

**THE UNITED REPUBLIC OF TANZANIA**  
**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**BASIC EDUCATION SYLLABUS FOR STANDARD II**

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Dr. Elia Kibga

**Acting Director General**

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## Foreword

The decision to improve the curriculum for Standard I was a result of the government plan to develop the skills of Reading, Writing and Mathematics. This plan has taken into account the results of different researches which show that some pupils complete primary school without acquiring Reading, Writing and Mathematics skills. This syllabus focuses on building the capacity of teachers to help pupils to develop their skills in Reading, Writing and Mathematics and takes into consideration the primary school curriculum for Standard I and II of 2005. The curriculum emphasises the use of learner-centred teaching and learning approaches together with the phonics approach to learning to read. The content of this syllabus is organised into the competences of Reading, Writing and Mathematics, Healthcare and the Environment, and Developing Sports and Arts.

This syllabus is intended to be implemented as directed. However, schools have an opportunity to take into account their school context when planning and implementing the syllabus. It is important to ensure that pupils attend the recommended number of lessons for each major skill as indicated in the syllabus for Standard I and II. Moreover, assessment will be performed with regard to the set standards of performance. Therefore, all teachers in schools have a responsibility to ensure that this syllabus is implemented successfully and that all pupils receive equal opportunities in the learning process. It is my expectation that pupils will develop the intended competences.



Prof. Eustella Bhalalusesa

**Commissioner for Education**

**Ministry of Education, Science and Technology**

## **1.0 Introduction**

This syllabus is for English medium schools in Tanzania. It has been prepared from the 2015 Primary School Curriculum for Standard I and II. The main objective of this syllabus is to enable a pupil in Standard II to build competences in Reading, Writing and Mathematics. These skills form an important base for enabling the pupil to learn effectively and cope with different subjects at higher levels. Also, the learning of Reading, Writing and Early Mathematics is aimed at providing the pupil with strategies for independent learning.

## **2.0 Structure of the Syllabus**

The syllabus is focused on activities which form the foundation for literacy and numeracy in Standard I and II. The syllabus includes: introduction; objectives and the competences to be developed in Reading, Writing and Mathematics, Health care and the Environment, and Sports and Arts. The fourth part of this syllabus consists of the syllabus content/content matrix.

## **3.0 Objectives**

This syllabus has been designed to enable the Standard II pupil to:

- a) develop skills in Reading, Writing and Arithmetic,
- b) communicate in a simple way,
- c) maintain health, hygiene and the environment
- d) develop a strong body,
- e) develop a sense of cooperation with others,
- f) adopt a positive attitude towards learning,
- g) appreciate the environment,
- h) develop self-awareness and talents and
- i) promote creativity in sports, games and arts.

#### **4.0 Competences**

The syllabus is focused on five key competences, that are divided into different areas, to enable a pupil to build key competences as follows:

#### **4.1 Reading**

- a) Communicating orally.
- b) Phonics (sound-letter relationship).
- c) Reading and listening for comprehension .
- d) Reading fluently.
- e) Using vocabulary.

#### **4.2 Writing**

- a) Forming letters and developing handwriting.
- b) Forming words in print style.
- c) Writing in correct sequence of events.
- d) Writing with sensation and originality.
- e) Writing with accuracy and coherence.

#### **4.3 Mathematics**

- a) Recognising numbers.
- b) Using number operations.
- c) Recognising numbers and relationships.
- d) Recognising measurements.
- e) Recognising shapes and figures.
- f) Listing and collecting objects.

#### **4.4 Healthcare and the Environment**

- a) Recognising parts of the human body.
- b) Identifying ways to protect against disease.
- c) Identifying living things found in the environment.
- d) Cleaning and care for the environment.
- e) Identifying different ways of giving first aid.

#### **4.5 Developing Sports and Arts**

- a) Play familiar games.
- b) Draw, decorate and model.
- c) Sing and play simple musical instruments.
- d) Perform arts/roleplay that promote the skills of reading, writing and early Mathematics.

## 5.0 Main Competence: READING

The main competence in reading is organised into specific sequenced reading competences. When completed, it is expected to enable the pupil to read according to the objectives of the curriculum. The sequence is shown clearly in the following matrix:

### Syllabus content

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
5.1 Communicating orally	a) Conduct oral communication between two pupils in a game of their choice.	Conduct oral communication between two pupils in a game to determine whether they can communicate correctly.	Conduct oral communication between two pupils in a game of their choice with many errors.	Conduct oral communication between two pupils in a game of their choice with a few errors.	Conduct oral communication between two pupils in a game of their choice correctly.	Conduct oral communication between two pupils in a game of their choice and attempt oral communication during different games.
	b) Narrate a story and explain the message conveyed by that story.	Narrating a story and explaining the message conveyed by that story is done correctly.	Narrate a story but fail to explain the message conveyed by that story.	Narrate a story and explain the message conveyed by that story with errors.	Narrate a story and explain the message conveyed by that story correctly.	Narrate a story and explain the message conveyed by that story correctly and attempt to narrate various aspects of ceremonies.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	c) Narrate various aspects of ceremonies.	Narrating various aspects of ceremonies has been done correctly.	Narrate various aspects of ceremonies with many errors.	Narrate various aspects of ceremonies with a few errors.	Narrate various aspects of ceremonies correctly.	Narrate various aspects of ceremonies correctly and attempt to narrate different kinds of events.
5.2 Phonics (sound/ letter relationship)	a) Identify individual consonant sounds (e.g. t, b, a, g, d) and cluster consonant sounds (eg. ch, tr, gl,) by pronouncing the given words.	Identify individual consonant sounds and cluster consonant sounds in words which has been done correctly.	Identify isolated and blended sounds by pronouncing given words with many errors.	Identify isolated and blended sounds by pronouncing given words with a few errors.	Identify isolated and blended sounds by pronouncing given words correctly.	Identify isolated and blended sounds by pronouncing given words correctly and attempt to read and recite isolated and blended sounds in further words.
	b) Read and recite isolated and blended sounds in words by using games and word cards.	Isolated and blended sounds in words by using games and word cards are read and recited accurately.	Read and recite sounds using games and word cards with many errors.	Read and recite sounds by using games and word cards with a few errors.	Read and recite sounds using games and word cards accurately.	Read and recite sounds by using games and word cards accurately, and attempt to read and recite similar and different sounds in words using games and minimal pairs.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	c) Match pictures of objects whose names share the same beginning or end sound (phonemes).	Pictures of objects whose names share the same beginning or end sound (phonemes) are identified correctly.	Match pictures of objects whose names share the same beginning or end sound (phonemes) with many errors.	Match pictures of objects whose names share the same beginning or end sound (phonemes) with a few errors.	Match pictures of objects whose names share the same beginning or end sound (phonemes) correctly.	Match pictures of objects whose names share the same beginning or end sound (phonemes) accurately, and attempt to substitute the beginning consonant phonemes (sounds) to create new words.
	d) Identify and recite similar and different sounds in words using games and minimal pairs.	Similar and different sounds in words using games and minimal pairs are identified and recited accurately.	Identify and recite similar and different sounds using games and minimal pairs with many errors.	Identify and recite similar and different sounds using games and minimal pairs with a few errors.	Identify and recite similar and different sounds using games and minimal pairs accurately.	Identify and recite similar and different sounds using games and minimal pairs accurately. Identify and recite more sounds individually.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	e) Recognise similarities and differences in the beginning and end sounds (phonemes) of words.	Similarities and difference in the beginning and end sounds (phonemes) of words are recognised properly.	Unable to recognise similarities and differences in the beginning and end sounds (phonemes) of words.	Recognise similarities and differences in the beginning and end sounds (phonemes) of words with few errors.	Recognise similarities and differences in the beginning and end sounds (phonemes) of words properly.	Recognise similarities and differences in the beginning and end sounds (phonemes) of words properly and attempt to list more words that have the same beginning and end sounds.
5.3 Reading and Listening for comprehension	a) Use a text to predict a series of events.	The use of a text to predict a series of events is done correctly.	Read a text and predict a series of events with many errors.	Read a text and predict a series of events with a few errors.	Read a text and predict a series of events correctly.	Read a text and predict a series of events accurately and attempt to use pictures in a text to describe characters in a story.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	b) Use pictures in a text to describe characters in a story.	The use of pictures in a text to describe characters in a story is done correctly.	Use pictures in a text to describe characters in a story with many errors.	Use pictures in a text to describe characters in a story with a few errors.	Use pictures in a text to describe characters in a story correctly.	Use pictures in a text to describe characters in a story accurately and attempt to use a text to read and answer questions for comprehension and vocabulary development.
	c) Use a text to read and answer questions for comprehension and vocabulary development.	Reading a text and answering questions for comprehension and vocabulary development is done correctly.	Use a text to read and answer questions for comprehension and vocabulary development with many errors.	Use a text to read and answer questions for comprehension and vocabulary development with a few errors.	Use a text to read and answer questions for comprehension and vocabulary development correctly.	Use a text to read and answer questions for comprehension and vocabulary development accurately and attempt to use a text to develop more vocabulary.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	d) Use a text to identify new vocabulary to develop comprehension in reading.	Use of a text to identify new vocabulary to develop comprehension in reading is done correctly.	Use a text to identify new vocabulary to develop comprehension in reading with many errors.	Use a text to identify new vocabulary to develop comprehension in reading with a few errors.	Use a text to identify new vocabulary to develop comprehension in reading correctly	Use a text to identify new vocabulary to develop comprehension in reading accurately and attempt to use stories to identify new vocabulary.
	e) Associate the story in the text with real life situations.	Associating the story from the text with real life experience is done correctly.	Associate a story from a text with real life experience with great difficulty.	Associate a story from a text with real life experiences with a few errors.	Associate a story from a text with real life experiences correctly.	Associate a story from a text with real life experiences competently and identify real life situations from other stories.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
5.4 Reading fluently	a) Read letters, syllables, words and sentences using charts and passages/ texts correctly.	Reading letters, syllables, words and sentences using charts and texts is done correctly.	Read letters, syllables, words and sentences using charts and texts with many errors.	Read letters, syllables, words and sentences using charts and texts with a few errors.	Read letters, syllables, words and sentences using charts and passages/texts correctly.	Read letters, syllables, words and sentences using charts and text passages correctly and attempt to read by moving the eyes (scanning) across the lines that form the text in order to build accuracy in reading.
	b) Read by moving the eyes (scanning) across the lines that form the text in order to build accuracy in reading.	Reading by moving the eyes across the lines that form the text in order to build accuracy in reading is done accurately.	Read by moving the eyes across the lines that form the text in order to build accuracy in reading with many errors.	Read by moving the eyes across the lines that form the text in order to build accuracy in reading with a few errors.	Read by moving the eyes across the lines that form the text in order to build accuracy in reading accurately.	Read by moving the eyes across the lines that form the text in order to build accuracy in reading and attempt to read simple stories to develop accurate reading.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	c) Use punctuation marks [eg. (,),(?),(!)] in reading appropriately.	The use of punctuation marks [eg. (,),(?),(!)] in reading is done appropriately.	Use punctuation marks [eg. (,),(?),(!)] in reading with much difficulty.	Use punctuation marks [eg. (,),(?),(!)] in reading with errors.	Use punctuation marks [eg. (,),(?),(!)] in reading appropriately.	Use punctuation marks [eg. (,),(?),(!)] in reading appropriately and attempt to use multiple punctuation marks in reading.
	d) Read simple stories to develop accurate reading.	Reading simple stories to develop accurate reading is done correctly.	Reading simple stories with many errors.	Reading simple stories with a few errors.	Reading simple stories correctly.	Reading simple stories accurately and attempt to read longer stories.
	e) Read texts with fluency.	Reading texts with fluency is done correctly.	Reading texts with no fluency.	Reading texts with little fluency.	Reading texts with fluency.	Reading texts fluently and attempt to read long stories.
5.5 Using vocabulary	a) Develop common vocabulary using pictures, real objects and actions.	Common vocabulary is developed correctly using pictures, real objects and actions.	Develop a small amount of vocabulary using pictures, real objects and actions.	Develop some vocabulary using pictures, real objects and actions with much support.	Develop common vocabulary using pictures, real objects and actions competently.	Develop common vocabulary using pictures, real objects and actions competently and use the surrounding area to increase vocabulary.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	b) Develop a common vocabulary by forming familiar words.	Common vocabulary is developed by forming familiar words.	Develop a small amount of vocabulary by forming familiar words with great difficulty.	Develop some vocabulary by forming familiar words with much support.	Develop common vocabulary by forming familiar words with little support.	Develop common vocabulary by forming familiar words independently and attempt to develop vocabulary through listening.
	c) Develop vocabulary through listening and reading comprehension.	Vocabulary is developed through listening and reading comprehension.	Develop a small amount of vocabulary through listening and reading comprehension.	Develop some vocabulary through listening and reading comprehension with much support.	Develop more vocabulary through listening and reading comprehension correctly.	Develop sufficient vocabulary through listening and reading comprehension and attempt to write correctly.

## 6.0 Main Competence: WRITING

The main competence of writing is organised into specific sequenced competences which, when attained, will enable the pupil to write according to the objectives of the curriculum. The sequence is shown clearly in the following matrix:

### Syllabus content.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
6.1 Forming letters and developing handwriting (forms of writing).	a) Write sentences with joined letters in order to improve handwriting.	Sentences with joined letters in order to improve handwriting are written correctly.	Write sentences with joined letters with serious difficulty.	Write sentences with joined letters with some errors.	Write sentences with joined letters correctly in order to improve handwriting.	Write sentences with joined letters correctly in order to improve handwriting and attempt to write a coherent paragraph in joined letters (cursive style).
	b) Write a text of two paragraphs (cursive style).	A text of two paragraphs (cursive style) is written correctly.	Write a text in print style.	Write a text of two paragraphs, mixing print and cursive styles.	Write a text of two paragraphs in cursive style correctly.	Write a text of two paragraphs in the cursive style competently and attempt to write a longer text in cursive style.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
6.2 Forming words in print style.	a) Write English words of two or more syllables.	English words of two or more syllables are written correctly.	Write English words of one and two syllables with many errors.	Write English words of two and three syllables with minor errors.	Write English words of two or more syllables correctly.	Write English words of two or more syllables correctly and attempt to add more three syllable words.
	b) Write words using three consonants and a vowel common in English language words (e.g. stra, stro, scre).	Writing three consonants and a vowel to form a syllable which is common in English language words is done correctly.	Write with many errors words in English language involving three consonants and a vowel.	Write with few errors words in English language involving three consonants and a vowel.	Write correctly words in English language involving three consonants and a vowel.	Write and use a wide range of different English words which are formed involving three consonants and a vowel.
	c) Use capital and small letters correctly.	Use of capital and small letters is done correctly.	Use capital letters at the beginning of a sentence with difficulty.	Use capital letters at the beginning of a sentence and for proper nouns with errors.	Use capital letters at the beginning of a sentence and for proper nouns correctly.	Use capital letters at the beginning of a sentence and for proper nouns accurately and attempt to distinguish when to use capital letters or not.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	d) Use pictures to develop vocabulary (nouns and verbs).	Use of pictures to develop vocabulary (nouns and verbs) is done appropriately.	Use pictures to develop simple vocabulary based on nouns and verbs with difficulty.	Use pictures to develop vocabulary (nouns and verbs) with minor errors.	Use pictures to develop vocabulary (nouns and verbs) easily.	Use pictures to develop vocabulary (nouns and verbs) very easily and attempt to use the vocabulary to construct complex sentences.
	e) Construct complex sentences (more than six words, with a comma and full stop).	Constructing complex sentences more than six words, with a comma and a full stop is done correctly.	Construct complex sentences using a comma and a full stop with many errors.	Construct complex sentences with few errors in punctuation.	Construct complex sentences with a comma and a full stop correctly.	Attempt to write a short story using some complex sentences.
6.3 Writing in correct sequence of events.	a) Write guided sentences to develop an appropriate logical flow.	Writing guided sentences to develop appropriate logical flow is done correctly.	Write guided sentences and develop a small amount of logical flow.	Write guided sentences and develop some logical flow.	Write guided sentences and develop an appropriate logical flow correctly.	Attempt to write one's own story in a logical order.
	b) Write a short story in a logical order.	Write a short story in a logical order is done.	Write a short story with a poor logical flow.	Write a short story in logical order with errors.	Write a short story in a logical order correctly.	Write a short story in a logical order correctly and attempt to write a long story in a logical order.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
6.4 Writing with accuracy and coherence.	a) Write a coherent and comprehensible short story (1-2 paragraphs).	Writing a coherent and comprehensible short story (1-2 paragraphs) is done correctly.	Attempt to write a paragraph containing a few sentences with errors.	Write a short story (1-2 paragraphs) with errors in sentence structure and coherence.	Write a coherent and comprehensible short story (1-2 paragraphs) correctly.	Write a coherent and comprehensible short story (1-2 paragraphs) very well and attempt to write a longer coherent and comprehensible story with extended details.
	b) Write a coherent and comprehensible information text.	Write a coherent and comprehensible information text is done correctly.	Write an incoherent and incomprehensible information text.	Write an information text with some coherence that is somewhat comprehensible.	Write a coherent and comprehensible information text.	Write a coherent and comprehensible information text and attempt to write an information text with proper form.
	c) Write a meaningful and coherent letter.	Writing a meaningful and coherent letter is done properly.	Write personal information to a friend, but not in the form of a letter.	Attempt to write a form of letter with errors.	Write a simple coherent letter in the proper form.	Write a simple coherent letter in the proper form and attempt to write a coherent letter in the proper form with extended description and details.

## 7.0 Main Competence: MATHEMATICS

Mathematical competences consist of specific competences to be accomplished by the learner in order to acquire appropriate mathematical competences according to the objectives of the Curriculum. The details are presented in the matrix below:

### Syllabus Content.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
7.1 Recognising numbers.	a) Count things or objects from 100-1000.	Counting different things or objects from 100-1000 has been performed correctly.	Unsure about counting objects from 100-1000.	Count objects from 100-1000 with errors.	Count objects from 100-1000 confidently.	Count objects from 100-1000 and continue beyond 1000.
	b) Read the numbers from 100-1000.	Reading the numbers 100-1000 has been performed correctly.	Has a problem in reading numbers 100-1000.	Read numbers 100-1000 with mistakes in pronunciation.	Read numbers 100-1000 confidently.	Read numbers 100-1000 and beyond, correctly and confidently and attempt to read numbers beyond 1000.
	c) Fill in numbers in sequential order.	Filling numbers in their order of sequence has been correctly done.	Struggles to fill numbers in sequentially.	Fill in numbers sequentially with errors.	Fill in numbers sequentially without errors.	Fill in numbers sequentially without errors and attempt upward and downward numbering.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	d) Write the numbers from 100-1000.	The numbers from 100-1000 have been written correctly.	Has a problem in writing the numbers from 100-1000.	Write the numbers from 100-1000 with a few errors.	Write the numbers from 100-1000 confidently.	Write the numbers from 100-1000 confidently and attempt to write beyond 1000.
	e) Identify the place values of numbers (ones, tens and hundreds).	Place values of numbers have been identified correctly up to three digits (ones, tens, hundreds).	Unsure about identifying the place values of numbers for two digit numbers (ones and tens).	Identify the place values of numbers for three digit numbers (ones, tens and hundreds) with errors.	Identify the place values of numbers for three digit numbers (ones, tens and hundreds) correctly.	Identify the place values of three digit numbers (ones, tens, and hundreds) correctly and attempt to go beyond that (four digits-thousands).
7.2 Using number operations.	a) Add things to obtain a sum not exceeding 1000.	Adding things to obtain a sum not exceeding 1000 has been performed correctly.	Add things whose sum is limited to two or three digit numbers only.	Add things to obtain a sum not exceeding 11000 1000 1000 with errors.	Add things to obtain a sum not exceeding 1000 with slight difficulty.	Add things to obtain a sum not exceeding 1000 and attempt to add things whose sum exceeds 1000.
	b) Add numbers to obtain a sum not exceeding 1000.	Adding numbers to obtain a sum not exceeding 1000 has been performed correctly.	Add numbers whose sum is limited to two or three digits only with mistakes.	Add numbers to obtain a sum not exceeding 1000 with errors.	Add numbers correctly to obtain a sum not exceeding 1000.	Add numbers correctly to obtain a sum not exceeding 1000 and attempt to add numbers whose sum exceeds 1000.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	c) Subtract numbers less than 1000.	Subtracting numbers less than 1000 has been performed correctly.	Subtract single and double digit numbers with some mistakes.	Subtract numbers less than 1000 with errors.	Subtract numbers less than 1000 correctly.	Subtract numbers less than 1000 correctly and attempt to subtract numbers exceeding 1000.
7.3 Recognising Fractions	a) Identify a third ( $\frac{1}{3}$ ) of an object.	A third ( $\frac{1}{3}$ ) of an object has been identified correctly.	Struggle to identify a third ( $\frac{1}{3}$ ) of an object.	Identify a third ( $\frac{1}{3}$ ) of an object at times.	Identify a third ( $\frac{1}{3}$ ) of an object easily.	Identify a third ( $\frac{1}{3}$ ) of an object easily and attempt to provide an explanation.
	b) Read and write a third ( $\frac{1}{3}$ ) of an object.	A third ( $\frac{1}{3}$ ) of an object has been written and read correctly.	Unsure how to read a third ( $\frac{1}{3}$ ) of an object but can write it to some degree.	Read and write a third ( $\frac{1}{3}$ ) of an object with errors.	Read and write a third ( $\frac{1}{3}$ ) of an object correctly.	Read and write a third ( $\frac{1}{3}$ ) of an object and provide an explanation.
	c) Identify, read and write two thirds ( $\frac{2}{3}$ ) of an object.	Two thirds ( $\frac{2}{3}$ ) of an object has been correctly read.	Can write two thirds ( $\frac{2}{3}$ ) of an object but struggles to identify and read it.	Identify, read and write two thirds ( $\frac{2}{3}$ ) of an object with errors.	Identify, read and write two thirds ( $\frac{2}{3}$ ) of an object correctly.	Identify, read and write two thirds ( $\frac{2}{3}$ ) of an object easily and practice more using $\frac{1}{3}$ and $\frac{2}{3}$ .

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
7.4 Recognising numbers and relationships	a) Add the value of Tanzanian coins not exceeding 1000.	Relevant values of Tanzanian coins have been added correctly.	Add the value of Tanzanian coins not exceeding 1000 with mistakes and errors.	Add the value of Tanzanian coins not exceeding 1000 with errors.	Add the value of Tanzanian coins not exceeding 1000 easily.	Add the value of Tanzanian coins not exceeding 1000 easily and attempt to compare their value.
	b) Compare the values of Tanzanian coins.	Tanzanian coins have been compared in terms of their values correctly.	Unsure about comparing the values of Tanzanian coins.	Compare the values of Tanzanian coins with minor errors.	Compare the values of Tanzanian coins easily.	Compare the values of Tanzanian coins accurately and attempt to identify Tanzanian notes.
	c) Identify Tanzanian bank notes.	Tanzanian bank notes have been identified correctly.	Identify Tanzanian bank notes without associating them with their value.	Identify Tanzanian bank notes and associate them with their values with errors.	Identify Tanzanian bank notes and associate them with their value correctly.	Identify Tanzanian bank notes, associate them with their value correctly and attempt to compare their values.
	d) Compare the values of Tanzanian bank notes.	Comparing the values of Tanzanian bank notes has been performed correctly.	Struggle to compare the values of Tanzanian bank notes.	Compare the values of Tanzanian bank notes with errors.	Compare the values of Tanzanian bank notes with minor errors.	Compare the values of Tanzanian bank notes accurately and attempt to add Tanzanian shillings in bank notes.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	e) Add Tanzanian shillings in bank notes to obtain a sum not exceeding 1000 shillings.	Addition involving Tanzanian shillings in bank notes has been performed correctly.	Add Tanzanian shillings in bank notes to obtain a sum not exceeding 1000 shillings with mistakes.	Add Tanzanian shillings in bank notes to obtain a sum not exceeding 1000 shillings with errors.	Add Tanzanian shillings in bank notes to obtain a sum not exceeding 1000 shillings easily.	Add Tanzanian shillings in bank notes to obtain a sum not exceeding 1000 shillings accurately and attempt subtraction.
	f) Subtract Tanzania shillings.	Subtraction involving Tanzanian shillings has been performed correctly.	Subtract Tanzanian shillings with many errors.	Subtract Tanzanian shillings with a few errors.	Subtract Tanzanian shillings easily.	Subtract Tanzanian shillings easily and accurately.
7.5 Recognising measurements	a) Identify the measurement tools for length.	The measurement tools for length have been identified correctly.	Unsure about identifying some measurement tools for length.	Identify one or two measurement tools for length with errors.	Identify several measurement tools for length with minor errors.	Identify multiple measurement tools for length and name them correctly.
	b) Identify the measurement tools for weight.	The measurement tools for weight have been identified correctly.	Identify some measurement tools for weight with errors.	Identify one or two measurement tools for weight with a few errors.	Identify multiple measurement tools for weight with minor errors.	Identify the common measurement tools for weight correctly and attempt to name them accurately.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	c) Identify the measurement tools for volume.	The measurement tools for volume have been identified correctly.	Identify some measurement tools for volume with errors.	Identify one or two measurement tools for volume with errors.	Identify several measurement tools for volume with minor errors.	Identify all common measurement tools for volume easily and attempt to explain their uses.
7.6 Recognising shapes and figures	a) Identify triangles, quadrilaterals, circles and figures.	Triangles, quadrilaterals, circles and figures have been identified correctly.	Struggle to identify any two of the shapes.	Identify any three of the shapes.	Identify five of the shapes.	Identify all of the shapes demonstrated as well as drawing them.
	b) Draw triangles, quadrilaterals, circles and figures.	Triangles, quadrilaterals, circles and figures have been drawn correctly.	Draw triangles, quadrilaterals, circles and figures with errors.	Draw one of the shapes correctly but fail to draw others.	Draw two of the shapes correctly.	Draw all of the shapes competently.

## 8.0 Main Competence: HEALTH CARE AND ENVIRONMENT

The main competence is to maintain personal health and the environment. It is divided into specific competences whereby their successful attainment will enable pupils to maintain personal health, hygiene and the environment, according to the objectives of the curriculum. The organisation of the specific competences is shown in the following matrix:

### Syllabus Content.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
8.1 Recognising parts of the human body.	a) Describe the functions of the external parts of the human body.	The functions of the external parts of the human body are described correctly.	Identify some of the external parts of the human body.	Identify and describe the functions of some of the external parts of the human body with errors.	Identify and describe the functions of the external parts of the human body with few errors.	Identify and describe the functions of the external parts of the human body accurately and attempt to explain how to clean them.
8.2 Identifying ways to protect against diseases.	a) Describe various ways of keeping water and food safe and clean.	Various ways of keeping water safe and clean are described correctly.	Identify various ways of keeping water safe and clean but unable to explain them.	Identify and explain some basic ways of keeping water safe and clean with some errors.	Identify and describe basic ways of keeping water safe and clean correctly.	Identify and describe ways of keeping water safe and clean correctly and attempt to advise and educate others.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	b) Apply the proper procedure for washing utensils.	The proper procedure to wash utensils is used appropriately.	Apply procedures for washing utensils inappropriately.	Apply procedures for washing utensils with some difficulty.	Apply the proper procedures for washing utensils appropriately.	Apply the proper procedures for washing utensils and show others how to do this.
	c) Describe the procedure for using the toilet properly.	The procedure for using the toilet properly is described.	Identify a few procedures for using the toilet properly.	Describe some of the main procedures for using the toilet properly with minor errors.	Describe the main procedure for using the toilet properly.	Describe the main procedure for using the toilet properly and advise others on how to use the toilet properly.
	d) Wash clothes and describe the procedures for ironing clothes.	Washing clothes and describing the procedures for ironing them are done effectively.	Wash clothes and describe the procedures for ironing them with errors.	Wash some clothes and describe some of the procedures for ironing them with minor errors.	Wash clothes successfully and describe the procedures for ironing them.	Wash clothes successfully, describe the procedures for ironing them accurately and teach this to others.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	e) Describe ways to protect against infectious diseases (HIV/ AIDS, cholera, diarrhoea, TB).	Ways of protecting against infectious diseases (HIV/ AIDS, cholera, diarrhoea, TB) are described correctly.	Identify ways of protecting against infectious diseases (HIV/ AIDS, cholera, diarrhoea, TB) with errors.	Identify some ways of protecting against infectious diseases (HIV/ AIDS, cholera, diarrhoea, TB) with minor errors.	Identify and describe ways of protecting against infectious diseases correctly.	Identify and describe ways of protecting against infectious diseases correctly and advise others how to observe them.
8.3 Identifying living things found in the environment.	a) Value and describe the benefits of domestic animals.	The benefits of domestic animals are realised and explained effectively.	Identify some domestic animals and explain some of their benefits.	Identify and describe the main benefits of various domestic animals found in the environment.	Realise and describe the benefits of various domestic animals effectively.	Value and describe the benefits of various domestic animals and advise others on how to protect them.
	b) Describe the benefits of wild animals found in their environment.	The benefits of wild animals found in their environment are described correctly.	Identifies most wild animals and errors.	Identify some wild animals and describe some of the benefits of wild animals found in their environment.	Describe the benefits of wild animals found in their environment completely.	Describe the benefits of wild animals found in their environment and advise others on how to protect them.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	c) Describe the effects of harmful animals and insects found in the environment.	The effect of harmful animals and insects found in the environment are correctly described.	Identify harmful animals and insects found in the environment with errors.	Describe some harmful animals and insects found in the environment with a few errors.	Describe the effects of harmful animals and insects found in the environment correctly.	Describe the effects of harmful animals and insects found in the environment accurately and attempt to explain how to guard against them.
	d) Describe the benefits of plants found in the environment.	The benefits of plants found in the environment are described correctly.	Identify some beneficial plants found in the environment.	Identify and describe some benefits of various plants found in the environment.	Identify and describe the benefits of various plants found in the environment correctly.	Identify and describe the various plants found in the environment and able to teach others how to protect them.
8.4 Cleaning and caring for the environment.	a) Use various tools for cleaning the environment.	Various tools for cleaning the environment are used appropriately.	Use tools for cleaning the environment with errors.	Use some tools for cleaning the environment.	Use most tools effectively for cleaning the environment.	Use most tools effectively for cleaning the environment and able to show and advise others on how to use the tools to clean the environment.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	b) Describe common types of risky behaviour and their prevention in the environment.	Common types of risky behaviour and their prevention in the environment are described correctly.	Describe common types of risky behaviour and their prevention in the environment with errors.	Explain some common types of risky behaviour and their prevention in the environment with minor errors.	Describe most common types of risky behaviour and their prevention in the environment correctly.	Describe most common types of risky behaviour and their prevention in the environment and advise others to guard against and to prevent such behaviour.
	c) Describe and use the procedures for planting seeds and trees.	The procedures for planting seeds and trees are described and used effectively.	Describe the procedures for planting seeds and trees without following procedure.	Describe some of the procedures for planting seeds and trees.	Describe the main procedures and use them to plant seeds and trees effectively.	Describe the main procedures used for planting seeds and trees and be able to teach others to do so.
8.5 Identifying different ways of giving first aid.	a) Describe the uses of precaution signs.	The uses of precaution signs are described correctly.	Identify a few pictures of precaution signs.	Describe the use of some precaution signs with some errors.	Identify and describe the uses of precaution signs correctly.	Identify and describe the uses of precaution signs and draw them correctly.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	b) Differentiate the procedures for giving first aid for cuts and electric shocks.	The procedures for giving first aid for cuts and electric shocks are differentiated correctly.	Identify the procedures for giving first aid for cuts and electric shocks.	Identify some procedures for giving first aid for cut accurately.	Identify and differentiate the procedures for giving first aid for cuts and electric shocks.	Identify and differentiate the procedures for giving first aid for cuts and electric shocks and attempt to explain the importance of first aid provision.
	c) Use roleplay to demonstrate the provision of first aid for cuts.	Roleplay to demonstrate the provision of first aid for cuts is used effectively.	Demonstrate the provision of first aid for cuts with great difficulty.	Demonstrate the provision of first aid for cuts to a limited extent.	Demonstrate the provision of first aid for cuts clearly.	Demonstrate the provision of first aid for cuts and discuss with others how to prevent accidents.
	d) Demonstrate the procedures for the provision of first aid for electric shocks.	The procedures for the provision of first aid for electric shock victims are demonstrated correctly.	Demonstrate the procedures for the provision of first aid for electric shocks with great difficulty.	Demonstrate to some extent the procedures for the provision of first aid for electric shocks.	Demonstrate the procedures for the provision of first aid for electric shocks successfully.	Demonstrate the procedures for the provision of first aid for electric shock victims successfully and explain to others the effect of electric accidents.

## 9.0 Main Competence: DEVELOPING SPORTS AND ART

The main competence of playing and promoting arts is divided into specific competences whereby their attainment will enable pupils to engage in playing sports and games and performing arts according to the objectives of the curriculum. The organisation of the specific competences is shown in the following matrix:

### Syllabus content.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
9.1 Playing simple games	a) Play simple games following their rules correctly.	Play simple games following their rules correctly.	Play simple games without following the rules.	Play some simple games according to their rules correctly.	Play given simple games according to their rules correctly.	Play given simple games according to their rules correctly and teach others the games and rules.
	b) Play children's familiar games correctly.	Play children's familiar games correctly.	Play children's familiar games without confidence.	Play some children's familiar games correctly.	Play given children's familiar games correctly.	Play all given children's familiar games and other games correctly.
	c) Perform physical exercises well.	Perform physical exercises well.	Perform some physical exercises with errors.	Perform several physical exercises with minor errors.	Perform many given physical exercises well.	Perform all given physical exercises well.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	d) Play ball games according to the rules.	Play ball games according to the rules competently.	Play some ball games without following the rules.	Play some ball games following several rules.	Play given ball games according to their rules competently.	Play all given ball games and other games according to their rules competently.
	e) Participate in athletics and sports.	Participate in athletics and sports according to their rules competently.	Participate in athletics and sports without following the rules.	Participate in some athletic sports according to their rules competently.	Participate in given athletic sports according to their rules competently.	Participate in given athletic sports according to the rules and encourage others to participate.
9.2 Drawing, decorating and modelling	a) Draw the letters of the alphabet in three dimensions and decorate them.	Drawing and decorating the letters of the alphabet in three dimensions is well done.	Draw and decorate the letters of the alphabet in three dimensions with errors.	Draw some letters of the alphabet in three dimensions with minor errors.	Draw the letters of the alphabet in three dimensions and decorate them very well.	Draw the letters of the alphabet in three dimensions, decorate them and teach others how to do so.
	b) Draw numerals in three dimensions and decorate them.	Draw numerals in three dimensions and decorate them well.	Draw numerals in three dimensions and decorate them with errors.	Draw some numerals in three dimensions and decorate them with minor errors	Draw given numerals in three dimensions and decorate them well.	Draw given numerals in three dimensions, decorate them very well and volunteer to help others.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	c) Model the letters of the alphabet and numerals using various materials.	Model the letters of the alphabet and numerals using various materials successfully.	Model the letters of the alphabet and numerals using various materials with errors.	Model the letters of the alphabet and numerals using various materials with minor errors.	Model given letters of the alphabet and numerals successfully.	Model given letters of the alphabet and numerals and decorate them successfully.
	d) Print motifs (patterns) of numbers and letters of the alphabet by pressing.	Print motifs (patterns) of numerals and the letters of the alphabet by pressing correctly.	Print motifs (patterns) of numerals and the letters of the alphabet with errors.	Print some motifs (patterns) of numerals and the letters of the alphabet by pressing with minor errors.	Print given motifs (patterns) of numerals and the letters of the alphabet by pressing correctly.	Print given motifs (patterns) of numerals and the letters of the alphabet by pressing using different colours correctly.
9.3 Singing and playing simple musical instruments.	a) Sing and play simple musical instruments.	Singing songs to promote the skills of reading, writing and early Mathematics is successfully done.	Sing songs to promote the skills of reading, writing and early Mathematics with errors.	Sing some songs to promote reading, writing and early Mathematics with minor errors.	Sing all given songs to promote reading, writing and early Mathematics successfully.	Sing all given songs and patriotic ones to promote reading, writing and early Mathematics successfully.
	b) Play musical instruments.	Play musical instruments well.	Play musical instruments with errors.	Play some musical instruments with minor errors.	Play all given musical instruments well.	Play all given and other musical instruments very well.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
9.4 Performing arts/ role play that promote the skills of reading, writing, early Mathematics.	Perform plays that promote the skills of reading, writing and early Mathematics.	Perform plays that promote the reading, writing and early Mathematics skills is well done.	Perform plays that promote the skills of reading, writing and early Mathematics with errors.	Perform many plays that promote the skills of reading, writing and early Mathematics with minor errors.	Perform given plays that promote the skills of reading, writing and early Mathematics well.	Perform all given plays and others that promote the skills of reading, writing and early Mathematics very well.