

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



**CURRICULUM AND SYLLABUS FOR**  
**PRE-PRIMARY EDUCATION**  
**2023**

©Tanzania Institute of Education 2023

Published 2023

ISBN 978 - 9987 - 09 - 849 - 1

Tanzania Institute of Education  
Mikocheni Area  
132 Ali Hassan Mwinyi Road  
P.O. Box 35094  
14112 Dar es Salaam

Phone: +255 735 041 168 / +255 735 041 170

E-mail: [director.general@tie.go.tz](mailto:director.general@tie.go.tz)

Website: [www.tie.go.tz](http://www.tie.go.tz)

This document should be cited as: *Ministry of Education, Science and Technology. (2023). Curriculum and Syllabus for Pre-primary Education. Dar es Salaam: Tanzania Institute of Education.*

All rights reserved. No part of this document may be reproduced, stored in any retrieval system or transmitted in any form or by any means, be it electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the Commissioner for Education, Ministry of Education, Science and Technology.

## Table of Contents

<b>List of Tables</b> .....	v
<b>Abbreviations and Acronyms</b> .....	vi
<b>Acknowledgements</b> .....	vii
<b>Preface</b> .....	ix
<b>PART ONE</b> .....	x
<b>CURRICULUM FOR PRE-PRIMARY EDUCATION</b> .....	x
Introduction.....	1
1.1 Background.....	1
1.2 Structure of Pre-primary Education.....	1
Vision, Objectives and General Competence.....	1
2.1 Vision.....	2
2.2 The Main Objectives of Education in Tanzania .....	2
2.3 The Objectives of Pre-primary Education .....	2
2.4 General Competence of Pre-primary Education.....	3
Curriculum Content .....	3
3.1 Culture, Religious Education, Arts and Sports.....	4
3.2 Language and Communication.....	4
3.3 Early Life Skills.....	4
3.4 Health and Environment.....	5
3.5 Early Numeracy Skills, Science and ICT .....	5
Teaching, Learning and Assessment.....	7
4.1 Teaching and Learning .....	7
4.2 Integrating Cross-cutting Issues .....	7
4.3 Learning Duration .....	9
4.4 The Language of Teaching and Learning .....	10
4.5 Assessment of the child’s progress.....	10
Resources for the Implementation of the Curriculum.....	10
5.1 Human Resources.....	11

5.2 Material Resources .....	12
5.3 Important Guidelines for School Governance and Operation .....	13
5.4 Time Resources .....	14
5.5 Financial Resources.....	14
5.6 Involvement of Stakeholders in the Implementation of the Curriculum for Pre-primary Education .....	14
<b>PART TWO</b> .....	15
<b>PRE-PRIMARY EDUCATION SYLLABUS</b> .....	15
1.0 Introduction .....	16
2.0 Teaching and Learning Contents .....	16
<b>Bibliography</b> .....	30

## List of Tables

<b>Table 1.1:</b>	Learning Areas and Main Competence .....	4
<b>Table 1.2:</b>	Main Competences and Specific Competences .....	5
<b>Table 1.3:</b>	Cross-cutting Issues .....	8
<b>Table 1.4:</b>	Daily Learning Activities .....	9
<b>Table 1.5:</b>	Teaching and Learning Time per Week .....	9
<b>Table 2.1:</b>	Contents of the Pre-primary Education Syllabus .....	17

## **Abbreviations and Acronyms**

ICT	Information and Communications Technology
MoEST	Ministry of Education, Science and Technology
TIE	Tanzania Institute of Education
TSL	Tanzanian Sign Language

## Acknowledgements

The preparation of this curriculum involved different stakeholders from both public and private sectors. The Tanzania Institute of Education (TIE) acknowledges and appreciates the contributions of all participants who contributed to the preparation of the Curriculum and Syllabus for Pre-primary Education. First, TIE would like to thank the National Committee for Curriculum Improvement that was appointed by the Minister for Education, Science and Technology, Prof. Adolf Faustine Mkenda (MP). The Committee constituted ten (10) members led by the Chairperson, Prof. Makenya Abraham Maboko. This Committee discharged its duties professionally to ensure that the curriculum is prepared timely and meets the expectations of stakeholders on the quality of Pre-primary Education.

Second, our thanks are due to different institutions, ministries and education stakeholders who gave their comments for the improvement of the curriculum. Some of these institutions and stakeholders include the Parliament of the United Republic of Tanzania, the House of Representatives of Zanzibar, members of the Education Policy Review Committee, members of the Major Education Policy Reforms Committee in Zanzibar, religious leaders, Office of the Vice President – Environment and Union Affairs, President’s Office – Regional Administration and Local Government, Ministry of Education and Vocational Training - Zanzibar, Ministry of Finance and Planning, Ministry of Community Development, Gender, Women and Special Groups, the Zanzibar Institute of Education, the Education and Vocational Training Boards and Managements, Management and tutors of the Karume Institute of Science and Technology, Vocational Training Authority - Zanzibar, the National Council for Technical Education, the National Examinations Council of Tanzania, Tanzania Teachers’ Union, and the Children and Adolescents’ Council. Other stakeholders include school board members, primary school pupils and students from secondary schools, tertiary colleges and universities, primary and secondary school teachers, tutors from teacher training colleges, university lecturers, employers, graduates of different education levels, the Cooperative Unions Commission, the Tanzania Revenue Authority, the Prevention and Combating of Corruption Bureau, Tanzania Academy of Science, the Bank of Tanzania, and the Food and Agriculture Organisation.

Third, TIE is thankful to different organizations for sponsoring the preparation of this curriculum at different stages. These include the United Nations International Children’s Fund United Nations Educational, Scientific and Cultural Organization,

Room to Read, Right to Play, Data Vision, Plan International, Norwegian Refugees Council, Christian Social Services Commission, Global Education Link, UWEZO, Hill Packaging Ltd., Teacher Education Support Project, and Madrasa Early Childhood Programme–Zanzibar, Morale Foundation for Education and Training and Educate!

Fourth, TIE is very grateful to all experts of pre-primary education from TIE and other institutions who participated in the preparation of this curriculum. Finally, TIE would like to express its heartfelt thanks to the Ministry of Education, Science and Technology (MoEST) for facilitating the writing, publication, and dissemination of this curriculum.



Dr Aneth A. Komba  
**Director General**  
**Tanzania Institute of Education**



## Preface

The Curriculum for Pre-primary Education was prepared following the 2014 Education and Training Policy, the 2023 Edition, stakeholders' opinions collected and analysed from 2021 to 2022, and the review of written documents to gain experience from other countries. Moreover, this Curriculum follows the vision of education which focuses on preparing an educated Tanzanian with knowledge, skills and positive attitudes and who values equality, justice and lifelong education to bring sustainable national and international development. Likewise, this Curriculum considers the main objectives of education as well as the objectives of Pre-primary Education. Considering these, this Curriculum has set standards for providing education at Pre-primary level by specifying the knowledge, skills, and attitudes the child will develop, general competences, main learning areas, main and specific competences, and teaching and learning methods. Moreover, the Curriculum has specified the duration that will be used in the implementation, the language of learning and teaching, teaching and learning resources and methods of assessing the progress of the child in terms of developing competences. Likewise, the Curriculum has specified the academic and professional qualifications for the teacher, who is the main implementer of the Curriculum at the school level.

Along with various circulars and national, regional and international guidelines, this Curriculum is based on theories of student development and learning and the philosophy of Education for Self-reliance. The philosophy emphasises the provision of education that enables a Tanzanian citizen to be self-reliant and control his/her daily life. Hence, its implementation will enable the child to develop physically, mentally, emotionally and socially. It is my expectation that, through this Curriculum, the teacher will help the child to develop the intended competencies. All curriculum implementation supervisors and other stakeholders of Pre-primary education in the country will ensure that the education provided meets the standards accepted nationally, regionally and internationally.



Dr Lyabwene M. Mtahabwa  
**Commissioner for Education**

**PART ONE**

---

---

**CURRICULUM FOR PRE-PRIMARY EDUCATION**

---

---

## **Introduction**

### **1.1 Background**

Many countries, including Tanzania, acknowledge that education is the right of every child, thus they have been making various efforts to ensure that quality education is provided fairly. These efforts are being taken in recognition of the fact that education is an important tool for the development of every child and in the development of various talents and gifts. The objectives of education for all stated in the Jomtien World Declaration on Education for All, 1990 and the 2000 Dakar Framework for Action, have emphasised equal provision of education to all (UNESCO, 2020). Moreover, the Salamanca Statement and Framework for Action on Special Needs Education, 1994 has emphasised the provision of inclusive education that takes into consideration the special needs of the child. Meanwhile, the UN Sustainable Development Goal 4, established in 2015, emphasises that every country should ensure that all children get an opportunity to be enrolled in Pre-primary Education to prepare them to join primary education. Likewise, the 2018 Framework for the Welfare, Nurturing Care for Early Childhood Development outlines the importance of pre-primary education for preparing the children to join primary education and their development in all aspects. Moreover, this curriculum takes into consideration the philosophy of Education for Self-reliance of 1967 as outlined in the 2014 Education and Training Policy, the 2023 Edition. Likewise, the teacher is advised to select and use the teaching and learning theories that correspond with this philosophy.

### **1.2 Structure of Pre-primary Education**

The 2014 Education and Training Policy, the 2023 Edition, directs that Pre-primary Education should be offered for one year. The child shall be enrolled in pre-primary education at the age of five. In pre-primary education, the child shall be taught the skills of relationship, reading, writing, arts, creativity, sports and early numeracy skills, science, and application of ICT. Similarly, the child shall learn to appreciate the culture of their communities, faith, National virtues, as well as health and environment preservation

### **Vision, Objectives and General Competence**

This curriculum takes into consideration the vision and main objectives of education in Tanzania, the objectives of pre-primary education and the competences expected to be developed by the child at pre-primary level as explained in the following sections.

## **2.1 Vision**

To have a Tanzanian citizen who is educated and well equipped with knowledge, skills and positive attitude, and who values equality, human rights, and lifelong learning in bringing sustainable national and international development.

## **2.2 The Main Objectives of Education in Tanzania**

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and observe cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

## **2.3 The Objectives of Pre-primary Education**

The objectives of pre-primary education are to:

- (a) Build a strong foundation for physical development and coordination of small and large muscles;

- (b) Develop ethics and the ability of a child to value and uphold National virtues and the culture of his or her community;
- (c) Develop early skills in language and communication (listening, speaking, reading and writing), Tanzanian Sign Language (TSL), tactile communication and Braille;
- (d) Develop the child’s early learning skills and develop the habit of love for learning;
- (e) Develop the child’s social and mental ability;
- (f) Develop the child’s metacognition and aesthetics in caring for health and the environment;
- (g) Develop early numeracy skills, logical thinking, problem solving, creativity, innovation, and ICT;
- (h) Identify a child with special needs and provide appropriate interventions; and
- (i) Enable the child to safely upgrade from pre-primary level to Standard One.

#### **2.4 General Competence of Pre-primary Education**

The general competence focuses on developing basic competences in communication, cooperation, creativity, critical thinking and problem solving, digital knowledge, and patriotism as explained in the following learning areas.

- (a) Culture, religious education, Arts and Sports;
- (b) Language and Communication;
- (c) Early Life Skills;
- (d) Health and Environment; and
- (e) Early numeracy skills, science, and ICT skills.

#### **Curriculum Content**

The learning areas and main competences expected to be developed in Pre-primary education are presented in Table 1.1.

**Table 1.1:** *Learning Areas and Main Competence*

No.	Learning Areas	Main Competences
1.	Culture, Religious Education, Arts and Sports	Demonstrate mastery of the skills of arts, creativity, and sports  Kuthamini utamaduni wa jamii yake, elimu ya imani na tunu za taifa
2.	Language and Communication	Demonstrate mastery of early skills of language and communication
3.	Early Life Skills	Relate with one another
4.	Health and Environment	Care for health and the environment
5.	Early Numeracy skills, Science, and ICT Skills	Use early numeracy skills, science and ICT

The learning areas are explained below:

### **3.1 Culture, Religious Education, Arts and Sports**

This area includes activities that aim at developing and strengthening the body that are developed through artistic activities to communicate various messages and innovations. Likewise, this area enables the child to recognise and value things that are related to his/her culture, such as food, garments, theatre arts, and the skills of creativity that involve physical actions which are very important for health. This curriculum emphasises that children should learn their faiths to develop the intended competences.

### **3.2 Language and Communication**

This learning area enables the child to develop competence in communicating in various contexts in Kiswahili or English. This learning area also enables the child to interact with others, listen, talk, and gain early reading and writing skills.

### **3.3 Early Life Skills**

This curriculum aims at developing early life skills of the child, including being self-reliant, valuing oneself and others, controlling feelings, collaborating with others, communicating, making right decisions, and solving daily life challenges. These are important skills that will enable the child to control his/her daily life.

### 3.4 Health and Environment

This will help the child to understand his/her body and different issues related to health. Some of the important issues in the health and body development include balanced diet, personal hygiene, and various health principles. As for the environment, this area will help the child to value, care for, and protect his environment. This will also enable the child to develop ability to recognise risky areas and take precaution for his/her own safety and that of the others.

### 3.5 Early Numeracy Skills, Science and ICT

This area enables the child to be brave and to develop confidence that will help him/her in the subsequent stages of education and in daily life. Moreover, this area will help the child develop skills in logical thinking that will help him/her to broaden his/her understanding and make right decisions. Early numeracy skills include identifying shapes, comparing and measuring objects, analysing and arranging objects in a uniform order and counting. Early science skills include doing simple scientific experiments, investigating, thinking critically and innovating. Furthermore, this area will enable the child to use ICT tools to communicate in various contexts.

The main and specific competences in pre-primary education are presented in Table 1.2.

**Table 1. 2:** *Main Competences and Specific Competences*

Main Competences	Specific Competences
1.0 Demonstrate mastery of the skills in arts, creativity and sports skills	1.1 Perform theatre arts 1.2 Design handmade works of art 1.3 Use the skills of creativity that involve physical activities
2.0 Kuthamini utamaduni wa jamii yake, elimu ya imani na tunu za taifa	2.1 Kuthamini alama na tunu za taifa 2.2 Kuthamini vyakula vya Kitzania 2.3 Kuthamini mavazi ya Kitzania

Main Competences	Specific Competences
	2.4 Kuonesha matendo ya kiimani kulingana na imani yake 2.5 Kuheshimu imani za watu wengine
3.0 Demonstrate mastery of early language skills and communication	3.1 Listen in various contexts 3.2 Converse in various contexts 3.3 Read in early stages 3.4 Write in early stages 3.5 Communicate in various contexts
4.0 Relate with one another	4.1 Appreciate oneself and others 4.2 Control feelings in various contexts 4.3 Demonstrate mastery of self-reliance skills 4.4 Demonstrate mastery of cooperation skills 4.5 Solve daily life challenges
5.0 Take care of health and environment	5.1 Take care of the body 5.2 Appreciate different types of food 5.3 Take care of the dishes 6.4 Observe things found in the environment 7.5 Clean the environment 8.6 Avoid risky environment 8.7 Take precautions against various diseases



Main Competences	Specific Competences
6.0 Early numeracy skills, science, and ICT	6.1 Use the environment to develop numeric and logical thinking concepts 6.2 Do scientific experiments 6.3 Use ICT tools to communicate in various contexts

### Teaching, Learning and Assessment

The curriculum has explained how the teaching and learning will take place, and how cross-cutting issues have been integrated into the competences. Moreover, the learning duration, the language of teaching and learning, and assessment of the child's progress have been articulated.

#### 4.1 Teaching and Learning

This curriculum recommends the use of teaching and learning techniques that treat the child as the centre of learning and the teacher as the facilitator. The teacher will use techniques that engage the child into the teaching and learning process while considering their age, various needs and levels of understanding. The techniques to be employed include play and arts, ICT, discussions, gallery walk, and other interactive techniques that stimulate learning. The curriculum emphasises that the teacher needs to be creative and innovative in using real objects available in their environment and he/she must create an environment for the child to use such tools during learning.

#### 4.2 Integrating Cross-cutting Issues

The teaching and learning will involve integrating cross-cutting issues by considering the relationship between the cross-cutting issue and the competence intended to be developed in the child as shown in Table 1.3.

**Table 1.3: Cross-cutting Issues**

Cross-cutting Issue	Main Competence					
	Demonstrate mastery of the skills of arts, creativity and sports	Kuthamini utamaduni wa jamii yake, elimu ya imani na tunu za taifa	Demonstrate mastery of early skills of language and communication	Relate with one another	Take care of health and the environment	Early numeracy skills, science, and ICT
Inclusive Education	✓	✓	✓	✓	✓	✓
Gender Education	✓	✗	✓	✓	✓	✗
Peace Education	✓	✓	✓	✓	✓	✗
Ethics	✓	✓	✓	✓	✓	✓
Child Rights and Responsibilities	✓	✓	✓	✓	✓	✗
Human Rights	✓	✓	✗	✓	✓	✗
Security and Safety	✓	✓	✓	✓	✓	✓
Road Safety	✓	✗	✓	✓	✓	✓
Financial Education	✓	✗	✗	✓	✓	✓
Corruption Education	✓	✗	✓	✓	✓	✓
Union Affairs	✓	✓	✓	✓	✗	✗

### 4.3 Learning Duration

The academic year has a total of 194 days, equivalent to 39 weeks divided into two terms. The learning period per day is three and a half hours and the length of the period is twenty minutes. Daily activities, distribution of learning hours and number of periods are presented in Table 1.4 and Table 1.5.

**Table 1.4:** *Daily Learning Activities*

Activities of the day	Time
Morning circle	20 minutes
Learning activities	80 minutes
Learning corners	40 minutes
Breakfast	30 minutes
Break	30 minutes
Evening circle	10 minutes

**Table 1.5:** *Teaching and Learning Time per Week*

Learning Area	Main Competences	Number of periods per week	Time to spend in the learning area (minutes)
Culture, Religious Education, Arts and Sports	Demonstrate mastery of the skills of arts, creativity and sports	3	60
	Kuthamini utamaduni wa jamii yake, elimu ya imani na tunu za taifa	3	60
Language and Communication	Demonstrate mastery of early language skills and communication skills	5	100
Early Life Skills	Relate with one another	2	40
Health and Environment	Take care of health and the environment	3	60
Early numeracy skills, science and ICT	Use early numeracy skills, science and ICT	4	80

#### **4.4 The Language of Teaching and Learning**

*The 2014 Education and Training Policy, the 2023 Edition* states that Kiswahili and English shall be the media of instruction in pre-primary education. The curriculum for pre-primary education has been prepared in two languages, namely Kiswahili and English. Kiswahili shall be used as the language of instruction in Kiswahili medium schools while English shall be used as the medium of instruction in English medium schools.

#### **4.5 Assessment of the child's progress**

This curriculum emphasises the use of assessments that consider the established criteria for assessing the child's progress in growth and daily learning. The type of assessment used at this level is the continuous assessment and shall not include written forms of assessment or those with the aim of comparing children's abilities. The curriculum focuses on assessing knowledge, skills and attitude. To ensure that the assessment is effective, the teacher shall engage the child, parents/guardians and other education stakeholders in the assessment. Moreover, the teacher is supposed to monitor the child's progress in all aspects; mentally, physically, emotionally, and socially. The aim of assessment at this level is to determine the child's development in growth and learning and to identify the pupils with special needs and provide relevant intervention. The tools that will be used in the assessment are those that will enable assessment of the competences developed by the child, including ability to communicate, relate with one another, caring for health and the environment, and using early numeracy skills, science and ICT. Such tools include questionnaires, checklists, children's progress forms and portfolios.

#### **Resources for the Implementation of the Curriculum**

The provision of pre-primary education shall consider resources, principles and guidelines issued by the relevant ministry. Availability of resources is important for effective implementation of the curriculum. Such resources include the following:

## 5.1 Human Resources

### (a) Child

The child is the main target of this curriculum. Therefore, the implementation of this curriculum must consider the needs, requirements, age, ability, and culture of every child.

### (b) Teacher

The pre-primary teacher must have attended relevant training at the institution recognised by the government because he/she is the main implementer of this curriculum. To make the teaching and learning effective, the pre-primary education class must have one qualified teacher and a teaching assistant with relevant qualifications. The teacher student ratio should be 1:25. The pre-primary teacher must have the following qualifications.

- (i) Has attended teacher training for pre-primary education at the Diploma level or above;
- (ii) Observes teaching ethics;
- (iii) Is kind, loving, tolerant and in good relationship with the children;
- (iv) Loves and cares for the children with special needs;
- (v) Has consciousness to perform different activities;
- (vi) Is time conscious and organized in daily his/her activities at school;
- (vii) Is flexible and puts himself/herself in the shoes of a pre-primary school child;
- (viii) Values oneself and others;
- (ix) Possesses the 21<sup>st</sup> century skills;
- (x) Collaborates with the community in providing services to the children; and
- (xi) Is in good physical and mental health. Must show a proof of his/her health from a recognised doctor.

The pre-primary teacher must be competent in the following areas:

- (i) Translating and implementing the available laws, regulations, and guidelines;
- (ii) Recognizing and developing the child's talents and gifts;
- (iii) Involving parents/guardians in doing early identification and providing relevant intervention;
- (iv) Solving the challenges facing the child in learning;
- (v) Enabling the children to be willing to learn by doing;

- (vi) Using ICT skills to facilitate inclusive learning;
- (vii) Using guidance and counselling skills in solving learning challenges;
- (viii) Recognising the children's behavioural and emotional changes and enabling them to be self-controlled;
- (ix) Doing self-assessment;
- (x) Assessing the child's progress using appropriate tools;
- (xi) Reflecting on the child's learning and providing appropriate intervention;
- (xii) Improvising and using learning aids;
- (xiii) Using feedback to improve teaching and learning;
- (xiv) Preparing safe, friendly, and enabling environment; and
- (xv) Preparing and using indoor and outdoor environment appropriately.

**(c) Teaching Assistant**

The pre-primary school class must have a teaching assistant with relevant qualifications who will assist the teacher in his/her daily responsibilities. Moreover, the teaching assistant must be in good physical and mental health. The roles of the teaching assistant include the following:

- (i) Preparing the classroom, including cleaning and arranging things;
- (ii) Doing preparations for making and improvising learning aids;
- (iii) Assisting children during learning inside and outside the classroom;
- (iv) Providing appropriate intervention to children with special needs;
- (v) Preparing the child's progress report and submitting it to the class teacher;  
and
- (vi) Inspiring and encouraging the children to participate in various learning activities.

**5.2 Material Resources**

The effective implementation of the Curriculum for Pre-primary Education depends on the availability of material resources such as land, furniture, and infrastructure as well as teaching and learning materials. These resources must be sufficient and must meet the standards specified in various directives provided by MoEST. Furthermore, the resources must cater for all children, including those with special needs.

### **(a) Land**

The land to be used for pre-primary education activities must have a title deed, building permit issued by the relevant council, a construction plan approved by the architect of the relevant council, and an environmental impact assessment report issued by the environmental officer of the relevant council.

The size of the land on which the pre-primary school with single floor classrooms will be built is a half an acre, and for multiple floor classrooms the land size should be one third of an acre. The land size requirement for a school with one stream shall consider the architectural specifications of the buildings, playgrounds, and open space. The size of the land may be increased depending on the increase in the number of streams.

### **(b) Furniture and Infrastructure**

The implementation of the Curriculum for Pre-primary Education requires the presence of the relevant furniture and infrastructure. The pre-primary school classroom must have enough furniture which are designed according to the age and needs of all children, including those with special needs. These pieces of furniture include mats, chairs, tables and book shelves designed according the children's age. The infrastructure needed in the pre-primary education include classrooms, toilets, offices, fence, kitchen, and playgrounds.

### **(c) Teaching and Learning Materials**

The implementation of the Curriculum for Pre-primary Education should consider the use of curriculum materials prepared by MoEST through TIE. Such materials include the syllabus, teacher's guide, textbooks, and ICT tools. Moreover, the teacher should use appropriate teaching and learning materials/aids that correspond with the age of the child. It is important that the materials be designed from the resources available in the child's surroundings.

## **5.3 Important Guidelines for School Governance and Operation**

The implementation of Pre-primary Education will be successful through various guidelines issued by the Government. These guidelines help to have uniform standards in the provision of education in the country according to the established regulations, principles, and laws. It is important to have a strong management from the school level up to the ministry level.

#### **5.4 Time Resources**

Time is an important resource in the implementation of the curriculum. The time for the implementation of the curriculum has been explained in Section 4.3 and summarised in Table 1.5.

#### **5.5 Financial Resources**

Financial resources are vital for the coordination, implementation, and operation of Pre-primary Education. The pre-primary education class, like other classes, needs to be subsidised to facilitate effective implementation of the curriculum.

#### **5.6 Involvement of Stakeholders in the Implementation of the Curriculum for Pre-primary Education**

Involvement of parents/guardians and education stakeholders is very important for the development, teaching and learning of the child at pre-primary level. These are very important stakeholders who have had significant contributions to the successful implementation of curricula in the country. Pre-primary schools should therefore work in close cooperation with these stakeholders to achieve the set objectives in the provision of pre-primary education.



**PART TWO**

---

---

**PRE-PRIMARY EDUCATION SYLLABUS**

---

---

## **1.0 Introduction**

The Pre-primary Education Syllabus has been prepared based on the 2023 Curriculum for Pre-primary Education. This curriculum has considered theories on physical development and learning, ability, age and the learning context of a Tanzanian child. The teacher is urged to be flexible and creative to enable the child to develop the intended competences.

## **2.0 Teaching and Learning Contents**

The content of the Pre-primary Education Syllabus is organised into six sections, namely main competences, specific competences, learning activities to be performed by the child, assessment criteria, teaching and learning resources and number of periods. Table 2.1 presents the contents to be taught at pre-primary level.

**Table 2. 1: Contents of the Pre-primary Education Syllabus**

Main Competences	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods	
1.0 Demonstrate mastery of the skills of arts, creativity and sports	1.1 Perform theatre arts	(a) Sing	Songs have been sung.	Various musical instruments, recorded songs, models, cartoons, pictures,	30	
		(b) Recite poems	Poems have been recited.			
		(c) Recite <i>ngonjera</i>	<i>Ngonjera</i> have been recited.			
		(d) Act	Drama have been acted			
		(e) Play musical instruments	Musical instruments have been played			
		(f) Dance	Dancing has been done			
	1.2 Create handmade works of arts	1.2 Create handmade works of arts	(a) Create objects	Various objects have been created	Video clips that shows how to make different things	46
			(b) Draw pictures and shapes	Pictures and shapes have been drawn		
			(c) Weave articles	Different articles have been woven		
			(d) Thread objects	Objects have been threaded		

Main Competences	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
	1.3 Use creative skills that involve body movements	(a) Play games that involve small muscles	Games that involve small muscles have been played	Pictures of sports gears, chessboard, <i>baa</i> , snake and ladder game, puzzles, <i>mdako</i> , <i>ludo</i> , memory cards, slide swings, push swings, hurdles and tyres	39
		(b) Play games that involve large muscles	Games that involve large body muscles have been played		
		(c) Create sports materials	Various sports materials have been created		
2.0 Kuthamini utamaduni wa jamii yake, elimu ya imani na tunu za taifa	2.1 Kuthamini alama na tunu za taifa	(a) Kubaini alama za taifa  (b) Kubaini tunu za taifa (uzalendo, uwajibikaji na lugha ya taifa)	Alama za taifa zimebainishwa  Tunu za taifa zimebainishwa	Bendera ya taifa, picha ya twiga, vitabu vya picha zinazoonesha masuala ya muungano, chati ya picha inayoonesha viongozi wa kitaifa, fedha halisi za kitanzania, filamu zinazoonesha masuala ya muungano	28

Main Competences	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
		(c) Kuelezea Muungano wa Tanganyika na Zanzibar	Muungano wa Tanganyika na Zanzibar umeelezewa		
		(d) Kutaja majina ya viongozi wa kitaifa	Majina ya viongozi wa kitaifa yametajwa		
	2.2 Kuthamini vyakula vya Kitanzania	(a) Kubaini vyakula vinavyopatikana katika jamii yake yake (b) Kubaini vyakula vinavyopatikana katika jamii nyingine	Vyakula vinavyopatikana katika jamii yake vimebainishwa  Vyakula vinavyopatikana katika jamii nyingine vimebainishwa	Picha/chati za vyakula mbalimbali, vyakula halisi  Video zinazoonesha vyakula mbalimbali vya Kitanzania	18

Main Competences	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
	2.3 Kuthamini mavazi ya Kitanzania	(a) Kubainisha mavazi ya Kitanzania yanayovaliwa katika mazingira yake	Mavazi ya Kitanzania yanayovaliwa katika mazingira yake yamebainishwa	Mavazi halisi, kadi zenye picha za mavazi, filamu zinazoonesha mavazi na vyakula mbalimbali	15
		(b) Kuonesha mavazi mbalimbali yanayovaliwa katika jamii yake	Mavazi mbalimbali yanayovaliwa katika jamii yake yameoneshwa		
	2.4 'Kuonesha matendo ya kiimani kulingana na imani yake	(a) Kubaini imani yake	Imani yake imebainishwa	Mavazi ya aina mbalimbali kulingana na Imani, nguo halisi, picha za majengo ya kuabudia pamoja na picha zinazoonesha matukio ya kiimani	39
		(b) Kubaini matendo ya kiimani	Matendo ya kiimani yamebainishwa		

1 Umahiri mahususi huu utafundishwa na viongozi wa Imani husika katika kipindi cha dini

Main Competences	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
3.0 Demonstrate mastery of early language and communication on skills	3.1 Listen in various contexts	(a) Distinguish sounds and voices in one's environment	Sounds and voices in one's environment have been distinguished	Story books, story cards, signboards, animal cartoons, different recorded sounds of objects, different recorded voices of animals	34
		(b) Follow the given instructions	The given instructions have been followed		
		(c) Listen to stories	Stories have been listened to		
	3.2 Converse in various contexts	(a) Narrate various events	Various incidents have been narrated		
(b) Ask and solve riddles	Riddles have been asked and solved				
(c) Sing	Songs have been sung				
(d) Tell stories	Stories have been told				

Main Competences	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
	3.3 Read at early stages	(a) Use early reading skills	Early reading skills have been used	Alphabet cards, Alphabet charts, words card, picture cards with words, picture books, letter puzzles, recorded sounds of vowels and consonants	67
		(b) Observe pictures	Pictures have been observed		
		(c) Pronounce first sounds of names of pictures/ words/objects	First sounds of names of pictures/ words/objects have been pronounced correctly		
		(d) Relate sounds with letter shapes	Sounds have been related with shapes of letters		
		(e) Read syllables and words	Syllables and words have been read		
	3.4 Write at early stages	(a) Follow the stages of writing letters	The stages of writing letters have been followed	Videos showing how to form letters step by step	35
		(b) Write letters	Letters have been written		



Main Competences	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
	3.5 Communicate in various contexts	<p>(a) Greet and bid farewell</p> <p>(b) Observe the principles of communication</p> <p>(c) Talk about oneself in various contexts</p>	<p>Greeting and bidding farewell have been done</p> <p>Principles of communication have been observed</p> <p>Talking about oneself has been done</p>	Pictures showing people greeting each other, pictures showing various buildings, such as churches, mosques, hospital	30
4.0 Relate with one another	4.1 Value oneself and others	<p>(a) Introduce oneself and others</p> <p>(b) Demonstrate acts of good behaviour</p> <p>(c) Identify one's rights and responsibilities</p> <p>(d) Identify works done by family members and other people</p>	<p>He/she has introduced himself/herself and others</p> <p>Acts of good behaviour have been demonstrated</p> <p>Rights and responsibilities have been identified</p> <p>Works done by family members and other people have been identified</p>	Pictures showing people introducing themselves and others, pictures showing good acts, pictures showing various social activities	18

Main Competences	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
	4.2 Control feelings in different contexts	(a) Mention things he/she likes and dislikes	Things that he/she likes and dislikes have been mentioned	Pictures showing various emotional acts, pictures of different objects	16
		(b) Explain how to control feelings	Methods of controlling feelings have been explained		
		(c) Do actions that communicate feelings	Actions that communicate feelings have been done		
	4.3 Demonstrate mastery of the skills of self-reliance	(a) Do acts of self-reliance	Acts self-reliance have been done	Pictures showing acts of independence, pictures showing objects in the correct order Videos showing self reliance skills	14
		(b) Arrange objects in a correct order	Objects have been arranged in the correct order		
	4.4 Demonstrate mastery of the skills for collaboration	(a) Collaborate in various contexts	He/she has collaborated in various contexts	Pictures showing various events of cooperation, <i>tudo</i> , snake and ladder, playing cards, chessboard, story books about cooperation	13
		(b) Taking turns in play and different activities	Turn taking in play and different activities has been done		

Main Competences	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
	4.5 Solve challenges in daily life	(a) Play games that develop the skills of solving challenges	Games that develop the skills of solving challenges have been played	Puzzles, pieces of wood of various sizes, ball, sand, plastic bottles	19
		(b) Demonstrate how to deal with challenges	The ways to deal with challenges has been demonstrated		
		(c) Use ICT to solve problems	ICT has been used to solve challenges		
5.0 Take care of health and environment	5.1 Take care of the body	(a) Identify parts of the body and their functions	Body parts and their functions have been identified	Pictures/charts showing tools for body cleanliness, charts showing body parts, pictures showing tools/places for keeping clothes	22
		(b) Clean the body	The body has been cleaned		
		(c) Care for clothes	Clothes have been kept		
	5.2 Appreciate different types of food	(a) Identify different types of food	Different types of food have been identified	Pictures of different types of food, pictures of food containers, various samples of food pictures showing eating habits in various contexts	12
		(b) Explain table manners	Table manners have been explained		
		(c) Preserve food	Foods have been preserved		

Main Competences	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
	5.3 Keep the dishes	(a) Use food utensils	The dishes have been used	Pictures of food utensils, tools for washing pictures of places for keeping food utensils	10
		(b) Do the dishes	The dishes have been done		
		(c) Keep the dishes	The dishes have been kept		
	5.4 Observing things found in the environment	(a) Mention objects found in the environment	Objects found in the environment have been mentioned	Models of different things, pictures of animals and plants	24
		(b) Distinguish objects found in the environment	Objects found in the environment have been distinguished		
	5.5 Clean the environment	(a) Do cleanliness in his/her environment	Cleanliness has been done in one's surrounding environment	Pictures showing the impact of unclean environment, story books depicting the impact of unclean environment	17
		(b) Explain the impact of unclean environment	The impacts of unclean environment have been explained		

Main Competences	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
	5.6 Avoid risky environment	(a) Identify risky behaviours	Risky behaviours have been identified	Pictures showing risky behaviours and risky environments, a picture showing safety signs	19
		(b) Identify risky environments	Risky environments have been identified		
		(c) Demonstrate how to avoid risky environments	Techniques for avoiding risky environment have been demonstrated		
		(d) Identify safety signs in one's environment	Safety signs in one's environment have been identified		
	5.7 Take precaution against various diseases	(a) Identify infectious diseases	Infectious diseases have been identified	Pictures/charts showing symptoms of infectious diseases, pictures illustrating how to protect oneself from infectious diseases	15
		(b) Protect oneself against diseases	He/she has protected himself/herself against diseases		

Main Competences	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
6.0 Use early numeracy skills, science and ICT	6.1 Use the environment to develop arithmetic concepts and critical thinking	<p>(a) Identify objects that develop the concept of number in the environment</p> <p>(b) Identify figures</p> <p>(c) Sort things based on their characteristics</p> <p>(d) Identify measurements</p> <p>(e) Count numbers 1-20</p> <p>(f) Write numbers 1-20</p> <p>(g) Add using real objects and ICT</p> <p>(h) Subtract using real objects and ICT</p>	<p>Objects that develop the concept of number in the environment have been identified</p> <p>Figures have been identified</p> <p>Things have been sorted based on their characteristics</p> <p>Measurements have been identified</p> <p>Numbers 1-20 have been counted</p> <p>Numbers 1-20 have been written</p> <p>Adding using real objects and ICT has been done</p> <p>Subtracting by using real objects and ICT has been done</p>	Number cards, charts showing plane figures, number shapes, number charts, plate containing numbers, pictures and real Tanzanian banknotes and coins	62

Main Competences	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
		(i) Identify the Tanzanian banknotes and coins	The Tanzanian banknotes and coins have been identified		
	6.2 Do scientific experiments	(a) Observe things in the surrounding environment	Things in the surrounding environment have been observed	Video clips showing simple experiments	42
		(b) Do simple scientific experiments	Correct scientific experiments have been done		
	6.3 Use ICT tools to communicate in various contexts	(a) Identify ICT tools	ICT tools have been identified	Picture showing different models of ICT	52
		(b) Create various ICT models	Various ICT models have been created		
		(c) Use a computer to perform various activities	A computer has been used to perform various activities		
		(d) Use various ICT tools	Various ICT tools have been created		

## Bibliography

- Ministry of Education and Culture. (2004). *National curriculum guidelines on early childhood education and care in Finland*. Finish National Agency for Education.
- Ministry of Education Culture and Human Resources. (2009). *National curriculum framework: Pre-primary 3-5 years*. Mauritius Institute of Education and Early Childhood Care and Education.
- Ministry of Education Science and Technology (2016). *Curriculum and Syllabus for Pre-Primary Education*. Tanzania Institute of Education.
- National Board of Education in Finland (2000). *Core curriculum for pre-school education*. University Press Helsinki.
- Republic of Ghana (2018). *National pre-tertiary education curriculum framework for developing subject curricula*. Ministry of Education.
- Republic of Kenya (2019). *Basic education curriculum framework: nurturing every learner's potential*. Kenya Institute of Curriculum Development.
- Republic of Namibia. (2015). *Pre-primary syllabus english version*. Ministry of Education.
- Republic of South Africa. (2015). *The South African National Curriculum Framework for Children from Birth to Four*. Department of Basic Education.
- Serikali ya Jamhuri ya Muungano ya Tanzania. (2022). *Muungano wa Tanganyika na Zanzibar: Chimbuko, Misingi na Maendeleo*: URT.
- Taasisi ya Elimu Tanzania. (2022). *Ripoti ya maoni ya wadau kuhusu uboreshaji wa mitaala ya elimu ya awali, msingi, sekondari na ualimu*. Tanzania Institute of Education.
- Wizara ya Elimu, Sayansi na Teknolojia (2016). *Mtaala na Muhtasari wa Elimu ya Awali*. Taasisi ya Elimu Tanzania.