i>Links to other learning areas: Physical Education while developing eye-hand coordination and fine motor development.</i>				
<i>Assessment criteria: Ability to brush and wipe noses with assistance.</i>				
<i>Materials: soap, basin, towel, toothpaste, brush teeth, handkerchief, etc.</i>				

TOPIC AREA: Dressing		Sub topic area: Capacity to button and zip up		
Grade 2: Profound	Unit 4: Button and zip up			Number of periods:
Key Unit Competence: Able to button and zip up with assistance.				
Learning objectives			Content	Suggested Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Button and zip up	– Develop capacity to button and zip up	– Demonstrate capacity to button and zip up properly	– Button shirts, t-shirt and zip up Pullover, skirt, trousers, dress, etc.	– Learners observe teachers/ caregivers' practices while buttoning and zipping up. – Teachers/ caregivers provide opportunity to imitate individually.
<i>Links to other learning areas: Physical Education when manipulating concrete objects</i>				
<i>Assessment criteria: Ability to button and zip up different types of clothes.</i>				
<i>Suggested materials: Clothes of different types and colours.</i>				

TOPIC AREA: Self feeding		Sub topic area: Development of good manners to feed him/ her self		
Grade 2: Profound	Unit 5: Use of table materials with assistance			
Key Unit Competence: Use table materials with assistance.				
Learning objectives			Content	Learning objectives
Knowledge and understanding	Skills	Knowledge and understanding		
– Use of table materials with assistance	– Feeding him/ herself using table materials	– Demonstrate ability to use appropriately table materials (spoons, cup and plates)	– Table manners – Table tools – Table's hygiene	– Learners are taught how to eat appropriately. Ag: How to hold the spoon, fork, cup, plate, etc. – Learners are assisted to observe good manner on table, thereafter, they will imitate – Learners are assisted to use different table's tools, e.g: spoon, plates, cups, etc. – Learners are assisted to clean table after meals.
<i>Links to other learning areas: PE: development of fine motor skills</i>				
<i>Assessment criteria: ability to use table materials</i>				
<i>Materials: Spoons, cup, plates, etc.</i>				

TOPIC AREA: TOILET USE			Sub topic area: Optimal use of toilet and accessories	
Grade 2: Profound		Unit 6: Use of toilet and accessories		Number of periods:
Key Unit Competence: Use toilet and accessories with assistance.				
Learning objectives			Content	Suggested learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Use a toilet, hygienic accessories and other sanitation facilities	– Use a toilet hygienic accessories and other sanitation facilities.	– Demonstrate sense of autonomy while using a toilet and improve and hygiene behaviour.	<ul style="list-style-type: none"> – Use of Traditional (squat toilet/deep hole in the floor – Modern (with a bowl and a seat), – Use of a towel, water taps, hand driers, cleansing chemicals and soaps, hygienic and sanitary pads, dust bin 	<ul style="list-style-type: none"> – Learners observe the caregivers demonstrating proper toilet use manners and WASH facilities. – Learners are individually assisted by the caregiver/teachers when practicing. – Learners are encouraged and assisted.
<i>Links to other learning areas: PE: development of fine motor skills</i>				
<i>Assessment criteria: Ability to use a toilet and WASH facilities.</i>				
<i>Materials: Materials needed in the toilet: toilet paper, basin, water, towel, cleansing chemicals and soaps, hygienic and sanitary pads, dust bin, etc.</i>				

TOPIC AREA: Personal safety			Sub topic area: Dangerous places and objects	
Grade 2: Profound		Unit 7: Surrounding dangerous places and objects		Number of periods:
Key Unit Competence: Able to recognize surrounding dangerous places and objects with assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Recognize surrounding dangerous places and objects.	– Develop capacity to recognize surrounding dangerous places and objects.	– Habit to pay attention to surrounding dangerous places and objects.	<ul style="list-style-type: none"> – Recognize harmful objects in classroom and surrounding environment e.g.: Stairs, doors, chairs, knives, poles, holes, stones, pens, pencils, power tools, staples. 	<ul style="list-style-type: none"> – Learners observe how the teacher/ caregivers demonstrate the avoidance of dangerous objects. – Learners are assisted and coached on avoidance of dangerous places and objects.
<i>Links to other learning areas: Physical Education: Body postures and body parts</i>				
<i>Assessment criteria: Ability to sit and walk in safe places</i>				
<i>Materials: Doors, chairs, knives, poles, holes, stones, pens, pencils, power tools, staples, etc</i>				

4.3.2. LEARNING AREA 2: SOCIAL SKILLS AND EMOTIONAL DEVELOPEMNT FOR PROFOUND LEVEL/ GRADE 2

Competences to be achieved at the end of grade two

Learners will be able to:

- Recognize their family members using verbal and nonverbal signs with assistance.
- Interact with peers and educators using verbal and nonverbal signs with assistance.

TOPIC AREA: Moral and family life education		Sub-topic area: Family members		
Grade 2: Profound		Unit 1: Recognition of family members(nuclear family)		Number of periods:
Key Unit Competence: Recognize family members with assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Distinguish family members (nuclear family) among others.	– Point at family members.	– Demonstrate ability to express recognition family members.	– This is brother. – This is my sister.	– Assisted by the Teacher/caregiver learners are invited one by one to point at/ touch and smile to his/brother and sister.
<i>Links to other learning areas: ADL while learning gender characteristics</i>				
<i>Assessment criteria: Ability to recognize his or her mom or daddy with close assistance.</i>				
<i>Materials: Pictures of mom and daddy, video, mom and daddy at home</i>				

TOPIC AREA: Social interaction		Sub-topic area: Relationship		
Grade 2: Profound		Unit 2: Interaction with siblings, peers and educators		Number of periods:
Key Unit Competence: Interact with siblings, peers and educators with assistance.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Interact with siblings (sister, brothers, etc.), peers and educators 	<ul style="list-style-type: none"> – Identify and demonstrate positive relationship with siblings, peers and educators 	<ul style="list-style-type: none"> – Demonstrate ability to express recognition of siblings, peers and educators by greeting, touching, pointing at or smiling to them. 	<ul style="list-style-type: none"> – Play with siblings, peers and educators. – Interact with siblings in different situations (inside and outside the school), with peers and educators at school. 	<ul style="list-style-type: none"> – Teachers/ caregivers assist the learner to point at, greet, touch and play with siblings, peers and educators.
<i>Links to other learning areas: Language and communication.</i>				
<i>Assessment criteria: Ability to interact with siblings, peers and educators by playing, greeting, or smiling to them.</i>				
<i>Materials: Pictures of mom and daddy, video, mom and daddy at home, pictures of siblings and educators.</i>				

4.3.3. LEARNING AREA 3: LANGUAGE, SPEECH AND COMMUNICATION DEVELOPMENT FOR PROFOUND LEVEL/ GRADE 2

Competences to be achieved at the end of grade two

Learners will be able to:

- Recognize routine sound and voices with assistance.
- Differentiate simple, visual, coloured images and concrete objects with assistance.
- Repeat basic vowels, bilabials and consonants with assistance.
- Respond to verbal and nonverbal commands and simple instructions with assistance.

TOPIC AREA: Listening, attention and communication skills			SUB TOPIC AREA: Routine sounds/voices	
Grade 2: Profound	Unit 1: Routine sounds and voices		Number of periods:	
Key Unit Competence: Recognize routine sounds and voices around him/her with assistance.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Recognize routine sounds and voices around him/herself.	<ul style="list-style-type: none"> – Respond to stimulus and sounds by moving eyes. – Respond to stimulus by turning his / her head. – Responding to stimulus by moving her body, crapping hands, smiling, etc 	– Develop a sense of responding to any routine sound or stimulus.	– Routine sounds and voices.	<ul style="list-style-type: none"> – Teachers/caregivers introduce to learners routine sounds and voices. – Learners will be exposed to different audio devices, such as radio, TV, mobile phone, etc. – Learners will be encouraged to play different music instruments(drums, bells, etc)
<i>Links to other learning areas: Social skills</i>				
<i>Assessment criteria: Ability to recognize routine sounds and voices around him/her.</i>				
<i>Materials: Radio, TV, mobile phone, etc.</i>				

TOPIC AREA: Pre- reading skills		SUB TOPIC AREA: Images and pictures		
Grade 2: Profound	Unit 2: Simple, visual , coloured images and pictures		Number of periods:	
Key Unit Competence: Differentiate simple visual, coloured images, pictures and concrete objects with assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Differentiate the representation of an image or a picture of real objects.	– Develop ability to differentiate images or pictures of real objects.	– Appreciation of simple, visual, coloured images, pictures and concrete objects.	– Simple, visual, coloured images, pictures and concrete objects.	– With teachers'/caregivers' assistance, learners will differentiate images or pictures of real objects.
<i>Links to other learning areas: Social skills</i>				
<i>Assessment criteria: Ability to recognize images, picture, and objects with assistance.</i>				
<i>Materials: Simple images, simple pictures of real objects, etc.</i>				

TOPIC AREA: Stimulation of capacity to produce sounds		SUB TOPIC AREA: Babble sequences of sounds and basic functional words		
Grade 2: Profound	Unit 3: Basic vowels and bilabials		Number of periods:	
Key Unit Competence: Repeat basic vowels, bilabials and consonants with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Repeat basic vowels, bilabials and consonants.	– Develop capacity to imitate and repeat basic vowels, bilabials and consonants.	– Demonstrate habit to obey and interact with surrounding people.	– Basic vowels bilabials and consonants.	– With teachers'/care givers' assistance, learners will observe and later on imitate the teacher's lips movements (lip reading) to repeat basic vowels bilabials and consonants.
<i>Links to other learning areas: Social skills</i>				
<i>Assessment criteria: Capacity to communicate or to interact with surrounding people.</i>				
<i>Materials: Videos, images, scenario, games, etc.</i>				

TOPIC AREA: Development of capacity to respond to commands and simple instructions		SUB TOPIC AREA: Response to verbal and non-verbal commands (simple instructions)		
Grade 2: Profound	Unit 4: Use of appropriate form of communication to respond to commands (simple instructions)		Number of periods:	
Key Unit Competence: Respond to verbal and non-verbal commands (simple instructions) with assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Recognize appropriate form to respond to verbal and non-verbal commands (simple instructions).	– Respond appropriately to verbal and non-verbal commands (simple instructions).	– Develop habit to respond appropriately to commands	– Simple verbal and non-verbal commands commonly used.	– With teachers’/caregivers’ assistance, learners are invited to respond to simple commands.
<i>Links to other learning areas: Social skills (social interactions).</i>				
<i>Assessment criteria: The ability to respond appropriately to simple commands and simple instructions.</i>				
<i>Materials: Images, games, flash cards, etc.</i>				

4.3.4. LEARNING AREA 4: PHYSICAL EDUCATION FOR PROFOUND LEVEL/ GRADE 2

Competences to be achieved at the end of grade two

Learners will be able to:

- Do exercises related to basic body postures with assistance.
- Imitate basic movement (jumping, walking, running and catching with assistance.
- To hold, catch, send and mould concrete objects with assistance.

TOPIC AREA: Body posture		SUB TOPIC AREA: - Sitting, Standing, Lifting, Lying		
Grade 2: Profound		Unit 1: Basic body posture		Number of periods:
Key Unit Competence: Be able to do exercises related to basic body postures with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Carry out exercises related to different postures with assistance.	– Shift from one bodily position to another with assistance	– Develop a sense of autonomy – Improve Physical fitness	– Activities related to body posture: – Sitting down on chairs, on mats, – Standing up – Lifting – Lying down on a bed, on a mat.	– Learners are assisted to do exercises related to each body position using different materials where applicable. – Learners are assisted to do various exercises aiming at improving their ability to shift from one posture to another taking into consideration individual challenges.
<i>Links to other learning areas: ADL when dressing and undressing</i>				
<i>Assessment criteria: Ability to carry out basic body postures with close assistance</i>				
<i>Materials: Mats, chairs, beds,</i>				

TOPIC AREA: Body parts		SUB TOPIC AREA: Imitate different basic movement (jumping, walking, running, catching, etc.		
Grade 2: Profound		Unit 2: Imitation of movements		Number of periods:
Key Unit Competence: Imitate basic movement (jumping, walking, running and catching with assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Develop ability to walk, jump, run and catch. 	<ul style="list-style-type: none"> - Carry out basic mobility and coordination exercises. 	<ul style="list-style-type: none"> - Develop a sense of autonomy - Improve Physical fitness 	<ul style="list-style-type: none"> - Keeping a rhythm by clapping, stamping feet, etc. - Dancing according to a rhythm produced through clapping and drumming - Throwing and catching a ball - Walking with close assistance(using adapted advices) 	<ul style="list-style-type: none"> - For every exercise: - The teacher/caregiver demonstrates several times - Learners are individually assisted to do the exercise. - Using the available adapted materials, teacher/caregiver assist learners with mobility problem to carry out different exercises.
<i>Links to other learning areas: Pre numeracy when sorting and matching objects</i>				
<i>Assessment criteria: Ability to carry out exercises aiming at developing mobility and coordination skills</i>				
<i>Materials: drum, safe playground, ball, walkers, crutches, music instruments</i>				

TOPIC AREA: Manipulation of concrete objects		SUB TOPIC AREA: Holding, catching, sending and moulding objects		
Grade 2: Profound		Unit 3: Fine motor development		Number of periods:
Key Unit Competence: Be able to hold, catch, send and mould concrete objects with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Handle different materials/tools used in everyday life with close assistance 	<ul style="list-style-type: none"> - Ability to manipulate different concrete objects 	<ul style="list-style-type: none"> - Demonstrate ability to manipulate different concrete objects 	<ul style="list-style-type: none"> - Exercises different activities: <ul style="list-style-type: none"> - Holding a ball, spoon, pen, etc. - Catching a ball, etc. - Sending concrete objects(balls) - Moulding clay, modelling dough, - Playing with clay, stick or stones to form different shapes - Make free drawings using a pencil with large diameter, - Hold a book and turn pages - Thread beads (enfiler des perles) - Picking objects such as toys and other objects/materials. 	<ul style="list-style-type: none"> - For every exercise: <ul style="list-style-type: none"> - The teacher/ caregiver demonstrates several times - Learners are individually assisted to do the exercise.
<i>Links to other learning areas: ADL , Pre Numeracy</i>				
<i>Assessment criteria: Ability to manipulate different concrete objects with close assistance</i>				
<i>Materials: Spoon, ball, writing materials, clay, modelling dough etc.</i>				

4.3.5. LEARNING AREA 5: PRE NUMERACY FOR PROFOUND LEVEL/ GRADE 2

Competences to be achieved at the end of grade two

Learners will be able to:

- Manipulate concrete objects using fingers and hands with assistance.
- Sort and match concrete objects with assistance.
- Compare objects based on their size and length with assistance.

TOPIC AREA: Numbers			SUB TOPIC AREA: Manipulation	
Grade 2: Profound	Unit 1: Practice fingers and hand exercises			Number of periods:
Key Unit Competence: Manipulate concrete objects using fingers and hands with assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Manipulate concrete objects using fingers and hands	– Practice fingers and hand exercises	– Demonstrate ability to develop fine motor skills	– Open and close hands – Finger bends – Thumb bend – Finger bends to make an “O” – Thumb up with other finger bends – Pick objects by opposing the thumb to index finger. – Catch firmly an object.	– The Teacher/caregiver demonstrates how to practice a given exercise/activity. – Learners to carry out a given exercise under the teacher/caregiver’s individual assistance. – Learners model things using clay. – Learners manipulate/handle different objects/toys.
<i>Links to other learning areas: Physical Education: Fine motor skills development</i>				
<i>Assessment criteria: Ability to practice finger and hand exercises to improve fine motor and hand coordination skills.</i>				
<i>Materials: Concrete materials such as toys, clay, toothpaste, toothbrush, clothes, school materials, ropes, etc.</i>				

TOPIC AREA: Numbers		SUB TOPIC AREA: Sorting and Matching		
Grade 2: Pre Numeracy for profound level		Unit 2: Sorting and matching concrete objects		Number of periods:
Key Unit Competence: Sorting and matching concrete objects with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes & values	Content	Learning activities
<ul style="list-style-type: none"> – Differentiate and associate colours 	<ul style="list-style-type: none"> – To identify items / objects with a given colour and match similar objects, shapes with assistance – Sort and group similar objects based on a given colour, shape with assistance 	<ul style="list-style-type: none"> – Demonstrate orderliness by putting together similar objects. 	<ul style="list-style-type: none"> – Colours: red, green, yellow, blue, black – Grouping of objects according to their colours and shapes: rectangles/ square, circle. 	<ul style="list-style-type: none"> – Learners observe as the teacher/caregiver shows different objects of the same colour: example for the red colour: “this is a yellow cup; this is a red bucket, a white shirt, a green ball, these are red tomatoes, blue pens, red T-shirt etc. – Learners carry out exercises that help them to identify red objects among others. – Learners sort out and make group of red objects. – Game: Matching gap and related shapes with assistance – Make group of similar objects according to their shape and colour with close assistance.
<i>Links to other learning areas: PE: Fine motor skills development</i>				
<i>Assessment criteria: Ability to group objects according to a given colour or shape</i>				
<i>Materials: Concrete materials: clothes, plates, toys, school materials, etc.</i>				

TOPIC AREA: Numbers		SUB TOPIC AREA: Comparing		
Grade 2: Profound	Unit 3: Compare objects based on their size and length		Number of periods:	
Key Unit Competence: Compare objects based on their size and length with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Compare big and small objects - Compare long and short objects 	<ul style="list-style-type: none"> - Group objects according to their length and size with assistance 	<ul style="list-style-type: none"> - Demonstrate ability to develop fine motor skills - To make a choice between long/ short and big/ small objects 	<ul style="list-style-type: none"> - Comparing and grouping different items in terms of size and length: big and small, long and short (eg. pen, pencil, ruler, chalk, banana, empty bottles, etc.) 	<ul style="list-style-type: none"> - Learners observe the teacher/caregiver's demonstration using available materials. - Assisted by the teacher, learners carry out exercises that help them to distinguish the big objects from small objects; and later on long objects from short ones. - Learners sort out and group objects according their size or length.
<i>Links to other learning areas: PE: Fine motor development</i>				
<i>Assessment criteria: ability to compare and group objects based on their size and length with assistance.</i>				
<i>Materials: Concrete materials: school materials, domestic items, foods, etc.</i>				

4.4. GRADE 3: PROFOUND LEVEL

4.4.1. LEARNING AREA 1: ACTIVITIES OF DAILY LIVING (ADL) FOR PROFOUND LEVEL/ GRADE 3

Learners will be able to:

- Differentiate images of boys vs girls; men vs women with less assistance.
- Show the main parts of the body with less assistance.
- Practice personal cleanliness (wash hands and face; brush teeth and wipe nose) with less assistance.
- Button and zip up with less assistance.
- Feed him/herself with less assistance.
- Use a toilet and accessories with less assistance.
- Identify and avoid surrounding dangerous places and objects with less assistance.

TOPIC AREA: Human body		Sub topic area: Gender characteristics		
Grade 3: Profound	Unit 1: Differentiation of images of boys vs girls ; man vs woman		Number of periods:	
Key Unit Competence: Differentiate images of boys vs girls ; man vs woman with less assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Differentiate images of boy’s vs girls; man vs woman.	– Make groups of girls or boys using picture – Identify images of boy/ man and girls / women.	– Develop self-esteem and confidence.	– This is a boy/man – This is a girl/woman.	– The Teacher/caregiver provides separately, pictures/ image of boys and girls. – Learners are assisted to point at / say who is a girl/woman and who is a boy/ man.
<i>Links to other learning areas: Pre- numeracy when sorting and matching concrete objects.</i>				
<i>Assessment criteria: Ability to differentiate images of boys/ girls, men and women.</i>				
<i>Materials: Photographs/pictures of boys/ girls/men and women.</i>				

TOPIC AREA: Human body		Sub topic area: Parts of the body		
Grade 3: Profound	Unit 2: Different parts of the body			
Key Unit Competence: Show different parts of the body with less assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Show different parts of the body	– Show a given part on his/her own body or on pictures/ wall charts – Distinguish different parts of the body.	– Develop a sense of self-awareness	– Different parts of the body: Head, Trunk, Limbs (Arms and legs)	– Learners show a given part of the body as the teacher/caregiver shows that part and says its name.
<i>Links to other learning areas: Numeracy while developing learners' capacity to make groups/classifying.</i>				
<i>Assessment criteria: Ability to show different parts of the body.</i>				
<i>Materials: Pictures, wall charts, toys, etc.</i>				

TOPIC AREA: Personal Hygiene		Sub topic area: Personal cleanliness		
Grade 3: Profound	Unit 3: Development of personal cleanliness			
Key Unit Competence: Practice personal cleanliness with less assistance				
Learning objectives			Content	Suggested Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Brush teeth and wipe nose.	– Brush teeth and wipe his/her nose – Request for assistance – Keep clean his/her teeth using (brush teeth, handkerchief, ...)	– Demonstrate good habits of cleanliness.	– Clean teeth and wipe nose.	– Learners observe the teacher/caregivers as he / she brushes her/his teeth and wipe her/ his noses. – The Teacher/caregiver provides opportunities for learners to brush their teeth and wipe their noses.
<i>Links to other learning areas: Physical Education while developing eye-hand coordination and fine motor development.</i>				
<i>Assessment criteria: Ability to brush and wipe noses with less assistance.</i>				
<i>Materials: Soap, basin, towel, toothpaste, brush teeth, handkerchief, etc</i>				

TOPIC AREA: Dressing		Sub topic area: Capacity to button and zip up		
Grade 3: Profound	Unit 4: Button and zip up		Number of periods:	
Key Unit Competence: Be able to button and zip up with less assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Suggested Learning activities
– Button and zip up	– Develop capacity to button and zip up	– Demonstrate habit of smartness	– Button shirt , t-shirt and zip up Pullover,, skirt, trousers, dress, etc	– Learners observe teachers/ caregivers’ practices while buttoning and zipping up. – Teachers/ caregivers provide opportunity to imitate individually.
<i>Links to other learning areas: Physical Education when manipulating concrete objects.</i>				
<i>Assessment criteria: Ability to button and zip up different types of clothes.</i>				
<i>Suggested materials: Clothes of different types and colours.</i>				

TOPIC AREA: Self feeding		Sub topic area: Development of good manners to feed him/ her self		
Grade 3: Profound	Unit 5: Self Feeding		Number of periods:	
Key Unit Competence: Be able to feed him/herself with less assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Suggested learning activities
– Feed him/herself with less assistance.	– Develop the ability to feed him/ herself with less assistance.	– Demonstrate table manners – Demonstrate sense of autonomy while eating	– Table’s manners – Table tools – Table’s hygiene	– Learners are taught how to eat appropriately. Ag: How to hold the spoon, fork, cup, plate, etc. – Learners are assisted to observe good manner on table, thereafter, they will imitate. – Learners are assisted to use different table tools, ag: spoon, plates, cups, etc. – Learners are assisted to clean table after meals.
<i>Links to other learning areas: PE: development of fine motor skills</i>				
<i>Assessment criteria: Ability to use table materials</i>				
<i>Materials: Spoons, cup and plates</i>				

TOPIC AREA: Toilet use		Sub topic area: Optimal use of toilet and accessories		
Grade 3: Profound	Unit 6: Use of toilet and accessories		Number of periods:	
Key Unit Competence: Use toilet and accessories with less assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Suggested learning activities
<ul style="list-style-type: none"> – Use a toilet, hygienic accessories and other sanitation facilities 	<ul style="list-style-type: none"> – Use a toilet hygienic accessories and other sanitation facilities, 	<ul style="list-style-type: none"> – Demonstrate sense of autonomy while using a toilet and improve hygiene behaviour 	<ul style="list-style-type: none"> – Use of Traditional (squat toilet/deep hole in the floor, modern (with a bowl and a seat), – Use of a towel, water taps, hand driers, cleansing chemicals and soaps, hygienic and sanitary pads, dust bin 	<ul style="list-style-type: none"> – Learners observe the caregivers demonstrating proper toilet use manners and WASH (water and sanitation hygiene) facilities. – Learners are individually assisted by the caregiver/teachers when practicing. – Learners are encouraged and assisted.
<i>Links to other learning areas: PE: development of fine motor skills</i>				
<i>Assessment criteria: Ability to use a toilet and WASH facilities.</i>				
<i>Materials: Materials needed in the toilet like toilet paper, basin, water, towel, cleansing chemicals and soaps, hygienic and sanitary pads, dust bin, etc</i>				

TOPIC AREA: Personal Safety		Sub topic area: Dangerous places and objects		
Grade 3: Profound	Unit 7: Surrounding dangerous places and objects		Number of periods:	
Key Unit Competence: Avoid surrounding dangerous places and objects with assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> – Avoid surrounding dangerous places and objects. 	<ul style="list-style-type: none"> – Develop capacity to recognize dangerous places and objects. 	<ul style="list-style-type: none"> – Habit to pay attention to dangerous places and objects. 	<ul style="list-style-type: none"> – Recognize harmful objects in classroom and surrounding environment e.g.: Stairs, doors, chairs, knives, poles, holes, stones, pens, pencils, power tools, staples. 	<ul style="list-style-type: none"> – Learners observe how the teacher/caregivers demonstrate the avoidance of dangerous objects. – Learners are assisted and coached on avoidance of dangerous places and objects.
<i>Links to other learning areas: Physical Education: Body postures and body parts</i>				
<i>Assessment criteria: Ability to avoid surrounding dangerous places and objects</i>				
<i>Materials: doors, chairs, knives, poles, holes, stones, pens, pencils, power tools, staples</i>				

4.4.2 LEARNING AREA 2: SOCIAL SKILLS AND EMOTIONAL DEVELOPEMNT FOR PROFOUND LEVEL/ GRADE 3

Competences to be achieved at the end of grade three

Learners will be able to:

- Recognize their family members, caregivers and guardians using verbal and nonverbal signs with less assistance
- Interact with family members, peers and educators using verbal and nonverbal signs with less assistance

TOPIC AREA: Moral and family life education		Sub-topic area: Family members, guardians and caregivers		
Grade 3: Profound		Unit 1: Recognition of family members(nuclear family), guardians and caregivers		Number of periods:
Key Unit Competence: Recognize family members, guardians and caregivers with less assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Distinguish family members, guardians and caregivers from others.	– Point at family members, guardians and caregivers.	– Demonstrate ability to express recognition of family, members, guardians and caregivers.	– This is my mom, dad, this is my sister, my brother. – This is my teacher/ caregiver.	– Learners will be assisted to distinguish their family members and caregivers from others by pointing at them.
<i>Links to other learning areas: ADL while learning gender characteristics</i>				
<i>Assessment criteria: Ability to recognize his or her mom or dad, brother and sister, teacher/ caregiver with less assistance.</i>				
<i>Materials: Pictures of mom and dad, video, brother and sister, caregiver</i>				

TOPIC AREA: Social interaction		Sub-topic area: Relationship		
Grade 3: Profound		Unit 2: Interaction with siblings, peers and educators		Number of periods:
Key Unit Competence: Interact with siblings, peers and educators with less assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Interact with siblings (sister, brothers, etc.), peers and educators	– Identify and demonstrate positive relationship with siblings, peers and educators.	– Demonstrate ability to express recognition of siblings, peers and educators by greeting, touching, pointing at or smiling to them	– Play with siblings, peers and educators – Interact with siblings in different situations (inside and outside the school), with peers and educators at school	– Teachers/ caregivers assist the learner to point at, greet, touch and play with siblings, peers and educators
<i>Links to other learning areas: Language and communication</i>				
<i>Assessment criteria: Ability to interact with siblings, peers and educators by playing, greeting, or smiling to them</i>				
<i>Materials: Pictures of mom and daddy, video, mom and daddy at home, pictures of siblings and educators</i>				

4.4.3 LEARNING AREA 3: LANGUAGE, SPEECH AND COMMUNICATION DEVELOPMENT FOR PROFOUND LEVEL/ GRADE 3

Competences to be achieved at the end of grade three

Learners will be able to:

- Respond to sounds, stimulus and voices around him/her with less assistance.
- Differentiate simple, visual, coloured images and concrete objects with less assistance.
- Repeat basic vowels, bilabials and consonants with less assistance.
- Respond to verbal and nonverbal commands and simple instructions with less assistance.

TOPIC AREA: Listening, attention and communication skills			SUB TOPIC AREA: Routine sounds/voices	
Grade 3: Profound	Unit 1: Names		Number of periods:	
Key Unit Competence: Respond sounds, stimulus and voices around him/her with less assistance.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Recognize routine sounds stimulus and voices around him/her.	– Respond to stimulus and any other sound.	– Develop a sense of responding to stimulus and any other sound.	– Sounds, stimulus and voices.	– Teachers/caregivers introduce to learners sounds and voices. – Learners will be exposed to different audio devices, such as radio, TV, mobile phone, etc. – Learners will be taught to play with drum
<i>Links to other learning areas: Social skills</i>				
<i>Assessment criteria: Ability to recognize sounds and voices around him/her.</i>				
<i>Materials: Pictograms, pictures, radio, TV, mobile phone, etc.</i>				

TOPIC AREA: Pre-reading skills			SUB TOPIC AREA: Pictures and concrete objects	
Grade 3: Profound	Unit 2: Simple, visual , coloured images and pictures		Number of periods:	
Key Unit Competence: Differentiate simple visual , coloured images, pictures and concrete objects with less assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Differentiate the representation of an image or a picture of real objects.	– Develop ability to differentiate images or pictures of real objects.	– Appreciation of simple, visual, coloured images, pictures and concrete objects.	– Simple, visual, coloured images, pictures and concrete objects.	– With teachers’/caregivers’ assistance, learners will differentiate images or pictures of real objects.
<i>Links to other learning areas: ADL</i>				
<i>Assessment criteria: Ability to recognize images, picture, and real objects with less assistance.</i>				
<i>Materials: Simple images, simple pictures of real objects, etc.</i>				
TOPIC AREA: Stimulation of capacity to produce sounds			SUB TOPIC AREA: Babble sequences of sounds and basic functional words	
Grade 3: Profound	Unit 3: Basic vowels and bilabials		Number of periods:	
Key Unit Competence: Repeat basic vowels, bilabials and consonants with less assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Repeat basic vowels, bilabials and consonants.	– Develop capacity to imitate and repeat basic vowels, bilabials and consonants.	– Demonstrate habit to obey and interact with surrounding people.	– Basic vowels bilabials and consonants.	– With teachers’/care givers’ assistance, learners will observe and later on imitate the teacher’s lips movements (lip reading) to repeat basic vowels bilabials and consonants.
<i>Links to other learning areas: Social skills</i>				
<i>Assessment criteria: Capacity to communicate or to interact with surrounding people.</i>				
<i>Materials: Videos, images, scenario, games, etc.</i>				

TOPIC AREA: Develop capacity to respond to commands and simple instructions		SUB TOPIC AREA: Response to verbal and non-verbal commands (simple instructions)		
Grade 3: Profound	Unit 4: Use of appropriate form of communication to respond to commands (simple instructions)		Number of periods:	
Key Unit Competence: Respond to verbal and non-verbal commands (simple instructions) with less assistance.				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Recognize appropriate form to respond to verbal and non-verbal commands (simple instructions).	– Respond appropriately to verbal and non-verbal commands (simple instructions).	– Develop habit to respond appropriately to commands.	– Simple verbal and non-verbal commands commonly used.	– With teachers’/care givers’ assistance, learners are invited to respond to simple commands.
<i>Links to other learning areas: Social skills (social interactions).</i>				
<i>Assessment criteria: The ability to respond appropriately to simple commands and simple instructions.</i>				
<i>Materials: Images, games, flash cards, etc.</i>				

4.4.4. LEARNING AREA 4: PHYSICAL EDUCATION FOR PROFOUND LEVEL/ GRADE 3

Competences to be achieved at the end of grade three

Learners will be able to:

- Do exercises related to basic body postures with less assistance
- Imitate basic movement (jumping, walking, running and catching) with less assistance
- To hold, catch, send and mould concrete objects with less assistance

TOPIC AREA: Body posture		SUB TOPIC AREA: - Sitting, Standing, Lifting, Lying		
Grade 3: Profound	Unit 1: Basic body posture			Number of periods:
Key Unit Competence: Be able to do exercises related to basic body postures with less assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
– Carry out exercises related to different postures with less assistance	– Shift from one body position to another with less assistance	– Develop a sense of autonomy – Improve Physical fitness	Activities related to body posture: – Sitting on chairs or mats – Standing up – Lifting – Laying down on a bed, on a mat.	– Learners are assisted to do exercises related to each body position using different materials where applicable. – Learners are assisted to carry out various exercises aiming at improving their ability to shift from one posture to another taking into consideration individual challenges.
<i>Links to other learning areas: ADL when dressing and undressing</i>				
<i>Assessment criteria: Ability to carry out basic body postures with close assistance</i>				
<i>Materials: Mats, chairs, beds, etc.</i>				

TOPIC AREA: Body parts		SUB TOPIC AREA: Imitate different basic movement (jumping, walking, running, catching, etc.		
Grade 3: Profound		Unit 2: Imitation of movements	Number of periods:	
Key Unit Competence: Imitate basic movement (jumping, walking, running and catching with less assistance).				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> – Develop ability to walk, jump, run and catch 	<ul style="list-style-type: none"> – Carry out basic mobility and coordination exercises 	<ul style="list-style-type: none"> – Develop a sense of autonomy – Improve Physical fitness 	<ul style="list-style-type: none"> – Keeping a rhythm by clapping, stamping feet, etc. – Throwing and catching a ball – Walking with close assistance (using adapted advices) 	For every exercise: <ul style="list-style-type: none"> – The teacher/caregiver demonstrates several times – Learners are individually assisted to do the exercises. – Using the available adapted materials, teacher/ caregiver assist learners with mobility problem to do different exercises.
<i>Links to other learning areas: Pre numeracy when sorting and matching objects.</i>				
<i>Assessment criteria: Ability to carry out exercises aiming at developing mobility and coordination skills.</i>				
<i>Materials: drum, safe playground, ball, walkers, crutches, music instruments.</i>				

TOPIC AREA: Manipulation of concrete objects		SUB TOPIC AREA: Holding, catching, sending and moulding objects		
Grade 3: Profound		Unit 3: Fine motor development		Number of periods:
Key Unit Competence: Be able to hold, catch, send and mould concrete objects with less assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Handle different materials/ tools used in everyday life with less assistance 	<ul style="list-style-type: none"> - Ability to manipulate different concrete objects 	<ul style="list-style-type: none"> - Demonstrate ability to manipulate different concrete objects 	<p>Exercises different activities:</p> <ul style="list-style-type: none"> - Holding a ball, spoon, pen, etc. - Catching a ball, etc. - Sending concrete objects(balls) - Moulding clay, modelling dough, - Playing with clay, stick or stones to form different shapes - Make free drawings using a pencil with large diameter - Hold a book and turn pages - Thread beads - Picking objects such as toys and other objects/materials. 	<p>For every exercise:</p> <ul style="list-style-type: none"> - The teacher/ caregiver demonstrates several times. - Learners are individually assisted to do the exercise.
<i>Links to other learning areas: ADL , Pre Numeracy</i>				
<i>Assessment criteria: Ability to manipulate different concrete objects with close assistance</i>				
<i>Materials: Spoon, ball, writing materials, clay, modelling dough, etc.</i>				

4.4.5. LEARNING AREA 5: PRE NUMERACY FOR PROFOUND LEVEL/ GRADE 3

Competences to be achieved at the end of grade three

Learners will be able to:

- Manipulate concrete objects using fingers and hands with less assistance.
- Sort and match concrete objects with less assistance.
- Compare objects based on their size and length with less assistance.

TOPIC AREA: Numbers			SUB TOPIC AREA: Manipulation	
Grade 3: Profound		Unit 1: Practice fingers and hand exercises		Number of periods:
Key Unit Competence: Manipulate concrete objects using fingers and hands with less assistance				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
– Manipulate concrete objects using fingers and hands	– Practice fingers and hand exercises	– Demonstrate ability to develop fine motor skills	– Open and close hands – Finger bends – Thumb bend – Finger bends to make an “O” – Thumb up with other finger bends – Pick objects by opposing the thumb to index finger – Catch firmly an object.	– The Teacher/caregiver demonstrates how to practice a given exercise/activity. – Learners carry out a given exercise under the teacher/caregiver’s individual less assistance. – Learners model things using clay. – Learners manipulate/handle different objects/toys.
<i>Links to other learning areas: Physical Education: Fine motor skills development</i>				
<i>Assessment criteria: Ability to practice finger and hand exercises to improve fine motor and hand coordination skills.</i>				
<i>Materials: Concrete materials such as toys, clay, toothpaste, toothbrush, clothes, school materials, ropes, etc.</i>				

TOPIC AREA: Numbers			SUB TOPIC AREA: Sorting and Matching	
Grade 3: Profound	Unit 2: Sorting and matching concrete objects			Number of periods:
Key Unit Competence: Sorting and matching concrete objects with less assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes & values	Content	Learning activities
<ul style="list-style-type: none"> - Differentiate and associate colours 	<ul style="list-style-type: none"> - To identify items / objects with a given colour and match similar objects shapes with assistance - Sort and group similar objects based on a given colour, shape with assistance 	<ul style="list-style-type: none"> - Demonstrate orderliness by putting together similar objects. - 	<ul style="list-style-type: none"> - Colours: Red, Green, Yellow, Blue, Black - Grouping of objects according to their colours and shapes: rectangles/square, circle. 	<ul style="list-style-type: none"> - Learners observe as the teacher/ caregiver shows different objects of the same colour: example for the red colour: “this is a yellow cup; this is a red bucket, a white shirt, a green ball, these are red tomatoes, blue pens, red T-shirt etc. - Learners do exercises that help them to identify red objects among others. - Learners sort out and make group of red objects. - Game: Matching gap and related shapes with assistance - Make group of similar objects according to their shape and colour with close assistance.
<i>Links to other learning areas: PE: Fine motor skills development.</i>				
<i>Assessment criteria: Ability to group objects according to a given colour or shape.</i>				
<i>Materials: Concrete materials: clothes, plates, toys, school materials, etc.</i>				

TOPIC AREA: Numbers		SUB TOPIC AREA: Comparing		
Grade 3: Profound		Unit 3: Compare objects based on their size and length		Number of periods:
Key Unit Competence: Compare objects based on their size and length with less assistance				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Compare big and small objects - Compare long and short objects 	<ul style="list-style-type: none"> - Group objects according to their length and size with assistance 	<ul style="list-style-type: none"> - Habit to make a choice between long/ short and big/ small objects 	<ul style="list-style-type: none"> - Comparing and grouping different items in terms of size and length: big and small, long and short (e.g. pen, pencil, ruler, chalk, banana, empty bottles, etc.) 	<ul style="list-style-type: none"> - Learners observe the teacher/caregiver's demonstration using available materials. - Assisted by the teacher, learners carry out exercises that help them to distinguish the big objects from small objects; and later on long objects from short ones. - Learners sort out and group objects according their size or length.
<i>Links to other learning areas: PE: Fine motor development</i>				
<i>Assessment criteria: Ability to compare and group objects based on their size and length with assistance.</i>				
<i>Materials: Concrete materials: school materials, domestic items, foods, etc.</i>				