

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



**BASIC EDUCATION SYLLABUS FOR STANDARD I**

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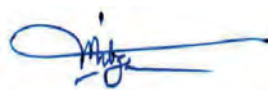
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Dr. Elia Y. Kibga  
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## Foreword

The decision to improve the curriculum for Standard I was a result of the government plan to develop the skills of Reading, Writing and Arithmetic. This plan has taken into account the results of different researches which show that some pupils complete primary school without acquiring Reading, Writing and Arithmetic skills. This syllabus focuses on building the capacity of teachers to help pupils to develop their skills in the Reading, Writing and Arithmetic and it takes into consideration the primary school curriculum for Standard I and II of 2005. The curriculum emphasizes 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 Arithmetic, 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 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**

### **1.1 Introduction**

This syllabus is for English medium schools. It is based on the 2015 Primary School Curriculum for Standard I. The main objective of this syllabus is to enable the Standard I pupil to build competences in Reading, Writing and Arithmetic. These skills are an important base for enabling the pupil to learn and cope with different subjects effectively at higher levels. Therefore, the learning of Reading, Writing and Arithmetic aims to provide pupils with strategies for independent learning.

### **2.0 Structure of the Syllabus**

This syllabus, which forms the foundation for literacy and numeracy in Standard I, is focused on activities for the pupils. The organisation of the syllabus includes the introduction, objectives and competences to be developed in Reading, Writing and Arithmetic, Healthcare and the Environment and Developing Sports and Arts. The fourth part of this syllabus consists of a content matrix.

### **3.0 Objectives**

This syllabus has been prepared to enable the Standard I 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, and
- h) develop self-awareness and talents.

### **4.0 Competences**

This syllabus focuses on five main competences which are developed and achieved through different specific competences, as shown below:

#### **4.1 Reading**

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

#### **4.2 Writing**

- a) Using the basics of writing.
- b) Forming alphabetic letters.
- c) Writing with accuracy and coherence.
- d) Writing the correct sequence of events.
- e) Writing in a printing style.

#### **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) Recognising living things found in the environment.
- d) Cleaning and caring for the environment.
- e) Identifying different ways of giving first aid

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

- a) Playing familiar games.
- b) Drawing, decorating and modelling.
- c) Singing and playing simple musical instruments.
- d) Performing arts/role play that promote the skills of Reading, Writing and Arithmetic.

## 5.0 Main Competence: READING

The main competence of Reading is organised into specific sequenced competences which when completed, will 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) Greet formally (e.g. 'Good morning/afternoon/evening Mr. Kibwana') and informal situations (e.g. 'Hi Jane').	Greet formally and informally in school situations has been done correctly.	Greet formally and informally with many errors.	Greet formally and informally with few errors.	Greet appropriately, formally and informally in school situations.	Greet appropriately, formally and informally in classroom and school situations and attempts to use other situations.
	b) Introduce oneself and others using simulations.	Introduce oneself and others using simulations has been correctly done.	Introduce oneself and others with many errors.	Introduce oneself, but fails to introduce others.	Introduce oneself and others with minor errors.	Introduce oneself and others in a variety of real-life situations correctly.
	c) Bid farewell in various ways (e.g. 'Bye bye', 'See you', 'Have a nice day', 'Good night') using role play.	Bidding farewell, in various ways to different people in different situations has been done correctly.	Bid farewell with many errors.	Bid farewell in some ways but fail in other ways with minor errors.	Bid farewell in various ways (e.g. 'Bye bye', 'See you', 'Have a nice day', 'Good night') to different people successfully.	Bid farewell in various ways (e.g. 'Bye Bye', 'See you', 'Have a nice day', 'Good night') in different situations and to different people accurately.
	d) Use polite language to seek permission and to request for different things.	Seeking permission and request different things has been done correctly using polite language.	Struggle to use polite language to seek permission and to request different things.	Use polite language to seek permission for limited issues and be able to request limited things, with minor errors.	Use polite language to seek permission and to request different things correctly.	Use polite language to seek permission and request different things in a variety of real-life situations.
	e) Use simple language to report events by responding to questions (e.g. 'Why are you late?', 'My mother is sick').	Reporting events by responding to questions using simple language has been done correctly.	Use simple language to report events with many errors.	Use simple language with few errors to report limited events	Use simple language to report some events with details.	Use simple language to report some events with accuracy and attempt to use higher level language to report various events.



Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
5.2 Phonemic awareness (awareness that spoken language is made up of words and single sounds).	a) Identify different sounds in the learner's environment (e.g. the sounds of animals, hand claps etc.).	Identifying different sounds from different sources in the learner's environment has been done correctly.	Identify different sounds in the environment with much support.	Identify different sounds in the environment with less support.	Identify sounds in the environment accurately.	Identify multiple sounds in the environment accurately and imitate those sounds.
	b) Imitate the sounds of things presented in pictures.	Imitate the sounds of things presented in pictures has been done correctly.	Struggle to imitate the sounds of things presented in pictures.	Imitate the sounds of a few things presented in pictures correctly.	Imitate the sounds of most of the things presented in pictures accurately.	Imitate the sounds of all of the things presented in pictures and add more sounds.
	c) Identify words with two syllables.	Identifying words with two syllables has been done correctly.	Identify two syllable words with much support.	Identify two syllable words with less support.	Identify familiar two syllable words correctly.	Identify familiar two syllable words and attempt to identify unfamiliar two syllable words (decoding).
	d) Identify the initial sounds of words.	Identify the initial sounds of words has been done correctly.	Identify the initial sounds of simple words.	Identify the initial sounds of a few simple words with few errors.	Identify the initial sounds of many simple and familiar words accurately.	Identify the initial sounds of many simple and familiar words and attempt to identify the initial sounds of new or unfamiliar words.
5.3 Phonics (awareness of the sound letter relationship)	a) Relate sounds to the letters of the English language alphabet.	Relating sounds to the letters of the English language alphabet has been done correctly.	Relate sounds to the letters of the English language alphabet with many errors.	Relate sounds to many of the letters of the English language alphabet with few errors.	Relate sounds to most of the letters of the English language alphabet.	Relate sounds to most of the letters of the English language alphabet and attempt to relate sounds with all letters of the English language alphabet.
	b) Identify vowel sounds.	Identifying vowel sounds has been done correctly.	Identify vowel sounds with many errors.	Identify vowel sounds with few errors.	Identify vowel sounds without errors.	Identify vowel sounds and use vowel sounds to decode information at a higher level.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	c) Identify consonant sounds.	Identifying consonant sounds has been done correctly.	Identifying consonant sounds with many errors	Identify consonant sounds with few errors.	Identify consonant sounds correctly.	Identify consonant sounds and uses consonant sounds to decode information.
	d) Listen to alphabetic letters to form words which begin with the selected letter.	Words which begin with selected letters are listened to and formed correctly.	Struggle to form words which begin with the selected letters.	Form words which begin with the selected letters with much support.	Form words which begin with the selected letters correctly.	Form words which begin with the selected letters correctly and attempt to use the words in simple sentences.
	e) Form Syllables.	Forming syllables has been done correctly.	Form syllables with many errors.	Form single multi-letter syllables that are part of familiar words with fewer errors.	Form two different syllables that make a familiar word.	Form two different syllables words to make familiar words and attempt to form syllables, with vowels and consonants to create new words.
	f) Form three letter words.	Form three letter words has been done correctly.	Form three letter words with many errors.	Form three letter words, with few errors.	Form a number of familiar three letter words correctly.	Form a wide range of familiar three letter words.
	g) Combine letters to form different English words.	Combine letters to form words has been done correctly.	Combine letters to form different English words.	Combine letters to form a few English words, with non-standard spelling errors.	Combine letters to form a few English words, with standard spelling.	Combine letters to form many different English words, with standard spelling.
	h) Differentiate and reorganise sounds to form new words.	Differentiate and reorganise sounds to form new words has been done correctly.	Differentiate and reorganize sounds to form a few new words.	Differentiate and reorganise sounds to form a number of simple new words.	Differentiate and reorganize sounds to form a wide range of simple new words correctly.	Attempt to differentiate and reorganize sounds to form complex words.
	i) Omit and replace letters to form new words.	Omitting and replacing letters to form new words have been done correctly.	Omit and replace letters to form new words with many errors.	Omit and replace letters to form new simple words with few errors.	Omit and replace letters to form new simple words correctly.	Attempt to omit and replace letters to form higher level words correctly

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
5.4 Reading fluently (with speed, precision and according to punctuation).	a) Read aloud demonstrating appropriate tone for understanding.	Reading with understanding of texts with appropriate pronunciation has been done correctly.	Read aloud with many hesitations.	Read aloud with few hesitations.	Read aloud fluently.	Attempts to read aloud more complex texts with appropriate tone.
	b) Read a text at an appropriate level at an appropriate speed.	Read a text at an appropriate level at an appropriate speed has been done correctly.	Read aloud with much hesitation.	Read aloud slowly with slight hesitation.	Read aloud at an appropriate speed.	Attempt to read more difficult texts at an appropriate speed.
5.5 Listening and Reading for comprehension	a) Interpret and describe pictures in a text.	Interpreting and describing one or more pictures in a text have been done correctly.	Interpret and describe pictures in a comprehension text with great difficulty.	Interpret and describe a few pictures in a text with some difficulty.	Interpret and describe many pictures in a text correctly.	Attempt to describe more complex pictures.
	b) Predict the content of a story by using pictures, titles and other clues.	Predicting the content of a story using pictures and titles has been done relevantly.	Struggle to predict the content of a story by using pictures with less relevance.	Predict the content of a story using pictures with some relevance.	Predict the content of a story by using pictures and titles relevantly.	Predict the content of a story by using pictures and titles relevantly and try to develop questions about a text prior to reading it.
	c) Listen to texts at an appropriate level in order to comprehend them.	Comprehending texts listened to has been done correctly.	Listen and comprehend the given text with much difficulty.	Listen and comprehend the given text with some difficulty.	Listen and comprehend the given text correctly.	Attempt to work on different texts correctly.
	d) Read silently texts at an appropriate level in order to comprehend them.	Read texts for comprehension has been done correctly.	Read texts at an appropriate level but does not demonstrate comprehension of ideas.	Read texts silently and demonstrate some comprehension of the ideas.	Read silently and comprehend the main ideas of the text.	Read silently and comprehend the main ideas and details of the text.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
5.6 Use Vocabulary.	a) Develop a common vocabulary related to at least 50 objects and 20 simple actions.	Developing a common vocabulary using pictures, real objects and actions has been done correctly.	Use poorly common vocabulary related to objects and actions.	Use common vocabulary related to objects and actions with some errors.	Use common vocabulary related to objects and actions correctly.	Use common vocabulary related to objects and actions, develop common vocabulary related to simple actions competently and use multiple words that describe the same object or action.
	b) Identify words with similar and opposite meanings.	Identifying words with similar and different meanings has been done correctly.	Struggle to identify simple words with similar and opposite meanings.	Identify simple words with similar meanings but fail to identify words with opposite meanings.	Identify simple words with similar and opposite meanings.	Attempt to identify higher level words with similar and opposite meanings.
	c) Develop the meaning of vocabulary during listening and reading comprehension.	Building vocabulary from listening and reading comprehension has been done correctly.	Understand the meaning of a small amount of new vocabulary during listening and reading comprehension.	Understand the meaning of a range of new vocabulary during listening and reading comprehension.	Understand the meaning of new vocabulary during listening and reading comprehension correctly.	Use and understand higher level vocabulary during listening and reading comprehension.

## 6.0 Main Competence: WRITING

The main competence of writing is organised into specific sequenced competences which, when completed, 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 Using the basics of writing.	a) Make various drawings with fingers and sticks on the ground to get the concept of the signs of writing and skills of forming shapes.	Make various drawings with fingers and sticks on the ground to get the concept of the signs of writing and skills of making drawings with a full demonstration of writing skills.	Struggle to draw various shapes with fingers and sticks on the ground to get the concept of the signs of writing and skills of making drawings with the demonstration of few skills.	Draw a few shapes with fingers and sticks on the ground to get the concept of the signs of writing and skills of making drawings with the demonstration of some skills.	Draw various shapes with finger and sticks on the ground to get the concept of the signs of writing and skills of making drawings with the demonstration of full skills.	Attempt to draw standard letters with finger and sticks on the ground.
	b) Create drawings by copying, tracing and creating shapes using a piece of chalk and slate to get better shapes and writing skills.	Creating drawings by copying, tracing and creating shapes using a piece of chalk and slate have been done with the demonstration of some skills.	Struggle to create drawings by copying, tracing and creating shapes using a piece of chalk and slate with the demonstration of a few skills.	Create drawings by copying, tracing and creating a few shapes using a piece of chalk and slate with the demonstration of some skills.	Create drawings by copying, tracing and creating shapes using a piece of chalk and slate with the demonstration of full skills.	Attempt to draw letters by copying, tracing and creating shapes using a pencil and a piece of paper with the demonstration of full skills.
	c) Create drawings using a pencil to develop the skills of using a pencil and exercise book.	Creating drawings in an exercise book using a pencil to develop the skills of using a pencil has been done with the full demonstration of skills.	Create drawings using a pencil in an exercise book with the demonstration of few skills.	Create drawings using a pencil in an exercise book with the demonstration of some skills.	Create drawings using a pencil in an exercise book with the full demonstration of skills.	Attempt to draw and write correct letters in an exercise book using a pencil with the demonstration of full skills.
6.2 Forming alphabetic letters.	a) Write all of the letters of the English alphabet (in both lower case and capitals) in print style.	Write correctly all of the letters of the English alphabet (in both lower case and capitals) in print style.	Write the letters of the English alphabet (in both lower case and capitals) in print style with many errors.	Write the letters of the English alphabet (in both lower case and capitals) with few errors.	Write many letters of the English alphabet (in both lower case and capitals) in print style accurately.	Attempt to write correctly words by combining letters.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	b) Combine letters to form meaningful words.	Write short meaningful words drawn from their school/home surroundings.	Combine letters to form 3-letter words with many errors.	Write 3-4-letter words with few errors.	Write 3-4-letter words accurately.	Write 3-4-letter words accurately and attempt to write 5-6-letter words.
	c) Create simple drawings and name the drawings.	Drawing and writing the name of the object have been done correctly.	Create drawings and name them with many errors.	Draw and name objects with few errors.	Draw and name an object accurately.	Attempt to create a wide range of drawings and name them correctly.
	d) Write sentences using words containing cluster consonants (sh, st, ch, gl, cl).	Writing sentences using words containing cluster consonants (sh, st, ch, gl, cl) has been done correctly.	Write sentences using words containing cluster consonants (sh, st, ch, gl, cl) with many errors.	Write sentences using few words containing cluster consonants (sh, st, ch, gl, cl) with few errors.	Write sentences using words containing cluster consonants (sh, st, ch, gl, cl) correctly.	Write sentences using words containing cluster consonants (sh st, ch, gl, cl) correctly and attempt to add more cluster consonants beyond this group.
6.3 Writing with accuracy and coherence.	a) Write by joining two parts of a sentence to create meaningful sentences.	Writing by joining two parts of a sentence to create meaningful sentences has been done correctly.	Write by joining two parts of a sentence with many errors.	Write by joining two parts of a sentence, with few errors.	Write by joining two parts of a sentence to create meaningful sentences accurately.	Write by joining two parts of a sentence to create meaningful sentences accurately and attempt to write long sentences correctly.
	b) Write correct sentences from a group of jumbled words.	Writing correct sentences from a group of jumbled words has been done correctly.	Struggle to write sentences from jumbled words.	Write sentences from a group of jumbled words with some errors	Write sentences correctly from a group of jumbled words.	Write correct sentences from a group of jumbled words and attempt to write complex sentences from a group of jumbled words correctly.
Writing a short dictation text.	c) Write a short text from dictation.	Writing a short text from dictation has been done correctly.	Write a short text from dictation with many errors.	Write a short text from dictation with few errors.	Write a short text from dictation correctly.	Attempt to write a longer text from dictation correctly.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
6.4 Writing the correct sequence of events.	a) Write a short story from pictures arranged according to a sequence of events.	Writing short stories using simple class level language from pictures arranged according to a sequence of events has been done correctly.	Write a short story from pictures with a poor connection of events and flow.	Write a simple short story from pictures with a partially good connection of events and flow.	Write a simple short story from pictures, arranged according to a sequence of events correctly.	Attempt to write a detailed short story from pictures with excellent coherence.
	b) Construct sentences using given words.	Constructing sentences using given words has been done correctly.	Construct sentences from given words with many grammatical errors.	Construct sentences from given words with some grammatical errors.	Construct simple sentences from given words correctly.	Attempt to construct complex sentences using given words.
	c) Write a missing word or words in a sentence to complete the meaning.	Writing a missing word or words in a sentence to complete the meaning has been done.	Write a missing word or words in a sentence with many errors.	Write an incorrect missing word or words in a sentence with few errors.	Write correctly a missing word or words in a sentence to complete the meaning.	Attempt to write alternative missing words (not given) in a sentence to complete the meaning.
	d) Construct coherent sentences of not more than six words.	Constructing coherent sentences of not more than six words has been done correctly.	Construct coherent sentences with many errors.	Construct coherent sentences of not more than six words with few errors.	Construct coherent sentences of not more than six words correctly.	Construct coherent sentences of not more than six words correctly and attempt to constructs complex sentences.
	e) Use basic punctuation marks in a sentence (full stop, question mark and exclamation mark).	Use of basic punctuation marks appropriately done.	Use basic punctuation marks in sentences (full stop, question mark and exclamation mark) inappropriately.	Use full stop and question mark at the end of sentences slightly appropriately.	Use the three basic punctuation marks in sentences (full stop, question mark and exclamation mark) appropriately.	Use a range of basic punctuation marks in sentences.
	f) Write by arranging jumbled sentences to produce a sequence of events.	Writing by arranging jumbled sentences to produce a sequence of events is done with correctly.	Write sentences to produce a sequence of events with many errors.	Write by arranging jumbled sentences with few errors.	Write by arranging jumbled sentences to produce a sequence of events correctly.	Write by arranging jumbled sentences to obtain a sequence of events correctly and attempt to compose new sentences to describe a sequence of events.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	g) Write simple sentences showing a sequence of daily activities.	Writing simple sentences showing a sequence of daily activities is done with consistency.	Write simple sentences showing inconsistency in a sequence of daily activities.	Write simple sentences showing some consistency in a sequence of daily activities.	Write simple sentences showing a sequence of daily activities with consistency.	Write simple sentences showing a sequence of daily activities with consistency and attempt to write complex sentences sequentially for daily activities.
	h) Compose stories with a good flow of events.	Composing stories with a good flow of events is done correctly.	Struggle to compose a story with good flow of events.	Compose simple stories with a good flow of events with some errors.	Compose simple stories with a good flow of events correctly.	Compose simple stories with a good flow of events correctly and attempt to compose detailed stories with a correct sequence of events.
6.5 Writing texts in print style	a) Write a text in print style.	Writing a text in print style is done correctly.	Struggle to write a text in print style.	Write a text in print style with minor errors.	Write a text in print style correctly.	Write a text in print style correctly and attempt to write a long text in print style.
	b) Write dictation in print style.	Writing dictation in print style is done correctly.	Write dictation in print style with many errors.	Write dictation in print style with a few errors.	Write dictation in print style correctly.	Write dictation in print style correctly and attempt to write dictation in cursive style.
	c) Compose and write a short story in print style.	Composing and writing a short story in print style correctly done.	Compose and write a short story in print style with many errors.	Compose and write a simple short story in print style with few errors.	Compose and write a short story in print style correctly.	Compose and write a short story in print style correctly and attempt to write it in cursive style.



## 7.0 Main Competences: MATHEMATICS

The main competence of numeracy consists of specific competences to be accomplished by the learner to acquire appropriate numerical literacy 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 1-99.	Counting different things or objects 1-99 has been performed correctly.	Struggle to count different things or objects 1-99 with multiple errors.	Count different things or objects 1-99 with minor errors.	Count different things or objects 1-99 correctly.	Count objects or things 1-99 and slightly above accurately and attempt to count into the hundreds.
	b) Read numbers 1-99.	Read numbers 1-99 correctly.	Struggle to read numbers 1-99 with multiple errors.	Read some of the numbers 1-99 with minor errors in pronunciation.	Read numbers 1-99 correctly.	Read numbers fluently 1-99 and attempt to read slightly above 100.
	c) Write numbers 1-99.	Writing numbers 1-99 has been done correctly.	Struggle to write numbers 1-99 with errors.	Write some of the numbers 1-99 with minor errors.	Write numbers 1-99 correctly.	Write numbers 1-99 without errors and attempt to go beyond 100.
7.2 Number Operations	a) Add objects to obtain a total not exceeding 99.	Adding objects to obtain a total not exceeding 99 has been performed correctly.	Struggle to add objects to obtain a total not exceeding 99 with errors.	Add objects to obtain a total not exceeding 99 with minor errors.	Add objects to obtain a total not exceeding 99 with accuracy.	Add objects to obtain a total not exceeding 99 correctly and attempt to add slightly above 99 without errors.
	b) Identify and use the addition sign (+).	Identifying and using the addition sign (+) correctly.	Struggle to identify the addition sign (+).	Identify and use of the addition sign (+) with errors and mistakes in number operations.	Identify and use the addition sign (+) to obtain a sum not exceeding 99 with minor errors.	Identify and use the addition sign (+) to obtain a sum not exceeding 99 or slightly more without errors.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	c) Subtract a number of objects from a given number of objects.	Subtract a number of objects from a given number of objects has been performed correctly.	Struggle to subtract a number of objects from a given number of objects.	Subtract a number of objects from a given number of objects with multiple errors.	Subtract a number of objects from a given number of objects to obtain a correct answer with minor errors.	Subtract a number of objects from a given number of objects without errors.
	d) Identify and use the subtraction sign (-).	Identifying and using the subtraction sign (-) correctly done.	Struggle to identify the subtraction sign (-).	Identify and use the subtraction sign (-) with errors and mistakes in number operations.	Identify and use the subtraction sign (-) with minor errors.	Identify and use the subtraction sign (-) without errors.
7.3 Fraction recognition	a) Identify, read and write the half fraction ( $\frac{1}{2}$ ).	Identifying, reading and writing the half fraction ( $\frac{1}{2}$ ) have been done correctly.	Struggle to identify the half fraction ( $\frac{1}{2}$ ).	Identify the half fraction ( $\frac{1}{2}$ ) but unable to read it correctly.	Identify, read and write the half fraction ( $\frac{1}{2}$ ) with minor errors.	Identify, read and write the half fraction ( $\frac{1}{2}$ ) without errors.
	b) Identify, read and write the quarter fraction ( $\frac{1}{4}$ ).	Identifying, reading and writing the quarter fraction ( $\frac{1}{4}$ ) have been done correctly.	Struggle to identify the quarter fraction ( $\frac{1}{4}$ ).	Identify the quarter fraction ( $\frac{1}{4}$ ) but unable to read it correctly.	Identify, read and write the quarter fraction ( $\frac{1}{4}$ ) with minor errors.	Identify, read and write the quarter fraction ( $\frac{1}{4}$ ) without errors.
7.4 Recognising numbers and relationships	a) Identify Tanzanian currency	Identifying Tanzanian currency has been done correctly.	Struggle to identify Tanzanian coins and bank notes with multiple errors.	Identify some Tanzanian coins and bank notes with errors.	Identify commonly used coins and notes with minor errors.	Identify commonly used coins and notes accurately and differentiate between coins and bank notes without errors.
	b) Compare the value of Tanzanian coins.	Compare the values of various coins has been performed correctly.	Struggle to compare the value of Tanzanian coins with multiple errors.	Compare the value of Tanzanian coins with errors.	Compare the value of Tanzanian coins with minor errors.	Compare the value of Tanzanian coins without errors.
	c) Add Tanzanian shillings to obtain a sum not exceeding 100.	Adding Tanzanian shillings to obtain a sum not exceeding 100 has been performed correctly.	Struggle to add Tanzanian shillings to obtain a sum not exceeding 100.	Add Tanzanian shillings to obtain a sum not exceeding 100.	Add Tanzanian shillings to obtain a sum not exceeding 100 with minor errors.	Add Tanzanian shillings to obtain a sum not exceeding 100 without errors.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	d) Subtracting Tanzanian shillings involving numerals less than 100.	Subtract Tanzanian shillings has been performed correctly.	Struggle to subtract Tanzanian shillings for numerals not exceeding 100.	Subtract Tanzanian shillings with errors and mistakes.	Subtract Tanzanian shillings involving numerals not exceeding 100 with minor errors.	Subtract Tanzanian shillings involving numerals less than 100 without errors.
7.5 Recognising measurements.	a) Use words that indicate time measurements.	Using words indicating time correctly done.	Struggle to use words that indicate time.	Use some words indicating time measurements with errors.	Use words indicating time measurement with minor errors.	Use words indicating time measurements without errors.
	b) Compare the weight of objects.	Comparing the weight of objects has been done correctly.	Struggle to compare the weights of objects with multiple errors.	Compare the weights of objects with errors.	Compare the weights of objects with minor errors.	Compare the weights of objects accurately.
	c) Compare the volume of things.	Comparing the volume of things has been done correctly.	Struggle to compare the volume of things with multiple errors.	Compare the volume of things with errors.	Compare the volume of things with minor errors.	Compare the volume of things accurately.
	d) Compare the length of objects.	Comparing the length of objects correctly.	Struggle to compare the length of objects with multiple errors.	Compare the length of objects with few errors.	Compare the length of objects with minor errors.	Compare the length of objects accurately.
	e) To identify various measurement tools used in the local context.	Identify locally used measurement tools correctly.	Struggle to identify a few measurement tools used in the locality.	Identify a few measurement tools used within the locality.	Identify various measurement tools used in the local context with minor errors.	Identify most of the measurement tools used in the local context.
7.6 Recognising shapes and figures.	a) Identify two and three dimensional figures.	Identifying two and three dimensional figures has been performed correctly.	Struggle to identify two and three dimensional figures with multiple errors.	Identify two and three dimensional figure with errors.	Identify two and three dimensional errors.	Identify two and three dimensional figure accurately.
	b) List two and three dimensional figures.	Two and three dimensional figures have been listed correctly.	Struggle to list two and three dimensional figures.	List two dimensional figures but fail to list three dimensional figures.	List two and three dimensional errors.	List two and three dimensional figures distinctly.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
7.7 Gathering data.	a) Collect and sort real objects from the environment.	Collecting and sorting real objects from the environment correctly.	Struggle to collect and sort real objects into groups.	Collect real objects but unable to sort them into groups.	Collect and sort real objects into groups with minor mistakes.	Collect, sort and classify objects into several different groups accurately.
	b) Represent quantities of real objects using drawings.	Representing quantities of real objects using drawings has been done correctly.	Struggle to represent quantities of real objects using drawings.	Represent quantities of real objects using drawings with multiple errors.	Represent quantities of real objects using drawings with minor errors.	Represent quantities of real objects using drawings and interpret them accurately.

## 8.0 Main Competence: HEALTHCARE AND THE ENVIRONMENT

The main competence is to maintain healthcare and environment. It is divided into specific competences where by 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) Identify external parts of the human body and explain the functions of the eyes, nose, ears, mouth, legs and hands.	Identify the external parts of the human body and explain the functions of the eyes, nose, ears, mouth, legs and hands.	Identify some external parts of the human body with errors.	Identify some external parts of the human body and provide a limited explanation on the functions of the eyes, nose, ears, mouth, legs and hands with minor errors.	Identify external parts of the human body and explain the functions of the eyes, nose, ears, mouth, legs and hands correctly.	Identify external parts of the human body and explain the functions of the eyes, nose, ears, mouth, legs and hands correctly and describe many external parts of the human body stating their functions.
8.2 Recognising ways of protecting against disease.	a) Cleanliness of the body.	Clean the body (e.g. face, mouth, hair, finger, and whole body).	Clean the body (e.g. face, mouth, hair, finger, and whole body) with errors.	Clean some parts of the body (face, mouth, hair and whole body) with minor errors	Clean parts of the body correctly (i.e. face, mouth, hair, finger, and whole body).	Clean parts of the body correctly (i.e. face, mouth, hair, finger, and advise others on how to clean their body properly.
	b) Describe the characteristics of safe and clean water.	Describe the characteristics of safe and clean water has been done correctly.	Describe some characteristics of safe and clean water with errors.	Describe the major characteristics of safe and clean water with minor errors.	Describe the major characteristics of safe and clean water correctly.	Describe the major characteristics of safe and clean water correctly and advise others to guard water sources.
	c) Describe the use of clean and safe water.	Describe the use of clean and safe water has been done properly.	Describe some uses of clean and safe water with an unclear explanation.	Describe some uses of clean and safe water with a limited explanation.	Describe the main uses of clean and safe water properly.	Describe many uses of clean and safe water and advise others to use clean and safewater.
	d) Identify things which cause HIV/ AIDS infection.	Identify things which cause HIV/AIDS correctly.	Identify two things which cause HIV/ AIDS infection correctly.	Identify three things which cause HIV/ AIDS infection correctly.	Identify four things which cause HIV/ AIDS infection correctly.	Identify five things which cause HIV/ AIDS infection correctly.

Specific Competences	Pupil's Activities	Assessment criteria	Benchmarking			
			Beginning	Average	Good	Very Good
8.3 Recognise living things found in the environment.	a) Identify domestic animals found in their environment.	Identifying domestic animals found in their environment has been done correctly.	Identify domestic animals found in their environment with errors.	Identify a few common domestic animals in their environment.	Identify several common domestic animals found in their environment.	Identify and describe various common domestic animals found in their environment.
	b) Describe the benefits of domestic animals.	Describing the benefits of domestic animals has been done correctly.	State some of the benefits of domestic animals with unclear explanations.	Explain some of the domestic animals	Explain many of the benefits of domestic animals correctly.	Describe, with examples, many of the benefits of domestic animals.
	c) Identify various plants found in the environment.	Identify various plants found in the environment.	Identify various plants found in the environment with errors.	Identify a few common plants found in the environment.	Identify various common plants found in the environment.	Identify and describe various plants found in the environment and their benefits
8.4 Cleaning and caring for the environment.	a) Identify and use various types of equipment to clean the environment.	Identifying and using various types of equipment to clean have been done correctly.	Identify various types of equipment used to clean the environment with errors.	Identify various types of equipment used to clean the environment with minor errors.	Identify and use various type of equipment used to clean the environment correctly.	Identify, describe and use various types of equipment used to clean the environment correctly.
	b) Identify dangerous environments at school and at home.	Identifying dangerous environments at school and at home has been done correctly.	Identify dangerous environments at school and at home with errors.	Identify some common dangerous environments at school and at home with minor errors.	Identify dangerous environments at school and at home correctly.	Identify, with examples, dangerous environments at school and at home correctly.
	c) Explain risky behaviour in the environment.	Explaining risky behaviour in the environment has been done correctly.	Identify risky behaviour in the environment with errors.	Explain some of the common types of risky behaviour in the environment with minor errors.	Explain various types of common risky behaviour in the environment correctly.	Explain various types of common risky behaviour in the environment and attempt to suggest their prevention.
	d) Describe harmful objects in the environment.	Describing harmful objects in the environment correctly done.	Identify some harmful objects in the environment with errors.	Identify and explain some harmful objects in the environment with minor errors.	Identify and describe common harmful objects in the environment correctly.	Identify and describe, with examples, various harmful objects in the environment correctly.

Specific Competences	Pupil's Activities	Assessment criteria	Benchmarking			
			Beginning	Average	Good	Very Good
8.5 Identify different ways of providing first aid.	a) Identify situations and accidents that require first aid (at school and at home).	Identify situations and accidents that require first aid (at school and at home) correctly.	Identify and describe accidents that require first aid (at school and at home) with errors.	Identify some major situations and accidents that require first aid (at school and at home).	Identify various major situations and accidents that require first aid (at school and at home).	Identify various situations and accidents that require first aid (at school and at home) and suggest ways of prevention.
	b) Describe things used in the provision of first aid ( first aid kit).	Describing things used in the provision of first aid ( first aid kit) has been correctly done.	Identify things used in the provision of first aid (first aid kit) with errors.	Identify and explain some of the things used in the provision of first aid (first aid kit) with minor errors.	Identify and describe various things used in the provision of first aid (first aid kit).	Identify and describe various things used in the provision of first aid (first aid kit) and attempt to explain how to handle them.
	c) Report an accident that occurred (at school or at home).	Reporting an accident that has occurred at (at school or at home) correctly done.	Report an accident that occurred (at school or at home) with unclear explanation.	Report an accident that occurred (at school or at home) with clear information.	Report clearly an accident that occurred (at school or at home) with clear information.	Report and explain with clear information an accident that occurred (at school or at home).

## 9.0 Main Competence: DEVELOPING SPORTS AND ARTS

The main competence of developing sports and arts is divided into specific competences whereby their successful attainment will enable pupils to engage in sports and games and perform 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 familiar games.	a) Play local familiar games competently.	Playing local familiar games competently has been done successfully.	Play local familiar games with errors.	Play local familiar games with minor errors regarding the rules and procedures.	Play local familiar games competently.	Play children's familiar games competently and teach others the rules and procedures.
	b) Perform physical exercises.	Performing physical exercises has been done successfully	Perform physical exercises with errors.	Perform physical exercises, with minor errors.	Perform physical exercises successfully.	Perform physical exercises with high dexterity and be able to teach others.
	c) Play ball games according to the rules.	Playing ball games according to the rules is done successfully.	Play ball games with errors regarding the rules.	Play ball games with minor errors regarding the rules.	Play ball games correctly, adhering to rules.	Play ball games according to the rules and teach others to play and observe the rules.
	d) Play various athletic games.	Playing athletic games according to the rules competently.	Play athletic games with errors.	Play some athletic games with minor errors regarding the rules.	Play various athletic games according to the rules.	Play various athletic games according to the rules and be able to teach others how to play and observe the rules.
9.2 Creating various artistic works.	a) Draw Arabic numeral shapes artistically.	Drawing Arabic numeral shapes artistically and done correctly.	Draw Arabic numeral shapes artistically with errors.	Draw a few Arabic numeral shapes artistically with minor errors.	Draw all given Arabic numeral shapes artistically and correctly.	Draw and shade all given Arabic numeral shapes artistically and correctly.
	b) Draw English alphabet letter shapes.	Draw English alphabet shapes artistically and correctly.	Draw alphabet shapes with errors.	Draw some alphabet shapes artistically with minor errors.	Draw all given alphabet shapes artistically and correctly.	Draw all given alphabet shapes artistically and correctly and shade them.



Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
	c) Colour in Arabic letter and numeral shapes.	Colouring in Arabic alphabet and numeral shapes artistically is done correctly.	Colour in Arabic alphabet and numeral shapes with errors.	Colour in some Arabic alphabet and numeral shapes with a single colour with minor errors.	Colour in all given Arabic alphabet and numeral shapes correctly.	Colour in all given Arabic alphabet and numeral shapes artistically and correctly using different colours.
	d) Model familiar things.	Model clay figures is done correctly.	Model clay figures with errors.	Model clay figures with minor errors.	Model clay figures correctly.	Model clay figures correctly and decorate them.
	e) Print texture by rubbing and pressing methods.	Print texture by rubbing and pressing methods is done correctly.	Print textures by rubbing and pressing methods with multiple errors.	Print textures by rubbing and pressing methods with minor errors.	Print textures by rubbing and pressing methods correctly.	Print textures by rubbing and pressing methods correctly and attempt to find and select textures of use in successful rubbing and pressing.
9.3 Singing simple songs.	a) Sing simple songs.	Sing simple songs correctly.	Sing simple songs with errors.	Sing a few simple songs correctly.	Sing several simple songs correctly.	Sing many common songs correctly, attempt to sing more complicated songs and be able to teach others.
	b) Play simple musical instruments.	Playing simple musical instruments is done well.	Play simple musical instruments with errors.	Play a few simple musical instruments correctly.	Play various simple musical instruments correctly.	Play various simple musical instruments correctly and attempt to create own rhythm on a simple musical instrument.

Specific Competences	Pupil's Activities	Assessment Criteria	Benchmarking			
			Beginning	Average	Good	Very Good
9.4 Performing plays/ drama	a) Watch drama and respond to simple questions.	Answer questions about plays and roleplay correctly.	Respond to simple questions after watching plays and roleplay with many errors.	Respond to simple questions, with few errors after watching plays and roleplay.	Respond correctly to simple questions after watching plays and roleplay.	Respond correctly to simple questions after watching plays and roleplay and pose questions about them.
	b) Act in a play/ drama based on their own experience.	Acting in a play/ drama based on their own experience has been done correctly.	Perform plays/drama with many errors.	Perform plays/ drama with minor errors.	Perform plays/ drama correctly.	Perform all given plays/ drama competently with additional improvisation.
	c) Tell a simple thematic story.	Telling a simple thematic story has been done correctly.	Narrate a story with multiple errors.	Narrate a story with minor errors.	Narrate a story correctly.	Narrate a story correctly with additional creations.
	d) Tell jokes.	Telling jokes has been done successfully.	Tell jokes with many errors.	Tell jokes with minor errors.	Tell jokes successfully.	Tell jokes successfully and teach others jokes and what they mean.